Learning, Media and Technology

Call for papers – special issue

Media and migration: learning in a globalized world

Learning, Media and Technology is acknowledged as one of the learning academic journals in the fields of educational technology and educational media. Proposals are invited for papers for a special issue of the journal on the theme of “Media and migration: learning in a globalized world”. The special issue will be edited by Mariëtte de Haan (Utrecht University) and Kevin Leander (Vanderbilt University).

We are currently soliciting abstracts for proposed papers for the special issue. Abstracts should be no longer than 300 words and be accompanied by up to six keywords.

- Deadline for submission of abstract: 15th December 2011
- Successful authors informed: 20th January 2012
- Deadline for submission of full papers: 15th June 2012

Full papers are expected to be between 4,000 and 6,000 words (please refer to the journal website for full ‘instructions for authors’). All papers will be subject to the usual blind reviewing and refereeing processes.

Please send abstracts and keywords to the guest editors by 15th December 2011:
- M.dehaan@uu.nl
- kevin.leander@vanderbilt.edu

Please put ‘abstract Learning, Media and Technology’ in the subject.

FURTHER DETAILS OF THE SPECIAL ISSUE

This special issue will bring together studies located at the intersection of migration, media and learning. The change in the mobilities of people, media, material goods that allow new connections between 'global' and 'local' life marks contemporary migration as well as social life more generally. From the perspective of how young people’s lives are formed and develop, these developments provide differently distributed resources from which youth can draw, and different processes through which identities, social networks, and knowledge
may be constructed. In this issue research is brought together that considers how learning practices of youth in migration are shaped by new media.

As our information systems and knowledge communities extend over larger geographical distances, are more mobile, have more flexible boundaries, and are less stable, the learning processes and the competencies needed to take part in these systems also change. People need to learn to handle increasingly complex systems of information, and learn to participate in multiple communities that are potentially diverse and instable. Learning likewise is becoming more defined by the trajectories, shifts, and cross-cuttings learners have to manage in order to function within these systems and communities.

The so called “uprooted socialization” of highly instable settings might be a condition of not only of migration, but one that is increasingly part of late modern life. Learning in stable, closed, and culturally uniform settings might become the exception rather than the norm. Therefore, in this issue we are interested in studies that address the digital learning practices of immigrants as well as studies that focus on learning in relation to, media, globalization, and diversity in more general terms.

We are especially interested in interdisciplinary work that is able to cross the boundaries of the learning sciences, media and migration. Of interest are questions such as:

- How can learning processes or literacies be described and conceptualized that through new media expand larger geographical distances and/or multiple communities?
- What resources of identity do migrants draw on (e.g., language and other modalities of expression) and how are these resources hybridized in practice, and related to their learning processes?
- What do the social networks of immigrant or global learners look like and how can these be recruited for their learning?
- What does learning and living in multiple heterogeneous communities look like? What new competences learners need to function in these multiple communities effectively?
- How can learning processes be conceptualized that are the result of navigating the hypertextual structure of the web giving access to unexpected and unknown places and connections in contrast to the more linear and hierarchically organized learning that takes places in schools?

The guest editors are inviting people who want to share their work in these areas as well as other areas that fit the general description of this issue. We will give priority to work that is both conceptually rich and empirically grounded.