REMINDER: MARWIDE DEADLINE IN LESS THAN TWO WEEKS

Special Issue: MARWIDE: **M**ultidisciplinary **A**pproaches to **R**eading and **W**riting **I**ntegrated with **D**isciplinary **E**ducation

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Important Dates

Submission of Complete Manuscripts	April 4, 2016
Reviews due to authors	June 6, 2016 (9 weeks)
Revisions due	July 18, 2016 (6 weeks)
Second round of reviews to authors	August 29, 2016 (6 weeks)
Camera ready	October 24, 2016 (7 weeks)
Publication of Special Issue	Each paper will appear on the Online First as soon as it has been accepted and processed. The full Special Issue will be assembled in the first quarter of 2017.

Submission Instructions
Submit papers at http://aied.edmgr.com/ using the special submission type: "SI - MARWIDE."

Motivation
As students progress through their formal education, they face enormous challenges in extending their language skills to reading and writing, and adapting them to specific genres and subject matter areas, each with their own conventions. Development of a wide range of new technologies to support students' learning of reading, writing and discussion skills across subject matter areas is becoming increasingly critical, due to long-standing trends in students' lack of proficiency in reading and writing, as reported by the National Center for Education Statistics. Relevant research to support these skills is distributed across several fields, including learning design, the psychology of reading and writing, natural language processing, and human-computer interaction. The MARWIDE special issue provides an opportunity for practitioners and researchers from diverse fields to present new work that demonstrates the benefits of interdisciplinary approaches to support students' integration of written language skills (reading and writing) with subject matter learning. Given the repeated refrain from various councils on education and from leaders in the workforce that many high school students graduate with less than ideal reading and writing skills, juxtaposed against the powerful role that good written communication skills can play in lifelong learning, the benefits of technology and educational practices that can help students acquire these skills inside and outside the classroom can be profound. This special issue invites previously unpublished work on

computer-based learning to support students' development of written language skills in science, social science, English language arts, and other subject areas.
URL: http://ijaied.org/journal/cfp/

Topics of Interest
The scope includes (but is not limited to) the topics:
- Collaborative learning environments and methods to support one or more of students' discussion skills, writing skills, reading skills
- Analysis of genre-dependent discussion, writing or reading skills
- Automated analysis of students' writing to understand their mastery of content, argumentation, or other aspects of disciplinary learning
- Intelligent tutoring systems for students' reading or writing
- Research on students' writing-to-learn, reading-to-learn, or similar practices
- Student engagement with computer-based learning environments for reading or writing
- Automated methods for quantitative or qualitative assessment of students' writing
- Automated analysis of classroom discourse
- Teachers' use of computer-based methods to support reading or writing instruction, or classroom discussion
- Longitudinal analyses of students' acquisition of reading, writing or discussion skills
- Analysis of students' meta-comprehension of their reading, writing or discussion skills
- Computer-based support for peer learning of reading, writing or discussion skills
- Differences in educational conventions for reading and writing skills across genres
- Interdependence of reading and writing skills
- Component skills involved in mastery of reading or writing and educational interventions directed at specific skills