

**Open call for Special issue 'Journal of Writing Research' (JoWR)**

**Technology-Based Writing Instruction: A Collection of Effective Tools**

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In the last years, there has been a fast and impressive increase in the development of technology in the field of writing research. Indeed, there are more and more tools being developed and tested as aids to those interested in fostering the teaching of writing. Technology-based instruction tools support the teaching and learning of writing by facilitating the enactment of specific writing processes, providing online feedback, and enhancing writers' motivation (e.g., Berninger, Nagy, Tanimoto, & Thompson, 2015).

This Special Issue aims to gather a set of writing tools to promote writing from pre-school to university, across varied contexts. Presented tools are expected to have empirical evidence on their effectiveness to promote writing, which should be clearly presented by authors. The Special Issue will also give authors the opportunity to provide a detailed view of their tools, and the option to include a digital component, such as videos or demos. By showing a useful collection of technology-based writing tools, this Special Issue is expected to become a relevant reference in the writing research field, from both basic and applied viewpoints. It will display an array of the available valid options to promote writing through technology. Furthermore, it will prompt other researchers to build on those tools and provide further evidence on their validity as well as expand their use to other contexts. The *Journal of Writing Research* will be a particularly suitable outlet for this Special Issue due to its open-access nature, which will surely be critical to scale up the use of technologies either in the laboratory or in the classroom.

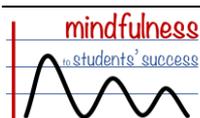
To foster coherence within the issue and comparison across tools, each paper will be structured similarly: (i) short introduction to the tool and theoretical basis; (ii) detailed presentation of the tool; (iii) empirical study reporting on its effectiveness; and (iv) indications for future developments. Manuscripts will be desk rejected if they present neither a writing tool nor any kind of empirical data showing the effectiveness of the tool.

**Timeline**

- Paper submission: March 31, 2019
- First round of reviews: July 31, 2019
- Submission of revised versions: October 31, 2019
- Final review: December 2019
- Publication: February 2020

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*This Special Issue is organized within the M2S Project ([www.facebook.com/M2S.project/](http://www.facebook.com/M2S.project/))*



**Mindfulness to students' success (M2S)**

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