

CALL FOR PAPERS:

Special Issue – Professional decision-making in education

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This special issue will focus on research, policy, and practice that explores and explains how teachers, school leaders, students, parents, governors, or other stakeholders can make informed decisions in education. Teachers make many decisions that affect students' educational trajectories, such as formative and summative assessment, tracking and grouping students, retention, or promotion. At school level, school leaders make decisions related to, for example, recruitment, school improvement actions, capacity building, or ethics. Often, there are many expectations related to students' involvement in decision-making. Parents or governors can be involved in decisions about a school's direction and many individual aspects of its operation, and the decisions of policy makers at different levels can sometimes have fatal consequences for formal education provision.

In general, the quality of educational decisions has an important impact on school policy and practice. It influences the extent to which improvement actions lead to sustainable change (Hargreaves, Lieberman, Fullan & Hopkins, 2014) or the extent to which education can provide equal and fair educational opportunities for all students (Datnow & Park, 2015). Therefore, it is important that all stakeholders strive to make professional decisions and prevent decision bias. However, this is not an easy endeavor, and it is often influenced by multiple factors (Schildkamp & Poortman & Handelzalts, 2016; Mandinach & Gummer, 2016; Vanlommel, Van Gasse, Vanhoof & Van Petegem, 2018).

In this special issue we welcome texts that focus on different aspects of and frameworks for decision-making in education. Our aim is to produce an issue that offers insight into educational

decision-making, showing how it happens and ways in which it can shape research, policy, professional development, and future practice.

Topics might include the following:

Understanding educational decision-making from different perspectives:

- What are the aspects of decision-making in education?
- What is the interplay between data use and expertise?
- What is the role of explicit and hidden purposes in decision-making?
- How can we understand individual and collective processes of decision-making?
- How can we understand, explain, and support the decision-making of teachers, school leaders, student, parents, governors, or other stakeholders?
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The outcomes of decision-making:

- How can we evaluate the effectiveness of educational decision-making?
- How can we evaluate the validity of educational decisions?
- What are 'good' educational decisions?
- How can we understand and prevent decision bias (stereotyping, self-fulfilling prophecies, etc.)?
- How can approaches (comparative judgement, formative assessment, etc.) strengthen the quality of decisions?
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The importance of professional decision-making in relation to different topics (educational change, equity, etc.):

- Which processes of decision-making are needed for sustainable change?
- What are the enablers and barriers?
- What is the relation between decision-making, judgement and equity?
- ...

Enhancing professional decision-making in education:

- What is the involvement of different actors in decision-making at different levels, and with what consequences? And how effective is it?
- How can we build capacity for professional decision-making in education?
- What are the enabling and hindering factors?
- ...

Important dates:

This monothematic issue will be published in English in December 2021. The deadline for submission of abstracts is December 31, 2020; the deadline for submission of full texts is April 30, 2021. 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 set out 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 Kristin Vanlommel (University of Applied Sciences, Utrecht, Netherlands), and Milan Pol (Masaryk University, Czech Republic). You can find more information at <http://www.studiapaedagogica.cz>.

References:

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