Call for Proposals for the 5th Edition
Handbook of Research in Educational Communications and Technology
Association for Educational Communications and Technology and Springer Publishing
DEADLINE EXTENDED UNTIL JANUARY 15, 2017

The editors of the 5th edition of the *Handbook of Research in Educational Communications and Technology* are pleased to issue this call for chapter proposals due *January 15, 2017*.

The *Handbook of Research on Educational and Communications Technology* is now a well-established research compilation with updates coming about every five years and a stable cadre of scholars interested both in contributing as well as using the Handbook to maintain their knowledge and skills with regard to educational communications and technology. In fact, in the 20 years of the Handbook since 1996, it has consistently provided a comprehensive overview of the field of educational communications and technology. The Handbook editors want to ensure that the 5th edition continues playing this critical role in framing the field's scholarship as well as tie that important work back into the broader agenda of educational research generally.

However, given the increasingly complex role that technology now plays in education and the growing need for clarity around what technology can and cannot do to improve learner success, it is critical that the research we do addresses real-world educational needs and is disseminated in a way that can meaningfully inform design practice. It is, therefore, becoming increasingly clear that the field's major outlets for disseminating our scholarship should be organized around the *problems* we are trying to address (flagging learner engagement, poor teaching, rising costs of education, lack of accessibility) rather than the *things* we are using to solve those problems (learning analytics, online learning, gamification, 3D printing, and the like).

While the structure of the Handbook's previous editions have been moving in this direction as the field has evolved, the 5th edition will make a more intentional organizational shift --with sections and chapters that focus on educational needs and cluster the field's scholarship around the role educational technologies play in the solution of those problems, rather than vice versa. We hope this shift will more clearly tie the scholarship of our field to the broader framework of educational research by offering more sustained grounds for presenting diverse conceptualizations and inquiry models.

Potential authors are encouraged to consider chapter proposals within the projected structure discussed below.

PROJECTED STRUCTURE of the HANDBOOK

To address the goals of the 5th edition of the Handbook, we are inviting both research chapters and design case chapters.

Research Chapters

A Handbook structured around problems should contain chapters that lead with a specific educational need or problem that is being addressed in the field. What does the recent peer reviewed research (over the last 5 years or so) tell us about how educational technologies—both

technologies for and of education—are addressing a specific educational need? While the editors remain open to the book's final organization, we expect that chapters focused on educational problems will likely cluster around the following larger categories of issues being addressed by the field. The editors welcome other suggestions from prospective authors as well:

> *Achieving Specific Learning Outcomes:* We are interested in chapters that will provide an account of recent research on educational technology's role with respect to enhancing more generalized learning outcomes such as designing for understanding, enhancing engagement and/or motivation, facilitating cognitive processing, solving well-structured or ill-structured problems, retention and transfer of knowledge, and the like.

> *Addressing Learner Needs:* We also hope to receive chapters that review recent research on how educational technologies are addressing differences among individual learners or groups of learners such as variations in prior learning, aptitudes, cognitive styles, learner characteristics, and the like.

> *Adapting to Context:* Chapters that summarize recent research on the ways educational technologies help address context-specific concerns such as affordability, access, formal and informal learning, and adult education.

As guidance, we encourage authors to review the following resource:

- Jonassen, D. H. (1997). Instructional design models for well-structured and ill-structured problem-solving learning outcomes. *Educational Technology Research and Development, 45*(1), 65-94. http://socrates.usfca.edu/xapedoe/psych13/page1/page21/assets/Jonassen_1997.pdf

Given the nature of research reviews focused on problems with multiple potential solutions, teams proposing a research chapter will likely need to include one or more scholars working in the domain being addressed by the chapter in order to be as comprehensive as possible.

To the extent possible, authors will be required to include the following components in their research chapters:
- a definition and framing of the educational need/problem;
- a summary of the recent peer-reviewed research (over the last 5 years or so) focused on the educational need/problem;
- a synthesis of the contributions that educational technologies are making (or not) in the solution of the educational need/problem;
- a critical review of the research questions being asked and methodology(ies) being used to address the educational need/problem; and
- a discussion of the efforts being made to address sustainability of the research-based solutions to the educational need/problem (such as scaling innovation, sustaining designs, questions of adoption, implementation, adaptability vs. fidelity, designing for stability vs. adaptability, and the like).

Design Case Chapters

In many fields in which design is practiced, design cases have become the accepted method for disseminating rigorous examinations of design efforts and outcomes—the act and result of design. Unlike case studies or invented teaching cases, *design cases* provide a venue for curating the knowledge that is built by designers through experience and establish precedence for practice within a design field. This edition of the Handbook is, therefore, also inviting chapters that report design cases.

These chapters will offer detailed representations of actual instructional designs selected from proposals to be illustrative of a range of practices in the field and to extend the boundaries of what Handbook readers may consider as the issues involved in ID worthy of the attention of scholars. Design cases should describe designs that have been completed in the last 5 years. We are particularly interested to receive proposals for design cases from a diverse range of contexts.

As guidance, we encourage authors to review the following resources:

- Boling, E. (2010). The need for design cases: Disseminating design knowledge. *International Journal of Designs for Learning, 1*(1).
    - https://scholarworks.iu.edu/journals/index.php/ijdl/article/view/919/978
- Smith, K. M. (2010). Producing the rigorous design case. *International Journal of Designs for Learning, 1*(1).
    - https://scholarworks.iu.edu/journals/index.php/ijdl/article/view/917/980

Given the nature of the design case, teams proposing a design case chapter will likely need to include one or more instructional designers involved on the project being described in the case.

Design case chapters should address:
- the context in which the design was conceived, carried out and implemented;
- critical decisions considered, rejected, and adopted as the design evolved;
- a description of the artifact, experience, and/or environment that was designed—this should be rich enough to give readers a vicarious experience of the design;
- a discussion of the distinctive aspects of the design, or those of particular interest or import—process issues, special audiences, particularly low resources or complex implementation, and so forth.

PROPOSAL SUBMISSION

Given the breadth of the required chapter elements for both the research and design case sections, we anticipate many chapters will need to be multi-author collaborations. As has been the case for earlier editions of the Handbook, we encourage more "seasoned" authors to seek out collaborators who are newer to the field. We also welcome proposals from those practicing in the field or collaborative proposals from scholars and practitioners, and especially contributions from a variety of locations around the world.

Initial proposals should include an extended abstract for research chapters (1000 words plus representative 10-12 key references) or a condensed description of the design to be featured in a

design case (1000 words plus a summary of what makes the case interesting to other designers and/or researchers) that makes clear how you intend to address all of the required chapter elements; a short statement explaining where the proposed chapter will fit into the Handbook structure or how the design case will contribute to broadening our collective view of current practice in the field; and a concise outline of the proposed chapter.

To submit your proposal go to https://goo.gl/forms/1QC5ZIhvvBsOwkKB2

PROJECTED TIMELINE
- Beginning of September 2016: Call for proposals goes out
- January 15, 2017: Chapter proposals due
- February 28, 2017: Decisions out to prospective authors (move forward with chapter)
- June 30, 2017: First chapter draft due from authors
- September 30, 2017: Final decisions (accept/reject)/feedback to authors from reviewers
- November 30, 2017: Revised chapters due from authors
- January 31, 2018: Editorial reviews back to authors - minor revisions
- April 30, 2018: Final chapters due to editors
- Late 2018/early 2019: Publication

CONTACT INFORMATION:

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