

## **Call for Papers**

### **Journal of Educational Technology & Society**

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#### **Special Issue on**

#### **"Digital Literacy: Socio-cultural and Educational Aspects"**

In recent years, digital technologies have penetrated almost every aspect of our life and became an essential element in learning, interpersonal communication, organizational work, and in the way we spend our leisure time. There are indications from the recent research literature that digital technologies, such as, e-readers, social media, mobile technologies and multi-player online games and, are altering the traditional modes of learning, knowledge construction, information distribution and consumption, as well as, social participation.

The ever-changing digital technologies challenge learners with the need to master a wide range of technological and social competences in order to confront the complex interplay between technical and social in the digital world. Yet, digital literacy also covers a wide range of pedagogical challenges that learners face while using digital information and communication technologies. These include, for example, the ability to construct knowledge in non-linear learning environments, the ability to cope with large volumes of information, to assess information critically, the ability to learn, collaborate and solve problems effectively in virtual (non face-to-face) learning environments, as well as, handling and exploiting interactions in technology-mediated social participation environments.

Digital literacy, as perceived in this Call for Proposals, is not limited to the simple computer and Internet literacy. It also relates to a variety of epistemological and ethical issues, such as absence of linearity, authority of knowledge, ownership, intellectual property, copyrights, authenticity and plagiarism, as well as, issues such, self-representation, virtual group dynamics and on-line addiction, which are raised by the unique characteristics of digital technologies and of the post-modern and post-structural era.

This special theme issue of JETL focuses on the various aspects of digital literacy. It will seek to explore the expression of DL and DL skills in the fields of learning, teaching, communication, sociology psychology and design and will do so by

discussing the challenges and obstacles to digital literacy's optimal effective and efficient utilization in innovative technologies, along with the epistemological and ethical challenges that relate to these. As such, we seek proposals from a broad range of topics and sub-themes such as:

- Digital Literacy Models and Digital Literacy Competence Models
- Curricula for Digital Literacy (K-12, Higher Education, Lifelong Learning)
- Technology Mediated Social Participation and Digital Literacy
- Assessing the Impact of Digital Literacy at Personal/Social Context, Workplace/Organisational Context, Community/Society Context
- Social and discursive dimensions in Digital Literacy, such as self-representation, creativity, virtual group dynamics, on-line addiction
- Epistemological and Ethical Issues in Digital Literacy, such as absence of linearity, authority of knowledge, ownership, intellectual property, copyrights, authenticity, plagiarism

## Special Issue Guest Editors

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## Important dates

Submissions due:	10 May 2011
First decision:	1 September 2011
Revised manuscripts due:	25 October 2011
Feedback on revised manuscripts:	1 December 2011
Final manuscript due:	10 January 2012
Special Issue Publication	April 2012

## Submission guideline

The manuscripts should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to Educational Technology & Society and during the review process.

The manuscripts must be within 7000 words (including everything - title, author names, affiliations, abstract, keywords, main body, references, appendices - everything).

Please carefully follow the author guidelines at <http://www.ifets.info/rev.php?pub=true> while preparing your manuscript. To get familiarity with the style of the journal, please see a previous issue at <http://www.ifets.info/>

All manuscripts should be in WORD format and submitted via email to the Guest Editors ( Yoram Eshet: [yorames@openu.ac.il](mailto:yorames@openu.ac.il), Oren Soffer: [orenso@openu.ac.il](mailto:orenso@openu.ac.il) ).

All manuscripts will be subject to the usual high standards of peer review at ETS Journal. Each paper will undergo double blind review.

<p>The Educational Technology &amp; Society Journal is included in the Thomson Scientific Social Sciences Citation Index (SSCI) <b>with impact factor of 1.067</b> according to Thomson Scientific 2009 Journal Citations Report.</p>
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