IAP CALL FOR CHAPTER PROPOSALS

Teaching in Online, Distance, and Non-Traditional Contexts

Edited by:
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A volume in the **Theory to Practice: Educational Psychology for Teachers and Teaching** Series
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We are seeking chapter proposals for *Teaching in Online, Distance, and Non-Traditional Contexts*, a volume in the series *Theory to Practice: Educational Psychology for Teachers and Teaching*. The series is intended for instructors who teach educational psychology content in teacher preparation programs.

Educational psychology courses can be taught in a variety of formats beyond the face-to-face classroom, including fully online (asynchronous or synchronous), hybrid, or flipped environments. The COVID-19 pandemic has increased the prevalence of additional multimodal options, such as environments where students in the face-to-face classroom meet simultaneously with remote students connecting through video conferencing. These formats pose both challenges and new opportunities for creating rich and engaging learning environments. For this volume, we seek chapters that will help teacher educators in these varied delivery formats create engaging courses that are theoretically grounded while taking advantage of the affordances of available technologies. **Chapters may focus on helping teacher educators teach effectively in their own online or hybrid contexts or on preparing future teachers to teach in these environments.**

TENTATIVE SCHEDULE FOR PUBLICATION:

Proposal Submissions:
November 1, 2021

Notification of invite to submit chapter:
January 15, 2022

Submission of book chapter:
April 15, 2022

Reviews of book chapter manuscripts sent to author(s):
June 15, 2022

Receipt by editors of final draft of book chapters:
September 15, 2022

Final book submitted to publisher:
2023 (early)

Anticipated publication:
2023 (late)

TOPICS OF INTEREST *(see page 2 for guiding questions)*
- Part I: Design of Online Learning Environments
- Part II: Implementation of Online Learning
- Part III: Assessment, Evaluation, & Iterative Improvement of Online Learning

PROPOSAL
Chapters may include comprehensive literature reviews, case studies of effective instructional practice, or systematic discussions of issues and areas in need of research. In all instances, chapters should focus on teaching Educational Psychology, specifically, within teacher education. In the spirit of collaboration and mentorship, we encourage authors to include graduate students or colleagues who teach the same or similar courses as co-authors.

SUBMISSION
Proposals are due November 1, 2021 and should be between 500-750 words and address (a) scope and summary of the proposed chapter and (b) fit to the series and volume, as well as the topic listed above.

Submit proposals to Penny Thompson (penny.thompson@okstate.edu) as a .docx or .pdf attachment named FirstAuthorLastName_EdPsychOnline_Part1 (or 2 or 3). Please include a separate title page with the title, author names, degrees, and institutions, as well as contact information for the corresponding author (named FirstAuthorLastName_Title Page).

Proposals will be reviewed and evaluated based on (a) usefulness to college instructors of educational psychology, (b) evidence of theoretical/empirical support, (c) broad accessibility and applicability of topics, (d) quality of writing, and (e) overall quality of ideas. Final chapters will be approximately 25-35 double-space pages including references, tables, and figures.

Send Inquiries to: Cary Roseth (croseth@msu.edu) or Penny Thompson (penny.thompson@okstate.edu).

In the *Teaching in Online, Distance, and Non-Traditional Contexts* volume, we seek chapters that fall into one of the following broad themes:

Part I: Design of Online Learning Environments - Guiding Questions:
- How do online/hybrid teaching and learning differ from face-to-face teaching and learning? How are they similar? What are the implications of these similarities and differences when designing online learning environments?
- How do you choose the modality (e.g., fully online versus hybrid, asynchronous versus synchronous, etc.) and technologies that best fit your content?
- What are the unique challenges (related to learning, motivation, etc.) for different modalities?
- What developmental considerations should preservice and in-service teachers consider when choosing a teaching modality? What does it mean to make sure an online or hybrid learning environment is "age-appropriate"?
- What represents well informed practice in accessibility in online teaching and learning?
- How can online/hybrid environments facilitate adapting to individual differences among learners?
- What considerations are important in online/hybrid course design with respect to culture, diversity, inclusion, and/or social justice?

Part II: Implementation of Online Learning - Guiding Questions:
- How do you create a sense of community, belonging, or social connection in online/hybrid environments?
- How do you encourage and support learner participation and engagement (behavioral, emotional, or cognitive) in online learning environments?
- What is the role of interaction in online learning? How do you facilitate different types of interaction - learner-instructor, learner-learner, and learner-content?
- What kind of support (e.g., technology, professional development, personal/professional learning networks, etc.) is needed to help instructors teach effectively in online environments?
- How is carefully planned online/hybrid teaching and learning different from the emergency remote instruction we experienced during the pandemic? What valuable lessons learned during the pandemic can inform online/hybrid course design in the future?

Part III: Assessment, Evaluation, and Iterative Improvement of Online Learning - Guiding Questions:
- What is the role of assessment (formative and summative) in online/hybrid learning environments?
- What are the challenges of assessing student performance in online/hybrid environments, and how can these challenges be overcome?
- What role does/should trace or surveillance data (e.g., clicking on topics, time spent watching video, frequency and timing of online access) play in guiding online instruction, learning, and/or assessment?
- How do you evaluate the overall success of an online course?
- Do established instructional design standards, benchmarks, or metrics (e.g., Quality Matters, Online Learning Consortium) play a role in helping instructors evaluate and improve their online courses?

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