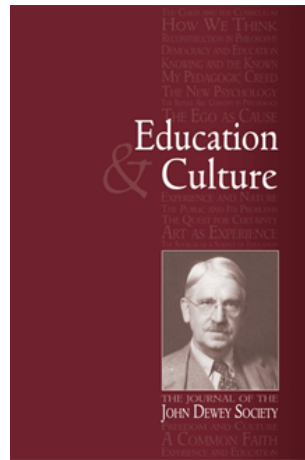


## Education and Culture: The Journal of the John Dewey Society



### CALL FOR PAPERS

Guest Editors:

Johnathan Flowers (Worcester State University)

Kevin Taylor (University of Memphis)

Special Issue

Deweyan Approaches to Contemporary Issues at the Intersection of Data and Technology

### CALL FOR PAPERS

In his writings on democracy, John Dewey argued that responsible participation in a democratic society was made possible only through the cultivation of good habits of inquiry and experimentation within experience. These habits, he argued, were first developed through transactional interactions within an educational setting, a setting allowed students to practice these habits of inquiry before they were deployed in society broadly. To this end, Dewey emphasized the necessary connection between education and democracy, and argued for a broadly experiential mode of education that would root the habits of inquiry in experience which could be applied elsewhere.

Famously, in *Democracy and Education*, Dewey also observed "persons do not become a society by living in physical proximity any more than a man ceases to be socially influenced by being so many feet or miles removed from others," which anticipates the development of our current advanced telecommunications technology and their role in organizing society. However, in contrast to Dewey's intention, these technologies have had unintentional effects on the ways in which education is practiced. Information technology has not only given rise to the concept of "distance" or "online education," but also to MOOCs and a booming education technology industry, the effects of which have been widespread and not uniformly positive.

In light of the increasing encroachment of data, metrics, and education technology within the sphere of education, this issue invites intercultural approaches to the increasing use of data in education, the development and deployment of education technology on education, and the effects of the

"datafication" of education on society. Additionally, given the expansion of online learning during the ongoing COVID-19 pandemic, we also invite pieces from a variety of approaches on online education, digital pedagogy, and other philosophical issues facing the persistence of online education during the pandemic.

Topics may include, but are not limited to, analysis of the use of metrics in teacher and student evaluations, student data privacy, algorithmic bias in education, the ontology of data and education, education as preparation for participation in a democratic society and the effects of data on that preparation, education as "calculated public," data driven education and educational disparities, and other topics relevant to the theme.

### General Timeline

- Call for Papers, August 10, 2020
- Proposals Due: November 02, 2020
- Accept/Reject: December 04, 2020
- Draft Articles Due: February 26, 2021
- Feedback to authors: March 30, 2021
- Final Drafts Due: May 21, 2021
- Published: Summer 2021

### Author Guidelines

#### *Proposal Format*

Please email a 500 – 1000-word proposal (excluding references) for review as a word document to Kevin C. Taylor and Johnathan C. Flowers (contact information below) by November 1st, 2020. This proposal should include a list of key references that will be utilized, as well as 3-4 keywords.

Proposals should be emailed to [deweycontemporarydata@gmail.com](mailto:deweycontemporarydata@gmail.com). Manuscripts must be submitted through the official Ed and Culture page: <https://docs.lib.purdue.edu/eandc/>

#### *Final Manuscript Formatting*

- E&C accepts manuscripts of up to 7,500 words, including abstract, list of keywords, appendices, footnotes and references, and reserves the right to return any manuscript that exceeds that length.
- Write your article in English (unless the journal expressly permits non-English submissions).
- Submit your manuscript, including tables, figures, appendices, etc., as a single file (Word or RTF files are accepted).
- Single space your text.
- Refer to the Chicago Manual of Style, 16th edition, in all questions of English style or usage.
- Style all references and notes according to the Chicago Manual of Style, 16th edition, available online at [www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org). Education and Culture uses endnotes in coordination with an alphabetical bibliography, as described in chapter 14 of the Chicago Manual. Manuscripts prepared using other reference styles will be returned for correction by the author.
- If figures or tables are included, make sure preferred placement of such is indicated clearly within the text.

- Please provide high resolution figures. Figures should be of at least 300 dpi for photographs, and at least 600 dpi for line drawings.
- Please copyedit your manuscript.

#### About the Journal

**Education & Culture**, published twice yearly by Purdue University Press, takes an integrated view of philosophical, historical, and sociological issues in education. Submissions of Dewey scholarship, as well as work inspired by Dewey's many interests, are welcome. The journal publishes peer-reviewed critical essays, research studies, essay and book reviews, and "rejoinder" essays. More information about the journal can be found here: <https://docs.lib.purdue.edu/eandc/>

#### Contact Info

Johnathan Flowers  
Visiting Assistant Professor  
Worcester State University

Kevin Taylor  
Instructor/Online Coordinator  
University of Memphis