

Call for papers
Learning Styles and Teaching Styles
Pedagogical proposals for the transformation of education
Revista Científica_Estilos de Aprendizaje

Volume 15. Special Issue (November de 2022)

Learning Styles and Teaching Styles

Pedagogical proposals for the transformation of education

The journal Estilos de Aprendizaje celebrates its first 15 years with 30 issues published and more than 400 articles that highlight the background and evolution of studies on teaching and learning styles, as well as channelling the dissemination of advances in research and innovation in Education in recent years.

In addition to increasing its indexing and impact with the recent incorporation to JCR-JCI and obtaining FECYT quality recognition in the area of Education and Educational Research, the journal aims to be a space for communication, critical reflection and knowledge transfer, through the dissemination of good practices and educational experiences that highlight projects and initiatives related to teaching/learning styles, spaces and methodologies,

In this new special issue to be published in November 2022, we will promote the dissemination of pedagogical proposals that include the methodology of Learning Styles, and the design of new lines of research and pedagogical application that enrich the range of didactic possibilities in the teacher-learner interaction.

We have highlighted that people, both children and adults, learn differently. We only have to analyse how we each prefer an environment, a space, a situation, a type of exercise, pedagogical tools, methods, a degree of structure, technologies, a form of socialisation, a way of collaborating and sharing that shows that we have a "preferred learning style" or a way of learning.

This call aims to publish research articles, studies, experiences and educational practices that highlight the following topics:

- What do Learning and Teaching Styles mean today?
 - Which taxonomies of Learning Styles are most appropriate for educational practice?
 - How to diagnose Learning Styles?
 - How to diagnose Teaching Styles?
 - How are Learning Styles and Academic Achievement related?
 - Do study characteristics condition Learning Styles?
 - How are Learning Styles shaped, genetics, experience...?
 - Is or should one choose a certain type of studies because it fits one's own learning style?
 - How to overcome learning blocks?
 - How to optimise the learner's abilities to achieve learning?
 - What is the relationship between learning style and teaching style?
 - How to prepare lessons keep in mind students' Learning Styles?
 - How can management teams support the praxis of the Learning Styles methodology?
 - What can Learning Styles mean for counsellors?
 - What can parents do to keep in mind the Learning Styles of their children?
 - Are there differences in Learning Styles across cultures?
 - How to apply the Learning Styles methodology to the creation of working groups?
 - Innovation and Learning Styles.
 - Learning Styles and Technology
 - Learning Styles and Online Learning
 - Learning Styles and Learning to Learn
 - Learning Styles and Active Learning
 - Learning Styles and Reflective Learning
 - Learning and pragmatic learning styles
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The deadline for receipt of papers for this special issue is **15 June 2022**, subject to acceptance of the proposal by the EA Conference 2022 Organising and Steering Committee by 15 May 2022 in the submissions section of the EA Conference website. The special issue will be published in November 2022.

All proposed manuscripts must properly follow the journal's guidelines and APA 7th edition rules for citations and references and will be accepted from up to 4 authors. Texts must be original and contribute to any area of knowledge.

The rules for publication and submission of manuscripts can be reviewed at: <http://revistaestilosdeaprendizaje.com/index>

Manuscripts may be submitted in the three official languages: **English, Spanish and Portuguese.**

Submission of Proposals/Abstracts at EA Conference 2022

www.cseconference.es

Coordinators:

The edition of the Special Issue 2022 will be coordinated by the professors:

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