



CALL FOR PAPERS

Studia Paedagogica

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Issue Topic: Teacher Education and Educational Research

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Monothematic issue of the journal *Studia Paedagogica* will be focused on teacher education and professional development and their relationship to educational research.

On the one hand, we may consider the ways in which research results are used in teacher education. The fact that teacher education should draw on current scientific knowledge and should reflect the latest findings of educational research is commonly emphasized. Such a situation presupposes a symbiotic relationship between academics at universities who produce knowledge and disseminate it towards teachers and teachers themselves who put this knowledge into practice and thus validate it. However, this presumption has been repeatedly problematized. Traditionally, a gap between two worlds (Smagorinsky et al., 2004) – the world of research and universities, on the one hand, and the world of real practice on the other hand – has been identified. The representatives of academic knowledge have been criticising some aspects of real teaching at schools (e.g. transmissive teaching and authoritative classroom discourse) in the long term and have been offering theory and research-based alternatives (such as constructivist instruction and dialogic teaching). Complaints about these academic concepts having a limited impact on real practice are ever present. The issue can be also viewed from the perspective of the other side. Teachers often see educational science as detached from reality. In their opinion, academic concepts are difficult to apply, because they are too idealized and disregard the institutional conditions at school. Similarly, the education offered to teachers may be seen as impractical and insufficiently sensitive to teacher needs (Lefstein, Snell, 2011).

On the other hand, we may look at how teacher education itself is becoming an object of research. The topics of teacher education and development have been continuously discussed in the educational sciences. They are understood as a path to ensuring quality of teaching and learning and at the same time seen as a key to promoting educational innovations or reforms.

The issue of what form and content educational programmes for teachers should have is a widely debated one. The effectiveness of teacher education is, however, often called into question. (Van den Bergh, et al. 2015). It has been suggested that pre-service teachers' perceptions of teaching are based strongly on their own experiences of school as a student (Abell, 2000), and that such entrenched beliefs can persist throughout teacher education and into teaching service (Fajet, Bello, Leftwich, Mesler & Shaver, 2005). As for in-service teachers, it is often held that professional development programmes have a limited potential to change the style of teaching a teacher has established (Abell, 2000). As the above propositions suggest, different types of educational and development activities designed for teachers need to be carefully examined and their impact needs to be monitored. As Wilson (2013) points out, it is necessary to identify the underlying mechanisms that render some programmes more effective than others.

The questions that arise in the field thus delimited are numerous.

- *Does educational science produce concepts and theories that are applicable in practice? Is this knowledge useful in the sense that it has a potential to improve educational and learning processes?*
- *How is scientific knowledge transferred into educational programmes? How are these programmes designed and implemented? In what ways is their quality inspected? Can the characteristics of a good educational programme be identified?*
- *Does teacher education conceived in this way have any impact on practice? Are there any examples of successful educational programmes evidencing transferability of academic concepts and theories into real world of school classes?*
- *If teacher education is actually not effective and does not have any noticeable impact on the work of teachers, what are the causes of this state? Can barriers standing in the way of transfer of academic knowledge into practice be identified?*
- *What are the relationships between teachers, researchers and educators? Can we see collegial collaboration or rather rivalry of different professional visions (Goodwin, 1994) amongst them? Do differing professional visions bring problems that need to be addressed? Can their confrontation be also in some way beneficial?*
- *Do the impulses received by researchers from teachers in some way stimulate scientific inquiry? Can teachers be seen as "clients" of research orders? Can teachers themselves produce scientific knowledge or participate in its production?*

Any papers dealing with application of scientific knowledge in pre-service teacher education as well as in-service teacher development activities and programmes are welcome. We would like to focus on all levels of schools, ranging from kindergarten to higher-education level.

This monothematic issue of *Studia Paedagogica* will be published in English. Empirical articles as well as theoretical studies are welcome.

The deadline for **abstracts** is 30 April, 2017, the deadline for **full texts** is 30 June, 2017, 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 Teacher Education and Educational Research will be published in December 2017.

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