

## **AMLE PDW FOR SPECIAL ISSUE ON LEARNING THROUGH THE PARADOXES OF LEARNING & EDUCATION @PREP Conference, Online**

**Date:** 6 November 2023, 2 pm – 3.30 pm (CET Time)

**Location:** Online

**Led by**

- Josh Keller, *Special Issue Guest Editor*
- Marco Berti, *Special Issue Guest Editor*
- Simone Carmine, *Special Issue Guest Editor*
- Camille Pradies, *Special Issue Guest Editor*
- Garima Sharma, *Special Issue Guest Editor*
- Miguel Pina e Cunha, *Special Issue Guest Editor*

### **About AMLE**

AMLE is rated as 4\* in the UK CABS list and A\* in the Australian Business Deans' Council list of journals. The journal's main emphasis is on theoretical debates about management learning and education in all types of settings—schools and universities as well as businesses and public and nonprofit organizations. Additionally, AMLE publishes work that addresses critical theoretical debates about “the business of business schools,” including the careers of management educators.

### **About the Special Issue on learning through the paradoxes of learning & education**

Deadline for Submissions: 29 December 2023

Scheduled for Publication: September 2025

Management education has a fundamental role to play in processes of learning how to navigate and manage paradox (Gaim et al., 2022), since the capacity to embrace, accept, and feel energized by tensions is essential for effectively coping with complexity (Miron-Spektor et al., 2018). At the same time educators find themselves at the crossroads of many paradoxes that they must navigate to foster learning (Alajoutsijärvi, Juusola & Siltaoja, 2015; Clegg et al., 2022). In this special issue, we invite scholars to reflect both on how we can foster individual and organizational learning to navigate paradoxes, and how we can manage paradoxes of management education.

Submissions to the special issue will draw on paradox theory to address questions on “paradox learning and education” which can provide both original theoretical contributions and have practical impact. This may include:

- What is the impact of pedagogy on whether and how individuals think, feel, and behave paradoxically, such as whether and how they experience tensions, have a paradox mindset, or engage in paradoxical behaviors? Is the effect of pedagogy maintained over time?

- What new theories or existing theories from other research streams can help us understand how individuals learn to think and behave paradoxically?
- How does the learning environment shape the experience and approaches to paradox?
- What is the influence of paradox-specific content in the learning journeys, and what is its impact on learning processes and outcomes?
- How does the learning of paradox differ across cultures, institutions, professions, and educational levels? How do learners become aware of the role of power in experiencing and navigating paradoxes? How does this influence their agency in navigating paradoxes? What is the role of emotions in how individuals learn to recognize and navigate paradoxes?
- How does the learning of paradox influence individuals' capacity to navigate wicked problems?

Moreover, in relation to the paradoxes of management learning and education:

- How do business schools navigate tensions between business education and social/environmental education?
- How do ongoing changes in the educational environment, such as the composition of student bodies or changes in diversity and inclusion policies influence the tensions that institutions and educators experience?
- How do educators navigate the paradoxes embedded in their day-to-day work, such tensions created by assessments processes, student interactions, relationships with colleagues, and work-life balance, and what implications that holds for paradox theory?
- How do paradox dynamics inform the inner life of management educators over time?
- How do educators navigate the tensions between empathy/attachment and professional distance in student-educator relationships?

## Workshop Overview

- 15 min: AMLE and Special Issue Overview (open to all PREP attendees)
- 75 min: Small group discussion of submissions, with individual advice from the facilitators (open only to those who submit abstracts)

## Requirements for Participation

- To participate in the small group discussion, have either an extended abstract (5 pages) or a full paper that you would like to develop through constructive critique and that fits with AMLE's focus and topics related to the special issue. Previous FTEs can serve as guideposts to clarify AMLE's focus (Foster, 2018; Hibbert et al., 2021; Lindebaum, 2023; Hibbert, in Rockmann et al., 2021).
- *Submission Procedure:* Please submit your extended abstract (or full paper) here: [Submission form](#). Please note, that we will only accept PDF abstracts that enter through the link and provide the following information on the cover page: Author names, and affiliation, title of the abstract, indication of track (i.e., AMLE Special Issue), three-four keywords, and an email address for the lead author.
- An abstract of up to 200 words should be provided on the first page of the paper. If you are sending an extended abstract, include a very brief plan for developing the full paper at the end of your text.
- *Deadline for submission to the PDW: 31 August 2023*

- Agree to your paper being discussed in a small group with other participants, as arranged by the workshop facilitators, and be willing and able to provide a short (5-minute maximum) overview of your paper to others in the discussion group.
- Commit to attending the whole workshop if your submission is accepted.

### **Registration**

There is no registration fee to the PDW and to the PREP Conference.

**Submission Deadline to the PDW:** 31 August 2023