

*The International Journal of Learning and Media (IJLM)* provides a forum for scholars, researchers, and practitioners to examine the changing relationships between learning and media across a wide range of forms and settings. Our focus is particularly, but by no means exclusively, on young people, and we understand learning in broad terms to include informal and everyday contexts as well as institutions such as schools. We are especially interested in the broader social and cultural dimensions of these issues and in new and emerging media technologies, forms, and practices. We are particularly keen to promote international and intercultural exchange and dialogue in the field and encourage contributions from a variety of academic disciplines and perspectives, including papers from practitioners and policy-makers.

Through scholarly articles, editorials, case studies, and an active online network, *IJLM* seeks to provide a premier forum for emerging interdisciplinary research and debate and to help shape the development of the field around the world. We publish contributions that address the theoretical, textual, historical, and sociological dimensions of media and learning, as well as the practical and political issues at stake. While retaining the peer review process of a traditional academic journal, we also provide opportunities for more topical and polemical writing, for visual and multimedia presentations, and for online dialogues.

The journal is supported through the MacArthur Foundation's program on Digital Media and Learning, and will be published by The MIT Press. The journal builds on six "state of the art" volumes of research in the field just published by The MIT Press, and will begin publication in online form (with print copies on demand) in early 2009. All submissions will be peer reviewed and evaluated based on originality, technical and/or research content/depth, correctness, relevance, and readability.

#### **FOCUS AND COVERAGE**

The scope of the journal is broad and ambitious, and we intend to push beyond the confines of traditional disciplinary approaches. This includes the publication of work in non-traditional, media-rich formats that might embed still images, video, audio, or experiment with non-linear writing and/or other forms of interactivity.

We envisage topics to include, but not be limited to:

- shifting notions of literacy and participation
- media and civic engagement
- historical perspectives on media and learning
- digital divides and participation gaps
- identity, media, and learning
- changing views of creativity and innovation
- technologies of the imagination
- media literacy and media education
- representation, race, and ethnicity
- designing learning environments
- the political economy of media and education
- social and cultural dimensions of media and learning
- DIY and participatory media
- children's culture and youth culture
- new approaches to assessment
- games and learning
- generational conflicts and connections
- theories of technology, learning, and culture
- policy and regulatory issues
- rethinking media production and consumption
- media in the classroom
- lifelong learning
- media, play, and learning

#### **STRUCTURE OF THE JOURNAL**

4 sections make up each issue of *IJLM*:

##### *KEYWORDS*

4,000-6,000 word definitional essays on keywords shaping the landscape of learning and media by senior scholars. By invitation from the editors.

##### *MISSIVES*

Shorter essays or op-ed pieces (typically 1,200-3,000 words) on issues of a topical or timely nature. Contributors interested in writing for this section should submit a 500 word abstract on a proposed topic for review by the editors.

##### *FORMULATIONS and FINDINGS*

8,000-15,000 word papers with a research and/or theory orientation. Submissions must present original, unpublished research or experiences. Only original work that has not been published elsewhere will be accepted for publication and are subject to peer-review.

#### *KNOWING AND DOING*

The journal's online format allows for publication of materials that exceed the boundaries of the printed page. Rich media contributions representing key research findings, contexts, audiences, or environments in learning and media are appropriate. Contributors are encouraged to work with existing platforms such as Flickr, Diver, or Youtube or to develop written contributions supplemented by the inclusion of data sets, video clips, simulations, or other interactive elements. Video, graphic, or photo essays are also acceptable formats. Contributors interested in writing for this section should submit a 500 word abstract on a proposed topic and format for review by the editors.

#### **CONTRIBUTOR GUIDELINES**

Papers and proposals must be submitted electronically in PDF format and must follow CMS15 author-date (See CMS15: 16.90-16.120); interactive and/or media rich submissions may be submitted as PDFs, URLs, or other electronic formats as determined through consultation with the editors.

#### **SUBMITTING TO *IJLM***

Submissions to *IJLM* will be accepted on an ongoing basis. Please submit your MS via our online submission website: <https://mss-mitpj.mit.edu/index.php/ijlm>

Please visit <https://mss-mitpj.mit.edu/index.php/ijlm/about/submissions> for further information on *IJLM* submission guidelines.

Please visit <http://www.mitpressjournals.org> for further information on *IJLM* and the John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning.

#### **ABOUT THE EDITORS**

**David Buckingham** is Professor of Education and Director of the Centre for the Study of Children, Youth and Media at the Institute of Education, University of London.

**Tara McPherson** is Associate Professor of Critical Studies at the School of Cinematic Arts, University of Southern California and founding editor of *Vectors*.

**Katie Salen** is Associate Professor, Design and Technology Department at Parsons The New School for Design and the Executive Director of the Institute of Play.

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CALL FOR PAPERS

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Editors

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