



Call for Papers

Connected Learning in Contexts of Forced Displacement

The deadline for submission of the abstract is the 1st of September 2023 with the full manuscript by the 18th of December 2023.

The [Journal of Interactive Media in Education \(JIME\)](#) seeks to gather a collection of papers to contribute to our understanding of connected learning provision at tertiary and higher education (HE) in contexts that constitute forced displacement - in emergency settings, and in resettlement and asylum contexts. This special collection will look at how educational programmes and initiatives at higher and tertiary level, supported by technology and aimed at forcibly displaced students (i.e., refugees, people seeking asylum, stateless people), might further inform efforts at educational inclusion of marginalised and non-dominant communities.

As of mid-2022, over 100 million people are now forcibly displaced (UNHCR 2023) - the highest figure ever recorded. Situations of conflict are becoming more protracted and root causes more complex. In response to this crisis, there has been significant activity designed to mitigate the barriers that forcibly displaced people experience in accessing and participating in education. One strand of this activity is directed at exploring how digital technologies might support efforts at educational inclusion for the forcibly displaced and participation in high-quality education, as laid out by the Sustainable Development Goal 4 (SDG4) (UN 2015).

Digital, blended or connected learning is increasingly seen as a viable mechanism for providing HE provision in contexts of forced displacement, purportedly affording flexibility in time, space, and pace of learning. Such provision can potentially be “accessible in refugee camps, during migrant itineraries or while settling down in host countries” (Halkic & Arnold 2019: 346), if the infrastructure is in place to support it. Connected learning (Ito et al. 2013) is one such example, defined as the development and exchange of knowledge and ideas among students and teachers through use of technology that enables learning not bound by geographical limitations in contexts of fragility (CLCC 2017). It potentially promotes embeddedness in local and global learning communities, adaptive critical thinking and new media literacies. This special collection is designed to capture some of the experiences of those engaging in connected learning programmes for refugees and displaced communities. The collection will contribute to strengthening the research base to inform appropriate action in such contexts and further the field conceptually and/or empirically, by also raising critical perspectives on such developments.

Submissions of papers should have a clear educational focus or application in higher, tertiary or post-compulsory education and should illuminate the contribution that digital technologies can make to refugee learners' knowledge, understanding, skill, or educational integration, as well as furthering educational opportunities and trajectories. Submissions are expected to advance knowledge in the field, by developing theory, or critiquing existing work, or providing an analysis or framework for understanding empirical findings around the topic of connected

learning. We welcome in particular submissions co-authored with refugees. We would also welcome contributions from scholars and practitioners that are based in major refugee host countries in LMICs. We encourage submissions on the following themes / topics:

- Case studies of digital, blended or connected learning programmes development and evaluation
- Learner and educators' experiences on such programmes
- Pedagogic approaches in contexts of forced displacement
- Design of programmes or educational technology developments that target forcibly displaced communities
- Empirical studies of educational experiences in refugee settings, adopting a variety of research methods (ethnography; action-research; participatory; arts-based approaches, etc.)
- Methodological accounts of community-based research, participatory action research, and Knowledge Exchange projects, examining the interplay of researchers and the communities they are engaging with
- Institutional perspectives on research-practice partnership work between institutions in HICs and LMICs and/or LMICs and LMICs, especially in refugee hosting countries.
- Critical perspectives on the use of technology with refugee and displaced communities

The special collection will be supported by the Connected Learning in Crisis Consortium.

Mentorship

As this special issue is designed to be inclusive of all involved in connected learning, all accepted author(s) will be paired with a mentor who will provide feedback at intervals during the authoring process for those less familiar with academic writing of this sort. The mentor will be experienced in academic research and writing. They will meet at intervals with the author(s) to provide support as needed.

Submissions

We are seeking expressions of interest from potential authors in the form of 500-word abstracts. The deadline for abstracts is 1 September 2023 and they should be submitted by email to jime@open.ac.uk. Please specify 'JIME special collection: Connected Learning' in the subject line. Include all authors and affiliations.

From these submissions, the editors will select approximately 5-8 articles for inclusion in the special collection, subject to the peer review process. It is anticipated that full papers will be submitted for peer review in December 2023, with final versions being agreed by May 2024.

Full manuscripts will be no more than 7,500 words in length, including all tables, referencing and citations, but we also encourage shorter submissions of 2,500-3,000 words. Please indicate in your abstract if you are intending to submit a full or a short contribution.

Contributors should take account of JIME's guidelines for submissions.

Key Dates

- 1 September 2023: 500-word abstracts submitted
- 15 September 2023: invited authors notified to begin their full submission
- 18 December 2023: full paper submissions deadline (full papers up to 7,500 words; short papers up to 3,000 words, incl. all tables, referencing and citations),
- January - May 2024: peer-review process
- Papers will be published by June-July 2024

Editors

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