

Open call for abstracts for volume 2 in the series

“Primary Education *International*” (Publisher: Julius Klinkhardt)

Series editors: Juliane Schlesier, Robert Baar, Petra Büker, Astrid Rank

In the course of social transformation processes, the necessity and desire for a scientific foundation for *internationalization* within the discipline of primary school education has been emphasized for some time (e.g., An, 2014; Byram, 2012; Egekvist et al., 2017; van Werven et al., 2023; references in German language: Götz, 2018; Götz et al., 2018; Miller et al., 2018). Accompanied and partly driven by educational policy projects, the challenges and opportunities for the internationalization of primary school education have been discussed for over ten years (e.g., Röhner, 2009), and internationally comparative empirical studies have been carried out (e.g., IGLU, McElvany et al., 2023; TIMSS, Schwippert et al., 2019). However, this has not yet led to a general, profound anchoring of internationalization perspectives in the discipline of primary school pedagogy, in primary school pedagogical research, or in primary teacher training. In contrast, the associated discipline of childhood education, which has been intensively developed and expanded over the last 20 years, has established itself and demonstrated more international networking from the outset. This has been facilitated, in particular, by recourse to internationally known and recognized developmental psychological approaches, as well as internationally valid conventions on the protection and care of young children (e.g., Convention on the Rights of the Child, UN, 1990). In the field of primary school education, national or state-regulated – and sometimes very different – systems of primary school education make an international comparison appear to be very complex and dependent on various prerequisites.

Against this background, a working group was set up in 2023, initiated by the Commission for Primary Education and Primary Education Research in the German Educational Research Association (GERA). The working group seeks to actively promote the discipline of primary school pedagogy and deals with various topics of internationalization (e.g., building international networks, theoretical positioning of internationalization, internationalization in primary school-specific university didactics, etc.). In order to make the resulting findings and measures available not only to the internal academic community, but also to a wider circle or the public, the planned series *Primary Education International* will be published open access by Klinkhardt-Verlag. In addition to the findings generated by the working group and its subgroups, the series will include the perspectives of other researchers on the internationalization of primary school, primary education, and further primary education research topics. With this open call, we invite you – as an individual researcher or as an author team – to submit contributions for volume 2.

Both volumes will be published in print and digitally, enabling open access. The target group of the series is academics and teachers who are active in primary school education and research, academics in neighboring disciplines (childhood education, elementary education, social pedagogy), and besides that seminar trainers at study seminars in the second phase of teacher training, (primary school) teacher trainees, and (primary school) teachers.

Volume 2: “Foundations of Learning: Unveiling the Mosaic of Primary Education Systems Worldwide”

Editors: Juliane Schlesier, Anne Frey, Fabian Hoya, Ralf Parade, Astrid Rank

Call for Abstracts

While primary schools exist throughout the world, there is probably agreement only on the enrolment age (around five to seven years), and the aim of primary education, namely the acquisition of basic competencies. The organization and structure of primary education, on the other hand, vary considerably across countries: Some rely on uniform curricula and national standards, whereas others emphasize local flexibility and autonomy. Regarding teacher training, there is a wide range of approaches in various regions, in terms of requirements, degree of institutionalization and training content. International primary education systems thus reflect diversity in terms of educational philosophies, organization, content and culture. Despite this diversity, the common goal remains: To build a solid foundation for a child’s lifelong learning journey and personal development.

The second volume of the series Primary Education International is an anthology entitled “Foundations of Learning: Unveiling the Mosaic of Primary Education Systems Worldwide”. It is dedicated to exploring primary education systems across the globe, delving into their structure and organization from global perspectives. It addresses the guiding topics of how primary schools are organized, and teacher education for future primary school teachers. In addition, the volume will present the results of international comparative research in the form of short portraits.

We cordially invite you to submit abstracts for Volume 2 in the series Primary Education International. Contributions are welcome that:

1. present one of the following topics from the perspective of a country/region of the world and place them in a broader regional context (original papers, manuscript length max. 8,000 words including references):
 - Structures and organizational forms of primary education and/or (primary school) teacher education
 - Theories and/or innovative practices in primary education
 - Research findings on primary education
2. present results of international comparative primary school research (short report, manuscript length max. 4,000 words including references).

Abstracts and formal requirements

Abstracts are limited to 500 words (excluding references). Abstracts should be submitted no later than 15th April 2024. APA style (7th edition) for formatting and citations. Papers must be composed in the English language (British English).

Timeline

Decisions on the abstracts will be provided by 31th May 2024. The full-length manuscripts are expected to be submitted until 30th October 2024.

Your contributions will help to promote a deeper understanding of primary education in different parts of the world and facilitate international comparisons in this field. We look forward to your submissions and to an exciting discussion on the international aspects of primary education.

Please send your abstracts and any questions to primary.education.2@uol.de.

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