

Special issue on Professional Learning for 21st Century Education

Important Dates

- Full paper submission deadline: 31 December 2015
- Review decision: 31 March 2016
- Final version submission: 30 April 2016

Aims and Scope for the Special Issue

The emergence of the current technology-driven world has raised many challenges to didactic teaching and learning in traditional classrooms. The notion of 21st century learning can be viewed as an overarching vision of education that many educators are now advocating. Key dimensions of learning practices promoted by various 21st century learning models include collaborative learning, use of ICT as tools for knowledge construction and co-construction, critical and creative thinking and authentic problem solving (Dede, 2010; Howland, Jonassen, & Marra, 2012; Voogt & Roblin, 2012). Beyond these practices, some models are also concerned with citizenship education. Despite the consensus that has developed, schools however have not changed as desired (Voogt, Knezek, Cox, Knezek, & ten Brummelhuis, 2011).

Teacher learning and professional development has always been the key enabling factor for transformation in education to happen. To develop the teachers' competencies for 21st century teaching and learning, many aspects have to be looked into. These include the teachers' knowledge, beliefs and most recently their design capacities for (Tsai & Chai, 2012) creation of technological pedagogical content knowledge (TPACK) (Chai, Koh, & Tsai, 2013). Teachers' learning and professional development involve the teachers in transforming their knowledge into practice for the benefit of their students' growth (Avalos, 2011). It has been advocated that teacher professional learning community is a viable way for teachers to experience co-constructing knowledge to experience the transformative change needed (Kong & Song, 2013). This special issue invites interested researcher to submit paper pertaining to teachers' learning and development for 21st century oriented education. The following themes are suggested:

1. Teachers' or educators' understanding and development of TPACK
2. Change in teachers' identity, beliefs and/or practices in association with 21st century education
3. Research effort in teachers' perspective of technology-enhanced 21st century classrooms

Paper Submission

Authors should prepare manuscripts using instructions for authors on the website of the Journal of Computers in Education

(<http://www.springer.com/education+%26+language/learning+%26+instruction/journal/40692>).

Manuscripts should contain no more than 7000 words. Papers submitted for this special issue must not be submitted or are under consideration for publication anywhere. Manuscripts should be submitted using online submission system (<https://www.editorialmanager.com/jlce/>).

All papers will be peer reviewed based on quality, original, organization and clarity of writing, and evidence provided for assertions and conclusion.

Guest Editors

- Prof. Kong Siu Cheung – sckong@ied.edu.hk
- Professor, Department of Mathematics and Information Technology, Hong Kong Institute of Education, Hong Kong
- Dr. Ching Sing Chai – chingsing.chai@nie.edu.sg
- Associate Professor, National Institute of Education, Nanyang Technological University, Singapore



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