

# CALL FOR PAPERS



## *Studia paedagogica*

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### Issue topic: Educating the Adults

The monothematic issue of *Studia paedagogica* entitled **Educating the Adults** will bring the opportunity for various levels of thinking about its topic. **Educating the Adults** primarily stands for paying attention to those who provide or participate in this kind of education in any possible way: adult educators like lecturers, trainers, consultants, counsellors, and so forth. They all work in the field of what can generally be defined as education and learning of adults. Yet another level is adult learners as active co-creators and co-actors of their own education. And finally, there is a wide social context in which adult education takes place, including the educational policy as well as the specific conditions created for adult education at the level of organisations and institutions.

The current development of adult education leads to increasing demands for the assumptions, expertise and professionalism of those who work in adult education, organize, plan, implement and evaluate it. A significant proportion of the requirements for professionalism is directed to people involved in the front line of education, namely those who undergo the direct interaction with learners. So, lecturers and other people implementing the educational activities usually carry most of the responsibility for the processes of adult education and the largest share of the workload.

*Questions in this context may be the following: How do adult educators cope with the needs to develop their own professional skills? What is the appropriate and real expertise of people involved in the process of adult education? What is their professional profile? What are the specifics of pedagogical interaction with adults? How do adult educators think about their work? How do they solve the problems of work efficiency and what methods do they choose? To what extent are their practices based on theories of learning and to what extent are these processes intuitive? How do educators of adults protect themselves from stress and how do they solve the problems of mental hygiene?*

Active co-creators of adult education are the learners. And, if this basic andragogical thesis is true, adult learners are not only the receivers of education but they participate in the determination of the conditions for education, expressing their needs and formulating their orders. They have specific motivations on which their education and training must be based. Their behaviour, activity and attitudes then significantly influence the learning process. This fact makes them clearly different from “immature” participants in the process of education and learning.

*The following questions, among others, are associated with such consideration: How can learners actively participate in defining the objectives, conditions and processes of education? How are the expressed needs reflected in the learning process? How much space in adult education is given to negotiations about orders for education? How do learners with their attitudes co-determine the processes of education? How much does the fulfillment of educational objectives depend on the learners and how much responsible do learners and other participants feel for the results? What kind of motivation do adults start their education with?*

There are even more general aspects of adult education: the political and ideological background and what is called culture of education and culture of learning. All this is connected with the educators' approach to the task of educating adult learners. Therefore, adult education is not only a process as such, but also an arena of various individual, organizational and wider social interests. It is a place for applying values, beliefs, motivation, and ideologies too, which can largely be reflected in the forms of adult education.

*At this level, questions like the following arise: Which conditions for adult education are adjusted by the educational policy? Which theories and assumptions about the nature of learning are the approaches to adult education based on? Are these approaches congruent with the expectations about adult education, or perhaps with a particular order? Why do adult educators make certain decisions about their priorities, activities, methods, techniques, materials and usage of external resources? Is adult education sensitive to some wider contexts (organizational, institutional, or social in general)? How do active people in the field of adult education harmonize the interests of its different participants?*

**Educating the Adults** is not an easy assignment. After all, it has not been chosen randomly as the topic of the forthcoming monothematic issue of *Studia paedagogica*. Obviously, the above questions indicate its wide scope rather than exhaust it, their purpose being to open the theme, not restrict.

We hope you will be inspired to write and share your original empirical or theoretical studies. Offer your texts to the editors of *Studia paedagogica*. Send abstracts (200 to 400 words) by **15 November 2011** to [studiapaedagogica@phil.muni.cz](mailto:studiapaedagogica@phil.muni.cz). The deadline for full texts is **15 January 2012**. All contributions are subjected to peer review based on which the editors will decide about acceptance for publication. We welcome contributions in English. If accepted for full publication, your texts will be translated into Czech. Editors, the chief editor and specialist translator are in charge of the translation.

This issue of *Studia paedagogica* will be published in June 2012. The chief editor of the issue is Petr Novotný. For further information and detailed instructions for authors, please visit <http://www.phil.muni.cz/wupv/journal>.

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