



*In this third issue of the newsletter, we present updates on the association's activities. This edition includes a retrospective on the annual conference, featuring details on award-winning publications and reflections from the auditor presented at the membership meeting. You will also find information about upcoming conferences, current issues of journals, and newly published books.*

*Wishing you a Merry Christmas and a Happy New Year 2025!*

*CAPV Executive Board*

### 1. Foreword

Dear [Czech Educational Research Association](#) members,

The 2024 English edition of the bulletin is now in your hands. We began publishing the bulletin in English three years ago to make the association's activities more accessible to members who do not speak Czech. Additionally, the English edition enables us to engage with members and collaborators abroad.

This bulletin, much like last year's, serves predominantly as a report. It provides a retrospective on the Association's activities in 2024 and features a selection of English-language publications, including an overview of special issues of Czech journals and publications by Association members published abroad. However, unlike the previous year, this bulletin does not include an overview of members' publications in journals indexed in the first two quartiles according to the Web of Science database. The information on members' publications is solely based on data provided by the members themselves in response to the call in the 2/2024 bulletin. While this overview may not be exhaustive, it underscores the fact that members of the Association are actively presenting their research findings in international journals.

This bulletin not only reflects on 2024 but also provides a glimpse into the future. It includes an invitation to the upcoming CAPV Annual Conference, scheduled for September 2025 in Olomouc, Czech Republic.

Dear members and colleagues, we wish you good health, personal and professional success, and we look forward to seeing you again in 2025.

CAPV Executive Board

### 2. The 2024 annual conference of the CAPV – brief report

[This year's \(already XXXII\) annual conference of the CAPV in Prague](#) under the auspices of the Dean of the Faculty of Education Charles University doc. Antonín Jančařík thematically emphasized cooperation across different disciplines to support the quality of education. The conference was attended by more than 170 academic staff and other experts as well as public participants interested in the latest results. The participants were mainly from

university departments in the Czech Republic and the Czech Republic and Slovak universities, as well as representatives of the Ministry of Education, Youth and Sports, Academy of Sciences of the Czech Republic, the Czech School Inspectorate, the National Pedagogical Institute, non-profit organisations and various regional education organisations.

As it is already customary in the case of the CAPV conference, before the opening ceremony, two methodological workshops. The online workshop Be Careful! How to avoid methodological pitfalls during the process of qualitative research was led by Izhar Oplatka (recording available at [here](#)). The second workshop entitled Foundations of Comparative Educational Research was conducted by contact at the conference venue under the guidance of Vít Št'astný. Thanks to the lecturers and all workshop participants for sharing their experiences and for inspiring suggestions for further professional work.

The conference offered plenary lectures by Keith Barton from Indiana University Bloomington (USA) and Nadia Vondrova from the Faculty of Education of Charles University. In addition, the participants could choose from a total of nineteen conference sessions, three professional symposia, a round table, a panel discussion or a well-attended poster session.

As a traditional part of this year's conference, there was also a plenary session of the CAPV and informal meeting with the members of the association's committee (the "Coffee with..." event).

Based on the feedback from the 52 participants, we can evaluate this year's event as very successful.

On the professional side, the participants particularly appreciated the quality and organization of the review process, most respondents also positively evaluated the quality of plenary lectures and contributions in the sessions, their diversity enabled a wide range of experts to find a topic relevant to their interest. The conference schedule and the organisation of the social evening were positively evaluated, and above all the very relaxed atmosphere of the whole meeting. Thank you for all the suggestions and kind words, which are very valuable to us.

All in all, we consider the 32nd Annual Conference of the Czech Educational Research Association to be a successful and inspiring event.

The conference brought new insights, stimulated discussions and strengthened cooperation between professionals in educational research, which was the theme of the conference this year. It was confirmed that CABV conferences are an established and important national platform for discussion on especially methodological aspects of educational research and for the possibility of sharing results scientific research in our country. On behalf of the organizing team, we are very grateful to all participants for their participation and we look forward to seeing you at the next edition, which will be hosted by Faculty of Philosophy and Faculty of Education of Palacký University in Olomouc.

Vít Št'astný

### 3. CAPV Awarded publications for 2023

The Czech Association of Educational Research highlights publications by CAPV members that stand out quality of research work and its presentation, or open new research topics or

methodological innovations. Therefore, since 2012, once a year on the occasion of annual conference, the CAPV Award for an important publication.

This year, the jury deciding on the awards included the following colleagues.

Milada Rabušicová (Faculty of Arts Masaryk Un., Brno), Iva Stuchlíková (Faculty of Arts JU, České Budějovice), Stanislav Štech (Faculty of Education, Charles University, Prague), Jana Poláchová Vašt'atková (Faculty of Arts UP, Olomouc), Vladimíra Spilková (Faculty of Arts University of Pardubice) and Adriana Wiegerová (FF UKB, Bratislava). The secretary of the competition and the jury was Vít Šťastný.

The following awards were given in 2024:

In the category of Reviewed article in a Czech or Slovak periodical:

Spilková, V. (2022). [The main directions of the transformation of primary education in the Czech Republic after 1989 and perspectives of further development](#). *Pedagogika*, 72(2), 157-184.

In the category Peer-reviewed article published in a foreign periodical (in English, German or French):

Žák, V. Kolář, P. (2023). [Physics curriculum in upper secondary schools physicists want](#). *Science Education*, 107, 677-712.

In Junior:

Karasova, J. & Kleckova, G. (2023). [Supporting Learners Through Effective Communication: Student Teachers' Communication Strategies to Address Learner Behaviour](#). *Australian Journal of Teacher Education*, 48(3), 19-36.

Fewer than three publications were nominated in the Monographs category, which according to the CAPV rules for Publication Awards means that this award was not given this year. The nominated texts will be automatically included in next year's evaluation.

Congratulations to all the winners, and thank you to the jury members for their timely and thorough review of all the nominated texts. We also thank all of you who have noticed quality publications of your colleagues for sending in nominations for our competition.

Special thanks to Petr Urbánek for his six years of service on the evaluation committee.

There is a gradual and regular renewal of the committee members.

On the [CAPV website](#) you will find the award-winning texts from previous years as well as more detailed descriptions of the rules for evaluating nominated texts.

Vít Šťastný

#### 4. Poster session at the CAPV 2024 conference

The poster session is already a traditional part of the CAPV conferences. The competition in the poster category was held already on the first day of the conference on Tuesday 10 September 2024 at 17:15 - 18:45. Nine posters were presented thematically very diverse.

Josef Basl, Tereza Češková, Dominik Dvořák, Andrea Rozkovcová, Jana Poláchová Vašt'atková, who evaluated the posters on the basis of four criteria on a scale of 0 - 5 points (criteria: scientific contribution and originality, clarity and structure, effective use of graphic

elements and readability), respectively 0 - 10 points (criteria: research design and quality of data processing).

It was difficult to choose a winner for two reasons. One was the overall quality of the presented posters, which, with a few exceptions, were meticulously crafted. The other more important reason was the diversity of the sophistication of the experts who presented the results of their research. Some were beginners, others advanced scientists. It was noticeable that if the research was supervised by a very experienced researcher, the poster preparation and presentation was usually at a higher level.

This aspect needs to be taken into account when considering the quality of all, even unawarded posters.

The winning poster was

Motivational items in the PISA 2015 pupil questionnaire: the relationship between assignment language and speed of Martin Bošek and Hana Voňková.

Congratulations!

CAPV Executive Board

## 5. Meetings of the Committee of the CAPV – brief report

The 2024 CAPV Committee met online on Jan 9, Jan 25, Feb 22, Apr 4, Jun 18, Aug 7, Oct 2, Oct 23, scheduled additional meetings are planned.

Selected topics of the meeting: extension of the functionalities of the CAPV website and setting up of the website administration, creation of a web site for the annual conference, organization of the review process for papers (criteria selection criteria, review process, meeting with reviewers online to set up the review process), use of the Easy chair application and extension of functionalities, selection of publishers for the proceedings, setting up contractual terms for reviewers and other CAPV collaborators, members (fees, membership recruitment, member database and possibility to add member profiles), cooperation with EERA, grant applications for CAPV, setting the venue for the 2025 conference, preparing the membership 2024 meeting, communication on ECER hosting opportunities, organization for publication bulletins, organizational matters for the CAPV conference in Prague (e.g. setting up workshops for conference, competitions), member activities - podcasts, discussions to reach out to CAPV members to participate in Science Fair organized by the Council of Learned Societies in spring 2025, communication of CAPV to Facebook, procurement of CAPV promo items from the sheltered workshop, evaluation of the financial situation CAPV and communication with the auditor, communication to create a CAPV banner, organization of workshop for CAPV members with a foreign lecturer, reflection of feedback on the conference in Prague 2024, election of members of the conference organizing committee from among the members of the CAPV committee for the year 2025.

On behalf of the Committee of CAPV

Andrea Rozkovcová

## 6. Conferences and workshops in 2025

**The Conference of the Czech Association of Educational Research** will take place on 2 - 4 September 2025. The call for submissions and information about registration information will be available at <https://www.capv.cz>

**EERA Summer School 2025** Cultures in education, cultures in research – education and research in cultures, 2 – 6 June 2025 in Chemnitz, Germany. We warmly invite doctoral students to apply to our five-day Summer School 2 - 6 June 2025. The theme of the EERA Summer School 2025 is „Cultures in education, cultures in research – education and research in cultures“. In 2025, the city of Chemnitz will be the European Capital of Culture. This is why the Chemnitz University of Technology, host of the EERA Summer School 2025, decided to focus on the role of „culture“ in educational research, policy and practice. <https://www.conftool.net/eerss2025/>

**ECER 2025**, Belgrade - 08 - 09 September 2025 - Emerging Researchers' Conference and 09 - 12 September 2025 - European Conference on Educational Research. No doubt that education has a central role in society, but what it is destined to do is contested politically as well as scientifically. Yet more debate is had concerning the question of the way in which educational research should shape the future of educational practice.

The important, but sensitive role educational research occupies in that regard should be the promotion of a better understanding of the contemporary and future world of education, as is expressed in EERA's aim. ECER 2025 Belgrade will feature six keynotes by Aleksandar Baucal (University of Belgrade), Karin Doolan (University of Zadar), Tünde Kovács Cerović (University of Belgrade), Gabi Lombardo (European Alliance for Social Sciences and Humanities), Ben Williamson (University of Edinburgh) and Pavel Zgaga (University of Ljubljana). Submission deadline 31 January 2025. <https://eeraecer.de/conferences/ecer-2025-belgrade>

**EARLI 2025** conference will be hosted by EARLI and the University of Graz in Austria, from 25 - 29 August 2025. The conference will be preceded by the JURE 2025 pre-conference on 23 - 24 August 2025. The EARLI 2025 conference will explore "Realising Potentials through Education: Shaping the Minds and Brains for the Future" The theme shall inspire interdisciplinary discussions on the multifaceted avenues through which education can contribute to the flourishing of each individual and the society.

Education is envisioned as a transformative force to unlock and realise the potential of every individual, irrespective of personal background or circumstances. Its goal is to empower individuals to discover their strengths and develop talents that positively impact their lives and their communities. This pursuit necessitates equitable educational practices, grounded in current evidence on learning and instruction from various disciplines and across multiple levels of investigation. <https://www.earli.org/events/earli2025>

**European Conference on Critical Edtech Studies (ECCES)** in Zurich, 18-20 June 2025. ECCES is intended to help build a field of critical scholarship on edtech by bringing together researchers and students from Europe and internationally. While it certainly won't slow the rapid flow of hype and controversy around contemporary technologies in education, our hope is it will help support the development of a collective identity for critical edtech scholarship, catalyze new research, and lay the foundations to reshape how edtech is understood and treated in our education systems. If we want to contend with edtech, AI, or whatever comes next in our education systems, we need thoughtful, creative, theory-informed and critical researchers to take up the ongoing challenge of conducting

painstaking studies – and then to challenge persistent waves of technological hype and expectation with actual research-informed insights.

The conference is aimed at established, early career, and doctoral researchers alike, and we've sought funding to keep fees as low as possible, particular for PhD students.

<https://codeactsineducation.wordpress.com/2024/10/16/critical-edtech-conference/>

## 7. Journals – calls for (English) papers 2025

**Studia paedagogica** prepares issue School Leader(ship) in Focus: Understanding Current Challenges and Shaping Future Perspectives. Editors: Vesna Kovač, Eve Eisenschmidt a Milan Pol. For the upcoming issue, we particularly welcome empirical, theoretical, or synthetic papers covering these leader concepts and leadership-related topics, and we remain open to other relevant perspectives and methodologies: 1. Changing roles of school leaders, qualification requirements, competence development, professional development opportunities, and career models in various national systems. 2. School leaders and their leadership styles and values in challenging times (such as globalization issues, crises, artificial intelligence, and curricular reforms) and their impact on schools and their members, processes, policies, outcomes and values. 3. School leaders and their relations with various internal and external stakeholders, including their positions in schools' overall educational governance structures. 4. School leaders' well-being, job satisfaction, and their work- and life-related issues. This special issue will be published in English in June 2025. The deadline for submitting abstracts is October 31, 2024, and full papers should be submitted by February 28, 2025. Abstracts should contain a title and a list of authors and provide a summary of the study. Send abstracts to the email address [studiapaedagogica@phil.muni.cz](mailto:studiapaedagogica@phil.muni.cz)

Full texts are to be submitted via the Open Journal System. Articles should be written in U.S. English and meet the requirements set out in the instructions for authors on the journal's website. Manuscripts will be submitted to a double-blind peer-review process that will enable the editors to select papers for publication. If you have any concerns about the suitability of your topic for this special issue, you can contact the editorial office at the email address above. You can find more information at <http://www.studiapaedagogica.cz>

**New journal by EARLI - Learning in Context** (Elsevier) prepares issue Setting the scene for Learning in Context and what publications are expected to encompass The launch of the journal Learning in Context reflects EARLI's ambition to highlight a field where insights into teaching and learning are rooted in interpretations grounded in 7 their specific contexts. This ambition stems from the recognition that the actions, intentions and perspectives of all participants including teachers, students, families and educational leaders, are key to understanding the situations and the phenomena of teaching and learning in ways that recognize their non-uniform, multifaceted and fundamentally open nature. Central to this field is context, which encompasses elements such as geographic location and time, the timing and general and specific purposes of the situations examined, as well as the history of the individuals and communities involved. It also includes unique experiences of the key actors and participants that together constitute the multifaceted interpretative frame of events investigated or narrated. These contexts may span across the life course, from formal school settings, higher education, workplace settings, informal learning situations, intentional and non-intentional learning. The context is not understood as a mere setting, but rather as including the participants and their history, perspective and characteristics, the tools involved, the activities performed, and the relationships between these elements.

Timeline:-Deadline for submissions of abstract proposals: November 14, 2024 Notification of acceptance of abstracts: December 1, 2024 Submission of full paper: April 15, 2025 Following review, revision is expected to be completed in late June. Publication: August 2025 <https://earli.org/learning-in-context> Journal of Higher Education Research - Call for Papers for the Special Issue The Future of the University: Global, Sustainable and Inclusive Following the 19th annual conference of the Association of Higher Education Research in Hagen, Germany, this special Issue explores the future of the university from a global perspective, linking it with sustainability and inclusion. These topics will be examined through three areas that are central to the mission of universities: teaching and learning; university management, governance, policies, systems and structures; and (higher education) research. In order to develop future perspectives, we welcome empirically based critical analyses of the present as well as contributions that rethink higher education, higher education development and higher education research. We welcome various types of manuscripts of different orientations and lengths in German or English: Research articles (quantitative or qualitative studies), research notes as well as insights into practice. Details on formats can be found in the "Guidelines for Authors" section. Editors of the issue are Prof Eva Cendon (FernUniversität in Hagen), Prof Mpine Makoe (University of South Africa) und Irina Haury (FernUniversität in Hagen). Dates and deadlines: Submission of papers, 1st version: 31 January 2025 First Reviewer feedback to authors: 15 May 2025 Submission of papers, 2nd version: 30 June 2025 Second Reviewer feedback to authors: 1 September 2025 Submission of papers, final version: 15 October 2025 Release (online and print): Q1 2026 Please submit your papers via E-mail in German or English: [Beitraege@ihf.bayern.de](mailto:Beitraege@ihf.bayern.de) If you have any queries, please contact the editors at: [Beitraege@ihf.bayern.de](mailto:Beitraege@ihf.bayern.de) <https://www.bzh.bayern.de/en/call-for-papers/the-future-of-the-university-global-sustainable-and-inclusive>

## Books – CAPV members recommendation

Skopečková, E. (2024). *Translation and own-language use in language teaching – The quest for optimal practice*. Palgrave Macmillan.

This book reconsiders the role of translation and own-language use in the EFL (English as a Foreign Language) classroom. It shows prospective teachers how to use the learners' own language and translation optimally. The author surveys current research about the EFL classroom and presents both a theoretical framework and a didactic model for using translation and learners' mother tongues. This is done through an action research project, assessing the proposed didactic model for optimal translation practice in English Language teaching (OTP in ELT) through its integration into teacher education. The book will be of interest to students and researchers in the areas of Translation Studies and Applied Linguistics (particularly EFL, ESL, TEFL and TESOL), as well as educators and designers of pre-service training programmes for language teachers (<https://link.springer.com/book/10.1007/978-3-031-54541-2>).

Štastný, V. (2024). *The expansion and diversity of shadow education. Global perspectives, local contexts*. Prague: Faculty of Education, Charles University.



Shadow education (various types and forms of paid tutoring in science subjects) is a global phenomenon whose prevalence, characteristics, as well as causes and implications vary depending on the local context. Backed by empirical studies, this monograph shows how institutional, economic, cultural and political factors determine the form and spread of informal education around the world. In each world region, it first presents the broader context and characteristics of formal education, which it then places in the context of informal education. The book is supplemented by an overview table with information on shadow education in (almost) every country in the world and is in a sense an 'atlas' of shadow education. The full text of the monograph is available free online on the publisher's website (<https://vydavatelstvi.pedf.cuni.cz/index.php/e-knihy/> - [Czech language](#) / [English language](#))

#### **Editorial note**

Conference information is published during the open registration period. Information about individual issues of journals is repeated until the new issue is published. Information on new books are published once. Annotations of publications are in some cases taken from background material available on the websites of the individual publishers and do not necessarily reflect the views of the editors. The CAPV Bulletin is published three times a year. Information for the bulletin (about conferences and new or interesting publications, etc.) should be sent to: [bulletin@capv.cz](mailto:bulletin@capv.cz)

The bulletin is prepared and edited by Jan Mareš (Faculty of Education, Masaryk University), Jana Poláchová Vaš'atková (Faculty of Arts, Palacky University), Andrea Rozkovcová (Faculty of science, humanities and education, Technical University Liberec), Jakub Pivarč (Faculty of Education, Jan Evangelista Purkyně University) and Vít Šťastný (Faculty of Education, Charles University).