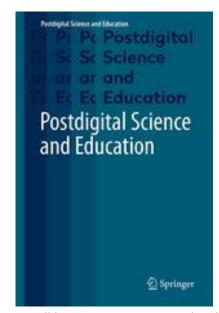# CALL FOR BOOK CHAPTERS
Postdigital Learning Journeys
Laura Bissell, James Lamb, David Overend (Editors)

The concept of a learning journey exists in various educational contexts (Cameron and Birkett 2020; Goh 2022; Sandberg et al. 2017). It is used, for example, to describe a learner's progression through a course or programme, the acquisition of knowledge, or some kind of personal transformation. However, the learning journey metaphor tends to oversimplify the complex realities of education, neglecting the dynamic interplay of space and movement that shapes the educational experience (Wilder and Lillvist 2018). In our postdigital times, when contemporary mobility is shaped by complex physical and digital assemblages, learning journeys take place at different speeds and scales, and result in a wide range of unique modes and models.

Learning journeys can also be viewed more literally, as they take place through physical and digital spaces. Examples include field trips, academic travel, or the everyday experiences that combine digital technologies with physical movement. These journeys, though, are not always linear or predictable. They can be spontaneous, meandering, and entangled in various forces—both human and non-human—that shape the path taken (Bissell et al. 2025).

Furthermore, learning journeys are experienced unequally and should be understood as emerging from and contributing to global and institutional injustices. Not all learning journeys are taken by choice, and forced journeys can also disrupt a process of learning, as in the case of people seeking asylum or fleeing war. At the same time, progressive, subversive, or transformative journeys may have the potential to work against inequalities, bringing people together across cultures and fostering new connections and collaborations.

In this edited collection, we seek to explore how learning journeys are playing out in a postdigital and increasingly mobile world. What types of knowledge, environments, and experiences shape postdigital learning journeys? Who is included and excluded from these journeys, and why? How do digital and physical spaces intersect, and what are the implications for inclusion, environmental sustainability, and transformation in education?

We welcome shorter contributions (up to 3500 words), as well as longer chapters (up to 7000 words). Through this edited collection, we aim to bring together voices and insights from different disciplines and contexts, including those of early career academics, graduate students, and nontraditional scholars and practitioners, for instance artists and activists who work with mobilities. Contributions might include, but are not limited to, critical work under these topics:

- Postdigital learning journeys and environmental sustainability
- Inclusion and exclusion within postdigital learning journeys
- Itinerant postdigital learning journeys
- The politics and ethics of postdigital learning journeys
- Postdigital thinking and future learning journeys
- Theoretical perspectives on postdigital mobility and education
- Case studies of mobile learning in diverse postdigital settings
- Creative and cultural postdigital mobilities in practice
- The role of digital technologies in shaping learning journeys
- Methodologies for researching mobile, postdigital education

> **Important Dates**
> 1 May 2025 - Deadline for abstracts (300 words)
> 1 October 2025 - Deadline for full chapters
> 1 November 2025 - Deadline for reviewer feedback
> 1 February 2026 - Deadline for final chapters

Before preparing an abstract, please see our recent article around Postdigital Learning Journeys (Bissell et al. 2025).

Editors
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