



## ***JBTC* Special Issue: Call for Papers**

### **Globally Networked Learning in Professional Communication**

Professional communication program administrators and faculty face growing pressure to position their programs in global markets and to prepare students for work and citizenship in a more deeply diverse and globally networked world. Indeed, with its focus on professional and civic discourse, professional communication plays a particularly vital role in preparing students for participation in the shaping of an emerging social and economic global order. Not surprisingly, faculty in professional communication have taken the lead in developing innovative global partnerships to design globally networked learning environments (GNLEs)—environments that connect learners with peers, instructors, communities, and professionals across traditional institutional, national, and linguistic boundaries both locally and globally to allow for new ways of learning and knowledge making that students will need as professionals and citizens in globally networked workplaces and communities.

What specific roles, then, do professional communication courses and programs play in preparing learners both in the field and from across disciplines for global work and citizenship and in advancing pedagogies for globally networked learning? Vice versa, how might GNLEs transform professional communication courses and programs? What partnerships and policies enable and sustain these learning environments, and what pedagogies do they call for and make possible? Perhaps most important, what outcomes do globally networked learning initiatives have for professional communication students, faculty, programs, and communities?

To address these questions, this special issue of *JBTC* invites both conceptual contributions that attend to larger questions surrounding the development of GNLEs in professional communication and specific case studies of GNLE development or other empirical research studies that focus on one or more of the key pillars of GNLE development—partnerships, policies, or pedagogies—in professional communication.

**Global partnerships.** What kinds of partnerships have programs and faculty built to design GNLEs? What visions drive these partnerships? What is involved in developing and sustaining such partnerships in professional communication? How have they addressed the disciplinary diversity that characterizes the study and teaching of language and writing around the world?

**Policy and infrastructure.** How do local institutional infrastructures and policies, designed as they are to reproduce traditional institutionally bounded learning, enable or constrain GNLE development, particularly for the needs of professional communication courses and programs? How does the diverse disciplinary and institutional situatedness of professional communication programs enable or constrain the development of GNLEs? How do national and global policies regulating technologies (e.g., privacy, intellectual property, censorship) and higher education influence GNLE development in professional communication?

**Pedagogies.** What are the contributions of professional communication theories, pedagogies, and practices to GNLE design? What new pedagogies do GNLEs call for and make possible? What issues emerge in multilingual learning environments for the politics of language in professional communication? What issues emerge for the politics of technology in these environments? What are the outcomes of GNLEs for professional communication students, faculty, programs, and communities?

#### **Schedule**

- Proposals (250 to 500 words) indicating the purpose, rationale, and approach of contributions: February 1, 2009
- Submissions (full manuscripts): April 15, 2009
- Accepted manuscripts revised for publication: August 1, 2009
- Scheduled publication of issue: July 2010

Please direct inquiries and proposals to the guest editor:

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Please also contact the guest editor if you are interested in serving as a reviewer for this special issue.