

Call for Papers

Special Issue of *International Journal of Christianity and Education* The Study of Historical Pedagogues and its Importance for Christian Education

One characteristic that marks Christian education is its connection to Christian scholarly traditions. In addition to the biblical texts, the study of theological and philosophical sources from the Christian past traditionally plays an important role in Christian teacher training and Christian schools. The aim of this special issue is to explore the continued importance for Christian education of studying historic sources.

The *International Journal of Christianity and Education* invites paper submissions on this topic for a special issue to be edited by Dr Bram de Muynck and Dr Bram Kunz. Specific topics may include:

- Study of writings of historical pedagogues/educators, their context, their biographies, and their impact. Examples from beyond the West, including Christian traditions in Asian and African countries, are welcome.
- In-depth study of a core text in the Christian tradition (pedagogical, theological, philosophical) focusing on its application to education.
- Examination of how historical material is used with teachers and trainee teachers (at any level of education), considering, for instance, the contribution to teachers' worldview or hermeneutical competence.
- The influence of studying historical texts and persons on pedagogical ethos and professional identity. Empirical studies (quantitative or qualitative) are welcome.
- The importance of study of the past for interpreting and critically reframing current developments. Examples of how the study of pedagogical and curricular history informs and challenges present practice are welcomed.

The *International Journal of Christianity and Education* publishes original scholarship that explores the relationship between Christianity and all aspects of education. Contributions must be scholarly articles grounded in relevant academic literatures that make a positive contribution to the academic understanding of the relationship between Christianity and Education. All articles are subject to peer review. They may represent forms of inquiry drawn from a range of disciplines; work accepted by the journal includes but is not necessarily limited to philosophical, theological, historical, and empirical inquiry. Contributions may be in the form of theoretical articles, reports of empirical research, scholarly analyses of developments in curriculum and practice, or literature reviews. Contributions are welcomed from researchers, scholars, graduate students and reflective practitioners.

Papers should be approximately 4,500-5,000 words in length and relevant to this special issue's focus. The deadline for abstracts for the special issue is November 15, 2020, and for full drafts for peer review May 15, 2021. Papers will be published online as they are accepted and gathered for print publication in March 2022. Full submission guidelines can be found at <https://journals.sagepub.com/author-instructions/ICE>. All contributions must be submitted via the manuscript submission site at <https://mc.manuscriptcentral.com/ijce>. Questions and abstracts for review to be sent to a.demuynck@driestar-educatief.nl.