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CALL FOR PAPERS:

Special Issue — Interactions and Meanings

in Social Networks

Editors: Jennifer M. Langer-Osuna & Zuzana Šalamounová

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The June 2021 issue of *Studia paedagogica* will focus on the social networks in educational processes. Educational research continues to deepen the current understanding of educational processes in order to improve their quality and ensure equal opportunities for everyone, no matter their race, sociocultural or socioeconomic background, gender, or language. Current research frequently focuses on individual actors (mostly students and teachers) and their independent actions related to learning and teaching processes. Another focus of research has been the examination of processes between educational actors from the perspective of their mutual relationships. The importance of relationships between (educational) actors has become even more important as schools and other institutions are closing down all over the world. This brings us to a key term: social networks, which we understand to describe configurations of social relationships between individual or corporate actors (White, 1992) and whose role in educational processes we would like to explore in the special issue of *Studia paedagogica*.

Social networks are understood as a construct with two levels (Fuhse, 2009; White, 1992). The first level concerns interaction, which is represented by communicative processes and mediates what is happening between single or corporate actors in a social network. The second level concerns individually or socially constructed meanings. It deals with the ways in which interactions between single or corporate actors proceed, the positioning of the individual actors, and the expectations of those actors. In the June 2021 issue, we would like to include studies that

examine the interactions between educational actors and/or their meanings while grounding these processes in the context of social networks.

We believe that such studies can lead to an increased understanding of many research areas. The first among these relates to learning processes that take place between educational actors and learning opportunities that are distributed between the actors. For example, research studies have shown that the nature of student participation in classroom discourse is shaped by their position among their peers (Engle, Langer-Osuna, & McKinney de Royston (2014) and also that learning opportunities of students are affected by their social relationships and the nature of their ties with others. This means that some students have greater opportunities to participate in classroom discourse while others can be marginalized (Esmonde & Langer-Osuna, 2013; Langer-Osuna, 2011). This understanding raises several questions:

How are learning opportunities distributed within social networks in homogenous / heterogenous classes?

How does meaning evolve in interactions within specific configurations of students?

How do social networks in homogenous / heterogenous classes affect attempts to ensure equality in classes?

If we aim to understand educational processes on a deeper level, then we also need to take into account how processes of (self)positioning proceed in networks and how social and learning identities are constructed (Wortham, 2006). To that end, we can find inspiration in the study by Karam, Kibler, Johnson, & Elreda (2019) on the positioning of a student by the teacher and by the student; this positioning further contextualizes the evolving position of the student in the social networks of peers. Since the study also illustrates how the clash of the positions ascribed to students by their teachers and by the students themselves, prospective papers can also examine the following questions:

How does the process of (self)positioning occur in a social network of peers and how does it change during the different forms of classroom discourse?

How are learning identities formed in interactions within the classroom?

How are teaching identities formed in classroom interactions with students? How are teaching identities formed in staffroom interactions?

Another line of research shows that students' belonging to particular networks has a long-term influence on their degree of engagement (Kindermann, 2007); this is also influenced by the characteristics of individual social networks (such as their size, gender distribution, etc., Johnson, Vollet & Kindermann, 2018) and by the involvement of teachers and parents (Kindermann & Vollet, 2014). This raises the following questions:

Which attributes of social networks in the classrooms influence teaching processes and learning and in what ways?

How do social bonds between students' homes and schools' practices affect student learning?

How do social relationships between schools and local communities affect educational processes?

Finally, papers can also examine questions related to theoretical and methodological frameworks used in the study of social networks in educational processes. Even though this mostly concerns interactional/positioning approaches or social network analysis, these are only very rarely used in combination (see Karam, Kibler, Johnson, & Elreda, 2019). Studies can therefore inquire:

How do interactional/positioning approaches and social network analytical procedures speak to one another theoretically and/or analytically?

What other methodological approaches can help us examine the role of social networks in educational processes?

This list of topical areas does not cover the entire scope of acceptable topics, but we hope that it will inspire authors to contribute empirical, theoretical, or methodological papers on social networks in educational processes.

Important dates:

This monothematic issue will be published in English in July 2021. The deadline for abstracts is June 30, 2020; the deadline for full texts is October 30, 2020. Both abstracts and full texts are to be sent to the e-mail address studiapaedagogica@phil.muni.cz. Articles should be written in English and meet the requirements mentioned in the instructions for authors on the journal's website. Manuscripts will be submitted to a peer-review process that will enable the editors to select papers for publication.

The editors of this issue are Jennifer M. Langer-Osuna (Stanford University, California, United States of America), and Zuzana Šalamounová (Masaryk University, Czech Republic). You can find more information at http://www.studiapaedagogica.cz.

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