

CALL FOR PAPERS

Studia Paedagogica

22:2, 2017

Issue Topic: Trust and Control in Education

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Monothematic issue the journal *Studia Paedagogica* will be focused on one of the traditional dichotomies in education: trust and control.

Education is considered to be a process in which success depends very much on the trust invested. At the same time, processes and results in education are always checked, especially if institutional involvement has its say. So one of the delicate tasks of education and its management is to balance trust (or autonomy) and control.

The dualistic approach to education is an eternal theme at all levels of education. Dealing with trust and control extends from individual education in families and schools all the way up to relationships among representatives of educational institutions, parents and teachers, and, as the case may be, among various school levels within one educational system. At the micro level, for instance, there is emphasis on the development of innate talents: education should evolve the potential of an individual independent of social interference and pressure. On the other hand, there is the view that education should overcome innate inclinations and replace them by habits. In this view, the unpreparedness of children requires protective care and control. At the meso and macro levels, references to quality assurance in education often urge a complementary and integrated relation between trust and control-oriented evaluation of schools. Yet there is still the question of the role that should, or could, be played by internal evaluation (trust/autonomy-oriented) in relation to external control-oriented evaluation. Are the arguments for the integration of both overly positive? The question of whether accountability and school improvement are reconcilable is indeed a complex one, and it requires a carefully qualified answer.

Trust and control are culturally and historically changeable. They can be understood as methodologically elusive, multileveled, context-dependent phenomena of both individual and collective nature. Their mutual relation is noticeable: trust often stems from effective control and incentive systems.

This monotheomatic issue of *Studia Paedagogica* is open to authors of articles focused on any of the levels at which trust or control in education are applied on a significant scale. Articles

on carriers and objects of trust or control in educational situations will also be of interest. We are interested in accompanying phenomena as well, such as dilemmas, challenges and consequences of applying, or not applying, trust and/or control in education in various extents.

Articles related to various settings in which education takes place are welcome as well as ones dealing with adult education and life-long learning in the broadest sense of the terms. We are concerned with situations in which trust and control are balanced so that those being educated are successful in their learning, but we will also appreciate articles on situations in which questions of trust and control are addressed in view of external priorities, as distinct from the concerns of a learning individual.

There may be numerous questions to focus on, so here are a few examples from a potentially long list. We may ask, for instance:

- *Is obligatory education in nursery schools a sign of that trust in parents is lacking? What are the situations in which trust is (not) given to pupils or parents? What is typical about discourse on trust and control and what impact does this discourse have on education?*
- *Can we leave it up to parents or pupils to decide about the results of education? How is this projected in practices such as home education?*
- *How much trust can be expected in the teacher-parent relationship? Whom in the school do parents trust? Does the school give parents a chance to trust? How does the school win parents' trust and how do parents win trust from the school? Is there a place for control in the school-parent relationship? How can parents control the school? Which opportunities for control do parents use?*
- *Is teaching a helping profession even where situations of control prevail? After all, teachers work with those who do not attend school voluntarily so they must often use compulsion; there is obligation, and many situations in the school feature control.*
- *How is trust and control among various educational levels manifested? What is the future of entrance examinations between schools of two different levels? And how about the relation between university and practice, particularly in the field of education/schooling? What influences this relation, and how is this projected in trust and control?*
- *How can we work sensitively with trust and control at a time when the prevailing discourse emphasizes accountability, efficiency and evaluation? What is the function of control in, for instance, in-service teacher training? And how can we approach the professionalism of teachers and education leaders?*
- *Under which conditions can self-evaluation of an institution be a basis for the development of schools and/or pupils? Can accountability and school improvement be reconciled as two functions of school inspection? What alternatives to a stereotyped approach to school inspection can be developed? Can school inspection play the role of helper if control is its primary function?*
- *What is the point of applying control in leisure activities, e.g. with adults?*
- *How can trust and control be combined? When is it better to apply trust and when is control almost exclusively the point? Does control exclude trust? Is control a proof of the fact that we do not trust people/institutions?*

This monothematic issue of *Studia Paedagogica* will be published in English. Empirical articles (alternatively, theoretical studies) are welcome.

Abstracts of articles proposed for publication are accepted by 21 October, 2016, **full texts** by 16 December, 2016, both at studiapaedagogica@phil.muni.cz. The articles should be written in English and meet the requirements mentioned in the instructions for authors on the journal's web page, see below. Papers will be submitted to a peer-review process which will enable the staff to select papers for publication. The monothematic issue Trust and Control in Education will be published in April 2017.

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