

Revista Latinoamericana de Educación

Facultad de Educación
Universidad de los Andes

Bogotá
Colombia

Special Call

Submission of articles

Subject: Transforming education: experiences in and out of the classroom

September 1st - October 31th, 2023

Voces y Silencios: Revista Latinoamericana de Educación a journal of the Universidad de los Andes (Colombia), invites the academic community to submit articles for its special issue on the topic of “Transforming education: experiences in and out of the classroom.”

Editor: Nicolás Aguilar Forero, Universidad de los Andes, Colombia

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The articles should be submitted between September 1st - October 31th, 2023.

Manuscripts in Spanish, English, and Portuguese will be considered. The texts must comply with the editorial and style guidelines of the Journal, available at <https://revistas.uniandes.edu.co/for-authors/vys/editorial-policy>

All papers should be submitted through the OJS platform: <https://gestionrevistas.uniandes.edu.co/index.php/vys/login>

Presentation

Complex, critical, and controversial discussions about the globalized world are frequently absent from the school curriculum and, when present, often arise in economic contexts (e.g., higher incomes, competition within markets, etc.), leaving aside relevant aspects of the human as an individual. According to Subedi (2013), this absence derives from factors such as the institutionalism of nationalist curricula, insufficient teacher training, and a lack of emphasis on culture and its relationship to global citizenship. This approach tends to be reflected in the school curriculum, presenting some societies as having superior cultures, histories, and systems while leaving others invisible. The resulting pedagogies tend to lack deep, complex, and critical discussions about the world. Therefore, as educators, we should reflect on the need for change and, more specifically, propose actions for transforming education.

Some educational systems seek transformations in response to social and educational problems that require actors to rethink, reorganize, and generate individual and collective changes. Injustices, violence, environmental degradation, poverty, racism, sexism, xenophobia, discrimination, and inequality, among other situations, constantly drive educational actors to seek new possibilities and alternatives. Educational

transformation emerges at different levels (from early education to higher education), in different contexts (formal, non-formal, and informal education), and diverse ways (at times planned, at times spontaneous, at times gradual, and at times untimely and radical).

Regarding educational transformation, Paulo Freire, in a conversation with Ira Shor (2014), shared three ideas that do not lose validity: 1) educational transformation implies that both teachers and students are critical agents in the act, coming to understand that the roots of problems lie beyond the classroom—in society and the world; 2) educational transformation is not just a matter of methods and techniques, of substituting traditional methodologies with more modern ones, but of building a different relationship with knowledge and society; 3) educational transformation takes place both in the classroom and beyond it—beyond the school—in social movements.

For this special issue, we seek to make visible educational transformations, whether promoted over time, born out of the need for change, or under development and implementation. We seek contributions (e.g., experiences, research, reflections, stories, pedagogical activities, etc.) that promote educational practices and ideas in contexts and populations traditionally not included in school curricula or presented as inferior or irrelevant; contributions, at any level and in diverse contexts, that show how these transformations reflect the impetus towards justice and social change within local and global contexts and their complex and diverse interconnectedness.

We invite the academic community to submit contributions from Latin America and the wider world that provide a broad and diverse overview of these transformations. This call for papers is particularly interested in articles that probe along the following lines or thematic strands:

1. Educational transformations promoted by educators, students, parents, and communities in formal, initial, basic, middle, or higher education.
2. Transformation experiences in educational systems (formal or non-formal) at the local, subnational, and global levels.
3. Educational transformations brought about by institutions and governmental and non-governmental organizations (national, subnational, and international) that work in education and pedagogy.
4. Alternative experiences in education: changes in the contents, environments, and practices of teaching and learning, in the use of language in mono- and multilingual educational contexts, in conflict management dynamics and construction of school democracy, and in evaluation systems.
5. Educational transformations in teacher training and developing and implementing pedagogies and educational practices.
6. Educational transformation experiences focused on articulating knowledge, aesthetic-artistic paradigms, or education for environmental care and global citizenship.
7. Other educations and pedagogies: critical, decolonial, popular, community, individual, and intercultural.
8. Emerging forms of education and communication and critical appropriation of digital technologies.
9. Pedagogical and student movements and their impact on educational and pedagogical transformation.

This issue is also open to proposals not necessarily linked to these specific thematic axes but which deal in some way with other issues related to the general topic of “Transforming education: experiences in and out of the classroom.”

The Journal welcomes manuscripts in the following types of articles published by it:

- Research articles corresponding to quantitative, qualitative, or mixed research results. These articles present a well-founded, clear research question, focusing on recent education, pedagogy, and human

development debates. Literature reviews are also included here, which organize, integrate, and evaluate previously published material to take stock or analyze the progress of the research, its conclusions, gaps, and contributions.

- Approaches: This type of article constitutes a space for discussing ideas and theoretical proposals from a thoughtful and purposeful perspective. Its objective is to stimulate discussion on the development of the educational and pedagogical field, particularly in those aspects relevant to the Latin American context.
- Testimonials, which correspond to narratives written by people directly involved in educational work that describe in detail experiences, pedagogical and didactic resources, or innovations in educational practice that have been particularly significant, highlighting experiences that produce new learning through reflection, or by generating unexpected reactions in participants, communities, or observers.

Voces y Silencios: Revista Latinoamericana de Educación is an academic, refereed, electronic, biannual, open-access publication dedicated to studying and dialoguing on questions and problems in education, pedagogy, and human development. The Journal highlights issues of particular interest to education in Latin America. However, it welcomes contributions that present and discuss these issues in other parts of the world. It is aimed at an audience of researchers, teachers, administrators, and other professionals who work in education, both in formal educational institutions and institutions that create policies, non-governmental organizations, and spaces for non-formal and informal education.

If you have any questions about this call to submit manuscripts, please direct them to Nicolás Aguilar Foreiro, editor: nj.aguilar1902@uniandes.edu.co

References

Freire, P. & Shor, I. (2014). *Miedo y osadía. La cotidianidad del docente que se arriesga a practicar una pedagogía transformadora*. Buenos Aires: Siglo Veintiuno Editores.

Subedi, B. (2013). Decolonizing the curriculum for global perspectives. *Educational Theory*, 63 (2), 621-638. <https://doi.org/10.1111/edth.12045>