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## Call for JTATE Special Issue

### Preservice and Inservice Professional Development During the COVID-19 Pandemic Brief Submissions Due: April 30, 2020

Call for a fast-tracked, open access, "special" issue of the Journal of Technology and Teacher Education on supporting current and future teachers during this global pandemic and beyond.

- Submission for practice and research brief due: April 30, 2020
- Short briefings length: 500-1000 words maximum
- Publication date: May 2020, JTATE 28(2) issue
- Proposed topics from practitioners and researchers include (but are not limited to):
  - o descriptions of strategies,
  - o learnings that could inform strategies, and
  - o innovative technologies to support in-service and preservice teacher professional development.

#### OVERVIEW

The global COVID-19 pandemic has changed our lives in countless ways. This has included the move to online learning for K-12 and post-secondary education around the world. Although researchers have argued for years that teachers and teacher educators should have been preparing for online and blended instruction, many teachers and teacher educators now find themselves unprepared for the challenges they face.

These challenges include, but are not limited to, creating content for an online space, learning new delivery tools, understanding online pedagogy, engaging parents, addressing student mental health issues, and attempting various pedagogical strategies to address both synchronous and asynchronous teaching and learning. The good news is that many teacher educators have created professional development for teachers; they are also attempting to quickly revise their courses to support online instruction for preservice teachers.

#### CALL FOR BRIEF PAPERS

This Call is for a fast-tracked, "special" issue of JTATE, where special refers not just to the collection of papers but to the format of the paper. These papers will still be peer-reviewed; however, these papers are going to follow a medical journal, short-paper style (500-1000 words max.), which will facilitate quick review and publication. The goal of these papers is NOT to sell software, commercial products, or for-cost university courses. Rather, the purpose is to document best practices in order to support teachers and teacher educators around the world. JTATE has never done anything like this, but we are living in a world where we are all doing things we never expected. A brief example might better explain this special issue.

#### Example:

Kent State University has gathered a group of school district technology coordinators. Each week, they host a "tech talk" where preservice and in-service teachers can attend, ask questions, see demo presentations, present their own work, and connect with others (some of them just miss social interaction). A paper from these authors could describe the rationale (with literature to support the work), the process, and any public outcomes. These public outcomes would not only include the process (e.g., replicating the hosting of these types of event) but also websites or tutorials that are freely available to other teachers and teacher educators.

Please note that we are working--and will continue to work--with other journals so that in a year or so, we can publish retrospectives and empirical pieces on what worked and what didn't work. Moreover, the hope is that these short briefings could lead to larger published papers in the future. However, now is the time to help teachers and teacher educators. Following the medical model, we're hoping to publish "works in progress" that may not yet have empirical support but are working at local levels and might support in-service and preservice teacher education.

## SUBMISSION GUIDELINES

- The paper must be between 500-1000 words.
- The papers should not attempt to sell software, commercial products, or specific university courses. It should include strategies or open-access products that can be widely disseminated and used by others.
- Deadline for submission is any time between now and April 30, 2020. Peer review will happen on an ongoing basis. Publication of the open-access, special issue will be May 2020. Although most colleges will be out at that time, K-12 schools are still in session. Also, schools and colleges are preparing for professional development over the summer.
- Authorship that combines faculty, preservice teachers, and/or K12 school faculty and administrators are particularly welcomed.
- The paper format should be:
  - o Abstract
  - o Rationale (what literature supports what you did)?
  - o Process (what did you do?)
  - o Early Results (what did you find)?
  - o Outcomes (summarize the process and existing products people can use)
  - o Replication (what are your suggestions for replicating outside of your context)

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**Submissions Due: April 30, 2020**

**Submit to:** <http://publish.aace.org> or <https://publish.aace.org/index.cfm?fuseaction=authors.ChooseJournal>  
(select Special Issue on "Preservice and Inservice Professional Development during the COVID-19 Pandemic")

**Inquiries email Rick Ferdig at:** [rferdig@gmail.com](mailto:rferdig@gmail.com)

