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EDUCATIO

Online international Christian education journal

9th ISSUE CALL FOR PAPERS

Defining vocation in contemporary society

From having a project or a drive, to responding to a calling or revelation, from nurturing one's ambition to actualizing one's full potential, how should education science delineate what a vocation truly is?

Often considered old fashioned, the term "vocation" needs elucidating since it can encompass both a continuum (the life course and the process of self-actualization) and a point in time (a particular experience, revelation or encounter.)

In stark contrast with reductionist approaches which focus on finding a career entry or pathway, career advice should consist in identifying the pupil's vocation through an analysis of his or her multidimensional self. During this process, the educator must rise to the challenges presented by each individual and the pupil must face the task of discovering his or her full nature.

The vocation of the learner orients the vocation of the teacher.

How does the educator help a young person acknowledge his or her potential beyond that assigned by utilitarian world views?

How does the educator experience these questions when applied to his or her own life course?

How does the educator facilitate the revelation of the learner's vocation as a human being, and does this fall within his or her remit?

Is it possible to combine the following objectives:

Recognizing that a person is unique as a result of his or her knowledge, talents and skills.

Understanding a person's particular social and cultural background.

Exposing the person to the notions of alterity and universality.

Each one of these educational objectives can be taken to excess. Overemphasis on a person's uniqueness may give birth to an *übermensch* vocation. On the other hand, insistence on his or her particular background leads to vocations determined predominantly by social category. Lastly, overvaluing universality leads to disembodied vocations.

Vocation provokes knowledge of oneself and the discovery of the mystery of the self, its engagement with the world and the development of its interiority.

Is it possible to articulate a culture of both discernment and engagement?

Prospective papers shall be categorised as follows:

- 1) Presentation of basic analytical principles. This category covers different fields such as History, Theology, Psychology, Anthropology, Educational Doctrines.
- 2) Presentation of tested and current practices.
- 3) Projects, presentation of original approaches or prospective developments contributing to designing Christian responses to the issues of the future.

Prospective authors shall delineate a topic addressing one of the aforementioned objectives.

Official languages of the journal are: English, Spanish, French, Italian, German

Submission procedure

- 1) Prospective authors should send the title and the abstract of their contribution to the Secretariat and shall be notified of their acceptance by the Editorial Board.
- 2) Upon acceptance by the Board, the authors should send the full paper to the Secretariat.

Submission deadline: 30 June 2019

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