

CALL FOR PAPERS

Studia Paedagogica

23:2, 2018

Issue Topic: Learning and Work

Editors: Karen Evans, Petr Novotný

The journal *Studia Paedagogica* is indexed in SCOPUS.

We want to dedicate the single-topic *Studia Paedagogica* issue to revealing the diverse relationships between learning and work. We are doing this aware that the relationship between learning and work has become somewhat more complicated in the world of today. A career comprising the separated phases of preparation for life, work, then relaxation (in that order) has become the exception. Learning and working are two social processes that combine at various phases of life and inter-connect over the course of the lives of people living in the 21st century.

We aim not only to acknowledge contextual issues within the topical profile of this journal issue, but also to debate them. We want to know *how transformations of society and economics, including the transfer of the workforce between economic sectors, machines replacing human labour and the use of information technology are reflected in the relationship between learning and work*. And we do not want to confine ourselves to Europe, but we are also looking for authors who can show differences between learning/work relationships within different cultural contexts throughout the world.

The diversity of what we call work, from manual labour to intellectual work, from individual work to teamwork, from routine work to creative work, from unqualified work to work with high added knowledge value, means that we want to open up the volume to a variety of discourses on learning and work. Learning and work encounter each other in discussions on vocational education and training where vocation is a reference point on the one hand, and in discussions on professional development which refer to professions, on the other. If any group of workers move from the vocations category to the professions category, *does this bring both discourses together, or do they remain separate?* And finally, learning and work come together at the workplace. Thus we want to know what is happening within workplace learning. And we also welcome endeavours *to compare, contrast and perhaps bring together theoretically various discourses*.

Updated, maybe even new, *theoretical and empirical reflections are needed to develop fresh perspectives on the curriculum of vocational education and training and professional development, learning designs, education and training methods, learning to work and work to learning transitions, learning related systems and policies*. Furthermore, new insights are needed into the core of the issue, which is *the nature of learning of learning for work and*

through work. When we discuss learning knowledge, do we want to interpret learning for work as transfer of knowledge, or as recontextualizing of knowledge? Can we find an appropriate interpretation for all the diverse forms of knowledge (tacit, explicit, process, content etc.)? And do we also have an appropriate interpretation for learning skills?

It is obvious that one field is not enough in interpreting all these topics (and perhaps others too). As such, *we anticipate papers from various disciplines (educational sciences, psychology, sociology, economics and others), as well as interdisciplinary studies reflecting different assumptions and paradigms. We anticipate papers focusing at the micro and macro level, looking at learning at an individual, task or organisational level, looking at issues of individual or collective agency, and also papers focused on wider issues over relations between institutions and society, economics and the labour market.*

Studia Paedagogica is a peer reviewed journal published by Masaryk University and publishes papers on education, upbringing and learning from all spheres of social life. The papers are theoretical, but mainly empirical as the journal publishes research undertaken in the Czech Republic and abroad. The journal publishes only original research papers and is open to both experienced and early researchers. Early researchers can publish their papers in the section Emerging Researchers of the journal and are offered intensive editorial support.

The journal is interdisciplinary - it covers current topics in educational research while at the same time providing scope for studies grounded in other social sciences. The journal publishes four issues per year, two issues are dedicated to general interest articles and are in Czech, two issues are on a single topic and are in English. This monothematic issue of *Studia Paedagogica* will be published in English. Empirical articles (alternatively, theoretical studies) are welcome.

Important Dates

Abstracts of articles proposed for publication are accepted by 31 August 2017, **full texts** by 30 October 2017, 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 Learning and Work will be published in July 2018.

www.studiapaedagogica.cz