**CALL FOR PAPERS. A SPECIAL ISSUE OF *EDUCATION FOR INFORMATION* ON**

**Innovative approaches in (L)IS education**

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NEW DEADLINE for submission:

January 15, 2019

In education, the last few decades have witnessed a progressive change from teacher-centred pedagogies and practices towards student-centred and more personalized learning. This means that students’ needs, interests, backgrounds and learning styles are placed at the centre with a goal to make students more actively and flexibly involved in the learning process. Advances in Information and Communication Technology (ICT), especially in the areas of online educational programs and video content creation and delivery, as well as new managerial models inside the Higher Educational Institutions (HEIs) have supported the implementation of flexible and personalized learning spaces.

Research findings suggest that, in order to be effective and engaging for the new generations, learning and teaching approaches should go beyond traditional lecture instruction. It is widely acknowledged that Millennials, raised with information technology and 24/7 connection to information, have a preference for environments that support multi-tasking, group work, and engagement with the social aspects of learning. In response to the expectations of Millennials and changing habits of teachers, HEIs have recognized that in order to promote learning, maintain student engagement and increase student satisfaction, the discerning utilization of technology and innovative pedagogies were essential. Consequently, pedagogies started to combine the traditional face-to-face classroom instruction with activities facilitated through a range of technological resources outside of the class. As a result, blended learning, flipped classroom model, online instruction, video based instruction and MOOC have emerged and became increasingly popular.

In this special issue of Education for Information, we intend to invite front-line researchers, teachers and professionals to submit original research, review articles, best practice examples onInnovative approaches in (L)IS education. Potential topics include, but are not limited to:

* Implementation and use of the teaching/learning methods at dawn of the digital era;
* New philosophy of teaching and learning in the digital environment;
* New principles in Pedagogy;
* New Didactic;
* Evaluation of innovative methods of teaching/learning in (L)IS;
* Change management in teaching (L)IS;
* Best practice examples of innovative methods of teaching in (L)IS.

We welcome both conceptual, methodological and empirical papers (approximately 6,000 words) as well as shorter discussions of philosophy of teaching, pedagogical innovations and applied practice (approximately 1,500 words). Submissions should be original works not previously published nor undergoing review for publication in another journal at the time of submission.

This special issue is co-edited by Tatjana Aparac-Jelušić (Distinguished Professor, University of Zadar, Croatia) and Serap Kurbanoglu (Hacettepe University, Ankara, Turkey). Questions, comments and inquiries can be directed to either Tatjana (taparac@unizd.hr) or Serap ( serap@hacettepe.edu.tr)

**Practical Information**

Submissions are due by **January 15, 2019**.

Formatting guidelines for *Education for Information* can be available here:

<http://www.iospress.nl/journal/education-for-information/?tab=submission-of-manuscripts>

Manuscripts should be submitted via the journal’s platform at <https://mstracker.com/submit_0.php>.

Authors should indicate in their cover letter that their submission is for the “Special issue on Innovative approaches in LIS education.”

Submissions will be blind peer-reviewed, hence, authors should remove all identification information from manuscript file.

Founded in 1983, *Education for information (EFI*) is a quarterly refereedacademic journalpublishing research articles on issues related to the teaching and learning of information scientists and professionals for an information society. EFI welcomes a broad perspective on issues related to pedagogy and learning in the information and communication disciplines (ICD) such as Library and Information Science, Communication and Media studies, Journalism, Archival studies, Museum studies, Psychology, Cognitive science and Digital Humanities.