Journal of Visual Languages and Computing

Special Issue on

Visual Instructional Design Languages

Guest Editors:

Manuel Caeiro, University of Vigo, Spain
Michael Derntl, University of Vienna, Austria
Luca Botturi, University of Lugano, Switzerland

Abstract Submission Deadline: December 14, 2009

The Journal of Visual Languages and Computing (http://www.elsevier.com/locate/jvlc, impact factor: 0.863) invites authors to submit papers for the special issue on Visual Instructional Design Languages. This special issue follows up the VIDLATEL 2009 workshop (http://elearn.pri.univie.ac.at/vidlatel/) on the same topic, but it is open also to contributions that were not presented in the workshop. The special issue is scheduled to appear in December 2010.

Background

Many human activities are supported by the use of visual representations, which enable us to manage complex problems by enhancing our limited cognitive capabilities. Architects, musicians, surgeons and engineers use visual artifacts in their daily practice to plan, design and carry out their endeavors, in the form of music scores, images, diagrams, charts, etc. Visuals can support imagination, creative thinking, communication, discussion, organization, documentation, and formalization of ideas, plans or anything related to the tasks to be accomplished. Similarly, learning experiences, and in particular the difficult process of design and implementation of learning environments could be supported by the appropriate use of visual artifacts.

Achievement of learning is pursued through activities using learning objects, resources and tools. The ever increasing number of existing Technology-Enhanced Learning (TEL) tools, standards, and applications (e.g., Moodle, dotLRN, RELOAD, LAMS, to name a few) provide academic staff with lots of useful functionalities to design their TEL environments. There are a number of specifications that allow formal representation of learning processes and contents (e.g., SCORM, IMS LD, IMS CP, IMS QTI, etc.) intended to facilitate reuse and interoperability of solutions. Nevertheless, it is well known that these specifications are complex and difficult to work with by the average practitioners, i.e., teachers, instructional designers, facilitators.

This special issue intends to explore the use of visual design methodologies and artifacts (languages, notation systems, standards, frameworks, tools, metaphors, applications) to support teaching practitioners in their daily work, and to enhance the quality of TEL systems, facilitate sharing ideas, collaboration, reuse, and learning from experience.
Topics

We solicit manuscripts that provide original contributions to advance practice and/or theory of visual instructional design languages. Submissions are expected in, but not limited to, the following topics:

- Visual design languages and notation systems for instructional design
- Visual design applications and editing/authoring tools for instructional design
- Narrative techniques and instructional design
- User studies and case studies involving visual instructional design languages and applications
- Computational modeling in visual instructional design languages
- Human factors using visual instructional design languages
- Pattern-based visual instructional design
- Meta-models for visual instructional design languages
- Other topics of relevance to the special issue theme

Please notice that the special issue will not include papers about the use of visuals in learning (e.g., related to image-text relationship or cognitive load).

Also note that manuscripts are not limited to any particular category, i.e., submissions may be empirical studies, case studies, state-of-the-art reviews, methodological or theoretical, etc. However, each submission must clearly demonstrate its (a) practical value to the practitioner community or (b) sound advancement of theory.

Submissions

Only original papers will be considered. Manuscripts are accepted for review with the understanding that the same work has not been, will not be, nor is at present submitted elsewhere, and that its submission for publication has been approved by all of the authors; further, that any person cited as a personal communication has approved such citation.

If your submission is an extended version of one or more conference/workshop papers, please include the original publication(s) in your submission and indicate the changes/improvements made for this special issue.

Manuscripts and inquiries should be sent electronically to vidlatel@gmail.com, indicating in the subject headers that the submission is intended for the Special Issue on Visual Instructional Design Languages. Manuscripts should be in PDF and follow the formatting instructions of the Journal of Visual Languages & Computing as indicated at http://www.elsevier.com/wps/find/journaldescription.cws_home/622907/authorinstructions.

We limit the length of the articles submitted to this special issue to 40 double-spaced pages with 3 cm (1.18 in) margins, including figures, tables, references, etc.

To help us organize the review process, please indicate your intention to submit a manuscript by sending an abstract to vidlatel@gmail.com by 14 December 2009.
Schedule

Prospective authors are invited to make themselves known to the editors ahead of time by sending an abstract of the planned manuscript to facilitate the management of submissions and ensure that the authors will be informed of any change.

- Abstract submission: December 14, 2009
- Full manuscript submission: March 1, 2010
- Notification of review results: April 30, 2010
- Revised manuscripts due: June 14, 2010
- Notification of final decisions: July 9, 2010
- Camera ready submissions due: August 9, 2010
- Papers sent to publisher: August 15, 2010


Further Information

Please, contact the special issue editors at vidlatel@gmail.com for any inquiries.