

MUNI ARTS

CALL FOR PAPERS: Special Issue

STUDIA PAEDAGOGICA

Learning Outcomes in Schools: Policies and Practices

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The upcoming special issue will concentrate on the phenomenon of learning outcomes. Learning outcomes can be viewed from different perspectives. They reflect values, curricula, public expectations, and many other factors (Hargreaves et al., 2001; Nygaard et al., 2009). There are legitimate debates over what to consider “desirable” learning outcomes and how to measure them (Prøitz, 2015). All this is in the context of assessments, especially PISA, that significantly impact educational policies (Schleicher, 2017). It is generally agreed that to succeed in modern society, young people must complete their education with more than the academic knowledge, skills, and understanding assessed in traditional school subjects. They need a broad range of 21st-century skills (like solving complex problems, thinking critically, effectively communicating with people from a variety of different cultures, adapting to rapidly changing environments and conditions, and acquiring new skills and information) coupled with other personal attributes such as solid ethical values, positive learning dispositions, and high levels of personal wellbeing. There are many definitions of the required knowledge, skills, and personal attributes and many ideas for how they are integrated into school curricula and developed in the classroom.

What is emphasized in education is determined to a large extent by the focus of assessment. Assessment results are used by learners and teachers to guide learning and teaching in the classroom, by employers and academics to select employees and students, and by policymakers to evaluate the efficiency of educational systems. Given the impact of assessment results on individuals and societies, ensuring quality in the assessment and wisdom in the interpretation and consequent evaluation is essential. Assessing personal competencies and attributes accurately and understanding how they interact to affect educational outcomes and life chances are significant challenges in the assessment field.

The conceptual framework of this special issue can be seen in defining, developing, and evaluating learning outcomes. It aims to explore the multiple dimensions of learning outcomes, clarify critical issues, and promote evidence-based practices that contribute to future practice and development. Consequently, we welcome empirical, theoretical, or synthetic papers examining research questions such as:

- How do learning outcomes vary in different education systems, and what can be learned from comparative studies for policy and practice?
- How do assessment practices and school development relate?
- What are the relations between the different instructional strategies and learning outcomes?
- What is the impact of school leadership on learning outcomes?
- How can formative assessment be used to enhance learning outcomes?
- How should non-cognitive learning outcomes be defined and measured?

- How can a holistic approach to assessment be used in educational systems, and what are its effects?
- How does the integration of technology in education impact educational outcomes?
- How are learning outcomes and peer relationships related in the classroom?
- How do school adults (teachers, school leaders) understand learning outcomes and how should they work with them?

We anticipate that further inquiries will emerge, and we encourage authors to find inspiration from the abovementioned suggestions while contributing to the ongoing discourse.

Important dates

This special issue will be published in English in December 2024. The deadline for submission of **abstracts** is **January 31, 2024**; the deadline for submitting **full texts** is **June 30, 2024**. Abstracts are to be sent to the email address studiapaedagogica@phil.muni. 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.

The editors of this special issue are Paulína Koršňáková (International Association for the Evaluation of Educational Achievement), Jana Straková (Charles University), and Martin Sedláček (Masaryk University).

You can find more information at <http://www.studiapaedagogica.cz>.

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