CALL FOR PROPOSALS
SPECIAL ISSUE ON HISTORIC DESIGN CASES

GUEST EDITORS
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Unlike other design fields, instructional design has not had a sustained interest in documenting cases from the past and engaging in our design history in a substantive way. When we think of technology, we generally look forward—to what is possible in the future of technology in education, but it is equally as instructive to look at how far we have come and the individual designs that, as a collective, have impacted where we are now. Many of the same challenges we face in the ecology of modern technologies can be seen in technological leaps from instructional design’s past: video-based instruction, systemic curricular moves (e.g., SRA Reading Lab, the “new math”), educational entertainment (e.g., Sesame Street, Bill Nye the Science Guy), and the dawn of the graphical user interface and personal computer (e.g., instruction for the Macintosh, developing for the PLATO system) to name a few. Many of these designs have directly and indirectly informed contemporary design practice, and illustrate many of the challenges of designing for intentional change.

In this special issue, we turn our focus to both the near and distant past of instructional design and technology, addressing designs intended (or used) for learning both in informal and formal learning—inside the classroom, and in our everyday lives. This special issue brings our field to the standard of precedent-building common in other design disciplines, refocusing our attention on marking significant milestones in design innovation, celebrating the often unrecognized breakthroughs instructional design and technology has had in its past. While some artifacts have been preserved, our collective knowledge of what instructional design is in the present has often been embodied in designs which themselves have been forgotten. To begin the process of documenting these past designs, we invite authors to submit design cases of designs used and/or intended for learning from 10-75 years ago, which are deemed to be of importance to the field.

Some examples of appropriate historic designs might include:

- Designs that changed our understanding of what learning could be (e.g., Airborne satellite learning, early collaborative websites, Sesame Street Workshop)
- Designs which highlighted the affordances of specific technologies when they were in their infancy (e.g., PLATO system, remote teaching through closed circuit TV)
- Designs which failed, either in their initial implementation, or which failed to “catch on” (e.g., computerized instruction in the 1990s, the “new math”)
- Designs which serve as the basis for modern categories of educational technology (e.g., learning management systems, SRA reading lab)
- Instructional components of mass-market devices (e.g., training for emerging technological products, such as Apple’s click-and-drag instruction)
- Designs created out of a specific felt need for a specific type of learning (e.g., “murder houses,” bespoke designs)

If left undocumented, historically significant designs are lost in our collective memory, and are not communicated to new generations of designers. Without the guidance and documentation of these artifacts to situate an understanding of our history, we risk treating each new technological breakthrough as if it were entirely new, without a rich history of supporting design achievements that has created a space for application in learning contexts. International Journal of Designs for Learning (IjDL) is now accepting proposals and submissions for a special issue on Historic Design Cases, with a renewed focus towards what has happened in educational technology in the last century.

SUBMISSION TYPES

FULL DESIGN CASE

5000-7000+ words, with as many multimedia and/or visual elements as available. The goal of this submission is to not only visually and textually explain the experience of the design, but also how it came to be the way that it is. Depending on the age of the designed artifact or experience, this may come through interviews with designers, stakeholders, and/or users, analysis of related artifacts surrounding the design/design process, or reconstruction based on previously published marketing and/or academic materials. Your abstract should include the targeted design, its relevance, and any resources you will need to locate.
BRIEF DESIGN CASE

500-1500 words, a primarily visual presentation of a design with accompanying text used to annotate and explain the artifact and its experience as depicted in the images and/or video. Your abstract should include the targeted design, and any existing resources that you are aware of.

IMPORTANT DEADLINES

April 30, 2014          Submit 250 word abstract by email
May 14, 2014           Acceptance of abstract
July 1, 2014           Submit Full paper/brief paper
August 14, 2014        Notification of Acceptance
September 14, 2014     Final Manuscripts
November 2014          Projected Publication

ADDITIONAL INFORMATION

WHAT IS A DESIGN CASE?

A design case is a description of a real artifact or experience that has been intentionally designed, and offers an in-depth explanation of the rationale for the design, including how that design came to be the way that it is. Transparency of the design process through detailed description is important such that the reader can deeply understand and empathize with the unique design situation. Detailed description of the asks and responds to questions such as:

- What key decisions were made?
- At what points in the process did these decisions arise?
- Who was involved in the making of these decisions?
- What was the rationale or reasoning behind these decisions?
- How were key design decisions judged to be useful or not?
- What key changes were made during the design process?

For a fuller description of design cases and their contribution to design knowledge, see:


WRITING AND SUBMITTING A DESIGN CASE

Author Guidelines are available at [Link]

Articles should be submitted using the article template available at [Link].

Questions and abstract submissions should be sent to Dr. Craig D. Howard (craig.howard@tamut.edu) and Colin M. Gray (comgray@indiana.edu).

ABOUT IJDL

The International Journal of Designs for Learning is a multidisciplinary, peer-reviewed online journal is dedicated to publishing descriptions of artifacts, environments and experiences created to promote and support learning in all contexts by designers in any field.

The journal provides a venue for designers to share their knowledge-in-practice through rich representations of their designs and detailed discussion of decision-making. The aim of the journal is to support the production of high-quality precedent materials and to promote and demonstrate the value of doing so. Audiences for the journal include designers, teachers and students of design and scholars studying the practice of design. This journal is a publication of the Association for Educational Communications and Technology.