Special Issue EECERJ Proposal

Special Issue Call for Papers – Technology integrated pedagogical practices: A look into Evidence-based teaching and coherent learning for young children

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It is undeniable—in the last decade, understanding and implementing the use of technology within children’s play based experiences has been an important concern for early childhood education researchers and practitioners. The World Economic Forum (2016) has highlighted the pressing issue of the 21st-century skills gap and ways that teachers and educators can address it through technology. The critical components of the 21st century skill framework, which includes collaboration, communication, critical thinking and problem-solving capitalises on teachers’ appropriate use of technology and holds enormous promise to help foster these critical skills in young children. Some authors have described how the integration of technology attunes children’s cognitive learning and affective engagement with their everyday world (Arnott, 2017; Blake & Howitt 2012; Edwards, 2013), can personalise learning, engage the disengaged, complement what happens in the classroom, extend education outside the classroom and provide access to learning to students who otherwise might not have sufficient educational opportunities (DeCoito & Richardson, 2017, Fleer, 2011).

While many teachers and educators recognise the potential of technology in promoting, for example, children’s cognitive engagement and socioemotional skills, this requires transformation of teachers’ pedagogical practices (Harlen & Qualter, 2014; Manessis, 2014). Yet to date, with the increasing use of audio-visual media in children’s everyday learning environment, “how” early childhood practitioners prudently integrate technology while making instructional decisions for young learners needs to exposed.

This special issue takes a strengths based approach and aims to bring together emergent knowledge that can contribute to the development of both early childhood in-service and pre-service teachers’ understanding and implementation of integrated pedagogies - the complex connection between technology, pedagogy, and content for effective planning, instruction and review of young children’s cognitive learning and affective engagement. What are some ways in which practitioners infuse technology within play-based pedagogies in an early childhood classroom? What systematic forms of inquiry have allowed practitioner-researchers to provide opportunities for technologically assisted experiential learning for young children?

We invite researchers to address these and related questions. The focus is on teachers’ pedagogical practices aimed at improving teaching and learning in early childhood contexts. This special issue offers new horizons and prospects for practitioners and will serve as a guide to enhance the quality and impact of research in the theme of use of technology in early childhood education, so will serve as a guide for orienting future research.

The Special Issue is intended to have methodological and genre breadth: studies can span, but are not limited to:

• Classroom observational research with active practitioner and/or pre-service teachers’ participation
• Narrative inquiries, auto-ethnographies, self-studies, case studies
• Work across literacy, numeracy, science, sustainability, arts, languages in early childhood education
• Targeted technology use or interventions in classrooms: e.g., use of technology for engaging children in teaching science concepts, planned strategies for vocabulary or language or numeracy development, etc.

Submission Information

On behalf of the EECERA ‘Digital Childhoods' SIG, we invite prospective authors to submit proposals on a variety of interdisciplinary topics concerning the theme of the special issue. The papers must be based on recent research; however, there is no restriction on the type of research, theoretical frameworks or conceptual underpinning.

Prospective authors should submit a 700-word proposal outlining the theoretical underpinning, methodology, findings and implications of their research. These must be sent to Sarika.kewalramani@monash.edu by 31st March 2019.

The editors will review proposals and submit the SI proposal to EECERJ for their consideration. If the proposed papers are accepted, authors will be notified by 31st May 2019. The authors will then be invited to submit the final drafts of all full articles. The due date will be advised at that stage. All articles will undergo the regular review process of the EECERA journal.

We hope that this special issue will be published in 2020.

References


