

CALL FOR PAPERS

Studia paedagogica
4/2019

Issue Topic: Better Learning through Argumentation
Editors: Roman Švaříček and Alina Reznitskaya

The journal *Studia paedagogica* is indexed in SCOPUS.

The theme of the forthcoming monothematic issue of *Studia paedagogica* is Better Learning through Argumentation. Contemporary scholars believe that engaging students in argumentation can help to address many pressing educational priorities, including helping students to acquire a deep understanding of subject matter knowledge (Zimmerman, 2007; Osborne, 2010; Lehesvuori et al., 2017), developing students' metacognitive skills (Kuhn et al., 2013), preparing students for active participation in democratic societies (Alexander, 2008; Segal et al., 2017; Schuitema et al., 2017), and providing students with “new survival skills” for the 21st century (Wagner, 2008). Despite these ambitious educational goals, we still lack theoretical models and empirical evidence that clearly account for the processes of engaging in argumentation in a classroom and explain the related learning outcomes for students. Furthermore, we need additional studies that reveal instructional approaches that support teachers in fostering students' argumentation skills across various topics and subject domains.

To address these gaps in knowledge, we are interested in contributions that engage with questions from the four topical areas listed below. The areas do not cover the entire scope of acceptable topics, but we hope that they will help to inspire authors to contribute empirical, theoretical, or methodological papers on argumentation.

1. Theory of argumentation

What are the challenges for teaching and learning through argumentation in a ‘post-truth’ world?

Which theoretical perspectives can support rigorous argumentation about moral and socio-scientific topics?

How should issues of equity and accessibility be addressed when teaching through argumentation?

In which ways should argumentation be considered domain-specific vs. domain-general?

How do different types of argumentation (e.g., persuasion vs. inquiry) relate to different learning outcomes?

2. Teacher education and professional development in argumentation

What should teachers in different subject areas know about argumentation?

How can teacher learning of argumentation best be supported?

Which aspects of argumentation are more and less difficult for teachers to learn and use in their classes?

How can instructional tools (e.g., argumentation schemes, critical questions, diagrams) support teaching and learning argumentation?

How can teachers be helped to integrate oral argumentation with reading and writing?

3. Emotions and argumentation

What is the role of emotions in argumentation?

In which ways do emotions support or conflict with productive engagement in argumentation?

What pedagogical approaches and strategies promote productive discussions of emotionally charged topics in a classroom?

How can teachers best engage with students who have deep-seated emotional commitments to ideas that are factually wrong or morally reprehensible?

4. Methodological issues in research on argumentation

How can new technologies help improve research on argumentation in education?

How should we go beyond ‘coding and counting’ in measuring argumentation quality?

How do we define and measure ‘progress’ in an argumentative discussion of controversial issues?

What methodological approaches can help us examine the impact of argumentation on student learning?

Important dates

This monothematic issue will be published in English in December 2019. The deadline for **abstracts** is 30 April, 2019, and the deadline for full texts is 30 June, 2019. Both abstracts and **full texts** are to be sent to 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. You can find more information at: <http://www.studiapaedagogica.cz/>.

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