

**Springer**

**International Journal  
Universal Access in the Information Society  
UAIS**

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**Call for Papers**

**Special Issue: *Information Society Skills. Is knowledge accessible for all?***

**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 anytime*, 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 popularization of the Information and Communications Technologies (ICTs) changes the current educational landscape. In the teaching and learning processes the technology is every day more present. ICTs facilitates individuals to learn anywhere and at any time. In fact, by using ICT, access to knowledge acquisition is not restricted to formal contexts such as the institutions. People can also acquire skills during their daily life, in an intentional and structured way (known as non-formal learning) or in informal contexts, such as talking with friends, playing games, using their mobile devices, looking for information in the Internet, etc. (what is known as informal learning). This means that students are acquiring skills continuously and in many cases they are unaware that they are doing so. Taking this into account there is a necessity to explore how skills are acquired and/or validated in each context.

Beyond these formal, non-formal and informal contexts of learning, it is necessary to explore how people acquire their skills. In this sense not all people learn in the same way, there is lot of research work dealing with the idea of digital natives and digital immigrants [Prensky, 2001; Van Dijk and Hacker, 2003; Bennett, Maton, and Kervin, 2008]. But even taking into account these groups not all digital natives or immigrants' access new skills in the same way and there are other specific collectives that should not be forgotten, such as older people and people with disabilities [Stephanidis, 2001; Bonfadelli, 2002; Warschauer, 2004]. For these groups, as well as for disadvantaged environments or societies where the technology and new devices do not have a strong presence, the use of ICT can be something exclusive. Therefore, the need arises to facilitate knowledge and skills acquisition for all.

The study of how to improve universal access to digital information and how to improve society skills to achieve this general objective is the starting point of the present proposal. Given this context, it is necessary to analyze where and when learning happens, how it happens, and what are the needs, aims and abilities of the learners. In order to do so it is necessary to explore existing methodologies, frameworks and tools used to access and manage knowledge and if they make it accessible for all.

This special issue will include:

- Expanded papers accepted at the invited session titled: “Open and Social Environments for e-Learning and Educational Assessment”, hold in the HCI International in August 2015 Los Angeles, USA.
- Expanded papers accepted at the invited session titled: “Knowledge Society for all. New trends in Education”, that will be held in the HCI International in July (2016 Toronto, Canada).
- 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.

### **Main topics**

This special issue will focus on research work on the access to knowledge, taking into account the context (formal, non-formal or informal), and the needs of the individual that access to that knowledge and methods and tools used with such aim.

Contributions are solicited in, but not limited to, the following topics:

- Human-Computer Interaction
  - User Experience. Gender, age and culture differences
  - Usability
  - Accessibility
  - Motivation and satisfaction
  - Cognition
  - Ergonomics
- Formal, informal and non-formal learning initiatives
  - Differences and integration between types of learning
  - Recognition and awareness of learning skills acquired in informal and non-formal contexts
  - Tools and frameworks for manage learning that carried out beyond the institution
  - The use of mobile devices in formal, non-formal and informal contexts.
  - E-Portfolios to gather informal learning skills
  - Learning activities adapted to learner profiles
  - Analysis of learning evidences in non-formal and informal contexts
  - Using technologies in the classroom for reducing early school leaving
  - Citizen involvement in educational proposals
  - Improving digital skills of non-digital native users
- Knowledge management
  - Knowledge access in informal contexts
  - Older people and ICT mediated knowledge acquisition
  - Disabled people and ICT mediated knowledge access
  - Tools for learning with older and disabled people
  - Learning to learn by using ICT
  - Managing knowledge and skills
  - Analysis of knowledge acquisition
  - Distance learning
- Interfaces and Interaction
  - Adaptive digital interfaces and augmented interaction
  - Serious games and gamification

- Mobile technologies
- Open technologies
- Improving multi-platform interfaces based on the user profile
- Virtual and augmented reality
- Smart Learning environments

### **Important dates**

Deadline for submission of papers: November 1st, 2016.

Notification of acceptance: December 31st, 2016.

Deadline for submission of camera-ready version of accepted papers: February 28th, 2017.

Expected publication date of the special issue: End of the first semester 2017.

Authors should submit their manuscripts electronically as PDF files to the Guests Editors of the special issue, David Fonseca (<mailto:fonsi@salle.url.edu>) and Miguel Ángel Conde (<mailto:miguel.conde@unileon.es>)

### **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.

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

### **References**

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