Call for Papers

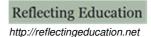## Reflecting Education Journal

ISSN 1746-9082

Special Issue on

Digital innovations in teacher education

Introduction

There is little doubt that digital innovations have initiated a vivid discussion concerning the reformation or adaptation of higher education in general (cf. Wiley 2009, Strasser & Greller 2014). Especially in the field of teacher education, certain developments concerning a curricular implementation of digital technologies in initial teacher education and teacher training (including post-graduate teacher education, and continuing professional development/teacher development) can be noted. However, experts (cf. Wiley 2009, Siemens 2004) suggest that especially technological developments have often not been didactically implemented in teacher education/development curricula. Nevertheless, institutional stakeholders, teachers and trainers are expected to react to these considerable deficiencies and develop or offer modern approaches of teacher education/development curricula that meet the zeitgeist of learners considering the latest pedagogical innovations and developments in technology (mobile learning, Social Media, Web 2.0, ubiquitous learning, etc.):

- How does teacher education/development deal with the fast-paced and partially transient nature of the internet?
- How does teacher education/development (critically) reflect on a certain shift of paradigm (innovations vs. traditions)?
- How can digital technologies be actively implemented into existing curricula?
- How can technology-enhanced practice be conceptualised/applied within a teacher education/development context?
- How can they be quality-assured?
- Which qualitative criteria can be developed for different domains of digital (blended) learning and teaching in teacher education/development?
- What are the troubleshooting strategies to 'de-mystify' the complexity of technological issues?
- How can trainers and students be socialized with new learning technologies?

Thus, this special issue solicits original (research) papers framing pedagogic and didactic considerations, applicative scenarios or taxonomies in the field of technology-enhanced (language) learning and teaching within the context of teacher education/development. It supports a critically-reflective discourse within the community about technological developments and their implementation in teacher education/development curricula.

Topics

Therefore, topics of interest include **approaches to implementation of digital technologies in teacher education/development (initial teacher education, teacher training, post-graduate teacher education, and continued professional development)** that build on the use of:

- Mobile learning/teaching

- Flipped classroom

- Cloud services/utilising the cloud

- Use of Social Media/Web 2.0

- Reflective practice with ePortfolios

- Open educational practice (MOOCs, OERs)

- Open assessment vs. e-assessment

- TELL (technology-enhanced language learning)

- Interactive Whiteboard (IWB)

- Specialist software

Author Guidelines

The editors welcome previously unpublished articles, reports and other contributions which will further the understanding of teaching and learning processes in all phases of education considering the CfP (including subject domain specific contributions). These contributions are normally expected to fall into one of the following categories although contributions of different lengths will also be considered:

a) **Articles or reports** of about **3000-5000 words.** (Longer pieces may be considered subject to prior consultation with the editors)

b) **Shorter pieces** of up to **1500 words** that might include items of information, notes on innovative classroom practice and discussion points (including those arising from previous articles).

c) **Reviews** of between **500 and 1000 words** on a range of educational publications, research, resources, etc.

d) **Video papers** and other multimodal submissions: contributors are encouraged to use VideoPaperBuilder2 (http://vpb.concord.org).

- Each paper will be double-blind reviewed according to the covered main subjects already listed

- Please use the Submission Template in Word format (please do not add author name and affiliation): http://www.reflectingeducation.net/files/RE_Template.doc

- Submit your paper here: http://conftool.phwien.ac.at

- If you want to be a reviewer for the special issue, mail to zli@phwien.ac.at (name, institution, areas of expertise).

Important dates

- Submissions of initial papers due: February 7th, 2015

- Decisions and Reflection on the initial papers selected: March 28th, 2015

- Revised manuscripts due: May 31st, 2015

- Feedback on revised manuscripts (by editor-in-chief): June 30th, 2015

- Final manuscripts due by the authors: July 30th, 2015

- Special Issue Publication: August/September 2015

Issue Guest Editors

- Thomas Strasser, University of Teacher Education Vienna

  thomas.strasser@phwien.ac.at

- Klaus Himpsl-Gutermann, University of Teacher Education Vienna

  klaus.himpsl-gutermann@phwien.ac.at

- Reinhard Bauer, University of Teacher Education Vienna

  reinhard.bauer@phwien.ac.at

- Wolfgang Greller, University of Teacher Education Vienna

  wolfgang.greller@phwien.ac.at

Editor-in-Chief: Prof. Norbert Pachler, Institute of Education, University of London

Focus and scope of the journal.

Reflecting Education is a professional online journal which aims to provide

- opportunities for education practitioners with an interest in any aspect of education to disseminate findings from research and practice-based enquiry on any issue of learning and teaching;

- a resource for professionals involved in educational enquiry and research and

- an interdisciplinary, international forum for evidence-informed discussion and debate about education, for the showcasing of excellent practice as well as for stimulating think-pieces.

Open Access Policy

This journal provides open access to all of its content in order to facilitate the dissemination of educational research.

References

Wiley, David (2009): Openness, Dynamic Specialization, and the Disaggregated Future of Higher Education. Available online at: http://www.irrodl.org/index.php/irrodl/article/view/768/1415, last access 14 October 2014

Strasser, Thomas & Greller, Wolfgang (2014, forthc.): Towards digital immersive and seamless language learning. In: Walsh, Aaron (ed.) *Journal of Immersive Education,* volume 2, pp. NN.