

Call for papers : *Studia paedagogica* 24:2, 2019 : Issue topic: Transitions in educational contexts

Studia paedagogica. 2018, vol. 23, iss. 1, pp. [157]-[160]

ISSN 1803-7437 (print); ISSN 2336-4521 (online)

Stable URL (handle): <https://hdl.handle.net/11222.digilib/137845>

Access Date: 05. 12. 2024

Version: 20220831

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CALL FOR PAPERS

Studia paedagogica

24:2, 2019

Issue Topic: Transitions in Educational Contexts

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The journal *Studia paedagogica* is indexed in SCOPUS.

The theme of forthcoming monothematic issue of *Studia paedagogica* is Transitions in Educational Contexts. This significant and multidisciplinary topic can be seen from the perspective of a number of scientific fields (such as education, psychology, sociology, economy, anthropology, ethnography), theoretical frameworks, and methodological approaches.

One of the characteristics of the current world is that all things are in constant movement and subject to rapid change. All occurrences consist of fragments and individual episodes. They are short-lived and pliable. In this context, expected and unexpected transition points, tasks, and decisions are inextricably linked with education and students' journeys through the educational system and life at school. Some transitions are developmental, resulting from the aging process and marked by considerable individual physical, intellectual, and emotional change. Others are systemic, systematically built into the typical structure of the public school system (Anderson, Jacobs, Schramm, & Splittgerber, 2000). It turns out that transitions in education are demanding to such an extent that students across cultures are not capable of dealing with them. Even though the decisions that need to be made are not irreversible, reversing them calls for a considerable investment of effort. An erroneous decision is always accompanied by risks and losses on multiple levels. Such a decision can negatively influence the previously positive development of a student's personality, social relationships, motivation, school-related goals, academic performance, and school attendance and can even result in dropping out (Akos & Galassi, 2004; Zeedyk et al., 2003). Therefore, it is understandable that researchers and theoreticians are interested in transitions in education.

The next monothematic issue of *Studia paedagogica* will welcome empirical, theoretical, and methodological contributions coming not solely from the field of education. Papers with a multidisciplinary view on various aspects of transitions in education and education systems in different countries are welcomed.

Transitions in education can be approached from various perspectives. On a vertical level, we are interested in various aspects of children entering kindergartens, the start of compulsory education, transfers to general upper-secondary education, vocational education and training (VET), apprenticeships, tertiary education, further education, and the school-to-work transition. Non-normative transitions such as repeating a school year, skipping a class, or taking intermediated gap years through educational pathways are likewise relevant. Possible contributions can also explore decisions related to choices of school type, training, field of study, or educational institution and coping with challenges or stress before and after transitions. Transitions are also connected to various rituals and organizational and academic changes, such as a new school environment, new teachers, unfamiliar fellow students, different rules, new methods of school work, higher expectations regarding academic performance, and increased competitiveness and responsibility. (Briggs, Clark, & Hall, 2012). Transitions in education also have a significant effect on the reproduction of inequalities in education (Pietsch & Stubbe, 2007; Hanuschek & Wößmann, 2006) and dropping out (Gasper, DeLuca, & Estacion, 2012). On a horizontal level, transitions into a new classroom or a new school are also suitable topics for contributions. Furthermore, transitions in education can be perceived through the eyes of other participants: students, parents, teachers, school or career counselors, school management, and others (Akos & Galassi, 2004). Transitions affect educational and counseling institutions along with school policy. These matters can be approached from either inside or outside.

We are interested in the following questions that possible contributions could answer with the support of empirical findings or theory:

What vertical and horizontal transitions must individuals in various countries deal with? How do such transitions take place and what changes accompany them? Are such transitions connected to rituals?

What demands are placed on individuals who are about to make a decision? What critical moments, hurdles, and problems related to transitions in education are encountered by students, parents, teachers, counselors, school leaders, and other involved individuals? What are their causes?

How do students fare when dealing with transitions in education and what strategies do they employ? On what do they base their decisions? Who supports or influences them?

What indicates a successful transition from the perspectives of teachers, students, and parents? What are the causes of unsuccessful transitions in education? What are the attributes of

individuals at risk who have difficulties with transitions? How do students cope with the stress that accompanies transition situations?

On the other side, what makes transitioning easier? What types of preparation and support are needed for successful transitions in education? What types of preparation and support are individuals actually provided with? How effective are they?

What takes place at the level of institutional management and school or educational policy? How does the organization of school transitions indicate quality in educational structures? What are the short- or long-term effects of transitions in education on individuals and educational institutions, and how do school transitions affect education and/or school policy?

The aforementioned areas do not cover the entire scope of the topic. Still, we hope they will help inspire authors to submit original papers of an empirical, theoretical, or methodological nature for publication.

Important dates

This monothematic issue will be published in English in July 2019. The deadline for **abstracts** is August 31, 2018, the deadline for full texts is October 30, 2018. 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. Papers will be submitted to a peer-review process that will enable the editors to select papers for publication. The editors of this issue are Markus P. Neuenschwander (University of Applied Sciences and Arts Northwestern Switzerland) and Petr Hlad'o (Masaryk University). You can find more information at: <http://www.studiapaedagogica.cz>.

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