

# CALL FOR PAPERS



## *Studia paedagogica*

16:1, 2011

### Issue topic: How Schools Speak

The forthcoming issue of *Studia paedagogica* will be entitled **How Schools Speak**. We would like to publish contributions examining from various viewpoints the communication processes in the environment of schools and the communication between schools and their external environment. We know that such communication is specifically structured and mediates specific contents. Also, each communication act involves elements of negotiation, reflecting the relations of power and other kinds of relationship among those involved. These three components — structure, content and relations — are of key importance to any contemplation about school communication.

The issue title, **How Schools Speak**, refers to the fact that the use of language is a fundamental attribute of communication among people. We are thus concerned with what is specific about the language used in schools.

*What are the specifics of school language? What are the differences between the language of teachers and that of students? Which words do teachers use to speak of a school vision, mission and purpose? Which are the narratives students use to conceptualize their lived experience in schools? Which are the most frequent pedagogical clichés?*

However, communication must not be restricted to language as such. Our object of study is the process of educational communication between teachers and students. Although the Czech tradition of exploring this kind of pedagogical communication is strong, it is a field which can never be fully mapped, as it is precisely communication what bridges the gap between (teachers') knowledge and (pupils') learning. The fact that a number of previous studies in this subject are available invites to compare: To what extent has the educational communication in Czech schools changed over the past two decades?

*Which types of questions do teachers ask and how much demanding are they, in terms of cognition? What kind of evaluation reports do pupils get? What are the rules of communication in the classroom? To which extent are the rules defined by teachers, and how much do pupils participate in their formulation? Which are the effects of the increasing pupil participation in classroom communication?*

Besides exploring communication as a process, we would also like to pay attention to various characteristics of those participating in, and possibly affecting, the communication process.

*How does the interpersonal style of teachers affect communication? How much willing are pupils to participate in school communication? Are there differences in this respect between boys and girls or among groups of pupils with different levels of school performance?*

Finally, we would like to examine what takes place beyond the boundaries of schools — the communication between the school and pupils' families. The current educational ideal is one of

intensive cooperation and partnership between the two parties. Yet such ideal can only be achieved through constant negotiation, via efficient communication channels. At the same time, each school shapes its image towards both parents and the society. In the era of educational markets, with schools competing to recruit pupils, various forms of presentation become important for the schools' communication strategies.

*What is the contents of the communication between families and schools? What do parents require from schools and what do schools require from parents? On which occasions do teachers and parents communicate? Do they perceive their communication as easy or rather difficult and frustrating? Which tools do schools use for their marketing communication? Whom do these strategies focus on? Which types of messages do schools communicate in these ways?*

Though the above questions certainly do not cover the whole of the language-of-schools field, we hope they can help and inspire authors to offer us their empirical or theoretical studies.

Please send your abstracts (200 to 400 words) to [studiapaedagogica@phil.muni.cz](mailto:studiapaedagogica@phil.muni.cz) by **31 December 2010**. The deadline for the full-length papers is **28 February 2011**. All papers are subjected to peer review based on which the editorial board will decide about acceptance/non-acceptance for publication. Abstracts in Czech and English will be part of the published texts.

The publication date is 1 September 2011. The editors of **How Schools Speak** issue are Klára Šedřová and Roman Švaříček. For further information and more details please see <http://www.phil.muni.cz/wupv/journal>.