

Call for Proposals: OEH Book Series: Active Learning: Enriching Young People's Lives through Educational Experiences

Are you interested in active learning? If so, the Organization of Education Historians (OEH) invites you to develop a proposal to contribute to a book planned as part of its ongoing book series. The book's working title: *Active Learning: Enriching Young People's Lives through Educational Experiences*.

From Pestalozzi in the 18th century to the present-day, some adults have sought to enrich young people's lives through active educational experiences. Their ideas and practices differed, as did their contexts. Scanning across time, we can discern common elements. Most notably, we can see a concern for humanizing, for regarding young people as people, as human beings-in-forming, and creating educational experiences to extend their capacities for living meaning-filled lives as people, young or old.

More often than not, it seems such educational experiences stand out as exceptions to prevailing norms. At the least, they are presented in contrast, as alternatives to standard classrooms, where the "grammar of schooling" governs in ways obvious and subtle. Yet, enriching educational experiences often stand alongside sterile classroom experiences, enlivening the very same schools. To be reminded of that, one need only recall hearing shouts of joy on a playground or seeing the intense concentration in young faces rehearsing for a band concert or listening to a coach's directions. One might also ask young adults to reflect to identify what aspects of learning they think were most memorable or influential in their lives. Surprises may await, especially if the scope of reflection extends beyond the classroom and school to other educating forces at work in young people's lives.

Intentionally, this call for proposals casts a wide net. We seek to draw in a variety of topics, approaches, and settings. We aim to create a collection that explores and awakens educational imagination. Therefore, we invite scholars from across the fields of educational studies to ask three historical questions:

- (1) Taking stock of conditions in their time and place, how have adults imagined ways of enriching young people's lives through active educational experiences?
- (2) To turn imaginings into realities, how were processes, policies, and practices enacted – and with what consequences?
- (3) How did the imaginings, processes, and consequences generate learning (as intended outcome or byproduct) that shaped people's lives, for good or ill, in that historical moment and beyond?

We encourage scholars to use their imaginations to envision ways to attempt to answer these questions. The scope of topics is open to formal and informal sources of learning; the choice of time-period extends from the late-18th century to the present-day.

If you know someone who might be interested in contributing to this project, pass along the word. This is an open invitation; it is *not* restricted to OEH members. (This could be a good theme for reading and inquiry in a graduate-level seminar.)

Proposals: should be 750-1,000 words (excluding references), providing sufficient detail for a reader to assess: (1) topical focus and scope; (2) significance for scholarship; (3) methods and materials to be used.

Format: should be a single-spaced Word document, with citations and references following the [American Educational History Journal's guidelines](#).

Review Process: Proposals accepted by the editor will be forwarded, as "blind copies," for review by a committee of OEH members. A second round of review will occur after full-length book chapters have been developed. This round will also be "blind," but will be conducted by contributing authors (to help foster coherence). The book editor will also review drafts and provide feedback.

Timeline: Proposals are due **March 1, 2025**. Development process will extend across 2025, with anticipated publication in 2026.

Questions: should be directed to the book's editor, OEH Executive Secretary, Glenn P. Lauzon @ glauzon@iu.edu