



*In this year's fifth issue of the bulletin, we bring news of what is happening in the Association and information about publications of the Association members in recent years. The bulletin also features information about upcoming conferences and English issues of journals published in Czechia.*

*CAPV Executive Board*

### 1. Foreword

Dear members and colleagues,

Every year, the CAPV publishes several issues of its bulletin. These issues are distributed to the members to keep them up to date. Now we bring you the very first bulletin in English. Its aim is to provide information about the Association's activities to members who do not speak Czech, and to publish the bulletin on the Association's English website in order to open up the Association more towards foreign countries.

This bulletin is largely a report in which we present a look back at the activities of the Association in 2021 and a selection of English-language publications in the form of an overview of English-language special issues of Czech journals and texts published abroad by members of the Association. Even though the overview is far from complete, it shows that Czech researchers in the field of education are doing a good job being active abroad and presenting the results of their research internationally. At the same time, the fact that Czech educational journals are successful in attracting foreign authors can also be considered a positive trend.

The bulletin provides not only material to look back at 2021 and the years before, but also a glimpse into the future, as it includes a list of some upcoming conferences. From the Association's point of view, the most important event will be the 30th CAPV Annual Conference, which will take place in August 2022 (<https://capv.cz/konference-capv-2022/>). You are all cordially invited!

Dear members and colleagues, we wish you good health, every personal and professional success, and we look forward to staying in touch with you in 2022.

CAPV Executive Board

### 2. CAPV Membership

The Czech Educational Research Association (CAPV) was founded in 1992. It currently has around 230 members. It is a member of the European Educational Research Association ([EERA](#)) and the Council of Scientific Societies of the Czech Academy of Sciences.

CAPV aims to improve the quality of the educational process through educational research, to promote mutual exchange of information between researchers, and to disseminate the results of educational research and highlight their practical application for the benefit of

education and society. The Association strives to enhance high-quality educational research on the international level, to promote collaboration in research, and to open critical discussion.

The primary activities of the Association consist of organizing the annual conferences and workshops for emerging researchers on methodology and academic writing, and distributing a bulletin to its members five times a year (four issues in Czech, one in English).

Both Czech and foreign researchers can become members of the CAPV. The benefits of membership include periodic bulletin, networking with other educational researchers, and reduced conference fees.

If you are interested in becoming a member, do not hesitate to get in touch with Jana Poláčková Vaštatková ([predseda@capv.cz](mailto:predseda@capv.cz)), the CAPV President.

### 3. Association Activities in 2021

The CAPV Executive Board is involved in a number of activities. In 2021, these activities included the following:

- **Regular meetings of the Executive Board to discuss the current agenda** (we met 14 times in 2021). In addition, the President meets regularly with the Secretary, Accountant, and Treasurer to ensure the functioning of the Association.
- **Staying in touch with members as well as the professional and general public.** Aside from e-mail, phone, or in-person communication and the members' annual meeting, an informal meeting over coffee was held as part of the annual conference. We also communicate with membership applicants, for-profit and non-profit organizations, and the press.
- **Meeting with juniors/doctoral students** – a total of 7 meetings of the CAPV Executive Board representatives with a total of 11 doctoral students (with a specialization in education) were held to identify their needs and look for ways to support them as CAPV.
- Benefiting from **membership in professional societies** (the President represents CAPV in the parent organization EERA and in the Council of Scientific Societies of the Czech Academy of Sciences). In addition to the professional activities and networking, CAPV also manages to raise funds and other types of support. In 2021, we managed to secure a project with a budget of CZK 184,000 from the Council of Scientific Societies of the Czech Republic to support (emerging) researchers and to set up the peer review processes. We also received financial support for CAPV membership in EERA. EERA co-organized one of the workshops.
- **Co-organizing a conference every year.** The CAPV conferences have become a forum for sharing current knowledge in educational research. The 2021 conference was held in Brno. A total of 150 participants attended in person, and over 20 other participants joined online. Photos from the conference can be viewed at: <https://is.muni.cz/go/foto>
- **Organizing pre-conference workshops** as part of our annual conferences. In 2021, there were two seminars to support emerging researchers. The first workshop was led by G. Head and S. McKinney (University of Glasgow) and focused on academic writing. The second workshop was led by O. Sert (Mälardalen University), the editor of Classroom Discourse. In this way, we supported about 30 educational researchers.

- **Taking control of the review process of presentations at the CAPV conference** – we prepared criteria for assessing the quality of presentations, the review process was carried out via a new online platform, the presentations were returned for revision (used in about half of the cases), and 14 leading Czech experts took over the review process, whom the Executive Board thanks for their cooperation.
- **Granting the CAPV Award** – in 2021, we awarded the following three Czech texts:
  - Smetáčková, I., Štech, S. a kol. (2020). *Učitelské vyhoření. Proč vzniká a jak se proti němu bránit*. Portál.
  - Šlapalová, K., & Hladě, P. (2020). „Už mě to tam nebavilo“ – absentérství žáků středních odborných škol v kontextu odpoutávání se od školy. *Orbis scholae*, 14(1), 81-99. <https://doi.org/10.14712/23363177.2020.12>
  - Švaříček, R., Straková, J., Brom, C., Greger, D., Hannemann, T., & Lukavský, J. (2020). Spolupráce rodiny a školy v době uzavřených základních škol. *Studia Paedagogica*, 25(3), 9-41. <http://dx.doi.org/10.5817/SP2020-3-1>
- **Publication of a bulletin.** In 2021, members of the Association received four Czech issues and this English issue. The bulletin archive is available to the members on the Association's website.
- **Preparation of a new web presentation of CAPV.** The English version of the website is now available. The new version will allow updating of members' profiles.

Jana Poláchová Vašátková and František Tůma

#### 4. Foreign Publications of the CAPV Members (2018–2021)

In the previous issue of the bulletin, the CAPV members were invited to share information about their publications in foreign journals and information about monographs published abroad. The list of these publications, submitted by members, is presented below.

- Dvořák, D., Meyer, P., Kučerová, S. R., Vyhnálek, J., & Šmíd, O. (2020). Changing place, changing track: Inter-school mobility of Czech secondary students. *Journal of Pedagogy*, 11(1), 83–105. <https://doi.org/10.2478/jped-2020-0005>
- Gristy, C., Hargreaves, L., & Kučerová, S. R. (Eds.) (2020). *Educational research and schooling in rural Europe: An engagement with changing patterns of education, space, and place*. Information Age Publishing.
- Kučerová, S. R., Dvořák, D., Meyer, P., & Bartůněk, M. (2020). Dimensions of centralization and decentralization in the rural educational landscape of a post-socialist country. *Journal of Rural Studies*, 74, 280–293. <https://doi.org/10.1016/j.jrurstud.2019.12.018>
- Kučerová, S. R., Holloway, S., & Jahnke, H. (2020). The institutionalization of the geography of education: An international perspective. *Journal of Pedagogy*, 11(1), 13–34. <https://doi.org/10.2478/jped-2020-0002>
- Lojďová, K. (2019). Socialization of a student teacher on teaching practice into the discursive community of the classroom: Between a teacher-centered and a learner-centered approach. *Learning, Culture and Social Interaction*, 22, 100314. <https://doi.org/10.1016/j.lcsi.2019.05.001>
- Lojďová, K. (2020). Drinking stories of emerging adults. *Narrative Inquiry*, 30(1), 105–122. <https://doi.org/10.1075/ni.18068.loj>
- Lojďová, K. (2020). Role comparison of a student teacher and cooperating teacher in classroom management: On the scene and behind the scenes. *Sodobna pedagogika/Journal of Contemporary Educational Studies*, 1(137), 150–167.
- Lojďová, K. (2020). Two pictures of non-consumerism in the life of freegans. *Human Affairs*, 30(1), 96–108. <https://doi.org/10.1515/humaff-2020-0009>

- Lojdová, K., Vlčková, K., & Nehyba, J. (2021). Stories of teachers' identity: Between personal and professional experience. *Studia paedagogica*, 26(2), 113-137. <https://dx.doi.org/10.5817/SP2021-2-6>
- Nehyba, J., Juhaňák, L., & Cigán, J. (2021). Effects of seating arrangement on students' interaction in group reflective practice. *The Journal of Experimental Education*, 1–23. <http://dx.doi.org/10.1080/00220973.2021.1954865>
- Selcuk, H., Jones, J., & Voňková, H. (2019). The emergence and influence of group leaders in web-based collaborative writing: Self-reported accounts of EFL learners. *Computer Assisted Language Learning*, 34(8), 1040–1060. <https://doi.org/10.1080/09588221.2019.1650781>
- Tůma, F. (2018). Enabling audience participation and stimulating discussion after student presentations in English as a foreign language seminars. *Linguistics and Education*, 47, 59–67. <https://doi.org/10.1016/j.linged.2018.08.004>
- Tůma, F., & Lojdová, K. (2021). "There are two gaps, so": Teaching materials as resources for correction in pre-service teachers' EFL classes. *Classroom Discourse*, 12(1–2), 15–34. <https://doi.org/10.1080/19463014.2020.1856697>
- Voňková, H. (2019). Life satisfaction among different groups of children: Self-reports, differential scale usage and anchoring vignettes. *Child Indicators Research*, 12(6), 2111–2136. <https://doi.org/10.1007/s12187-019-09629-3>
- Voňková, H., Hrabák, J., Králová, K., & Papajoanu, O. (2021). Developing a framework for the examination of anchoring vignette assumptions using cognitive interviews: A demonstration in the ICT skills domain. *Field Methods*, 33(4). <https://doi.org/10.1177/1525822X21991281>
- Voňková, H., Jones, J., Moore, A., Altinkalp, I., & Selcuk, H. (2021). A review of recent research in EFL motivation: Research trends, emerging methodologies, and diversity of researched populations. *System*, 103, 102622. <https://doi.org/10.1016/j.system.2021.102622>
- Voňková, H., Papajoanu, O., & Králová, K. (2021). Student online communication skills: Enhancing the comparability of self-reports among different groups of students. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10685-y>
- Voňková, H., Papajoanu, O., & Štípek, J. (2018). Enhancing the cross-cultural comparability of self-reports using the overclaiming technique: An analysis of accuracy and exaggeration in 64 cultures. *Journal of Cross-Cultural Psychology*, 49(8), 1247–1268. <https://doi.org/10.1177/0022022118787042>
- Voňková, H., Papajoanu, O., Štípek, J., & Králová, K. (2021). Identifying the accuracy of and exaggeration in self-reports of ICT knowledge among different groups of students: The use of the overclaiming technique. *Computers & Education*, 164, 104112. <https://doi.org/10.1016/j.compedu.2020.104112>
- Voňková, H., Zamarro, G., & Hitt, C. (2018). Cross-country heterogeneity in students' reporting behavior: The use of the anchoring vignette method. *Journal of Educational Measurement*, 55(1), 3–31. <https://doi.org/10.1111/jedm.12161>

František Tůma

## 5. Publications of the CAPV Members in the Web of Science Journals (Q1 and Q2, 2018–2021)

The following list of excellent bibliometric results includes articles published by the CAPV members between 2018 and 2021 in journals indexed in the Web of Science database in the field of education (FORD 242 Education and Educational Research, 41 Education Scientific Disciplines, 41 Education Special) in the Q1 and Q2 segments. We had to reconsider our original intention to provide a list of all foreign articles and chapters, as such a list would be very long and would take more than a few dozen pages. We consider this to be a positive sign

of the clear orientation of Czech educational researchers towards the international scientific scene.

Therefore, we decided to create a list of only the best publications in international journals classified in the field of education. The list is deliberately limited to the Q1 and Q2 segments only, both to provide the Czech readership with inspiration for their publication strategies and to provide the broader international research community with an overview of the best bibliometric results. The list is evidence of a positive trend as the number of publications in both of the WoS segments has increased over the last years.

When compiling the list, we tried to search for all publications in the WoS database (Q1 and Q2), but it is possible that some publications were not yet indexed in the database (especially for 2021), some members may have published under their birth name, or due to duplicate author profiles in the database, articles were incorrectly classified under a different field than education, which was the subject of our analysis. If you discover an article that should be on the list, please e-mail us, and we will include it in the next year's list of excellent publications.

- Brom, C., Stárková, T., & D'Mello, S. K. (2018). How effective is emotional design? A meta-analysis on facial anthropomorphisms and pleasant colors during multimedia learning. *Educational Research Review*, 25, 100–119. <https://doi.org/10.1016/j.edurev.2018.09.004>
- Brom, C., Stárková, T., Bromová, E., & Děchtěrenko, F. (2019). Gamifying a simulation: Do a game goal, choice, points, and praise enhance learning? *Journal of Educational Computing Research*, 57(6), 1575–1613. <https://doi.org/10.1177/0735633118797330>
- Brücknerová, K., & Novotný, P. (2019). The influence of principals on the hidden curriculum of induction. *Educational Management Administration & Leadership*, 47(4), 606–623. <https://doi.org/10.1177/1741143217745878>
- Chudý, Š., Neumeister, P., Koribská, I., Strouhal, M., & Selická, D. (2021). Contemplative insight as an opinion conflict and a search for meaning in the context of innovative elements of the revolution industry 4.0. *Education and Information Technologies*, 26(1), 673–682. <https://doi.org/10.1007/s10639-020-10279-0>
- Činčera, J., Šimonová, P., Kroufek, R., & Johnson, B. (2020). Empowerment in outdoor environmental education: Who shapes the programs? *Environmental Education Research*, 26(12), 1690–1706. <https://doi.org/10.1080/13504622.2020.1814205>
- Činčera, J., Valešová, B., Křepelková, Š., Šimonová, P., & Kroufek, R. (2019). Place-based education from three perspectives. *Environmental Education Research*, 25(10), 1510–1523. <https://doi.org/10.1080/13504622.2019.1651826>
- Eger, L., Egerová, D., Tomczyk, L., Krystoň, M., & Czeglédi, C. (2021). Facebook for public relations in the higher education field: A study from four countries Czechia, Slovakia, Poland and Hungary. *Journal of Marketing for Higher Education*, 31(2), 240–260. <https://doi.org/10.1080/08841241.2020.1781737>
- Elmas, R., Rusek, M., Lindell, A., Nieminen P., Kasapoglu, K., & Bílek, M. (2020). The intellectual demands of the intended chemistry curriculum in Czechia, Finland, and Turkey: A comparative analysis based on the revised Bloom's taxonomy. *Chemistry Education Research and Practice*, 21(3), 839–851. <https://doi.org/10.1039/d0rp00058b>
- Grůňová, M., Sané, M., Činčera, J., Kroufek, R., & Hejcmanová, P. (2019). Reliability of the new environmental paradigm for analysing the environmental attitudes of Senegalese pupils in the context of conservation education projects. *Environmental Education Research*, 25(2), 211–221. <https://doi.org/10.1080/13504622.2018.1428942>
- Javora, O., Děchtěrenko, F., Tetourová, T., Volná, K., & Brom, C. (2021). Customization in educational computer games and its effect on learning: Experimental study with primary school children. *Journal of Computer Assisted Learning*, 37(5), 1370–1382. <https://doi.org/10.1111/jcal.12576>

- Javora, O., Hannemann, T., Stárková, T., Volná, K., & Brom, C. (2019). Children like it more but don't learn more: Effects of esthetic visual design in educational games. *British Journal of Educational Technology*, 50(4), 1942–1960. <https://doi.org/10.1111/bjet.12701>
- Javora, O., Hannemann, T., Volná, K., Děchtěrenko, F., Tetourová, T., Stárková, T., & Brom, C. (2021). Is contextual animation needed in multimedia learning games for children? An eye tracker study. *Journal of Computer Assisted Learning*, 37(2), 305–318. <https://doi.org/10.1111/jcal.12489>
- Juhaňák, L., Zounek, J., Záleská, K., Bárta, O., & Vlčková, K. (2019). The relationship between the age at first computer use and students' perceived competence and autonomy in ICT usage: A mediation analysis. *Computers & Education*, 141, 103614. <https://doi.org/10.1016/j.compedu.2019.103614>
- Knecht, P., Spurná, M., & Svobodová, H. (2020). Czech secondary pre-service teachers' conceptions of geography. *Journal of Geography in Higher Education*, 44(3), 458–473. <https://doi.org/10.1080/03098265.2020.1712687>
- Kolek, L., Šisler, V., Martinková, P., & Brom, C. (2021). Can video games change attitudes towards history? Results from a laboratory experiment measuring short- and long-term effects. *Journal of Computer Assisted Learning*, 37(5), 1348–1369. <https://doi.org/10.1111/jcal.12575>
- Martinková, P., Hladká, A., & Potužníková, E. (2020). Is academic tracking related to gains in learning competence? Using propensity score matching and differential item change functioning analysis for better understanding of tracking implications. *Learning and Instruction*, 66, 101286. <https://doi.org/10.1016/j.learninstruc.2019.101286>
- Šedová, K., & Navrátilová, J. (2020). Silent students and the patterns of their participation in classroom talk. *Journal of the Learning Sciences*, 29(4–5), 681–716. <https://doi.org/10.1080/10508406.2020.1794878>
- Šedová, K., Sedláček, M., Švaříček, R., Majcík, M., Navrátilová, J., Drexlerová, A., Kychler, J., & Šalamounová, Z. (2019). Do those who talk more learn more? The relationship between student classroom talk and student achievement. *Learning and Instruction*, 63, 101217. <https://doi.org/10.1016/j.learninstruc.2019.101217>
- Selcuk, H., Jones, J., & Voňková, H. (2019). The emergence and influence of group leaders in web-based collaborative writing: Self-reported accounts of EFL learners. *Computer Assisted Language Learning*, 34(8), 1040–1060. <https://doi.org/10.1080/09588221.2019.1650781>
- Šimonová, I., Procházková, Z., Lorenc, V., & Škoda, J. (2021). Students' motivation types in the smart approach to ESP instruction. *Australasian Journal of Educational Technology*, 37(2), 66–80. <https://doi.org/10.14742/ajet.6677>
- Slowík, J., Gažáková, E., Holeček, V., & Zachová, M. (2021). Comprehensive support for pupils at risk of school failure in inclusive education: Theory and school practice in the Czech Republic. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2021.1879950>
- Slowík, J., Šafránková, D., & Zachová, M. (2021). Support for teachers in the inclusive education of pupils with special educational needs: Experience from primary schools in the Czech Republic. *European Journal of Special Needs Education*. <https://doi.org/10.1080/08856257.2021.1894400>
- Štastný, V. (2021). Shadow education: A double-edged sword for Czech mainstream schools in the competitive educational market. *Research Papers in Education*, 1–22. <https://doi.org/10.1080/02671522.2021.1907777>
- Sýkora, T., Stárková, T., & Brom, C. (2021). Can narrative cutscenes improve home learning from a math game? An experimental study with children. *British Journal of Educational Technology*, 52(1), 42–56. <https://doi.org/10.1111/bjet.12939>
- Tetourová, T., Hannemann, T., Javora, O., Volná, K., Šisler, V., & Brom, C. (2020). To solve or to observe? The case of problem-solving interactivity within child learning games. *Journal of Computer Assisted Learning*, 36(6), 981–996. <https://doi.org/10.1111/jcal.12454>

- Tóthová, M., Rusek, M., & Chytrý, V. (2021). Students' procedure when solving problem tasks based on the periodic table: An eye-tracking study. *Journal of Chemical Education*, 98(6), 1831–1840. <https://doi.org/10.1021/acs.jchemed.1c00167>
- Voňková, H., Jones, J., Moore, A., Altinkalp, I., & Selcuk, H. (2021). A review of recent research in EFL motivation: Research trends, emerging methodologies, and diversity of researched populations. *System*, 103, 102622. <https://doi.org/10.1016/j.system.2021.102622>
- Voňková, H., Papajoanu, O., & Králová, K. (2021). Student online communication skills: Enhancing the comparability of self-reports among different groups of students. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10685-y>
- Voňková, H., Papajoanu, O., Štípek, J., & Králová, K. (2021). Identifying the accuracy of and exaggeration in self-reports of ICT knowledge among different groups of students: The use of the overclaiming technique. *Computers & Education*, 164, 104112. <https://doi.org/10.1016/j.compedu.2020.104112>
- Winklerová, K., Činčera, J., Křepelková, Š., & Kroufek, R. (2018). The GLOBE program: Long-term memories of program-relevant experience. *Journal of Environmental Education*, 49(5), 400–410. <https://doi.org/10.1080/00958964.2018.1466772>

Roman Švaříček, Hana Voňková, Irem Alinkalp, Vanesa Prokopová

## 6. English Special Issues of Selected Czech Educational Peer-Reviewed Journals (2018–2021)

### Orbis scholae

#### 2/2020: *Throwing Light on Shadow Education*

Gender- and SES-Specific Disparities in Shadow Education: Compensation for Boys, Status Upgrade for Girls? Evidence From the German LifE Study (Steve R. Entrich, Wolfgang Lauterbach), A Place Between School and Home: Exploring the Place of Shadow Education in Students' Academic Lives in the Netherlands (Daury Jansen, Louise Elffers, Monique L. L. Volman), Private Tutoring in English Through the Eyes of Its Recipients (Monika Černá), Shadow Education in Uzbekistan: Teachers' Perceptions of Private Tutoring in the Context of Academic Lyceums (Sherzod Khaydarov).

#### 3/2019: *Supporting Disadvantaged Multilingual Families in Using Their Own Resources in Education*

Institutions and Disadvantaged: Intervention or Oppression? Theatre of the Oppressed at the Universities (Dana Moree, Selma Benyovszky), Roma Children Going to Primary School: The Contribution of Interagency Working to Support Inclusive Education (Joana Vale Guerra, Catarina Leitão), Communication as a Means of Development in a School with a High Percentage of Foreign Pupils (Denisa Denglerová, Martina Kurowski, Radim Šíp), The Utrecht Virtual Learning Environment Project: Improving Educational Partnerships in Multicultural Preschools (Ryenne Francot, Martine Broekhuizen, Paul Leseman), Post-Socialist Czech Education Research on Socially Disadvantaged/Roma Children and Families: Literature Review (Jana Obrovská, Kateřina Sidiropulu Janků).

#### 2/2018: *Using International Large-Scale Assessments for Informing National Policies*

Educational Effectiveness, Efficiency, and Equity in Spanish Regions: What does PISA 2015 Reveal? (Francisco López Rupérez, Isabel García García, Eva Expósito-Casas), The Relationship Between Students' ICT Use and Their School Performance: Evidence from PISA 2015 in the Czech Republic (Libor Juhaňák, Jiří Zounek, Klára Záleská, Ondřej Bárta, Kristýna Vlčková), Comparing Results of TIMSS and the Hungarian National Assessment of Basic Competencies

(Ildikó Balázs, Ildikó Szepesi), Linking Mathematics TIMSS Achievement with National Examination Scores and School Marks: Unexpected Gender Differences in Slovenia (Barbara Japelj Pavešić, Gašper Cankar), Factors Explaining the Interest of Czech Students in Reading and Mathematics (Eva Potužníková), Demonstration of Simpson's Paradox in PISA 2015 Data: Confusing Differences between Boys and Girls (Gašper Cankar).

<http://www.orbisscholae.cz/>

### **Pedagogická orientace**

*4/2019: Passes and fails in technology-based methods in educational research*

Using eye-tracking to investigate teacher gaze: Data accuracy and drawing of meaningful dynamic areas of interest in video stimuli (Christina Ioanna Pappa, Christian Kosel, Katharina Schnitzler, Tina Seidel), Benefits of using the eye-tracking method for qualitative observation of students' multiple-choice physics tasks solution process (Martina Kekule, Iva Spanova, Jouni Viiri), Describing the potential and detailing the failures of using technology-based methodologies to study school leader time use (Craig Hochbein).

*4/2018: Research on school discipline*

Students' Indiscipline in the Classroom (Jiří Mareš), Discipline in the Light of Alternative Ways of Educating Learners (Bogusław Śliwerski), An Examination of Different Methodological Approaches in Student School Behavior Research: The Issue of the Incomparability of Student Self-assessments (Stanislav Bendl, Hana Voňková, Ondřej Papajoanu, Eva Vaňkátová), A Framework for Building Safe and Effective School Environments: Positive Behavioral Interventions and Supports (PBIS) (Robert H. Horner, Manuel Monzalve Macaya), Self-discipline: A Challenge for Personality-oriented Education (Michal Zvírotsky).

<https://journals.muni.cz/pedor>

### **Pedagogika**

*4/2019: Ethics, Morality, and School*

Moral Education in Secondary Schools: What, how, and why? (Tomáš Hejduk), Ethical and Moral Aspects of School Education: The situation in the Czech Republic (Jiří Mareš), The Activity "At the Swallow's Nest" and Its Use in Developing Environmental Ethics in Primary School Pupils (Kateřina Jančaříková), Subjective Responsibility of Spanish University Teachers: A qualitative pilot study (Veronika Pečivová), Development of a Tool for Determining Moral Distress among Teachers in Basic Schools (Markéta Váchová).

*3/2018: Education Futures for the Digital Age: Theory and Practice*

Trends in Early Childhood Education Practice and Professional Learning with Digital Technologies (Karen Murcia, Coral Campbell, George Aranda), Unplugged Programming: The future of teaching computational thinking? (George Aranda, Joseph Paul Ferguson), Learning with Mobiles in the Digital Age (John Traxler), Educational Functions of Augmented Reality (Tomáš Jeřábek, Vladimír Rambousek), Critical Media Literacy for Elementary Students in an After-School Programme (Angela M. Wiseman, Melissa Wrenn)

<https://ojs.cuni.cz/pedagogika>

### **Sociální pedagogika**

*1/2020: International perspectives on social education*

Internationalisation in higher education for society – IHES in the times of corona (Uwe Brandenburg), Reflections on the internationalisation of higher education: An intercultural task, a political assignment and a personal dedication (Hanneke Teekens), Internationalising



curricula: The motives (Jos Walenkamp), International education in the era of COVID-19: Making learning visible (John W. Moravec), Insights into the study abroad experience of social education students at Masaryk University, Brno, Czech Republic (Christopher Williams), The relationship between psychological capital and academic performance of social work students (Adams Ogirima Onivehu), What if Comenius had stayed home? (Michal Černý), What are the prospects for the position of social educator in the Czech educational system? (Tomáš Machalík), The role of social pedagogues at primary schools (Jakub Hladík), Environmental literacy of pupils and its investigation in the Czech Republic (Silvie Svobodová), Building bridges, growing minds (Aruna Raman).

<http://soced.cz>

## **Studia paedagogica**

### *2/2021: Social Networks in Educational Processes*

The Role of Language Competence in Building Peer Relationships in Early Childhood: A Social Network Perspective (Femke van der Wilt, Dominik E. Froehlich, Chiel van der Veen), Exploring the Role of Positive Leadership for Mobilizing Innovative Practices: A Social Network Approach (Stephen MacGregor, Chris Brown, Jane Flood), Classroom Space and Student Positions in Peer Social Networks: An Exploratory Study (Tomáš Lintner, Zuzana Šalamounová), Similarity-Attraction Theory and Feedback-Seeking Behavior at Work: How Do They Impact Employability? (Dominik E. Froehlich, Simon Beusaert, Mien Segers), "I'm Telling!": Exploring Sources of Peer Authority During a K-2 Collaborative Mathematics Activity (Jennifer M. Langer-Osuna, Rosa Chavez, Faith Kwon, Jim Malamut, Emma Gargroetzi, Kimiko Lange, Jesse Ramirez), Stories of Teachers' Identity: Between Personal and Professional Experience (Kateřina Lojdová, Kateřina Vlčková, Jan Nehyba), Influences of Educational Policy on the Pre-Service Education of Teachers in Science and Environmental Education: A Latin American Context (María Angélica Mejía-Cáceres, Laísa Maria Freire).

### *4/2020: Non-Traditional Students in Tertiary Education*

Ready to Study? Academic Readiness of Traditional and Non-Traditional Students in Germany (Nicole Tieben), Same Same but Different? Non-Traditional Students and Alumni in Germany (Tobias Brändle, Jessica Ordemann), Non-Traditional Students, University Trajectories, and Higher Education Institutions: A Comparative Analysis of Face-to-Face and Online Universities (Albert Sánchez-Gelabert), Mature vs Young Working Students: Similarities, Differences, and Drivers of Graduation and Dropout (Pedro Carreira, Ana Sofia Lopes), Educational Trajectories of Non-Traditional Students: Stories Behind Numbers (Karla Brücknerová, Katarína Rozvadská, Dana Knotová, Libor Juhaňák, Milada Rabušicová, Petr Novotný), Entering Higher Education After 30: What Can Be Learned from Biographical Narratives of Non-Traditional Students (Leanete Thomas Dotta, Carlinda Leite, Amélia Lopes), Locus of Control Analysed with Regards to Non-Traditional Tertiary Students of Education (Josef Malach, Dana Vicherková, Tomáš Barot), Struggles in Becoming Employable: Non-Traditional Student Narratives of the Transition from Higher Education to Working Life in Sweden (Agnieszka Bron, Camilla Thunborg), Identity Struggles of Adult Returners (Katarína Rozvadská).

### *2/2020: The Changing Status of the Teaching Profession*

Discourses on Governance of the Teaching Profession (Lejf Moos), Teacher Status and the Role of Teacher Unions in the Context of New Professionalism (Vasileios Symeonidis, Nelly Stromquist), Eroding Trust in Teacher Professionalism: An Ethnomethodological Analysis of Radio Interviews with Czech Experts on Education (František Tůma, Michaela Pišová, Monika

Černá), Bias in Primary School Teachers' Expectations of Students? A Study of General and Specific Bias Towards SES, Ethnicity and Gender (Elien Sneyers, Jan Vanhoof, Paul Mahieu), Teachers for Slovakia: Tensions in the Profession (Branislav Pupala, Ondrej Kaščák, Michal Rehúš), Aligning Teacher Preparation, Professional Development and Evaluation: The Orthodoxy of TAP Teachers and Teaching (Jessica Holloway), 'Head' and 'Heart' Work: Re-Appraising the Place of Theory in the 'Academic Dimension' of Pre-Service Teacher Education in England (Janet Orchard, Lucy Kelly, Carrie Winstanley), Initial Teacher Education and the Relationship with Research: Student Teachers' Perspectives (Rita Tavares de Sousa, Amélia Lopes, Pete Boyd), General Pedagogical Knowledge of Austrian Teachers (Ann-Kathrin Dittrich).

*4/2019: Better Learning through Argumentation*

The Dimensions of Argumentative Texts and Their Assessment (Fabrizio Macagno, Chrysi Rapanta), Bewilderment as a Pragmatic Ingredient of Teacher-Student Dialogic Interactions (Chrysi Rapanta), Measuring Production and Comprehension of Written Arguments in Upper-Elementary Grades (Alina Reznitskaya, Ian A. G. Wilkinson), Are Classroom Discussions on Controversial Political Issues in Civic Education Lessons Cognitively Challenging? A Closer Look at Discussions with Assigned Positions (Dorothee Gronostay), Analysis of Different Categories of Epistemic and Metacognitive Discourse in Argumentation (Na'ama Y. Av-Shalom, Randi M. Zimmerman, Clark A. Chinn, Ravit G. Duncan), Critical Perspective Taking: Promoting and Assessing Online Written Argumentation for Dialogic Focus (Stuart Mcnaughton, Tong Zhu, Naomi Rosedale, Jacinta Oldehaver, Rebecca Jesson, Cynthia Greenleaf), The Role of the Teacher in Supporting Students' Epistemic Thinking in Dialogic Argumentation. A Case Study (Roman Švaříček), Exploring Teacher Contributions to Student Argumentation Quality (Joe Oyler), Three Dimensions of Dialogicity in Dialogic Argumentation (Markus Hähkiöniemi, Sami Lehesvuori, Pasi Nieminen, Jenna Hiltunen, Kaisa Jokiranta), A Case of Teacher and Student Mathematical Problem-Solving Behaviors from the Perspective of a Cognitive-Metacognitive Framework (Sinem Sozen Ozdogan, Bilal Ozçakir, Burcu Orhan).

*2/2019: Transitions in Educational Contexts*

Risk Patterns and Bounded Agency in Vocational Orientation (Chantal Kamm, Anja Gebhardt), A Latent Profile Analysis of Career Competence in German Vocational Schools (Svenja Ohlemann, Katja Driesel-Lange), Career Adaptability of Vocational Education and Training Graduates in the Period of Prospective School-to-Work Transition (Petr Hlad'o, Bohumíra Lazarová, Lenka Hloušková), Teachers' Images of the Ideal Student as a Marker for School Culture and Its Role in School Alienation During the Transition from Primary to Secondary Education in Luxembourg (Alyssa Laureen Grecu, Tina Hascher, Andreas Hadjar), Driven To Be a Non-Traditional Student: Measurement of the Academic Motivation Scale with Adult Learners After Their Transition to University (Petr Novotný, Karla Brücknerová, Libor Juhaňák, Katarína Rozvadská), Upper Secondary School in Norway: Discourses About Dropout in White Papers (Anne-Mette Bjøru).

*4/2018: Digital Youth and Their Ways of Learning*

Czech Republic and Norway on Their Path to Digital Education (Jiří Zounek, Klára Záleská, Libor Juhaňák, Ondřej Bárta, Kristýna Vlčková), A Digital Learning Environment Mediating Students' Funds of Knowledge and Knowledge Creation (Anu Kajamaa, Kristiina Kumpulainen, Antti Rajala), "I'll have everything in diamonds!": Students' Experiences With Minecraft at School (Agnieszka B. Jarvoll), Measuring Self-regulated Learning and Online

Learning Events to Predict Student Academic Performance (Jitka Vaculíková), Bullied Online but Not Telling Anyone: What Are the Reasons for Not Disclosing Cybervictimization? (Kristian Daneback, Ylva Bjereld, Hana Macháčková, Anna Ševčíková, Lenka Dědková), Clues to the Wind's Direction: Sailing on Teachers' Beliefs About Cultural Diversity. Results From a Semi-Structured Interview in the Italian Context (Lisa Bugno).

#### *2/2018: Learning and Work*

Learning for Work From the Past, in the Present, and Into the Future? (Theo van Dellen), Learning for the Complex Object of Work in a Digital Printing Network (Hanna Toiviainen, Liubov Vetoshkina), Workplace Learning in the Professional Development of Vocational Education Teachers (Yanmin Zhao, James Ko), Objective and Subjective Work Characteristics and Their Relation to the Successful Development of Adults in a Society after a Macrosocial Transition (Katarína Millová, Marek Blatný), Perspectives of Young People Enrolled in Apprenticeship Courses in Portugal About Learning in Work Contexts (Alexandra Oliveira Doroftei, Sofia Marques da Silva, Helena C. Araújo), Measurement of Career-specific Parental Behaviors Perceived by Czech Adolescents (Petr Hlado, Stanislav Ježek), Where Teachers Learn Through Work and Students Work to Learn: An Empirically Informed Report on Two Examples of Educational Innovations From a German School (Malte Gregorzewski), Building Foundation on Sand: Certified TEFL Teachers' Shifting Identity through Practice (Ezra Anthony Howard), Curriculum Alignment: Performance Types in the Intended, Enacted, and Assessed Curriculum in Primary Mathematics and Science Classrooms (Natasha Ziebell, David Clarke).

<http://www.studiapaedagogica.cz>

## UPCOMING CONFERENCES – SEMINARS – WORKSHOPS

### 1. Conferences and Summer Schools in the Czech Republic

- The *2022 CAPV Conference* will take place at the Open Gate campus in Babice on 29–31 August 2022. For more details, see <https://capv.cz/konference-capv-2022/>.
- The *2022 QAK Conference – A dislocated world: How can qualitative research help to address pressing issues in today's society?* will take place in Olomouc on 2–3 February 2022. The deadline for submitting presentations is 2 January 2022. For more information, visit <https://qak.upol.cz/>.

### 2. Conferences and workshops abroad

- The *2022 ECER Conference* will take place in Yerevan, Armenia, on 23–26 August 2022. The submission system will remain open until 31 January 2022, see <https://eera-ecer.de/ecer-2022-yerevan/>.
- A number of conferences organized by EARLI special interest groups will take place throughout 2022. For an overview, see [https://www.earli.org/sites/default/files/2021-12/SIG%20Conference%20Calendar%202022\\_2.pdf](https://www.earli.org/sites/default/files/2021-12/SIG%20Conference%20Calendar%202022_2.pdf).

- The *ICOP L2 (Interactional Competences and Practices in a Second Language) Conference* will take place on 8–10 September 2022 in Barcelona. The deadline for submitting proposals is 31 January 2022, see <https://tefluab.wixsite.com/icop-l2-2022>.
- The *Comparative School Counseling Conference*, organized by the Bulgarian Comparative Education Society (BCES), will take place online on 21–24 March 2022. The deadline for submitting presentations is 15 February 2022, see <https://csc-conf.one/>.
- The *ICET (International Council on Education for Teaching) Annual Conference* has been rescheduled for next year (June 2022, Bath Spa University). For more information, visit [https://www.icet4u.org/upcoming\\_world\\_assembly.php](https://www.icet4u.org/upcoming_world_assembly.php).
- The EERA Summer School "Research design from scratch: Making sense of the whats, whos and hows of your investigation" will take place in Porto, Portugal, on 11–15 July 2022. The deadline for submissions is 31 January. For more information, visit <https://eera-ecer.de/seasonschools/eera-summer-school-2022/>.
- The *2022 JURE (Junior Researchers of EARLI) Conference* on "Unpredictable Challenges – Education in a Rapidly Changing World" will take place on 18–22 July in Porto. The deadline for submissions is 31 January. For more information, visit <https://earli.org/index.php/JURE2022>.

## JOURNALS: JUST PUBLISHED

### 1. The European Educational Research Journal (EERJ)

#### Current issue: 6/2021

Special issue: *Observing World Society. Worlds apart?* On Niklas Luhmann and the sociology of education (Eric Mangez and Pieter Vanden Broeck), Education: Forming the Life Course (Niklas Luhmann), How does education function? (Raf Vanderstraeten), Whose life is it anyway? The life course as an observational medium in the education system (Giancarlo Corsi), Inclusion/exclusion: Educational closure and social differentiation in world society (Marcus Emmerich), Sociological observations of the educational system: A systems-theoretical perspective (Thomas Kurtz), Education in world society: A matter of form (Pieter Vanden Broeck), Externalisation and structural coupling: Applications in comparative policy studies in education (Gita Steiner-Khamsi), From self-evident norms to contingent couplings: A systems-theoretical analysis of changes in the relationship between schools and the function systems in Denmark (Niels Åkerstrøm Andersen and Justine Grønbaek Pors), The worry conversation: A loosening technology (Hanne Knudsen), Managing expectations by projecting the future school: Observing the Nordic future school reports via temporal topologies (Petteri Hansen, Kirsten Sivesind and Rune Thostrup).

<https://journals.sagepub.com/home/eer>

## BOOKS: THE CAPV MEMBERS RECOMMEND

Have you read an interesting publication recently published abroad that you would like to recommend to other members? E-mail us at: [bulletin@capv.cz](mailto:bulletin@capv.cz).

## Editorial Note

Conference information appears in the bulletin as long as the registration is open. Publication titles and annotations are mostly taken from the websites of individual publishers and journals, and do not necessarily reflect the editorial opinion. The CAPV bulletin is published five times a year (four Czech issues, one English issue). Information about conferences and new or interesting publications should be sent to: [bulletin@capv.cz](mailto:bulletin@capv.cz).

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