Call for Papers
Special Issue on
"HOW" to design, implement and evaluate the flipped classroom?
in
Journal of Educational Technology & Society

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Objectives

The "flipped classroom" has gained prominence worldwide, as a technology-supported pedagogical innovation which uses classroom time for students to actively engage in interactive learning activities including feedback and scaffolding, while traditional teachers' lecturing is delivered out of formal class time with asynchronous video lectures Based on sound pedagogical theoretical principles, the "flipped classroom" approach targets to exploiting classroom time and space for appropriately designed interactive learning activities, differentiated according to individual and group students needs.

Currently, although a common understanding is reached on "WHAT" the flipped classroom is, still there is a pressing need for studying "HOW" to implement flip classrooms and, moreover, to be able to connect this pedagogical design with evidence of advantages related with various aspects of students learning.

Thus, the proposed special issue aims to discuss pedagogical design and implementation of the flipped classroom grounded in solid theoretical principles, and evaluation of students' learning outcomes via appropriate research methods. The ambition of this special issue is to facilitate opening the "black box" of "HOW" to design, implement and evaluate the flipped classroom, contributing insights into future directions of pedagogical practices in school and tertiary education.

Topics of interests include, but are not limited to:

- Instructional design and principles of the flipped classroom
- Learning activity design that connects in- and out of class settings in the flipped classroom
- Teacher facilitation in the flipped classroom
- Supportive interventions in the flipped classroom
- Mobile technology-supported flipped classroom
- The assessment of students' learning outcomes in the flipped classroom
- The impact of the flipped classroom on students' learning
- Design of evaluation for flipped classroom interventions

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).

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=sietsfc2016

Timeline

Submissions of initial papers due: 18 January 2016

Decisions based on the double blind review process: 7 March 2016

Revised manuscripts due: 25 April 2016

Feedback on revised manuscripts: 30 May 2016

Final manuscripts due by the authors: 27 June 2016

Final manuscripts sent to the publishers: 25 July 2016

Special Issue Publication: 30 January 2017

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