

Call for papers: Special issue



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Innovative applications in teaching and learning facilitation: Current trends in research, practice, and policy

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Changes in teaching and learning praxis are occurring across the world. These changes are being driven by Industry 4.0, Work 4.0 and 5.0, Society 4.0 and 5.0, the lingering effect of the coronavirus disease (COVID-19) pandemic, the Russian invasion of Ukraine, and movements such as the Great Resignation (a voluntary resignation of workers), the Move to the Country (many people relocating to the countryside where they engage in remote work), the Journey towards Fulfilment (an inner search to find out who they are), Workplace Insecurity, and lately, Resenteeism (London, 2023). As a result of these changes, workplace inequality is increasing and workers are becoming increasingly traumatised (International Labour Organization [ILO], 2023).

The above developments underline the need to find innovative ways to optimise teaching and learning so that sustainable, decent work can be achieved for all. No one is left untouched by current global changes, highlighting the importance of actualising the United Nations Educational, Scientific and Cultural Organization's (UNESCO) goal of leaving no one behind (LNOB) in education, technology and counselling at all levels. The need to promote "best practice" in teaching and learning theory, research, and policy has probably never been greater. It is, therefore, incumbent upon us to reflect carefully on our shared realities and idiosyncratic perspectives on teaching and learning-related issues. The gap between self-construction and career construction, between levels of self-actualisation, as well as between the career and life expectations of people with adequate and those with inadequate access to teaching and learning opportunities and related resources, is constantly widening – a recipe for future challenges and conflict. Education researchers, practitioners, and policymakers alike need to join hands to help people prepare for an uncertain future in the workplace and enhance their general well-being (Ribeiro, 2016). Over the past few years events have decreased millions of learners' ability (disadvantaged learners in particular) to master basic developmental tasks satisfactorily. Our goal should be to help learners at all levels to become proficient in such tasks (Erikson, 1994; Freud, 1963; Maree, 2021; Savickas, 2019a, 2019b; Silva, Taveira, Cardoso, Ribeiro & Savickas, 2022) so that they can actively master what they have passively endured and deal with repeated changes in their personal and career lives.

With this call for manuscripts we call for contributions covering fundamental changes – not only in the occupational world, "the new world of work", but also in teaching and learning environments. We are awaiting contributions on how researchers, practitioners, and policymakers working in the field of education can revitalise teaching and learning practice (Drabik-Podgórna & Podgórnny, 2022; Maree, 2022a, 2022b; Sensoy-Bridgick & Bridgick, 2022; UNESCO Chair on Lifelong Guidance and Counseling, 2022). With this call we encourage prospective authors to join the conversation and share their views on these issues.

Types of Manuscripts Wanted

We are looking for innovative contributions that address the issues outlined above – manuscripts that deal with questions such as the following:

- What are the latest theoretical paradigms for promoting dialogue and conversation on "best practice" in education research?
- What are the practice implications of these theoretical paradigms?
- How can promoting dialogues and conversations about "best practice" in education research help people deal with major work-related challenges and rekindle their dignity, self-efficacy, self-worth, and well-being?
- How can these paradigms be used to promote people's personal and career adaptability and resilience, their employability, and their preparedness for an uncertain future world of work (Hartung, 2018; Hartung & Santilli, 2018; Maree, 2020; Rossier, 2015; Rottinghaus, Falk & Eshelman, 2017; Rudolph, Lavigne & Zacher, 2017; Santilli, Nota & Hartung, 2019; Savickas, 2019a, 2019b, 2020; Savickas & Porfeli, 2012; Savickas & Savickas, 2019)?
- How can "best practice" in education research and practice be implemented in primary, secondary, higher, and tertiary education contexts?

- How can “best practice” in education research and practice be implemented to harness technological advances in teaching and learning?

We are looking for manuscripts that stimulate creative thought on education theory, research, practice, and policy issues relating to the topic of this special issue, namely, innovative applications in teaching and learning facilitation. Lastly, we would like to receive manuscripts that report on research across the methodology spectrum (qualitative, quantitative, and mixed-method or integrative (qualitative+/->quantitative) methodologies).

Authors are requested to write about the following specific topics for this special issue: innovative (novel) TEL or technology-enhanced learning; changing learner expectations; gamification; Science, Technology, Engineering, and Mathematics (STEM) applications; applications to develop critical thinking skills and emotional intelligence skills; artificial intelligence applications; teacher training and teaching practices; special education; inclusive and collaborative education; online, flipped, and hybrid teaching and learning; innovative and effective parent-teacher-learner communication; multi- and intercultural education practices; learning facilitation for migrant learners; interactive learning environments; in-person, hybrid, and online assessment (qualitative and/or quantitative) of learning outcomes.

Deadline for Submissions

Proposals for manuscripts should be emailed to either kobus.maree@up.ac.za or huseyin.uzunboylu@gmail.com. Proposals should include

- a) the proposed manuscript title,
- b) a brief abstract (maximum of 250 words), and
- c) authors' names, ORCID IDs, email addresses, and affiliations.

Abstracts should be submitted by no later than 30 September 2023. Prospective authors will be informed about the outcome of the evaluation of the manuscript proposals as soon as possible. Complete manuscripts should be submitted to estelle.botha@up.ac.za before 29 February 2024. (The *South African Journal of Education* is published by the Education Association of South Africa.)

All submitted manuscripts will undergo double-blind peer review and authors will receive the review result within 8 to 12 weeks of submitting their manuscripts. We intend to complete the proofreading and editing of the special issue by 30 November 2024. The issue will be published online in a fully citable form. Hard copy publication will occur at the earliest opportunity in 2025.

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