



In this year's fifth issue of the bulletin, we bring news of what is happening in the Association, an invitation to the 2023 CAPV Annual Conference, and information about publications of the Association members in the last two years. It also features information about other conferences and English issues of journals.

CAPV Executive Board

1. Foreword

Dear members,

The second English edition of the bulletin is now in your hands. We started publishing the bulletin in English last year in order to make the activities of the association more accessible to members who do not speak Czech. The English edition of the bulletin also allows us to open up the association to members and collaborators abroad.

Similar to last year, this bulletin is largely a report in which we present a look back at the activities of the Association in 2022 and a selection of English-language publications in the form of an overview of English-language special issues of Czech journals and publications published abroad by members of the Association.

Unlike last year's bulletin, this year we do not present an overview of publications by members published in journals indexed in the first two quartiles according to the Web of Science database. The information on members' publications is based only on the data provided by the members themselves in response to the call in the 4/2022 bulletin. Although such an overview cannot be considered complete, it does demonstrate that members of the Association are presenting the results of their research in international journals.

The bulletin provides not only material to look back at 2022, but also a glimpse into the future. In fact, it includes an invitation to the 31st CAPV Annual Conference that will take place in September 2023.

Dear members and colleagues, we wish you good health, every personal and professional success, and we look forward to seeing you again in 2023.

CAPV Executive Board

2. Association Activities in 2022

The CAPV Executive Board is involved in a number of activities. In 2022, these activities included the following:

- **Regular meetings of the Executive Board to discuss the current agenda** (we met 8 times in 2022). In addition, the President meets regularly with the Secretary,

Accountant, and Treasurer to ensure the functioning of the Association. A number of other meetings were held as part of organizing the Association's 30th and 31st annual conferences.

- We joined EERA in **condemning the acts of aggression by the Russian Federation against Ukraine**.
- **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.
- 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 2022, we realized a CAPV project for a total of CZK 200,000, with a subsidy from the Council of Scientific Societies of the Czech Republic amounting to CZK 120,000 and the remaining part co-financed by CAPV.
- The CAPV conferences have become a forum for sharing current knowledge in educational research. Unlike in previous years, when CAPV organized the conferences in cooperation with faculties providing teacher education, **the 30th Annual Conference was fully organized by CAPV** at the OpenGate campus in Babice. More than 150 experts from universities and other research or educational institutions attended the conference. Two online workshops were held before the official opening of the conference. The first one was led by Paulína Koršňáková from the International Association for the Evaluation of Educational Achievement, the second one by Ken Mavor from the University of St Andrews (United Kingdom). The 30th CAPV Annual Conference itself was held under the auspices of the Ministry of Education, Youth and Sports, with the support of EERA and the Council of Scientific Societies at the Academy of Sciences of the Czech Republic, and with the support of the host – Open Gate – gymnázium a základní škola. The conference offered the traditionally high-quality contributions presented in the plenary session (the first one was given by Eliška Walterová, co-founder and honorary member of CAPV; the second one by Joe O'Hara, chairman of EERA) and also in parallel sessions, excellent symposia or inspiring posters. All of this in an unusual venue and time of the conference, with an exceptional organizational scheme allowing to combine the official programme with informal gatherings of the participants at breakfasts, dinners, and other activities. The three days at the end of August allowed for a certain luxury in the context of the present time, in the sense of being able to pause, reflect on current developments in education and in various departments, and also to consider what has been more and what has been less successful in the 30 years of CAPV.
- **Taking control of the review process of presentations at the CAPV conference** – a total of 93 submissions were evaluated according to the criteria by a total of 12 reviewers.

- **Granting the CAPV Award** – in 2022, we awarded the following three Czech texts:
 - Češková, T. (2021). (Klíčové) kompetence v českém vzdělávání: Proč si navzájem nerozumíme? *Studia paedagogica*, 26(3), 7–27.
<https://doi.org/10.5817/SP2021-3-1>
 - Štech, S. (2021). Výzkum, experti a politici – podivuhodný život ideje inkluze vního vzdělávání v ČR. *Pedagogika*, 71(3). 403–420.
<https://doi.org/10.14712/23362189.2021.981>
 - Šťastný, V., Chvál, M., & Walterová, E. (2021). An ordinary moonlighting activity? Determinants of the provision of private tutoring by Czech schoolteachers. *International Journal of Educational Development*, 81, 102351, 1–11.
<https://doi.org/10.1016/j.ijedudev.2021.102351>
- **Publication of a bulletin.** In 2022, members of the Association received four Czech issues and this English issue. An archive of past bulletins is available from <https://capv.cz/materialy/>.
- CAPV website. We have launched a “CAPV e-shop” and set up an ordering system through which payments for the conference were made. The e-shop can also be used for other events in the future.
- **Book to commemorate the 30th anniversary of the Association’s founding** – a total of 25 authors contributed to the book in 12 chapters, presenting interesting and methodologically inspiring aspects of their research projects; each chapter also includes implications, especially for research methodology, for the development of the state of knowledge, and also for educational policy. The book is available from <https://capv.cz/wp-content/uploads/2022/12/Inspirace-pro-vyzkum-nahlednuti-do-metodologie-pedagogiky-2.pdf>
- **Videos highlighting the societal relevance of educational research** – we have prepared a sample video which was shown at the 30th Annual Conference, and a call for members to apply for funding to create their own videos.

Jana Poláchová Vašátková and František Tůma

3. About CAPV

The Czech Educational Research Association (CAPV) is an association founded in 1992. It currently has around 240 members, and is a member of the European Educational Research Association ([EERA](#)) + the Council of Scientific Societies of the Czech Republic.

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.

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

If you are interested in membership, please contact Jana Poláchová Vašátková (predseda@capv.cz), the CAPV President.

4. Foreign Publications of the CAPV Members (2021–2022)

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. One of the criteria was also that the first or second author should be a CAPV member. These publications are listed below.

- Činčera, J., Kroufek, R., & Bogner, F. X. (2022). The perceived effect of environmental and sustainability education on environmental literacy of Czech teenagers. *Environmental Education Research*. <https://doi.org/10.1080/13504622.2022.2107618>
- Činčera, J., Kroufek, R., Marková, K., Křepelková, Š., & Šimonová, P. (2021). The GLOBE program: What factors influence students' and teachers' satisfaction with science education. *Research in Science & Technological Education*, 39(2), 245–261. <https://doi.org/10.1080/02635143.2019.1687441>
- Hoidn, S., & Šťastný, V. (2021). Labour market success of initial vocational education and training graduates: A comparative study of three education systems in Central Europe. *Journal of Vocational Education & Training*, 1–25. <https://doi.org/10.1080/13636820.2021.1931946>
- Kolenatý, M., Kroufek, R., & Činčera, J. (2022). What triggers climate action: The impact of a climate change education program on students' climate literacy and their willingness to act. *Sustainability*, 14(16), 10365. <https://doi.org/10.3390/su141610365>
- Nehyba, J., & Štefánik, M. (2022). Applications of deep language models for reflective writings. *Education and Information Technologies*, 1–39. <https://doi.org/10.1007/s10639-022-11254-7>
- Obrovská, J., & Sidiropulu Janků, K. (2021). Resilience capacity and supportive factors of compulsory education in ethnic minority families: Mixed methods study of Czech Roma mothers. *Contemporary Social Science*, 16(4), 448–463. <https://dx.doi.org/10.1080/21582041.2020.1869813>
- Obrovská, J., Jarkovská, L., & Lišková, K. (2021). 'Since they are here in Czechia, they should talk in Czech'. Ethnicity in peer groups at school. *Intercultural Education*, 32(1), 62–82. <https://dx.doi.org/10.1080/14675986.2020.1844511>
- Svobodová, S., & Kroufek, R. (2022). Environmental literacy of ISCED 2 pupils in the Czech Republic and Slovakia. *European Journal of Science and Mathematics Education*, 10(4), 519–528. <https://doi.org/10.30935/scimath/12361>
- Šťastný, V. (2021). Shadow education in the context of early tracking: Between-track differences in the Czech Republic. *Compare: A Journal of Comparative and International Education*. <https://doi.org/10.1080/03057925.2021.1922271>

- Šťastný, V. (2021). Shadow education: A double-edged sword for Czech mainstream schools in the competitive educational market. *Research Papers in Education*, 37(6), 1042–1063. <https://doi.org/10.1080/02671522.2021.1907777>
- Šťastný, V., Greger, D., & Soukup, P. (2021). Does the quality of school instruction relate to the use of additional tutoring in science? Comparative analysis of five post-socialist countries. *School Effectiveness and School Improvement*, 32(1), 24–46. <https://doi.org/10.1080/09243453.2020.1770809>
- Šťastný, V., Chvál, M., & Walterová, E. (2021). An ordinary moonlighting activity? Determinants of the provision of private tutoring by Czech schoolteachers. *International Journal of Educational Development*, 82, 1–11. <https://doi.org/10.1016/j.ijedudev.2021.102351>
- Šťastný, V., Chvál, M., & Walterová, E. (2021). School partnerships with private tutoring providers: Weighing the risks and benefits by Czech school principals. *Leadership and Policy in Schools*, 1–18. <https://doi.org/10.1080/15700763.2021.1977331>
- 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>
- Tůma, F., & Sherman, T. (2022). Recruiting help in word searches in L2 peer interaction: A multimodal conversation-analytic study. *Linguistics and Education*, 67, 100999. <https://doi.org/10.1016/j.linged.2021.100999>
- 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), 355–371. <https://doi.org/10.1177/15258222X21991281>
- 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*, 27(2), 2181–2205. <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>

František Tůma

5. English Special Issues of Selected Czech Educational Peer-Reviewed Journals (2021–2022)

Orbis scholae

3/2021: “Language of Reflection – Reflection of Language” in Foreign Language Teacher Education

“From Her Eyes”: On the Affordances of Video Resources in Supporting Teacher Reflection (Julia Hüttner), The Nature of Reflective Communication Within Video Clubs: What Matters?

(Klára Uličná), On the Language of Student Teachers' Professional Vision: How Do Pre-Service EFL Teachers Comment on Classroom Videos of Pupil Engagement? (Miroslav Janík, Eva Minaříková, Tomáš Janík, Zuzana Šmideková), Student Teachers' Use of Language: Discourse Functions in Teaching-Based Reflective Writing (Petra Knorr), Professional Teacher Language: Its Contexts, Functions, and Potential to Further Teachers' Professionalism (Manuela Schlick).

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

Pedagogika

4/2021: Glass Ceilings in Education

Ethnic Identity, Self-esteem, and Academic Performance of Nigerian In-school Adolescents (Adams Ogirima Onivehu); Identities in the Era of Globalisation: Reflection on International Experience as a Tool for Culturally Responsive and Inclusive Education (Markéta Sedláková, David Košatka); Harnessing Mother Tongue Diversity for Education in a Globalized Society: A Literature Review (Ntite Orji Kalu); Inclusion of Children with Diabetes Mellitus in Czech Schools (Pavla Kudlová, Helena Skarupská).

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

Sociální pedagogika

1/2021: All Areas Related to Social Education

Causes, consequences and control of student protests (Adams Ogirima Onivehu); Erasmus staff exchanges: A critical exploration of intentions and effects (Paul G. Nixon); Creating a positive elementary school climate based on cooperation between the form teacher, headmaster and social pedagogue (Lucie Blašíková); The resilience of high school students, analysis of compensatory measures, and preferred strategies for coping with adverse situations (Lucie Nečasová). Diskuse: Teaching protest and pressure as participation (Paul G. Nixon, Robin Metiary); Ulrikes are here with us: A few notes on the text Teaching protest and pressure as participation (Radim Šíp); Social pedagogues and social workers in primary school (Lucie Blašíková, Helena Grecmanová, Miroslav Dopita).

<http://soced.cz>

Studia paedagogica

2/2022: Teaching and Learning in Higher Education

Aiming for Active Student Participation in Online University Lessons: A Case Study of Two Teachers During Emergency Remote Teaching (Tomáš Lintner, Klára Šedová), Exploring Teaching Conceptions and Practices: A Qualitative Study with Higher Education Teachers in Portugal (Marta Mateus de Almeida, Joana Viana, Mariana Gaio Alves), Utilizing Informal Formative Assessment and Dialogicity during Reflections on Educational Dialogue in Mathematics (Sami Lehesvuori, Laura Ketonen, Markus Hähkiöniemi), A Narrative Review of Eye-Tracking Research on Self-Regulated Learning from Multimedia Learning Materials in Higher Education (Nicol Dostálová, Libor Juhaňák, Lukáš Plch), Factor Structure of a Self-Report Questionnaire Determining the Epistemic Beliefs of Primary School and Kindergarten Student Teachers in the Science Domain (Jaroslav Řičan, Roman Kroufek), The Role of Peer Learning among University Teachers in Integrating Digital Technologies into Higher Education Teaching (Barbora Nekardová).

4/2021: Professional Decision-Making in Education

Data ethics in education: a theoretical, practical, and policy issue (Ellen B. Mandinach, Jo Beth Jimerson), Assessment of German and Austrian students' Educational Research Literacy:

validation of a competency test based on cross-national comparisons (Jana Groß Ophoff, Christina Egger), Validation of the Teacher Decision-Making Inventory (TDMI): measuring data-based and intuitive dimensions in teachers' decision Process (Kristin Vanlommel, Elke Pepermans), Sensemaking unraveled: how teachers process school performance feedback data (Gila Gutwirth, Evelyn Goffin, Jan Vanhoof), Student guidance decisions at team meetings: do teachers use data for rational decision making? (Roos Van Gasse, Martine Mol), Assessment decision making in vocational education and training (Henning Fjørtoft, Elin Bø Morud), Exploring leadership influence within data-informed decision-making practices in Australian independent schools (Venesser Fernandes).

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 Lojdoová, 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).

<http://www.studiapaedagogica.cz>

UPCOMING CONFERENCES – SEMINARS – WORKSHOPS

1. Conferences and Summer Schools in the Czech Republic

- The XXII QAK Conference will take place on 26–27 January 2023 in České Budějovice. The conference topic is "Punk in qualitative research or 'quality is not dead'". Abstracts can be submitted until 10 January. More information at <https://qak.upol.cz/>.
- The XXXI Conference of the Czech Educational Research Association will take place at Jan Evangelista Purkyně University in Ústí nad Labem on 5–7 September 2023. Abstracts in Czech or in English can be submitted between 16 January and 20 February 2023. More information at <https://capv.cz/konference-capv-2023/>.

2. Conferences and workshops abroad

- The 3rd International Conference on Comparative School Counseling, organized by the Bulgarian Comparative Education Society, will be held in Sofia, Bulgaria, on 26–27 June 2023. Submissions can be made until 1 February at <https://csc-conf.one/>.
- The 20th ISATT Biennial Conference on Living and Leading in the Next Era: Connecting Teaching, Research and Citizenship will be held in Bari, Italy, on 3–7 July 2023. Abstracts can be submitted until 30 January. More information at <https://isatt2023bari.org/>.

- The ECER 2023 Conference will be held on 22–25 August 2023 in Glasgow (Scotland, UK), preceded by the Emerging Researchers' Conference on 20–21 August. Submissions can be made until 31 January at <https://eera-ecer.de/>.

JOURNALS: JUST PUBLISHED

1. The European Educational Research Journal (EERJ)

Current issue: 6/20212

Special issue: *Space- and time-making in education: Towards a topological lens*

Introduction—Space-and time-making in education: Towards a topological lens (Mathias Decuypere, Sigrid Hartong and Karmijn van de Oudeweetering), Topologies of desire: Fantasies and their symptoms in educational policy futures (Antti Saari), The flash of a van: A cartography of a mobile educational initiative in the Claymore district of Sydney (David R. Cole and Mohamed Moustakim), Navigating European education in times of crisis? An analysis of socio-technological architectures and user interfaces of online learning initiatives (Karmijn van de Oudeweetering and Mathias Decuypere), New shadow professionals and infrastructures around the datafied school: Topological thinking as an analytical device (Steven Lewis and Sigrid Hartong), Lecture capture, social topology, and the spatial and temporal arrangements of UK universities (James Lamb and Jen Ross), Relations and locations: New topological spatio-temporalities in education (Bob Lingard).

ECER Keynote: School and democratic hope: The school as a space for civic literacy (Ninni Wahlström)

General submissions: Knowledge or competencies? A controversial question in contemporary curriculum debates (Jens Rasmussen, Andreas Rasch-Christensen and Lars Qvortrup), Supportive assessment strategies as curriculum events in a performance-oriented classroom context (Bettina Vogt), Primary school expectations: the invisible curriculum as a tool for understanding learning inequalities (Julien Netter).

<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.

Editorial Note

Conference information is published during open registration for the conference. Information about individual issues of journals is repeated until the new issue is published. Information about new books is published only once. Publication annotations are in some cases taken from material available on the websites of individual publishers and do not necessarily reflect the editorial opinion. The CAPV bulletin is published five times a year. Information about conferences and new or interesting publications should be sent to: bulletin@capv.cz.

The bulletin is prepared and edited by František Tůma (Department of English and American Studies, Faculty of Arts, Masaryk University), in cooperation with Jana Poláchová Vašátková (Department of Sociology, Andragogy and Cultural Anthropology, Faculty of Arts, Palacký University), Martin Chvál (Institute for Research and Development of Education, Faculty of Education, Charles University), Roman Švaříček (Department of Educational Sciences, Faculty of Arts, Masaryk University), and Hana Voňková (Department of Education, Faculty of Education, Charles University).