

Special Issue Journal of Educational Technology & Society
"Technology-Support for Self-Organized Learners"
Edited by Marco Kalz & Rob Koper

Rationale:

Self-organized learning covers ways of learning, which allow learners- in comparison to traditional educational scenarios- a major dimension of self-determination and self-regulation: self-regulated learning is a self-initiated action that involves goal setting and regulating one's efforts to reach the goal. Nowadays this way of learning is increasingly supported by interactive learning environments, semantically enhanced content and social software (e.g. Wikis, Weblogs, ePortfolios, Social Bookmarks, Social networks like YouTube, FaceBook, Flickr). Self-organized learning is a pre-requisite in learning situations in which individuals have primary responsibility for the planning, the performance and evaluation of learning activities in order to develop their competences in certain areas.

Although the importance of self-regulated learning has been discussed intensively in the educational field, it has not been an important topic for technology-enhanced learning until today. The focus of most technological developments for learning and competence development was the support of institutions as a provider of learning opportunities. With the widespread acceptance and use of social software this focus is starting to change towards supporting consequently the individual and her/his competence development throughout life. This change of perspectives has a significant impact on the way learning technologies are envisioned, planned, developed and evaluated. This special issue is dedicated to advanced learning technologies supporting the self-organized learner in all phases of competence development. Authors are expected to clearly explain in their contributions the relation to self-organized/self-directed learning.

Topics:

- Technology-Enhanced Workplace Learning
- Semantic Learning Tools
- Planning & Overview tools and methods
- Feedback & Formative Assessment support
- Reflection & Awareness support
- Recommendation of social & learning activities
- Learning Process Support
- Competence detection & recognition
- Applications in informal and non-formal learning
- Context-aware technology
- Personal Learning Environments
- Personal Competence Management Systems
- Boundaries between personal learning environments and institutional learning environments
- Educational Mashups

Scientific Committee:

- **Heidrun Allert**, FH Hagenberg, Austria
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Timeline & Planning:

- Deadline for paper submission: 15.12.2008
- Feedback from reviewers: 15.1.2009
- Revised manuscripts: 20.2.2009
- Acceptance notification: 01.3.2009
- Camera-ready submissions: 15.3.2009

For authors:

All manuscripts should be preferably in Open Document Format (Word format is also allowed) and submitted via email to the guest editor (marco.kalz@ou.nl). All manuscripts will be subject to the usual high standards of peer review at ET&S. Each paper will undergo double blind review. Please follow the author guidelines at <http://www.ifets.info/rev.php?pub=true>. To get familiarity with the style of the journal, please see a previous issue at <http://www.ifets.info/>