CALL FOR PAPERS. A SPECIAL ISSUE OF EDUCATION FOR INFORMATION ON
Non-textual pedagogies: Learning beyond words
https://www.iospress.nl/journal/education-for-information/

In recent years, researchers and practitioners in the information and communication disciplines have begun to recognize forms of knowledge that go beyond the textual. Concomitantly, new approaches and methodologies to pedagogy have emerged, such as embodied, arts-informed, design thinking, practice-led, experience-based and productive teaching and learning. As such, there is an opportunity to continue incorporating these developments into education for the information professions. Building on the 2016 special issue of Education for Information on innovative pedagogies in LIS (volume 32, issue 1), we invite broad-ranging considerations of questions around educating future information professionals beyond the use of texts. With this in mind, Education for Information is seeking articles for a special issue on Non-Textual Pedagogies to be published in fall/winter 2018.

We welcome both conceptual and empirical papers (approximately 6,000 words) as well as shorter discussions of pedagogical innovations and applied practice (approximately 1,500 words). Submissions should be original works not previously published nor undergoing review for publication in another journal at the time of submission.

The scope of this special issue includes:
- Explorations of pedagogies that go beyond traditional textual and verbal approaches in information studies and other fields (including but not limited to embodied, arts-informed, design thinking, practice-led, experience-based, productive teaching and more)
- Perspectives of teachers, learners, administration, staff, practitioners and more from anywhere in the world
- Techniques and research on using modalities beyond the visual to teach information studies content
- Theoretical and methodological approaches to pedagogy and curriculum design that are underrepresented in the information studies literature
- Discussions of institutional support and student reception of such pedagogical approaches
- Evidence of the effects of non-textual pedagogical approaches after graduation
- Reflections on the impact and effectiveness of nontraditional pedagogies
- Thoughtful use of new technologies for non-textual teaching and learning
- Uses of “old” technologies, both innovative and tried-and-true, for non-textual teaching and learning
- Intersections between course content and other department/institution offerings (reading groups, research centers, seminar series, organizations, institutes and more)

This special issue is co-edited by Kiersten F. Latham (Kent State University, USA) and Tim Gorichanaz (Drexel University, USA). Questions, comments and inquiries can be directed to either Kiersten (kflatham@kent.edu) or Tim (gorichanaz@drexel.edu).

Style guidelines for Education for Information are available here:
http://www.iospress.nl/journal/education-for-information/?tab=submission-of-manuscripts

Submissions are due May 15, 2018. They can be submitted via email to either Kiersten (kflatham@kent.edu) or Tim (gorichanaz@drexel.edu). Submissions will be blind peer-reviewed.

Founded in 1983, Education for Information (EFI) is a quarterly refereed academic journal publishing research articles on issues related to the teaching and learning of information scientists and professionals for an information society. EFI welcomes a broad perspective on issues related to pedagogy and learning in the information and communication disciplines (ICD) such as Library and Information Science, Communication and Media studies, Journalism, Archival studies, Museum studies, Psychology, Cognitive science and Digital Humanities.