

Call for papers: Special issue

Mistakes in Teaching and Learning

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The next planned special issue of *Studia paedagogica* is focused on the meanings of mistakes, errors, and failures in the process of learning and on individual experiences related to these phenomena in different educational contexts. The approaches to mistakes and their utilization are a diverse and broad topic that should also be considered from the perspective of lifelong learning. The discourse about the topic could be divided into several research areas. Generally, errors and mistakes could be defined as the decisions or behaviors that deviate from standards or expected aims (Grassinger & Dresel, 2017). The process of identifying errors or mistakes is based on comparing the actual results with the expected ones and evaluating them. Differing concepts of mistakes and errors can be distinguished. While mistakes are associated with deviations from the standard norm, errors are related to wrong assumptions, ideas, or behaviors (Vanderheiden & Mayer, 2020). The term failure also appears in the discourse; it emphasizes the social aspect of the error situation and the individual experiencing failure (Cannon & Edmondson, 2001).

A significant development in psychology and pedagogy influenced the concept of mistakes and their meaning for individual learning. The traditional approach, based on behaviorism, excludes mistakes from the learning process (Santagata, 2005). With this approach, mistakes were associated with failure, lack of knowledge or skills, and negative emotions, so individuals tended to avoid them. However, the constructivist approach has changed the perspective, so that now the importance of mistakes and their role in the learning process is emphasized (Tulis et al., 2016). The benefits of mistakes are discussed in two areas. First, mistakes fulfill a diagnostic function and provide useful information about the learning process (Ingram et al., 2015). Second, error situations offer opportunities to learn through reflection and challenging content (Borasi, 1994). Understanding one's own mistakes supports academic and professional development and leads to the constitution of "negative knowledge" (Rach et al., 2013).

Educational research pays attention to these phenomena in different contexts in which the learning process occurs. The importance of mistakes, errors, and failures could be reflected in the context of school education associated with the roles of teacher and student learning in cognitive and affective dimensions (Zander et al., 2014). Classroom error climates and handling mistake activities have been research subjects (Matteucci et al., 2015; Steuer & Dresel, 2015). Another research area is adult education and adult approaches to mistakes or error orientation in the work environment (Farnese et al., 2022; Hetzner et al., 2011; Rybowski et al., 1999).

Currently, research has verified that mistakes have individual and social dimensions (Käfer et al., 2019). The individual dimension is represented by the individual response to error situations. The social dimension of mistakes is based on shared beliefs in the social environment that could be represented by the classroom, family, team, or company. Culture is also an important framework that shapes the way individuals approach failure (Schleppenbach et al., 2007). Understanding the individual and social dimensions of mistakes

and errors is crucial to using their benefits as opportunities to learn. This comprehension also offers a chance to support individuals in adaptive motivation responses to their own failure (Pan et al., 2020).

The planned special issue provides an opportunity to publish papers following these questions (or related topics):

- What is the meaning of error and failure in the wider social context? How are these phenomena reflected in cultural patterns and ascribed meanings?
- How do teachers deal with student mistakes in relation to the constructivist approach? How do teachers evaluate mistakes and errors? What methods and techniques do teachers apply to students with disabilities and disadvantages? How do teachers influence the classroom error climate and shape the social meaning of mistakes? How do mistakes relate to student achievement?
- How do teachers reflect on their own mistakes? Do they consider mistakes to be a benefit for their practice? Do teachers have enough knowledge or experience from their studies? Do they need further education focused on this topic?
- How do students approach their mistakes, errors and failures? How do students feel in an error situation? How do they cope with stress related to failure? How do students perceive mistakes by their classmates? How are mistakes used during learning? What does academic failure mean for students?
- What is the role of mistakes during professional activities? How is error orientation different in different work environments? How do adult learners use their mistakes? How could failure be productive? How do adult learners perceive the individual and social meanings of being wrong?

This special issue will be published in English in June 2024. The deadline for submission of **abstracts** is **June 30, 2023**; the deadline for submitting **full texts** is **November 30, 2023**. Abstracts and full texts are to be sent to the e-mail address studiapaedagogica@phil.muni.cz. 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 e-mail above.

The editors of this special issue are Maria Cristina Matteucci (University of Bologna, Italia), Gabriele Steuer (Bielefeld University, Germany) and Martin Majcík (Masaryk University, Czech Republic). You can find more information at <http://www.studiapaedagogica.cz>.

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