

## CALL FOR PAPERS, 73

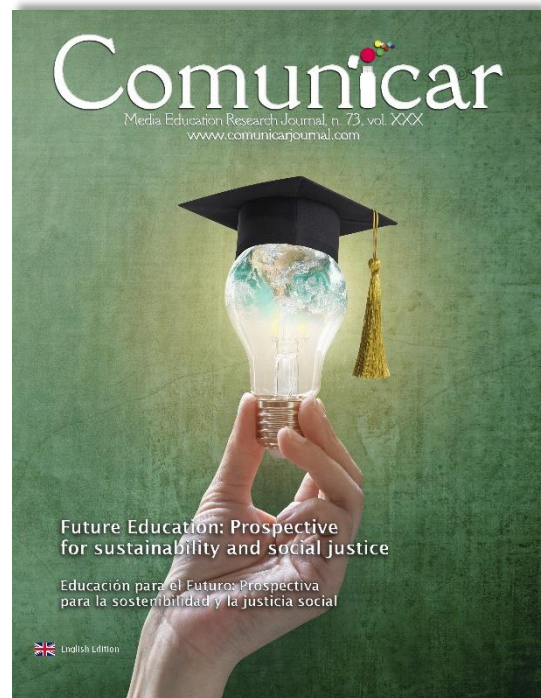
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## Future Education: Prospective for sustainability and social justice Educación para el Futuro: Prospectiva para la sostenibilidad y la justicia social

### Thematic editors

**Dr. Antoni Santisteban**, Autonomous University of Barcelona (Spain)      

**Dr. Edda Sant**, Manchester Metropolitan University (United Kingdom)      

**Dr. Gustavo A. González-Valencia**, Autonomous University of Barcelona (Spain)      

### Scope

In a context of uncertainty, future studies have been extended to different transversal areas including communication and education. Both, media and education have a great influence on the way citizens imagine the future. Future Education, as a line of research, arose in the United Kingdom and in other Anglo-Saxon countries in order to analyse the language, the narratives or the negative images of the future reported by different media, and how these images influenced democratic participation and attitude towards social change. In this special issue, we contribute to the analysis and discussion of theoretical and practical aspects related to Future Studies and Future Education, and their impact on all aspects of educommunication.

## Descriptors

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- Future Studies and educommunication.
- Future Education.
- Prospective and communication.
- The media and critical digital literacy.
- Images of the future and counter-narratives.
- Controversial issues and social justice.
- Citizenship education (from local to global).
- Sustainability and Economic education.
- Contemporary conflicts and Education for peace.
- Participation, action and social transformation.

## Questions

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- What is the role of Future Studies in a context of uncertainty?
- How does the media influence the way citizens imagine the future?\_
- What is the role of the concept of 'future' in contemporary language and communication?
- How is Future Education developed in the curricula of the different countries?
- What is the importance of critical thinking in a context of digital communication?
- Do young people's images of the future influence their attitudes towards democratic participation and social action?
- What is the contribution of Future Education for critical citizenship education?
- What changes should be introduced in teacher training programmes to implement Future Education?
- What is the contribution of Future Studies in sustainability and social justice?
- How do citizens in contexts of social and political conflict imagine the future?
- What is, or should be, the future of Future Studies and Future Education in the next decades?

## Editors

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### **Antoni Santisteban Fernández (Autonomous University of Barcelona, Spain)**

He is professor at the UAB and director of the Department of Didactics of Language, Literature and Social Sciences. He has been Vice Dean of Innovation and Quality at the Faculty of Education Sciences. Coordinator of the consolidated group GREDICS (2017SGR1600). He has been IP of various R + D + i projects at national level. At the international level, he is the PI of the European project EDCD-TEP-2020-2021-DISCO (Democratic and Inclusive School Culture in Operation), funded by the Council of Europe. He has been coordinator of the Master's Degree in Research and the Doctorate in Didactics of Social Sciences. He has been president of the Association of University Professors of Social Sciences Didactics (AUPDCS). He is specialized in historical thinking and historical consciousness, global citizenship education, future education, critical thinking and controversial social issues education.

### **Edda Sant (Manchester Metropolitan University, United Kingdom)**

She is Senior Lecturer at the School of Childhood, Youth, and Education Studies at Manchester Metropolitan University, where she is currently deputy programme leader for Education Studies. She is part of the research group of the European project Embedding a Democratic Culture Dimension in Teacher Education Programs (EDCD-TEP) funded by the Council of Europe and the European Union (REF 2020/2021 DISCO). Her research focuses on democratic education and citizenship education, topics on which she has written in numerous international journals including Review of Educational Research, Theory and Research in Social Education, Cambridge Journal of Education and Enseñanza de la Social Sciences. She has co-authored the book Global Citizenship Education: A Critical Introduction to Key Concepts and Debates, and edited The Palgrave Handbook of Global Citizenship and Education.

## Gustavo A. González-Valencia (Autonomous University of Barcelona, Spain)

He is Lecturer of the Department of Didactics of Language, Literature and Social Sciences of the Faculty of Educational Sciences at the Autonomous University of Barcelona (UAB) and researcher at the *Grup de Recerca en Didactica de las Ciències Socials* (GREDICS). He is part of the research group of the European project Embedding a Democratic Culture Dimension in Teacher Education Programs (EDCD-TEP) funded by the Council of Europe and the European Union (REF 2020/2021 DISCO). At present, he coordinates the research line in Training of social, historical and geographical thinking and citizenship education of the doctorate in education at the UAB. He is a visiting professor for different doctorates in education and didactics in Latin America. His research lines focus on social sciences teaching and learning and, specifically, on citizenship education and the development of social and critical thinking. His latest publications are focused on a critical view of global citizenship education and on the construction of social justice.

## Guidelines for authors and submission

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### Editorial guidelines:

<https://bit.ly/3eA7G7v>

### Contributions to the Special Issue should be submitted through the OJS platform:

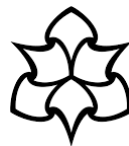
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