Call for papers: Theory to practice in simulation
Special issue of *Simulation & Gaming: An Interdisciplinary Journal of Theory, Practice and Research.* http://sg.sagepub.com/ | http://www.unice.fr/sg/

With this special issue of *Simulation & Gaming*, we call on authors to prepare and contribute original and unpublished articles exploring specific learning theories that guide best practices in simulation. Philosophy and theory guide practice, but the theory selected must be applicable and accurate. We often read that simulation-based instruction should be active, experiential, and provide opportunities to learn and practice new information. However, when these principles are applied or described in practice, the outcomes are often absent of these values. That is why theory guides practice and practice guides theory. Practice theory is descriptive and there is a need to describe the use of the learning theories that support *best-practices* in active, engaging, and informative simulation-based instruction.

Possible topics of interest

We are looking for articles that move away from broad stroke concepts like "experiential learning" and "androgogy." Instead, we would like to read about specific learning theories and how they affect simulation-based instruction and improve the quality of the learning experience. Focused topics may include (are not limited to; and may be grouped with another): Cognitive load, Motivation theory, Entity and incremental theory, Thorndike's Law of effect, Discovery learning, Dunn et al (2008) Learning style model, Metacognition, Conditional knowledge and learning, Thorndike's Trial and error, Programmed instruction, Observational learning, Neuroscience and brain-based educational practices, Thorndike's Connectionism and transfer, Cognitive modeling, Self-efficacy and outcome expectations, Schunk's Influence of encoding-Organization, elaboration, and schema structure, Interference theory, Ausubel's meaningful reception learning and organizers, Situated cognition, Social group learning-peer collaboration-Vygotsky's Zone of proximal development, Self-worth theory, Bruner's spiral curriculum and modes of knowledge representation, Concept attainment and learning, Gardner's multiple intelligences, Authentic learning and situated learning theory, and Gibson's affordance theory.

Symposium: Theory to practice in simulation

Overview: For this special issue, we prefer articles to be short communications (1500-2500 words) of one or two specific learning theories applicable to appropriate instructional design and simulation-based instruction. Although each author certainly is welcome to their own style, a suggested format would be:

Title: Theory to practice in simulation: _____

(Examples: Theory to practice in simulation: Cognitive load; Theory to practice in simulation: Situated cognition; Theory to practice in simulation: Transfer).

- Introduce the theory or concept
- Explain application to simulation to increase the effectiveness of instruction
- Include specific examples of how it should be applied
- Explain how it can enhance or add value to the debriefing process

Resources:
Simulation and Gaming is a leading international forum for the exploration and development of simulation/gaming methodologies used in education, training, consultation, and research. Authors from all disciplines are highly encouraged to submit articles because of the breadth and depth of knowledge and experience they will add to this special issue. Authors are asked to visit the *Simulation and Gaming* archives of online learning where they will find articles as far back as 1970 that may assist them with their review of the literature. In addition, seminal authors are those people who contributed original ideas to the learning process. Maria Montessori, for example, would certainly be recognized for her contribution to creating an enriched learning environment, her foundational work with Constructivism, and guiding the work of Jean Piaget. A rich review of the literature would include both seminal sources and secondary sources that add value to the article.

Instructions for Submission: Before submitting a manuscript, please consult the **Guide for S&G Authors**. The first step involves sending an **abstract** and keywords to the **guest editors.** After the approval of your abstract by the guest editors, you will be invited to submit your full manuscript. Authors must ensure compliance with the publication checklist found on the S&G web site. Only those articles of the highest quality will move forward for publication.

Please note: We will use a *Conceptual paper* design and a structured abstract.

> **Schedule**
> • Receipt of proposals: summer, 2014.
> • Response to proposals: in a month.
> • Submission of manuscripts: fall, 2014
> • First review: to be submitted by end of fall 2014.
> • Revision (maybe 2nd review), editing, proofing, in a month
> • Online publication: as articles are accepted.
> • Publication of special issue: possibly early/mid 2015

Guest Editors: **Timothy C. Clapper**, **Phd** *University of Colorado at Colorado Springs, TC Curriculum & Instructional Design, LLC, USA and* **Iris G. Cornell**, **PhD, RN**, *Rasmussen College, USA* timothy.clapper@gmail.com