

## Call for Papers for Special Issue

### Systematically Designed Literature Classroom Interventions: Design Principles, Development and Implementation

Intervention studies in literature classrooms are pivotal to investigate the effects of instructional approaches that have been purposefully designed to achieve certain learning outcomes. Ideally, design principles, design procedures and the resulting interventions (i.e., lessons, projects, materials) are described comprehensively in research papers. A lack of explicit and detailed descriptions poses a threat to the validity and replicability of interventions, and hampers gaining insights in the domain-specific instructional activities that are designed to achieve particular aims.

For this special issue, we aim to collect papers that comprehensively describe the design of a literature classroom intervention. As such, we seek contributors who attend to

- 1) the formulation of initial design principles based on theoretical-empirical models;
- 2) the subsequent (iterative) development process toward (several versions of) an intervention; and
- 3) the implementation of the intervention in the literature classroom.

This special issue does not aim to publish traditional effect studies; the emphasis is on transitions from design principles to the development process, and subsequently, to implementation (i.e., experiences of teachers and learners in the classroom). As such, papers are likely to be of a rather descriptive nature, and we suggest that they are accompanied by appendices – to be published online – containing lesson plans, learning materials, descriptions of student tasks, etcetera. We expect that collected data will mostly serve the purpose of monitoring and evaluating the implementation of the intervention in practice (e.g., classroom observations, interviews with teachers and learners, etc.).

We welcome contributions that focus on either primary or secondary education, on any kind of learning objective in relation to literature teaching (e.g., interpretative skills, motivation for literary reading, understanding of metaphor) as well as on different fictional and/or literary texts (e.g., picture books, short stories, poetry, song texts, novels, young adult literature).

The aim of the special issue is twofold. The collected papers offer researchers a variety of ‘formats’ or ‘templates’ of how the design of classroom interventions may be described comprehensively. In doing so, the papers will also shed light on contemporary objectives that are strived for in first-language literature classrooms and offer detailed insights in domain-specific teaching and learning activities have been designed and implemented to achieve these objectives.

#### **Publication scheme (please note this might be subject to change)**

- Deadline for submitting abstracts: July 2, 2018
- Decisions about abstracts: July 16, 2018
- Deadline full papers: October 26, 2018
- Authors receive first reviews: December 1, 2018
- Deadline revisions: February 1, 2019

- Authors receive second reviews: March 4, 2019
- Publication special issue: May 10, 2019

**Co-editors of special issue**

Marloes Schrijvers, Karen Murphy, Gert Rijlaarsdam

**Submission**

Abstracts of maximum 300 words should be submitted through the L1 Publication Platform, here: <https://l1.publication-archive.com/login>, by July 2, 2018. All articles will be peer-reviewed by at least two reviewers.

**Inquiries**

For further inquiries, please contact Marloes Schrijvers at [M.S.T.Schrijvers@uva.nl](mailto:M.S.T.Schrijvers@uva.nl).