

## Call for Papers

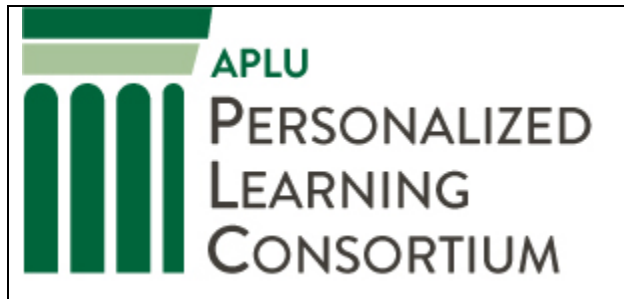
### Special Issue in *Current Issues in Emerging eLearning* on Leveraging Adaptive Courseware

Deadline: November 15, 2017

In collaboration with the Personalized Learning Consortium at the Association of Public and Land-grant Universities, *Current Issues in Emerging eLearning* announces a call for papers for a special issue on leveraging adaptive courseware and adaptive learning. The latest iterations of adaptive tools use computer algorithms to collect and analyze data about student learning. Ideally, the information learned by each tool personalizes the students' learning interaction. The interaction may be with faculty or with the adaptive courseware. Initial results of research are mixed but there are examples of research with impressive effect sizes (Yarnall, Means & Wetzel, 2016).

The focus of this special issue of *CIEE* will be new empirical research on the use of adaptive courseware and adaptive learning with a goal of advancing our understanding of effective leveraging of tools. The issue will be intentionally diverse, accepting papers that include launching, implementing and scaling use of adaptive courseware and adaptive learning. Examples from higher education, especially those involving introductory and gateway courses, are especially sought, but other educational (K-12) and training organizations may also submit papers. Topics encouraged include, but are not limited to the use of adaptive tools is serving at-risk and underserved students; pedagogical design and implementation of adaptive and active learning, including blended and flipped classrooms; institutional readiness and support for adaptive courseware and adaptive learning; faculty and department level development including building understanding for use and deployment of tools, training, coaching, and mentoring; case studies of use by faculty or departments especially using quasi-experimental design methodologies; evaluation studies that include institutional approaches to measuring effectiveness, e.g., operational evaluation, return on investment; how to scale or scaffold the use of analytics for both faculty and students; how to integrate and measure efficacy of adaptive courseware tools including design of a robust learning ecosystem and; skillsets needed by individuals and departments leading the adoption of adaptive tools.

Interested authors may feel free to reach out to Karen Vignare, [kvignare@aplu.org](mailto:kvignare@aplu.org) or 240.462.2160 about other potential topics.



Editors: Karen Vignare, Alan Girelli, Patsy Moskal, Nori Barajas-Murphy, Lauren Hericks

Paper Submission Process:

Please review the policies and processes posted at the journal website, <http://scholarworks.umb.edu/ciee/policies.html> before submitting an article.

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For more about the CIEE visit <http://scholarworks.umb.edu/ciee/aimsandscope.html>,

### **Personalized Learning Consortium:**

Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. With a membership of 238 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement. APLU's membership includes 23 Historically Black Colleges and Universities, 17 Hispanic Serving Institutions (HSIs), and 27 Emerging HSIs (between 15 and 24 percent Latino population). APLU institutions serve a large number of low income and disadvantaged students, including over 1 million Pell grant recipients and over 1 million students of color. In addition, APLU represents five related higher education organizations, including the American Indian Higher Education Consortium (AIHEC), which serves the interests of the nation's 33 American Indian land-grant colleges.

The Personalized Learning Consortium at APLU offers participating institutions a robust strategy for understanding, implementing and scaling the use of technologies designed to personalize and improve the education experience. The Consortium emerged from an APLU project funded by the Bill & Melinda Gates Foundation, and it currently operates under the aegis of APLU as a separate dues-funded activity and carries out important functions for members from a national office, including: analyses of trends in student success enablement; vendor engagement; piloting adaptive learning technologies, and sharing of learning data. PLC membership positions universities to better capture the enormous economies of scale inherent in information technology and improve learning for students while containing costs.