Call for Papers

Special Issue of *Journal of Online Learning Research*
that is centered on

Instructional Design in K-12 Online and Blended Learning Environments



Guest Co-Editors

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In the early 1940s instructional technologist and instructional development teams emerged due to the need of training new military recruits. Soon afterwards, the field of instructional design was borne out of the introduction of program instruction or the development of instructional theories from a systems approach during the mid 1960s to mid 1970s. As digital media emerged in the mid 1980s, computers began to offer multimedia presentations. Some interactive media was very complex and there was concern that it may be difficult for learners to use, understand, or accept. Debates on the usability of this new media ensued. In the mid 1990s web-based instruction offered instructional designers an alternate medium to work with and resulted in additional pressure to create courses that were comparable or better than face-to-face courses.

Construction of online and blended courses is more involved and differs greatly from face-to-face courses (Wray, Lowenthal, Bates, & Stevens, 2008; Siragusa, 2000). Merrill noted, many online and blended courses include only information and they are educationally ineffective (2008). Moller, Robinson, and Huett (2012) also indicated that online and blended learning should not just be driven by information presentations, but should provide sound instructional approaches. Siragusa (2000) concluded, that more research to distinguish instructional design principles with respect to online and blended learning and environments is required. Keeler and Horney (2007) added that instructional design requires further exploration in the high school online and blended environments. Academic research with respect to post-secondary online and blended environments is abundant and according to Murphy, Rodriguez-Manzanares and Barbour (2011) a general need for research exists in K-12 online and blended school environment. Since K-12 students learn differently from adults, more investigation is required regarding design and implementation of courses for K-12 online and blended learners (Sadik, 2003). There is a gap in online and blended K-12 instructional design research. More research is needed regarding instructional design with respect to K-12 online and blended learning. For this special issue, the co-editors are seeking submissions that address this need.

Topics

Suggested topics related to instructional design and K-12 online and blended student support systems and interactions include—but are not limited to:

- Teacher professional development with respect to instructional design practices
- Design practice (design processes, design tools, design thinking and actions) for online and blended environments
- Design cases (narratives of their design process, design decisions)
- Case Studies in effective instructional design models
- Evaluation studies specific to design elements in blended/online learning environments
- Trends in the field instructional design with respect to online and blended learning

Articles should be written to align with the *Journal of Online Learning Research* (JOLR http://www.aace.org/pubs/jolr/) purpose of devoting the theoretical, empirical, and pragmatic understanding of technologies and their impact on K-12 pedagogy and policy in online and blended environments.

Qualitative, quantitative, and mixed methods research articles are welcome. Research should be grounded in the existing literature and/or theoretical frameworks. Conceptual or theoretical articles will also be considered.

Submission Guidelines

Please submit manuscripts directly through the AACE Publications submission link below:

http://publish.aace.org/?fuseaction=Authors.BeginSubmission

Do not send your full manuscripts to the Guest Editors. The manuscripts must go through a double blind review process. Please note that contributors may also be requested to serve as reviewers for this project. Authors are encouraged to contact the Guest Editors by January 20, 2018 to propose an idea for submission to ensure the appropriateness of the proposed study for this venue.

Timeline

April 20, 2018	Full paper submission	August 20, 2018	Feedback on revised submission
June 20, 2018	Review results to authors	September 20, 2018	Final submission is due
July 20, 2018	Revisions due	November 2018	Anticipated special issue publication

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