

CALL FOR PAPERS

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Special Issue

Voices of students and teachers for educational transformation: evidence from research and innovation

Voces del alumnado y profesorado para la transformación educativa: evidencias desde la investigación y la innovación

Thematic Editors:

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Focus

In recent decades, the collective voices of students and faculty have emerged as an essential catalyst for the transformation and continuous improvement of educational institutions. Actively listening to both learners and educators reflects more than just an innovative pedagogical shift; it is a fundamental right tied to full participation and the guarantee of an inclusive, high-quality education. By centering these perspectives, institutions can move beyond merely identifying needs, fostering instead a collaborative learning environment focused on the holistic development of every member of the educational community.

Recent scholarship across diverse contexts highlights that integrating student and teacher voices into curriculum design and strategic planning is a vital tool for innovation and the promotion of inclusive school climates (Arnaiz-Sánchez et al., 2019). In the face of our current global challenges, initiatives that genuinely position children and teachers as active agents of change offer powerful opportunities for both educational and social transformation (Saiz-Linares et al., 2019). This approach renders diverse perspectives visible, reinforces equity, and empowers those who have traditionally been sidelined in institutional improvement processes.

This monograph places particular emphasis on those who have been "doubly silenced"—specifically early childhood students, cultural minorities, and students with special educational needs—as well as teachers whose professional insights have historically been undervalued in

decision-making. Whether due to social barriers or institutional conditions, these groups have frequently faced invisibilization within the system. Fully recognizing and heeding their voices is not only an act of educational justice but an essential requirement for advancing equity and ensuring that institutions respond effectively to the rich diversity of their populations.

Ultimately, this monograph argues that empowering the voices of students and teachers requires both the recognition of inherent rights and the establishment of evidence-based strategies for growth. By bringing together cutting-edge research and innovation, this collection demonstrates the profound impact of inclusive dialogue on educational quality, institutional cohesion, and the advancement of policy. It underscores a vital mission: empowering all stakeholders—especially those historically marginalized—to serve as the primary architects of change within their own institutions.

Descriptors

This special issue will prioritize the following thematic areas, although these are intended solely as a reference and may be expanded based on the proposals received:

- Research on student voice in Early Childhood Education
- Research on student voice in Elementary Education
- Research on student voice in Secondary Education
- Educational research based on teachers' perspectives to advance an inclusive education system.
- Research on the voices of students with Specific Educational Support Needs (NEAE) and/or Special Educational Needs (NEE).
- Innovations for actively listening to the voices of students or teachers.
- Design of techniques and tools to capture the voices of students or teachers.

Research Questions

The following questions are proposed to guide the educational community, institutions, and researchers within the framework of the general themes presented below:

- How does the voice of students in Early Childhood Education contribute to the improvement and transformation of educational institutions?
- How does taking students' voices into account in elementary education influence curriculum design, educational planning, and the promotion of inclusion?
- What effects does listening to the voices of students in secondary education have on improving educational quality and teaching-learning processes?
- How do teachers' perceptions and voices contribute to the advancement of a more inclusive and high-quality educational system?
- How can the voices of students with Specific Educational Support Needs (SESN) and/or Special Educational Needs (SEN) be recognized, analyzed, and addressed in educational research and intervention processes?
- What pedagogical and organizational innovations promote active listening to the voices of students and teachers in schools?
- What techniques and tools allow for the rigorous and systematic collection of student and teacher feedback for incorporation into educational improvement and inclusion processes?

About the thematic editors

Dr. Carmen María Caballero García is an Assistant Professor in the Department of Didactics and School Organization at the University of Murcia. She holds a Ph.D. in Education from the same institution, specializing in inclusive education—a field that has defined her distinguished teaching and research career. Her scholarship focuses on the promotion of inclusive educational practices, with a particular emphasis on amplifying students' voices as a fundamental catalyst for improving educational processes and fostering more equitable school environments.

Her primary research interests include inclusive education, specific measures for diversity, student participation, and the analysis of specialized open classrooms in Murcia. Committed to an applied approach, her work bridges the gap between theory and pedagogical innovation, with her findings published in high-impact journals indexed in JCR and SJR.

In her teaching career, she has held positions at several Spanish institutions, including UNED, the University of the Mediterranean, and the ISEN University Center. Currently, she teaches in undergraduate and graduate (Master's and Doctoral) programs at the University of Murcia. A dedicated mentor to the next generation of educators, she has supervised over thirty undergraduate and master's theses, significantly contributing to the research training of future professionals in the field of education.

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Dr. Noelia Ceballos is a Professor in the Department of Education at the University of Cantabria, Spain, where she also earned her Ph.D. in Education. Her research is deeply rooted in the study of policies and practices in Early Childhood Education, with a specialized focus on inclusive participation, eco-social justice, and the development of participatory research methodologies involving young children.

As a prominent member of the INPAR-ES research group, she has contributed to five competitive R&D&I projects under the Spanish National Plan, as well as two European initiatives. Her work in these projects centers on the complex dynamics of educational and social inclusion, exclusion, and participatory processes. Her findings have been extensively published in leading international journals such as *The Qualitative Report*, *Journal of Early Childhood Research*, *International Journal of Inclusive Education*, and *Early Years*, as well as high-impact national journals including *Cultura y Educación* and *Revista de Educación*.

Beyond her journal contributions, she has played a key role in influential editorial projects. She co-coordinated the book *When Everyone Counts: Experiences of Student Participation in Schools* and co-authored *A Map to Avoid Getting Lost in Educational Inclusion: Emerging Priorities According to Its Protagonists*. Her career reflects a profound dedication to amplifying the voices of those often unheard in the educational system.

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Dr. Katerina Dounavi is an Associate Professor in the School of Philosophy and Education at Aristotle University of Thessaloniki, Greece. Specializing in Educational Psychology, her work

focuses on empowering children and youth with special educational needs. She served until 2025 as a Senior Lecturer at Queen's University Belfast in the United Kingdom.

Her research and clinical interests are centered on evidence-based education, autism, and applied behavior analysis (ABA). She is particularly dedicated to language instruction, professional and parental training, and the strategic use of technology to design effective educational interventions. Her scholarly contributions are widely recognized, with research published in some of the most prestigious international scientific journals in the field.

In 2025, she co-authored with Dr. Amy Tanner the influential manual *The SPARC*, a comprehensive guide for parents and professionals supporting infants and young children exhibiting early signs of developmental disorders. Her extensive field experience spans five countries—Spain, France, Germany, the United Kingdom, and Greece—where she has worked directly with families in numerous schools and clinical centers. A leader in her field, she has also supervised and mentored dozens of professionals, bridging the gap between international research and frontline practice.

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Instructions and Submission of Proposals

Alteridad primarily features original empirical research published in Spanish, English, or Portuguese. We also welcome high-quality thematic studies and comprehensive literature reviews (state-of-the-art). Additionally, our **Miscellaneous** section remains open for a diverse range of continuous contributions that advance the broader field of education.

To ensure a streamlined peer-review process, all manuscripts must be submitted exclusively through the journal's official web platform. While the submission process requires all contributing authors to register, one individual must be designated as the corresponding author to manage all editorial communication.

Authors are required to upload two separate files simultaneously:

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2. The Cover Page & Letter: Completed using the official templates provided by the journal.

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Important Dates

Deadline for article submission: **July 31, 2028**

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