



Call for Papers

*American Association of Philosophy Teachers
Studies in Pedagogy*

Volume 4: Experiential Learning and Education

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Slippery Rock University of Pennsylvania

American Association of Philosophy Teachers Studies in Pedagogy is a peer-reviewed annual journal dedicated to publishing thematically focused volumes of original works on teaching and learning in philosophy. The thematic volumes include a range of contributions, from practical advice to theoretical discussions. Contributions are welcomed from anyone teaching philosophy, including graduate students, new faculty, and tenured professors. This particular special issue will benefit from contributions by graduate students, researchers, and faculty working in areas outside of philosophy, including psychology and education.

AAPT Studies is soliciting original papers for consideration in our upcoming volume on experiential learning and education. We encourage submissions on both practical and theoretical approaches. We anticipate the final chapters will run between 5000-7500 words. Submissions should be prepared for anonymous review. Final papers will need to follow *Chicago Manual of Style* 16th ed. guidelines.

Submissions are welcome on topics relating to experiential learning, broadly construed, including relevant handouts, assignment prompts, or other materials that instructors can put immediately into practice. Potential topics include, but are not limited to, the history, philosophy, and theory of experiential learning (e.g., Aristotle, Kolb, Dewey, and Steiner); examples and effectiveness of experiential pedagogy in K-12, college-level, and public settings; and problems and solutions in transitioning from a traditional didactic classroom to an experiential setting.

Paper Submission Deadline: September 30th, 2017

To submit an essay, go to <https://aaptstudies.org/submissions>

Direct inquiries about this call or volume 4 to awinters@aaptstudies.org

Direct inquiries about *AAPT Studies in Pedagogy* to editor@aaptstudies.org