



ALT-J Special Issue: Invitation to Submit...

The Transformational Impact of Learning Technology

Special Issue of ALT-J, Research in Learning Technology (Volume 18, Number 3), jointly published with the Sloan Consortium's Journal of Asynchronous Learning Networks and ascilite's Australasian Journal of Educational Technology.

Guest Editors:

Professor John Bourne (The Sloan Consortium, USA),
Professor Martin Hall (University of Salford, UK)
and **Professor Mike Keppell** (Charles Sturt University, Australia)

Deadline for submission of papers: 31 January 2010

The strategic needs of organisations are changing dramatically due to the changing nature of learners, their increasing diversity, geographic dispersion, and the need for learners to embrace life-long and life-wide learning as an inherent characteristic of modern society. Organisations or institutions often deploy new learning technologies to facilitate improvements in the quality of learning while reducing costs, improving learner satisfaction, and reaching new markets.

Learning technology is not an end in itself but rather a means of meeting strategic goals; but though many educational organisations have embraced technology to support learning, this has not been without reservation, because implementation and management can be difficult and challenging.

Most academic organisations have embedded learning technologies through the use of learning management systems and other common technologies, and across the whole of public sector education and training such systems have become commonplace. However, many organisations have not experienced a seamless integration of these systems and have experienced technical and social challenges of systems integration and implementation. In addition, the prospect of learning technologies becoming a commodity delivered from outside academia (e.g. Google, Skype, open source hosting), raises the spectre of how these global learning technology services will impact on individual institutions. Will learning management systems, even IT support, eventually disappear from individual institutions?

Looking ahead, what will be the learning technologies of the future? What new forms of information literacy will develop? And what will be the expectations of new generations of learners?

The aim of this special issue of ALT-J is to develop and publish a collection of papers representing current thinking, research, developments and ideas in organisational transformation via the *effective use* of learning technology. Of particular interest are papers that go beyond descriptions to build links between practice and pedagogy, and offer conceptual, methodological and analytical rigour, including quantitative and qualitative data. Example topic areas for inclusion in this special issue include, but are not necessarily confined to:

1. **strategic vision** in relation to learning technology and learning and teaching needs
2. **creating organisations** of the future through the adoption of learning technology
3. **leading** organisational change with learning technologies
4. **distributive leadership** in organisations to achieve strategic learning and teaching goals
5. **curriculum renewal** through learning technologies
6. **theories** of institutional transformation mediated by technology
7. **pedagogical or philosophical underpinnings** of institutional transformation supported by learning technology
8. **innovative implementation strategies** to achieve step changes in effectiveness
9. **supporting lifelong and life-wide learning** through learning technologies, and
10. inclusive and assistive implementation strategies to promote **access and equity**.

About the Guest Editors:

John Bourne is Professor of Electrical and Computer Engineering at the Franklin W. Olin College of Engineering, Professor of Technology Entrepreneurship at Babson College (Wellesley, MA) and Executive Director of the Sloan Consortium.

Martin Hall is Vice-Chancellor of the University of Salford, United Kingdom. He was previously Deputy Vice-Chancellor at the University of Cape Town, where he was engaged with information and communication technologies in Higher Education for more than a decade. Work in this and other areas is at www.salford.ac.uk/vc

Mike Keppell is Professor of Higher Education and Director of the Flexible Learning Institute, Charles Sturt University, Australia. He is also President of ascilite. His current focus is flexible learning, blended learning design, physical, blended and virtual learning spaces and institutional transformation using academic fellowship programs.

Types of papers:

To ensure both the quality and usefulness of the contributions a variety of papers will be considered. These might include, for example:

- a theory-informed case study of institutional transformation, including a qualitative or comparative evaluation;
- a design study focused on institutional transformation, organizational change using learning technology;
- a critical review of current literature;
- a contribution to the theory of institutional transformation.

Submission and review process:

The submission of abstracts for informal feedback is encouraged.

They can be sent directly to guest editors until **15 December 2009** from this web form: <http://tinyurl.com/yka69ak>.

Full papers must be submitted according to the journal's Instructions for Authors at <http://www.tandf.co.uk/journals/titles/09687769.asp>.

Papers should be submitted via the Manuscript Central online submission system at <http://mc.manuscriptcentral.com/calt> before **31 January 2010**.

Papers received will undergo peer review and authors will receive feedback and where appropriate, an opportunity to revise their paper. An additional round of reviewing is sometimes used to encourage authors to improve their paper, either for this special issue, or a subsequent issue of ALT-J.

For other queries and guidance relating to the call please contact the Special Issue Editors:

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For more information about the journal and other news & offers please visit:

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