

Call for Papers
Special Issue on
Authentic edutainment with advanced technologies
in Journal of Educational Technology & Society

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Overview

The rapid advancement of information and communication technologies in the last few years has provided a great potential for creating new environments for learning and instruction. Using modern advanced technologies enables educators and learners to make the learning process more authentic and educationally entertaining. That is, with the assistance of advanced technologies, learners experience authentic learning situations with educationally entertaining features both in the classroom and outside of school. Under such circumstances, learning takes place in authentic context and it becomes more attractive, effective, and meaningful (Kiernan & Aizawa, 2004; Kramsch, 1993). Several critical characteristics of an authentic environment were highlighted (Herrington & Herrington, 2008) and they can be effectively supported by advanced learning technologies. First, it provides authentic contexts that reflect the way the knowledge will be used in real life. That is, learning should take place in a physical environment containing a large number of resources which preserves the complexity of the real-life setting and reflects the way the knowledge will ultimately be used. Second, it provides authentic activities. Such activities reflect the kind of activities that people do in the real world, they are meaningful and relevant to students and present complex tasks to be completed over a sustained period of time, rather than a series of shorter disconnected examples. Third, it creates opportunities for learners to share their learning experiences and to practice with other learners of various levels of expertise. That is, students share their experiences and are able to access experiences of learners in various levels of expertise. As a result, students learn different perspectives on the topics from various points of view and model their skills and

performance based on that of experts. Fourth, it offers authentic learning assessment within the tasks and promotes reflection. The assessment is integrated with learning activities, peer assessment is encouraged, and learners are assessed based on their outcomes. Learners have the opportunity to compare themselves with other learners in varying stages of accomplishment and improve their performance and skills. For example, advanced learning technologies provide a wide range of educational affordances: pedagogical avails (in situ contextual information, recording, simulation, communication, first-person view, in-situ guidance, feedback, distribution and gamification), benefits to educational quality (engagement, efficiency, and presence), and subtend logistical advantages (hands-free access and free up space) (Bower & Sturman, 2015; Sawaya, 2015). Authentic edutainment learning environments have been successfully created and used in different fields of knowledge like language learning (Huang & Huang, 2015; Lin & Lan, 2015; Liu & Chen, 2015), science education (Looi et al., 2011; Varma, 2014), mathematics (Carr, 2012; Ross, Morrison, & Lowther, 2010), and etc. For example, using mobile technology (e.g. smartphones), students learned basic concepts in the classroom and then went outside to apply newly learnt knowledge by solving real-life problems (Agbatogun, 2014; Lin & Yu, 2016; Lin & Lan, 2015; Liu & Chen, 2015). Current mobile technologies are portable and features multiple functions to support learning process and use more resources from digital and physical world, such as creating multimedia content in authentic environments, sharing it with classmates and teacher, studying content of peers and providing comments on a content (Ahn & Lee, 2015; Huang, Yang, Chiang, & Su, 2016; Huang & Huang, 2015). Furthermore, learning can become more healthier and happier with the support of wearable devices such as clothing and accessories incorporating computer and advanced electronic technologies, e.g. optical head-mounted displays or smartwatches (Bower & Sturman, 2015; Sawaya, 2015). That is, learners are able not only participate in the learning process but, at the same time, monitor their health conditions. Learners are able to make some adjustment, like do more movements, to achieve healthier and happier learning.

Although many works and studies have considered the applications of advanced learning technologies for learning and instruction, there is not much research with focus on learning and instruction in authentic edutainment environments, where all the involved components of the environment (the learning environment, the advanced learning system,

and/or the adaptive system) support the learning process. Taking this into account, there is a need to propose new approaches, techniques, methods, and processes in the field of authentic edutainment, with the purpose of considering cognitive and affective aspects in the teaching-learning and decision-taking processes.

The aim of this special issue is to collect innovative theoretical work and original applications in the field of authentic edutainment. This special issue is going to focus on original scientific contributions in the form of theoretical, experimental research and case studies applying new perspectives on authentic edutainment or theories that explains learning processes on authentic edutainment. This special issue is also going to bring research on novel technologies that support authentic edutainment.

Possible topics for research papers include, but are not limited to:

Interactive Learning Technology

- Wearable technology for learning/interaction
- Affective learning
- Neural science and technology for learning
- Healthy and happy learning technology
- Interaction design and issue for learning
- Collaboration design for learning/interaction
- Context-based and ubiquitous learning technology
- Robots for learning/interaction
- Social learning technology/service/community
- Massive Open Online Courses(MOOCs)
- Flipped classroom
- Simulation and animation
- Neural sensor technology for learning/interaction
- Cloud based technologies for learning
- Virtual Reality, Augmented Reality and Mixed Reality in education
- Technologies for building smart learning environments
- Big data and Learning analytics
- Open Educational Resources

Pedagogy

- Pedagogical strategies for Happy/Healthy/Fun e-learning
- Philosophies and epistemologies for Happy/Healthy/Fun e-Learning
- Learning theories and approaches for collaborative e-Learning

- Pedagogical issue for interaction design
- E-Learning models
- Activity design for Happy/Healthy/Fun e-Learning
- Pedagogical models for collaboration
- E-Learning curriculum development
- Design and developments for Happy/Healthy/Fun e-Learning

Submission Guidelines

An abstract submission is mandatory to allow editors to select relevant submissions. Therefore, 2-page extended abstracts should be submitted using EasyChair system at: <https://easychair.org/conferences/?conf=aeat2018>. Extended abstracts should include the following details: (1) Title of research paper; (2) Authors names, affiliations, full communication address, and email; and (3) Summary of a research article. Authors will receive feedback on extended abstracts by July 15, 2017 and they will be expected to submit full papers for review by August 31, 2017. Full papers should be submitted using EasyChair system at: <https://easychair.org/conferences/?conf=aeat2018>. Before submission of full papers, authors should carefully read over the journal's Author Guidelines, which are located at <http://www.ifets.info/guide.php>. This special issue will only publish regular research papers (up to 7000 words). Papers submitted must not have been published previously or under consideration for publication, though they may represent significant extensions of prior work. All submitted papers will go through a rigorous double-blind peer-review process. The acceptance process will focus on those papers that address original scientific contributions in the form of theoretical and experimental research and case studies applying new perspectives on authentic edutainment.

Any questions regarding this special issue should be addressed to aeat2018@gmail.com.

Important dates

2-page extended abstracts submission due: June 30, 2017

Approved abstract notification: July 15, 2017

Manuscript submission deadline: August 31, 2017

Final version due: August 15, 2018

Guest Editors

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