

CALL FOR Book Chapter Proposals

Book Title: Teacher Education in the Digital Age in the Southern African context

Synopsis:

Digital technologies have impacted on all walks of life, including education. Indeed, digital artefacts and applications have reshaped teacher-learner interactions within and beyond the four walls of the classroom.

This book relates to the experiences and initiatives of teacher education institutions in the Southern Africa region to empower to cope with teaching and learning in the digital age. The book covers the impacts of digital on the teaching and learning process. Online and blended learning, digital pedagogies, the design of curricula and learning experiences to address the learning needs and profile of learners are considered in this book. Furthermore, the way in which pre- and in-service teachers learn about new, alternative modes of assessment will also be considered. Perspectives on key areas of the debate including, but not limited to, the following topics are welcomed:

- > **renewable and situated assessments**
- > **multimodal assessments**
- > **digital storytelling**
- > **e-portfolios**
- > **coding and robotics**
- > **curriculum digitisation**
- > **digital and innovative pedagogies**
- > **emerging technologies such as Virtual Reality and Augmented Reality**

It is also believed that technology also rewires our brain and the way we learn and process information. Teachers (as people in general) are even classified as digital natives or migrants depending on their age and this has implications on the way they use and conceptualise digital technologies in their professional practice.

Teacher Education in the Digital Age in the Southern African context considers the perceptions and professional practice of different generations of teachers in the region. Chapter submissions are invited for original research in this context. Chapters may be empirical in nature, but systematic reviews or conceptual chapters are also welcome.

Important dates:

20 January 2021:	Call for chapters
20 February 2021:	Book chapter proposal submission deadline
20 March 2021:	Notification of decision on proposal submissions
20 September 2021:	Full chapter submission
20 November 2021:	Chapter accept/reject notification and peer review feedback
20 December 2021:	Camera ready submission
20 March 2022:	Final print version available (Tentative)

Submission procedure

Chapter proposal submissions are invited from lecturers, researchers, and practitioners on or before 20 February 2021. Proposals should be limited to between **200-400 words**, explaining the focus, objectives and methodology of the chapter and how it fits into the general theme of the book.

Proposals should be submitted electronically on the following address teachereducation@nomsa.org. Proposals should be in Word format.

Authors will be notified if their proposals have been accepted by the 20 March 2021. The proposals will be reviewed in a single blind manner.

Full chapter submissions are expected on or before 20 September 2021.

Chapters should be written in English and range between **7000 – 9000 words** excluding references. The chapters will undergo a double-blind peer review. Authors will be notified of acceptance or rejection by 20 November 2021. It is expected that full corrected chapters are submitted within 4 weeks of the notification.

Authors are also requested to send a short bio of 50-75 words.

Book Editors

- > Professor J.A.K. Olivier
- > Dr V. A. Oojorah
- > Dr W. Udhin

