



THE PORTUGUESE SOCIETY OF EDUCATION SCIENCE

## REVISTA INVESTIGAR EM EDUCAÇÃO

Nº5 – Series 2

### Intergenerationality and Lifelong Education

Call for Papers

The fifth issue of the second series of the Journal *Investigar em Educação* (*Research in Education*), is due to be published in spring 2016, in a digital, open-access format. The Journal contains a section dedicated to presenting **articles based on accounts of recent or ongoing research on the theme topic**. All papers will undergo double-blind peer review by two referees.

The impact of current trends in demographic change on various spheres of life has been addressed in the social and education sciences through various studies looking at questions surrounding the different generations. Existing literature emphasises the need to foster more, and stronger, links between generations, whilst supporting the search for ways to reduce social segregation. Although intercultural and intergenerational dialogue has been part of the educational agenda since the nineteen-seventies, for example in UNESCO recommendations, and despite an increase in the number of studies regarding intergenerational learning, much theoretical work remains to be done in this field. Thus, taking as an example the analysis of supranational education policy, there is a need for deeper discussion, and the construction of theoretical and analytical models for understanding the socio-political meaning of the call on the third sector to stimulate interaction between generations, within the contexts of formal and non-formal educational intervention. In order to understand these dynamics, and the processes which they bring about, there is a need for greater heuristic enquiry, problematizing them through critical research, in an effort to make explicit and question the meaning and results of public policy such

as the celebration of the European Year for Active Ageing and Solidarity between Generations (2012).

The erosion of the concept and principle of permanent education, in favour of the concept and principle of lifelong learning, contextualises, both in political and pedagogical terms, and in substantively different ways, the purpose of intercultural and intergenerational dialogue in socio-educational activity. Inevitably, tensions and contradictions have emerged as a result of this shift in paradigm within the educational context. So too have diverse opportunities and challenges in terms of conceptualising the role which intercultural and intergenerational dialogue can play as a catalyst for new initiatives with the central purpose of fostering educational citizenship and tackling social inequality.

The fifth edition of the Journal *Investigar em Educação* aims to contribute to deepening theoretical, empirical and heuristic knowledge of intergenerationality, from the standpoint of lifelong learning. With regards potential research topics, contributions focusing on the following areas are of particular interest:

- Challenges arising in educational settings, and the associated communities of practice, as a result of trends in demographic change.
- Analyses of socio-educational initiatives promoting intergenerational links;
- Challenges to intercultural and intergenerational dialogue, resulting from ethical and political-pedagogical issues;
- Debates surrounding the current shift in paradigm and its impact on the governance of public educational activity.
- Debates surrounding the priorities of the European policy agenda on education of young people, adults and the elderly, and the impact of this on a national level, at a time of global economic crisis and austerity politics.

Articles must be of a theoretical or empirical nature, based on knowledge founded on critical investigation, and must be submitted to SPCE (Portuguese Society of Education Science) in accordance with the guidelines and within the timescale indicated below.

#### **Deadline and Submission**

Proposals for articles responding to the current call for papers must be submitted by: **October 31th.**

Texts must be sent **by email**, in accordance with the guidelines established below, to the following address: [spce.geral@gmail.com](mailto:spce.geral@gmail.com), stating “Investigar em Educação nº5 – 2ª série” in the subject line.

### **Guidelines for Submission**

*Investigar em Educação*, the Journal of the Portuguese Society for Education Science, aims to be at the forefront of scientific research into education, carried out both in Portugal and elsewhere, notably in the lusophone and Latin American countries, and drawing from the multiple fields of knowledge and diverse subject areas relevant to education science research.

In each edition of the journal, specially commissioned and/or selected articles are published alongside articles submitted following a call for papers, which are subject to double-blind review.

1. Articles to be published must be accompanied by a letter in which the author declares that he/she authorises the Portuguese language version to be exclusively published in this journal.
2. The 1st page of the work must include the following information:
  - Title of the article
  - Identity of the author (Name and institution)
  - A separate sheet, including the title of the article again, as well as current address and contact details.
3. Articles must obey the following criteria in terms of formatting:
  - a) They must be no longer than 30 pages (including spaces);
  - b) They must be double spaced (2.0);
  - c) Margins must be as follows: Right 2.0 cm; Left 3.0 cm; Top 3.0 cm; Bottom 2.5 cm;
  - d) The whole body of the text must be typed in “Times New Roman”, font size 12. Quotations in the body of the text must be typed in font size 11, and notes in font size 10. The latter should be kept to a minimum, numbered sequentially and appear at the end of the text;

- e) Paragraphs in the body of the text must begin with an indentation of 1.5 cm. The text must be in justified, with no spaces between paragraphs.
- f) Quotations of up to 40 words must be incorporated into the body of the text between double quotation marks (“...”). Quotations of over 40 words must be set apart in a block of text without quotation marks, with a 1.5 left indentation, in “Times New Roman”, size 11. Leave one line above and below.
- g) Figures, tables and images must be centred in the body of the text and numbered. Their title must appear above them, and the source must be noted below. Such elements must be as close as possible to the text in which they are referenced. One line should be left above and below these elements.
4. *Abstracts*. On separate sheets, an abstract in Portuguese (*Resumo*), in addition to titles and abstracts in English and French (*Résumé*). Abstracts should not exceed 150 words. In the line following the abstract, authors should provide three (3) key-words in Portuguese, English and French.
5. Authors have sole responsibility for the revision and correction of the final manuscript prior to publication. Only once they have done so should they submit the final document for editing and publication. Texts must be submitted to the Journal ***Investigar em Educação*** in two formats: Word (\*.doc/\*.docx) and \*.pdf. The file name must include the surname of the author, or the lead author in the case of co-authored papers.
6. With regards to the reference list to be included at the end of the article, the Editorial Board adopts the APA regulations (6th Ed, 2010) [www.apastyle.org], however one alteration is made in terms of the format of author name(s). In bibliographical references, rather than simply giving full surname(s), we require full author first name(s) to be given.

SPCE, 16 June 2015.

**Director:** Manuel Jacinto Sarmento

**Editorial Board:** Manuel Jacinto Sarmento; Ana Maria Seixas; António Osório; Catarina Tomás; Gabriela Portugal; Luís Miguel Carvalho; Preciosa Fernandes.

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