

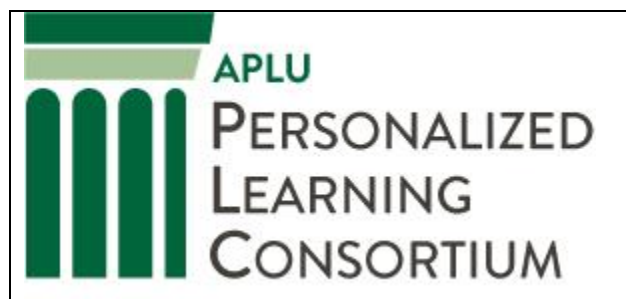
Call for Papers

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

Deadline: February 28, 2020

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 to personalize students' interactions with faculty or with the adaptive courseware or both. Initial research results are promising (House, Means, Peters Hinton, Boyce, Wetzel, & Wang, 2018) but there is much to learn about implementing adaptive learning.

The focus of this special issue of *CIEE* will be new empirical research on the use of adaptive courseware and adaptive learning with the goal of advancing our understanding of the effective leveraging of tools. The issue will be intentionally diverse, accepting papers that include the launching, implementing and scaling of adaptive courseware and adaptive learning. Examples from higher education, especially those involving introductory and gateway courses, are especially sought, but other educational (e.g., K-12) and training organizations may also submit papers. Topics encouraged include, but are not limited to: the use of adaptive tools in 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 departmental level development including building understanding for the 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. This issue will also accept updates from those articles published in the Volume 5, Issue 1 (2018) Special Issue on Leveraging Adaptive Courseware.



Current Issues in Emerging eLearning

A Journal of the Center for Innovation and Excellence in eLearning
College of Advancing and Professional Studies | University of Massachusetts Boston



Interested authors may feel free to reach out to Dr. Karen Swan, at kswan4@uis.edu or Dr. Karen Vignare, kvignare@aplu.org or 240.462.2160 about other potential topics.

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.

Editors: Karen Swan, Karen Vignare, and Alan Girelli

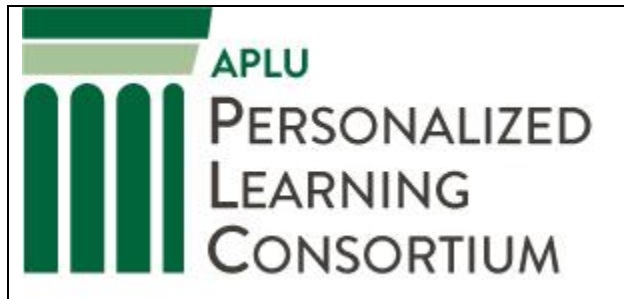
More about the CIEE and the Personalized Learning Consortium ...

Current Issues in Emerging eLearning (CIEE) is an open access, peer-reviewed, online journal of research and critical thought on eLearning practice and emerging pedagogical methods. The journal is published by the Center for Innovation and Excellence in eLearning and sponsored by the College of Advancing and Professional Studies at the University of Massachusetts Boston.

Mission & Scope

Trends in eLearning have gained importance and prominence within all sectors of education and training, but the speed of adoption has out-stripped the pace of research and critical thought on best practices in a burgeoning field. *Current Issues in Emerging eLearning* addresses dilemmas posed by the application of technologies based on unexamined assumptions. This journal provides a forum for self-study among practitioners involved in technology-reliant teaching, training, and learning activities.

The focus of the journal is intentionally eclectic, promoting scholarship on the disruptions teaching with technology bring to all segments of the educational marketplace. This focus addresses the new era of eLearning in which educational practices formerly restricted to discrete domains have become shared concerns. Higher education, corporate and public sectors, and the K-12 community collectively require critical assessments of eLearning in its many forms. Here we define 'eLearning' broadly to describe the various uses of electronic technologies for education and training. Examples include online education, video conferencing, web-based and mobile learning, and all forms of electronic text, graphics, video, animation, and digital audio as they apply to teaching, training, and learning systems.



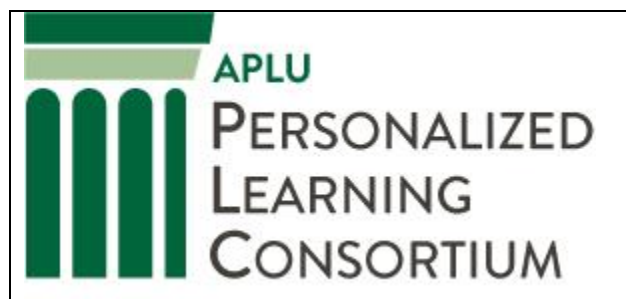
Current Issues in Emerging eLearning publishes research, critical thought, informed discussion of practice, and conceptual papers with a research basis. The objectives of the journal include:

- Establishing findings on eLearning as a distinct body of knowledge and serving as a connection point for critical thought in the field;
- Empowering practitioners to develop and apply current effective, evidence-based, practices in teaching, training, and learning through dialogue with a community of researchers and scholars;
- Enabling academic programs to design and deploy technology to optimize learning, teaching, and training with technology;
- Building a community around the research and scholarly use of eLearning theory and eLearning technologies within and across educational sectors;
- Creating a space for graduate student researchers and other developing practitioners to publish with guidance from faculty and/or professional mentors.

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



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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.