Call for Papers

Special Issue on

Fostering Deep Learning in Problem Solving Contexts with Technology Support

in

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Special issue publication date: October 2017

Objectives

Learning through problem solving has been widely promoted in educational practice. Given the constraints of classroom settings in offering learning with real-world problems and authentic tasks, learning technologies and computer-based environments have been increasingly explored to support situated learning in blended environments. Despite the support of technology, effective learning through problem solving is difficult to realize as learning in such contexts often involves complex processes. Many students tend to engage in surface experience rather than deep learning that enable them to thrive.

Deep learning in problem-solving contexts requires high attention to multiple issues such as in-depth understanding of practical experience, externalizing tacit aspects of complex tasks, relating new ideas with prior knowledge and experience, converging knowledge by resolving conflicts, and combining discrete pieces of knowledge into a coherent whole. These issues involve complex learning processes that are difficult to capture, but are often underestimated by instructors or experts for whom many of the requisite processes have become largely subconscious because of years of experience. As a result, many learners are not adequately empowered to achieve desired learning outcomes.

This special issue aims to provide a platform for researchers to present their study efforts that may offer insights into how deep learning in problem-solving contexts can be fostered through effective design and analysis of technology-enhanced learning from different perspectives. The

focus will be on the challenges of deep learning in problem-solving contexts, effective design of learning environments that address the challenges, and meaningful analysis of learning in such environments.

Topics of interests include, but are not limited to:

- Learning through problem solving in technology-enabled environments
- Deep learning and inquiry in K-12 and higher education
- Making learning accessible in complex problem situations
- Deep learning in immersive virtual environments
- Scaffolding learning and problem solving with technology support
- Technology-enabled collaborative learning and problem solving
- Assessment of learning and problem solving in technology-enabled environments

Submission Guidelines and Other considerations

This special issue will only publish original research papers (up to 7000 words). Papers submitted must not have been published previously or under consideration for publication, though they may represent significant extensions of prior work. All submitted papers will go through a rigorous double-blind peer-review process (with at least three reviewers). An abstract submission is mandatory to allow editors a better assignment of reviewers. For this reason, authors which intent to submit a paper to this special issue should send an email with title and abstract to the Lead Guest Editor. Before submission authors should carefully read over the journal's Author Guidelines, which are located at http://www.ifets.info/guide.php. Prospective authors should submit an electronic copy of their complete manuscript using EasyChair system at: https://easychair.org/conferences/?conf=etsdl2017.

Timeline

Abstract submission: April 10, 2017 (*** via email to Lead Guest Editor ***)
Submissions of initial papers due: May 10, 2017 (*** via easychair ***)
Decisions based on the double blind review process: June 20, 2017
Revised manuscripts due: July 15, 2017
Feedback on revised manuscripts: August 5, 2017
Final manuscripts due by the authors: August 20, 2017
Final manuscripts sent to the publishers: August 31, 2017
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