

Call for papers - RED number 2.

engagement : an infallible motor ?

This second issue of the multidisciplinary Journal of Education by and for Doctoral Students (RED) invites contributors to work on the theme of engagement. RED's vocation is to bring together the research in education science with that conducted in other disciplines. Thus, this issue focuses on different aspects of engagement (contexts, origins, forms, conditions of facilitation or hindrance) in educational contexts (teaching-learning in and out of school), as well as in other settings where different disciplines echo the issues raised by educational science. The editorial board will value contributions that improve our understanding of engagement regardless of the context studied, the methodology considered or the population analyzed. Hence, if you are not in the field of education but are interested in this issue's theme, please read the whole call for papers as you may find an angle that is relevant to your work.

In the field of education, Berger and Le Van (2018) emphasize the distinction between the concepts of engagement and motivation: motivation is a reason for engagement, which is expressed in behavioral, affective and cognitive terms. For the authors, motivation could be symbolized as the energy available to set one in motion, i.e. for action, whereas engagement would characterize the application of this energy to an object/domain. In other words, engagement would be a substantialization of motivation.

Berger and Le Van (2018) suggest that the motivational strategies implemented by teachers influence student engagement. But how exactly do teachers manage? Girardet and Berger (2016) point out that they sometimes feel helpless and powerless in the face of the numerous determinants of a learner's engagement. This is especially the case when they have limited or no control at all on such factors (e.g. social status or family educational practices). While it is at least partly the responsibility of teachers to promote engagement, one may ask what structure supports them in this endeavor: how do we prevent their own engagement from waning? This underlying theme addresses the resources, the means and the structures that the individuals and institutions designated as responsible for fostering engagement can lean on, as well as the strategies employed by those actors in doing so.

For Reeve, Deci, and Ryan (2004), motivation is influenced by factors both extrinsic and intrinsic to the school environment. Students' feelings of autonomy, competence and social belonging would thus be determinants of their motivational state and their academic performance (see St-Amand et al. 2020 on this last point). Therefore, it would seem that engagement is conceived and perceived, at least within this field of study, as the catalyst for academic success. A central concern of this field's researcher, then, is avoiding student disengagement (Smith et al. 2017). This raises the question of whether engagement always serves a particular function, and what that function may be when considering institutional or activist engagements? Additionally, what are the reasons that generally underlie the promotion of engagement?

To further explore the questions raised above and to facilitate their opening to multiple fields of study, we invite you to consider the following two axes.

Axis 1: Cultivating engagement

This first axis focuses on the encouraging and encouraged actors of engagement and their environment. For example, Pelgrim (2006) questions the low level of engagement that students from specialized classes show in mathematical tasks through a situated interactionist approach. This axis therefore explores how we engage in a learning context, at school or in a training situation. Who are the people or institutions designated as responsible for advocating engagement, and what are the constraints and limitations encountered by the different actors? What factors stimulate or hinder a subject's engagement? As an example outside of the field of education, how can we groom a patient's engagement in their physical/mental recovery, or a worker's in their professional activity?

Axis 2: Perspectives on engagement

This second axis looks at the concept of engagement from different stances and in varied contexts (health, politics, work ...). For example, Karametaxas (2018) considers engagement in terms of financial investments. Through her thesis, she studies the potential consequences of institutional investments on collective decision-making. This axis thus explores the multiple origins, forms, representations and functions attributed to engagement. What individual and/or collective benefits does engagement grant? Also, if the conception of a person as a motivated, passionate, responsible, integrated and autonomous agent seems benevolent, can there be drifts to this particular conception and implementation of engagement? What about other conceptions of engagement? Finally, is there any good in disengaging?

Terms of submission.

Final contributions may be written in French or English. The journal accepts thematic, empirical (qualitative and quantitative research) and theoretical articles, as well as non-thematic articles or contributions in its Varia section. All proposed articles will have a maximum of 30'000 characters including spaces. The main author must be a doctoral student or post-doctoral fellow. The Editorial Committee will select the contributions on the basis of a 500-word note of intent that will include the following elements:

- Name(s) and surname(s) / Status of the author(s)
- E-mail address and affiliation of all authors
- Discipline
- Format of the contribution (e.g., thematic -educational sciences/other-, heading: articles/varia)
- Title and 3 to 5 keywords

The note should be sent by September 12, 2022 to the following addresses Marie Sudriès (marie.sudries@unige.ch) and Adrián Petschen (adrian.petschen@unine.ch). The notes of intent will be evaluated by the RED editorial board and a decision of acceptance or rejection will be communicated from September 30, 2022.

Evaluation process.

Selected authors will be invited to submit their contribution (30'000 characters including tables, figures and bibliographic references) by February 24, 2023. At the time of submission, authors may choose between two modes of evaluation of their contribution:

- The standard double-blind process
- The open and collaborative peer review process according to the model used by the LEE journal.

Additional information about RED, the submission procedure and the review processes can be found at: <https://oap.unige.ch/journals/red/>

The publication of the issue will take place in September 2023 online, as RED is a primarily digital Open Access journal.

For any questions or information, you can contact the people in charge of this issue:

Marie Sudriès (marie.sudries@unige.ch)

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Schedule.

September 15, 2022: submission of the note of intent

30 September 2022: decision on the note of intent

February 24, 2023: receipt of articles

February 27, 2023: papers sent to reviewers

April 24, 2023 : sending of the appraised articles to the authors

June 30, 2023 : return of articles to the Editorial Committee.
September 2023 : publication

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