

*Call for papers for a forthcoming themed issue of
Technology, Pedagogy and Education*

**Research Into School Teaching and Learning with Whole class
Interactive Technologies**

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Focus

This issue will comprise selected papers resulting from those presented at the RITWIT conference in Cambridge in June 2009. Papers may focus on empirical work, methodology or theory, but pedagogical issues related to individual learning and small groupwork within the classroom.

The conference has attracted a wide international audience and the aim of the themed issue is not merely to showcase research work but also to move our collective thinking forward in this area and to air (grounded) issues for debate.

Themes

Papers need to address at least one of the three broad conference themes characterised at the school, national and international levels; each has a number of suggested subthemes and questions. Content of the broader themes is flexible and may be further elaborated during the conference itself. Papers may span two or more themes/subthemes.

1. Pedagogy and classroom activity

How do teachers exploit the interactive, multimodal and re-visitible features of whole class technologies (WCTs) to facilitate

- *Collaboration*: How do teachers use WCTs to support collaborative activity within or between classrooms?
- *Classroom dialogue*: How can use of WCTs support 'dialogic' classroom interaction between students and between teacher and students? How can it help to create an effective community of learners?
- *Student participation*: How can use of WCTs help to make explicit and move on student thinking? How important is it for all students to use the technology themselves? How do teachers ensure that all students are cognitively involved in whole class activity? Are there tensions between private learning activity and public display?
- *Classroom organisation and management*: What kinds of technologies best support individual, pair work, group work and whole class teaching? What are the resourcing, structural and practical issues that influence classroom use?
- *Adaptive teaching*: How do teachers using WCTs address individual learning needs? How do they foster an appropriate pace of learning offering thinking and discussion time?
- *Learning outcomes*: What do individual students take away from whole class work in this context? Do they create their own versions of collective representations? How do teachers monitor or assess what is learned? Can some technologies support assessment?

What *methodologies* are appropriate in researching classroom use of WCTs?

What *theoretical approaches* can usefully frame research in this area?

2. Developing practice

Professional development and initial teacher education: How can we encourage and support teachers in exploiting the interactive, multimodal and re-visitible features of the technology more effectively? What opportunities are there for sustained, pedagogically focused professional development?

Leadership: What are the present and future challenges facing practitioners, school leaders, educational administrators and policymakers? What are the key messages and recommendations for them from the research?

Future directions: eg How can display technologies be used in conjunction with online learning environments? What are the pedagogical training needs of teachers for the next 5 years?

3. Learning from other settings

How do different educational systems, pedagogies and curricula shape technology use?

What implications are there from research and development elsewhere for developing practice or policy in our own countries?

Criteria

Criteria for acceptance of papers for publication include

- addressing one or more of the stated themes and falling within the scope outlined above, including an explicit relation to *pedagogy*
- a degree of *reflection or analysis* so that the reader can understand *how and why* the pedagogical approach, policy or practice is effective (or not)
- *methodological rigour and sufficient detail* about research design, methods and contextual details in empirical papers
- clear *implications for research and/or practice* in the case of theoretical or policy contributions
- *originality*; for example, a paper centred on the well-established motivational impact of IWBs may not be accepted unless it offers new insights, e.g. from work in novel contexts

Prospective authors may make more than one submission but only one chapter per author will be published.

Format and timetable

We anticipate accepting about 12 papers in two formats, totalling 55000 words:

- Full papers (6000 words) – externally peer refereed (n=7)
- Short papers (2500 words) – refereed by the editors and/or one other, for example practitioner or other accounts including case studies with a classroom focus / trials of professional development initiatives, or informed opinion pieces / keynote papers that summarise thinking about a particular issue and take it forward (n=5)

Inter-institutional and international collaboration between authors is encouraged.

Prospective authors may be asked to referee one or two other papers.

Timetable:

Submission of abstracts (1000 words for full papers or 500 words for short papers) for consideration: July 31, 2009

Submission of first drafts: Oct. 30, 2009

Reviewer feedback to authors: Jan. 29, 2010

Submission of final drafts by authors: April 1, 2010

Please contact Sara Hennessy (sch30@cam.ac.uk) if you have any queries.