

Call for Papers

Educational Technology & Society (ISSN 1436-4522)

Special Issue on

Creative design: Scaffolding creative reasoning and meaningful learning

Much research on promoting creative design occurs in rich multi-media learning environments that combine a variety of interactive and immersive digital media, multi-media resources, and collaboration technologies. A variety of educational approaches have been used to promote such learning, including goal-based scenarios (GBS), Learning by Design (LBD), project-based and problem-based approaches, and constructionism. Software aims to scaffold learners as they engage in case-based reasoning and model-based analogical reasoning, help learners provide scaffolding to each other, and help learners to build mental models of their own. Designing the software has required learning how to abstract design representations at the right structural level, index cases and analogs based on functional categories, design retrieval algorithms that make appropriate cases and analogs available at the right times, and design scaffolding to help learners design creatively and learn better how to design creatively.

With diverse frameworks and methodologies aimed at creative design, there is now a need to look deeper into:

- 1) how we can utilize digital interactive (and intelligent) technologies to scaffold creative reasoning and meaningful learning;
- 2) how collaborative dynamics function to augment learner experiences and improve learning effectiveness.

As such, this special issue is interested in papers on the following themes for K-12 and college-level learning:

- How to design resources that scaffold creative design
- How to use intelligent technologies to scaffold the evolution of mental models towards creative design
- How to apply computer-supported collaborative technologies to mediate creative design in communities of practice

Special issue guest editors

Chien Sing Lee (Multimedia University, Malaysia)

Janet L. Kolodner (Georgia Institute of Technology, USA)

Ashok Goel (Georgia Institute of Technology, USA)

Important dates

Submissions due:	15 September 2009
First decision:	15 November 2009
Revised manuscripts due:	10 January 2010
Feedback on revised manuscripts:	28 February 2010
Final manuscript due:	30 April 2010

Submission guideline

The manuscripts should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to Educational Technology & Society and during the review process.

The manuscripts must be within 7000 words (including everything - title, author names, affiliations, abstract, keywords, main body, references, appendices - everything).

Please carefully follow the author guidelines at <http://www.ifets.info/rev.php?pub=true> while preparing your manuscript. To get familiarity with the style of the journal, please see a previous issue at <http://www.ifets.info/>

All manuscripts should be in WORD format and submitted via email to the guest editor (cslee@mmu.edu.my).

All manuscripts will be subject to the usual high standards of peer review at ETS Journal. Each paper will undergo double blind review.

The Educational Technology & Society Journal is included in the Thomson Scientific Social Sciences Citation Index (SSCI) with impact factor of 0.904 according to Thomson Scientific 2008 Journal Citations Report.
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