



Form@re

Open Journal per la formazione in rete

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Call for Papers 2019:

Vol. 19, n. 3. **Interaction, Feedback and Active Learning: Where we are and Where we want to go**

Submission deadline: 30th August 2019 (issue delivery 15th December 2019)

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It is possible to submit contributions in two sections:

- Research papers (approximately 40.000 characters, spaces included);
- Experience reports and reflections (approximately 30.000 characters, spaces included).

The proposals have to be written following the publication template. It can be found on the Journal website: <http://www.fupress.com/formare/>

The authors should download the Instructions for Authors and use the Article Template for writing the contributions. The proposals should be submitted to the Journal filling in the online Submission Form.

The research papers will be evaluated with an anonymous double-blind review process. The Guest Editors will evaluate the experience reports and reflections.

Form@re is a scientific journal of Classe A (Settore concorsuale 11/D2, classificazione ANVUR).

The followings are the call themes.

Vol. 19, no. 3. Interaction, Feedback and Active Learning: Where we are and Where we want to go

Over the last years, educational research has put a significant amount of effort in exploring the potential of interaction and feedback to enhance Active Learning as a student-centered approach where students participate in the learning process through discussion, practice, problem solving, group work and so on. Scholars from different backgrounds have emphasised the value of these constructs. Hattie and Yates (2014), for example, while pointing out that there exists an “empathy gap” between teachers and students in the perception of how feedback is delivered, provided suggestions to overcome this situation and give effective feedback to improve the learning process. Interaction between the learner and the environment defined by the teacher, instead, is one of the main dimensions of the Laurillard (2002) conversational framework and, more generally, of interactionist models: from this perspective, teachers have the responsibility to create an environment adapted to the learning task which is given to the learner and provide appropriate feedback. Consistently with these theoretical and empirical advancements, colleagues from across the University, and more widely teachers and instructional designers, are using technologies and reshaping the learning spaces, including the physical and virtual classrooms, to transform teaching and the ways in which our students engage with learning. Technologies, indeed, are becoming ubiquitous thus enabling new forms of interactivity regardless of location. Due to this increased interactivity, we need to rethink of our types and modes of feedback within the hybrid classrooms of the XXIst century.

This special issue is an opportunity for us to reflect on what we are doing, what works, what doesn't work and what research directions we want to undertake in the next futures.

We invite papers that address the following issues:

1. Theoretical analysis of and perspectives on designing *interactive* learning environments in hybridized spaces for specific learning purposes (Language Learning, STSM, etc.);
2. New approaches to the use of *feedback* for improving the learning process and engage students in active learning;
3. Studies on active learning and the new opportunities provided by *technologies* to improve interaction and feedback;
4. Methodological models and tools to provide effective feedback at the interface of formal and informal contexts in *K-12 education* for subject-oriented purposes i.e. Science Education, Language Education, Literacy etc.;
5. Students' perceptions and reactions to interactive learning experiences and increased feedback in *Higher Education*;
6. Research on the role of feedback in *adult education* and professional development.

Papers with an empirical orientation are particularly welcome but conceptually and theoretically orientated submissions will also be considered.

Guest editors: Pier Giuseppe Rossi (University of Macerata, Italy), Maria Ranieri (University of Florence, Italy), Yan Li (Zhejiang University, China), Maria Perifanou (University of Macedonia, Greece and Aristotle University of Thessaloniki, Greece)

Language: English

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