

## Call for papers to Special Issue “Culture and Education” no 4/2021 *Shortcomings and critical issues in education – the threats they bring, the opportunities they create*

In the turbulent times we face and live in, shortcomings have become one of the aspects of our daily biographies, challenges and facts of life. Although understood as fault or a failure to reach a particular standard, they can also motivate to overcome certain challenges they cause, by confronting us with their imperfection and inspiring (or even pushing) to improve given processes or manner certain educational phenomena occur. Similarly to omissions, they do not literally fail to occur; rather, they possibly occur entailing certain moral responsibility for outcomes resulting from omissions, as Sara Bernstein implies[1]. Understood not as much as something neglected or left undone, but rather a failure to fulfil a moral or legal obligation, omissions on the other hand pose a significant task in front of all the educators, teachers, pedagogues, but equally embers of the society and local community leaders – to become aware of their existence and interact with them accordingly.

The aim of this Special Issue is to rethink education, that would contribute to better opportunities both

for students and teachers to develop their full potential. By analyzing the causes and limitations of contemporary schools, showing the current state of learning and teaching, and presenting examples of good practices, we can contribute to counteracting shortcomings in contemporary education. There are many “pandemics” in our current social, educational, and pedagogical worlds and pondering over these issues might be a part of the solution, considered both as threats and opportunities, throwing light at these vital matters and sparking a discussion, to which we invite all the interested. As far as education is concerned, the exemplary shortcomings and pandemics can be distinguished: health and well-being problems; losing full potential, engagement and staying passive by students and teachers; concentration on weak rather than strong points; achievement gaps; emphasis on curriculum and working methods rather than on relations; perception of teacher profession; distance learning due to Coronavirus pandemic; ideology of individualism; culture of inequality because of age, gender, disabilities, culture, religion etc.

You are welcome to submit your manuscript to the Special Issue of “Culture and Education” (no 4/2021). Authors are invited to send the papers on topics related to **education, pedagogy, psychology, sociology, law and philosophy**. We accept previously unpublished texts in the following forms: Theoretical Articles, Studies, Reviews and Reports.

The article word count should be between 20,000 and 40,000 words, prepared in accordance with APA 7 Style Citations (American Psychological Association).

Culture and Education is abstracted and indexed in: Central European Journal of Social Sciences and Humanities (CEJSH), ERIHPlus, Index Copernicus and POL-index (PBN).

**The deadline for manuscript submissions  
is September 1, 2021.**

Please, send the manuscripts at:

<https://www.editorialsystem.com/kienn>



We are looking forward to your submission.

Sincerely,  
Guest Editors:

**Emilia Żyłkiewicz-Płońska, PhD**  
Faculty of Education  
University of Białystok  
e.zylkiewicz-plonska@uwb.edu.pl

**Justyna Pilarska, PhD**  
Institute of Pedagogy  
University of Wrocław  
justyna.pilarska@uwr.edu.pl

[1] Bernstein, Sara (2014). Omissions as possibilities. *Philosophical Studies* 167 (1):1–23.