Call for Papers

Journal for Research on Adult Education
Zeitschrift für Weiterbildungsforschung

Issue 2 | 2024

Basic and Language Education for Adults with Low Literacy Skills

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On the recent PIAAC survey (Programme for the International Assessment of Adult Competencies, OECD, 2016), an average of 18.9% of the adult population in the participating countries showed low performance in reading tasks and 22.7% showed low performance in numeracy tasks. Although standardized literacy assessments do not fully capture adults’ literate capabilities in daily life, these figures nonetheless underscore the significant need for adult basic and literacy education across the world. International large-scale surveys, such as PIAAC, also provide the ground for an international discussion on the topic by referring to common measures and scales, which enable direct comparisons between countries.

Since the need to build literacy skills in adulthood is a cross-national phenomenon, transnational research could contribute to greater understanding, planning, and implementation of adult basic education and literacy instruction throughout the world. Considering the many potential advantages of internationalization in research (Woldegiyorgis, Proctor, & de Wit, 2018), further efforts should be made to integrate knowledge from smaller-scale studies carried out nationally in different countries. With this issue, we aim to assemble an international exchange of knowledge, experiences, and expertise in research about adult literacy learning and development, while relating to a broad understanding of literacies that may include skills involving reading, writing, oral language, numeracy, digital skills, financial literacy and health literacy.

We will consider manuscripts addressing one or more of the following topics:
- program effectiveness and adult learners’ outcomes
- teacher-learner interactions (e.g., teachers’ skills of managing heterogeneous classes)
- Readability of texts for adults who need to develop literacy skills in everyday life contexts
- instructional materials and methods
- identities of adult learners (e.g., sense of classroom belonging, self-perception of learners)
We also invite other topics related to the study of adults who want to develop their literacy skills. We will consider quantitative, qualitative, or mixed-methods study designs. Theoretical reviews or secondary data analyses will also be of interest.

We expect that this issue will contribute to the understanding of the needs of different stakeholders in basic and language education, including learners, teachers, and organizations.

References

Submission Details

Due to the international nature of this special issue, authors are asked to submit in English.

Please send an abstract of your proposed article (max. 250 words) by August 1, 2023 to the editorial office redaktion-zfw@die-bonn.de
The abstract should include the names of authors and affiliations (does not count toward word limit), working title, topic(s) that will be addressed, method(s), and countr(ies) of focus.

Deadline for manuscripts: November 1, 2023
Publication date: August 1, 2024

All manuscripts will undergo a double-blind peer review procedure.

The editorial office accepts manuscripts only for first and single publication (i.e., manuscripts that have not been previously published and are not being considered elsewhere for publication).

Manuscript length: max. 50,000 characters (incl. spaces and reference list). Further information on the journal and the submission of manuscripts is available on the website https://www.springer.com/journal/40955/
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The charges for authors from an institution without such an agreement will be covered by the DIE.

As soon as your article has been accepted for publication, you will go through an identification process as a corresponding author, during which the connection to an eligible institution will be verified. For more information, please see here.

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