

Call for Papers

Special Issue Proposal: *Interactive and Collaborative Technological Ecosystems for Improving Academic Motivation and Engagement*

Guests Editors:

Francisco José García-Peñalvo (Main Researcher of GRIAL: Research Group in Interaction and eLearning)

<https://grial.usal.es/fgarcia> (Previous guest editor in: Online Information Review, Computers in Human Behavior, Interactive Learning Environments..., and Editor-in-Chief of the International Journal of Information Technology Research and the Education in the Knowledge Society Journal).

David Fonseca, (Main Researcher of GRETEL: Research Group in Technology Enhanced Learning)

<http://users.salleurl.edu/~fonsi/> (Previous guest editor in: Universal Access in the Information Society (2014 & 2017), and program committee member in different indexed journals).

About the UAIS Journal

The UAIS Journal solicits original research contributions addressing the accessibility, usability and acceptability of Information Society Technologies by *anyone, anywhere, at any time*, and through *any media and device*.

The Journal's unique focus is on theoretical, methodological, and empirical research, of both technological and non-technological nature, that addresses equitable access and active participation of potentially all citizens in the Information Society.

For further information, please, refer to the "Aims and scope" section on the Website of the UAIS Journal.

Aims and scope of this special issue

The emergence and popularity of Information and Communications Technologies (ICTs) have changed the current educational landscape. In the teaching and learning processes technology is becoming constantly present, and it is continuously evolving and changing. For this reason, it is necessary that both teachers and students are motivated to apply and engage in the process, something that can be easy to assume but not always true.

ICT facilitates individuals to learn anywhere and at any time. In fact, by using ICT, access to past knowledge is not restricted to formal or institutional contexts, and students can acquire skills during their daily life in informal environments. The incorporation of open participation in order to improve social engagement in research projects, as well as the new educational approaches based on gamification and collaborative interaction with the context and the learning process, are modifying the role of the teacher, whose functions are changing.

Project-based Learning (PBL), Scenario Centered Curriculum (SCC), Personal Learning Environments and Networks (PLE & PLN), Flipped methods, Programming of robots, the use of wearables for Augmented Virtual Reality, etc., are technologies and concepts that can generate "Good Educational Practice" if the motivation of the teachers and students is the correct one.

Main Topics

1. Serious games and gamification (new approaches for its incorporation in successful educational practices towards the improvement of motivation, satisfaction, user experience, accessibility, skills and competence).
2. Teachers as designers of TEL interventions (new roles: from the classic student and teacher (education 1.0), to the new learning framework 3.0, more oriented to technological ecosystems than closed systems, where the teacher is a facilitator, and students are the data/content creators).
3. Technology and social inclusion: Breaking the digital literacy gap. We want to explore how people acquire their skills based on the idea of digital natives and immigrants, not forgetting older generations, people with disabilities and low-income groups.

Important dates and information

This special issue will include:

- Expanded papers accepted at the invited session titled: "Emerging interactive systems for education I-IV", hold in the HCI International in Vancouver 2017, Canada.
- Expanded papers accepted at the invited session titled "Learning ecosystems for academic motivation and engagement", that will be held in the HCI International in July (2018 Las Vegas, Nevada, USA).

- Original research contributions focusing on the use of new interaction media and applications, with a view to improve multimedia, and mixed/augmented reality content accessibility for all types of users, especially in the educational framework and related to the content of the previously mentioned sessions.

For papers presented at the above-mentioned conference sessions, the updated version must significantly extend the original one. A typical length for a long paper is between 20 and 30 pages. Please also note that 20-30 pages unformatted ordinary MS Word text would typically result in a shorter document of 12-20 pages, formatted according to the Springer guidelines.

Deadline for submission of papers: 30 June, 2018.

Notification of acceptance: 1st October, 2018.

Deadline for submission of camera-ready version of accepted papers: 1st November, 2018.

Expected publication date of the special issue: December 2018 or first semester 2019.

Authors should submit their manuscripts electronically as PDF files to the Guests Editors of the special issue, Francisco José García-Peñalvo (fgarcia@usal.es), and David Fonseca (<mailto:fonsi@salle.url.edu>).

Manuscript preparation

Please, refer to the "Instructions to authors" section on the Website of the UAIS Journal.

Reviewing process

All papers will be peer reviewed by three reviewers, experts in the field, appointed by the Guest Editor of the issue in consultation with the Editor-in-Chief of the Journal.

Copyright information

Submission of an article implies that:

- The work described has not been published before, except in form of an abstract or as part of a published lecture, conference, review, or thesis.
- It is not under consideration for publication elsewhere.

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<http://www.springer.com/journal/10209>

Universal Access in the Information Society
International Journal

Editor-in-Chief: Stephanidis, C.; Antona, M.

ISSN: 1615-5289 (print version)

ISSN: 1615-5297 (electronic version)

Journal no. 10209