

call for proposals

for special issues of *Computers and Composition* and *Computers and Composition Online*
edited by Cheryl Ball, Dànielle Nicole DeVoss, Cindy Selfe, and Scott DeWitt

CIWIC, DMAC, and technology professional development in rhetoric and composition

2015 will mark the 30th anniversary of perhaps the most significant, national professional technological development offering in computers and writing: the Digital Media and Composition (DMAC) institute, offered annually at The Ohio State University in Columbus, Ohio from 2006 onward; and its predecessor, the Computers in Writing-Intensive Classrooms (CIWIC) institute offered annually between 1985 and 2005.

The anniversary of DMAC/CIWIC is one impetus for a paired set of special issues of *Computers and Composition* and *Computers and Composition Online*. The larger impetus is on best practices in technological professional development. Although a limited number of resources have emerged on the topic (see, for instance Cook, 2007; Hauge, 2006; Hewett & Ehmann, 1994; Lancashire, 2009; McGrath, 2010; Palloff & Pratt, 1999; Scott & Mouza, 2007; Warnock, 2009), the continued importance of professional development and rapid changes in digital environments for instruction suggest the need for an updated and extended examination.

We invite past attendees of DMAC/CIWIC to identify, discuss, and anchor a series of “best practices” in technological professional development, share their experiences, identify funding and support for technological professional development, and more. We also invite others who have perhaps not attended the workshop, but who have significant technological professional development expertise, stories, and experiences to share.

DMAC/CIWIC-related questions we invite proposal authors to consider and respond to include, but are not limited to:

- What makes DMAC/CIWIC unique? Why are DMAC/CIWIC exemplar models of technological professional development?
- What are some of the best practices you learned at/adopted from DMAC/CIWIC?
- What did you produce at DMAC/CIWIC? Why was this work significant for you and an example of a milestone in your technological professional development?
- How did DMAC/CIWIC impact your teaching? Your scholarship? Your administrative work?
- What might a, for instance, historiography or bibliographic essay of DMAC/CIWIC-produced projects and scholarship say about the growth of the field from this professional development experience?

More general questions related to technological professional development we invite proposal authors to consider and respond to include, but are not limited to:

- What are some of the ways different institutions have situated, conceptualized, and delivered technological professional development?
- How does technological professional development need to be situated for composition studies?
- What are some issues that technological professional development typically doesn't take into consideration?
- What are some of the theoretical lenses that shape or can shape best practices in technological professional development (e.g., critical theories of technology a la Feenberg; feminist stances and practices)?
- What are some methods for the evaluation and/or assessment of technological professional development?

The **deadline for 500-word proposals is March 1, 2014** (with notification to authors by March 15, 2014 and draft chapters due by July 1, 2014; the special issues will be published in Spring/Summer 2015). Please be sure to explain in your proposal if you are proposing a piece for *Computers and Composition* or a webtext for *Computers and Composition Online*. If the latter, include a brief description of your webtext design and media elements. Queries are welcome.

Direct proposals and any queries to Cheryl Ball (s2ceball@gmail.com) or Dànielle Nicole DeVoss (devossda@msu.edu).