Journal of Applied Instructional Design (JAID): Special Issue 2022 Call for Proposals

Rethinking Multimedia Design for Learning

Special Issue Editors

Dr. Ahmed Lachheb, Learning Experience Designer, Center for Academic Innovation, University of Michigan.

Dr. Rebecca M. Quintana, Associate Director, Learning Experience Design, Center for Academic Innovation and Adjunct Lecturer, School of Education, University of Michigan.

Dr. Chris Quintana, Associate Professor, School of Education, University of Michigan.

Jacob Fortman, Learning Experience Designer and Graduate Certificate Coordinator, Center for Academic Innovation, University of Michigan.

Email contact for the Special Issue Editors: JAID.multimedia@umich.edu

Introduction

Multimedia design for learning has been a topic of research and a core professional function in the instructional design profession since its inception. Much of the research on multimedia design for learning has been grounded in work such as Mayer (2002) to provide theoretical models about the cognitive processing of multimedia information and practical guidelines for using multimedia in learning contexts. However, as technology and modes of instruction evolve and substantially change over time, the landscape of multimedia research and design for learning must keep pace with modalities that emerge from new technologies. For example, Ainsworth (2018) noted that human learning is inherently multi-representational and that *new representational forms* are being invented as new educational technologies are advanced. Yet, most—if not all—well-established principles of multimedia learning are rooted in empirical research bounded by historical contexts that are different from today's 21st-century learning landscape, as Hinderliter (2022) and Moore (2021) aptly remarked.

With the rise of technologies such as immersive digital simulations (Lui & Slotta, 2014), embedded phenomena (Moher, 2006), augmented and virtual reality (Lindgren et al., 2016), and other forms of interactive media, what counts as "good multimedia design for learning" is less certain. This calls for a continued inquiry by instructional design and learning sciences communities to re-examine long-held principles and approaches to support multimedia design for learning and adequately attend to the affordances and features of new kinds of technology-enhanced learning environments.

Contributors to this special issue are invited to present their view on how instructional designers, educators, and researchers should *rethink multimedia design for learning in diverse technological contexts,* from an applied research and practice perspectives, through one of the following topics (although, this list is *not exhaustive*):

- The challenges and opportunities in adhering to well-established theories and guidelines of multimedia design for learning as they relate to new representational forms and technology-enhanced learning environments

- Proposed theoretical revisions or expansions to existing multimedia learning theory given the modalities and approaches supported by new technologies (e.g., haptic interactions, grounded and embodied learning, collaboration and remote learning platforms)

- Potential opportunities and limitations of emerging learning environments (e.g., augmented, mixed, and virtual reality) with respect to new types of affordances, features, and modalities to support educational research and instructional design

- Multimedia design failures and/or successes, and the lessons learned from bounded or situated design experiences

- Ethical, social, political, or economic considerations in the design of multimedia for learning in 21st-century learning environments

Submissions from instructional design, learning sciences, and related fields that successfully present scholarly work in K-12, higher education, and corporate training settings are welcome. While there is some flexibility, submissions should be between 4,000 to 5,000 words in length (excluding references and appendices). We particularly welcome submissions that are in line with the following types of submissions:

- **Instructional Design Practice**
  This is an applied journal serving a practicing community. Our focus is on what practitioners are doing in authentic contexts and their observed results. These articles cover topics of broad concern to instructional design practitioners. The articles should represent issues of practical importance to working designers.

- **Research Studies on Applied Instructional Design**
  JAID is interested in publishing empirical studies exploring the application of instructional design principles in applied settings. Quantitative and qualitative studies are welcome.

- **Instructional Design/Performance Design Position Papers**
  JAID also accepts position papers that attempt to bridge theory and practice. Examples may include conceptual frameworks and new ideas facing the instructional design community. The paper must also provide enough information to allow the replication of the innovation or continuation of the research in other settings. Position papers must be based in the context of a theoretical framework. Efficacy data is strongly preferred, but not always required, contingent upon the potential generalizability or value of the innovation.

Important Dates

March 21, 2022	Call for proposals is open.
May 15, 2022	Interested authors should submit a brief 500-word proposal to ***this form***
June 1, 2022	Invitation to submit full manuscript sent to authors.
August 1, 2022	Full manuscripts due.
September 15, 2022	Reviews completed and authors notified of decision
October 15, 2022	Revised manuscripts due
December 1, 2022	Final manuscripts due to JAID.
December 2022	Publication in 2022 special issue.

*Authors may contact the editorial team (JAID.multimedia@umich.edu) to discuss relevance and fit prior to submitting their proposals.

Submission Process

If invited to submit a full manuscript, please prepare submissions according to the JAID guidelines: https://www.jaid.pub/call

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