

CALL FOR CHAPTER PROPOSALS

Proposal Submission Deadline September 15, 2008

Looking Toward the Future of Technology Enhanced Education: Ubiquitous Learning and the Digital Native

A book edited by:

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Introduction

Stephen Downes described the use of Web 2.0 technologies for teaching and learning as “e-Learning 2.0”. With the phrase “the user is the content” in mind, a new approach to the student’s participation in learning has developed around the incorporation of the Internet into education.

Due to these social revolutions, education has to be rethought. Learning as well as teaching will take place with different devices and in diverse environments. Maybe the time of the chalkboard, traditional face-to-face teaching, and the “teach-reply-test” settings have come to an end.

WLAN and new mobile devices have brought technology to where learning and teaching takes place – in the lecturing room. But are these rooms appropriate as new educational settings? Are lecturers well prepared for these paradigm changes? Can users attend a lecture in a more interactive way?



There are many vital questions which need to be answered concerning what the education of tomorrow should be. The learner of the future is totally digitalized– the often so-called “digital native” who has never lived in a world without Internet. Media data as well as computers are in daily use. A world without such technology is not imaginable. Consequently, will our learning behavior change?

A wealth of research opportunities exist within the field of pervasive or ubiquitous computing. As this research and advancements are incorporated into education, a new form of education be named u-Learning (ubiquitous) – learning where ever you are and with your personal device- will emerge.

Aim of the Book

Under the guidance of buzzwords like digital natives, Google generation, digital gap, m- and u-Learning, etc., this book discusses the scientific base developments and pedagogical scenarios for the future of education in educational institutions. This publication further aims to suggest strategies as well as support services for educational institutions. Accordingly, we invite innovators and visionary people on educational sectors to present and discuss their results with us. “Learning from learning experiments” best describes the book’s goal.

The publication will give an overview of technology-enhanced learning and its importance to learning and teaching in higher education. E-Learning, e-Learning 2.0 or mobile learning are currently buzzwords in this area. But when are such measurements valuable? How will Computer Supported Collaboration Work (CSCW) influence our future learning and teaching behavior? Are we walking into an information overflow or are we able to handle it? Can the learners of tomorrow be compared to the learners of today? What are new competencies for learners within the media age? Are there new forms of learning which have to be implemented in schools and universities? How can we integrate technical and pedagogical issues?

There are many questions concerning the topic of e-Learning, because web technologies are dramatically changing with enormous speed. A great amount of research is necessary to integrate new possibilities into the daily learning and teaching process. Didactical approaches must be tested in real life settings to enhance the quality of learning environments. E-Learning deals with the possibilities of media

technologies for teaching and learning, especially the use of the Worldwide Web which has lead to new perspectives and insights. Never before have we had access to such a vast amount of information. On the other hand, we are responsible for developing an appropriate education. Never before have we had such a simple possibility for worldwide collaboration. Accordingly, we have to teach how children/students have to collaborate, form teams and work together over thousands of kilometers. Our crucial question is: "Imagine you have the knowledge of mankind always with you on your pocket phone– how must the education of tomorrow be changed?"

Objective of the Book

This book will aim to provide relevant theoretical frameworks and the latest empirical research findings in the area of technology enhanced education. It will be written for professionals who want to improve their understanding of changes in learning and teaching within media in the 22nd century.

We are calling for research papers in the area of e-Learning strongly emphasizing the use of future technologies for education. Only publications with serious data behind and with high impact to the scientific community will be accepted.

Recommended topic section

Topic sections about future of technology enhanced learning include but are not limited to:

- Ubiquitous Learning
- Mobile Learning
- Didactical approaches for a digitalized learning behaviour
- Net generation or the Digital gap
- Technology enhanced learning in the lecture room of tomorrow
- Virtual Worlds in Education
- Learning Aspects of Future Technologies
- Next generation learning

Target Audience

The target audience of this book will be composed of professionals and researchers working in the field of e-learning and higher education in various disciplines, e.g. pedagogy, psychology, information and communication sciences, adult education, sociology, and teachers and learners interested in the topic.

Submission Procedure

Researchers and practitioners are invited to submit *on or before September 15, 2008*, a 2-3 page chapter proposal clearly explaining the mission and concerns of his or her proposed chapter. Authors of accepted proposals will be notified by **September 30, 2008** about the status of their proposals and sent chapter guidelines. Full chapters are expected to be submitted by **January 31, 2009**. All submitted chapters will be reviewed on a double-blind review basis.

This book is scheduled to be published **2010** by IGI Global (formerly Idea Group Inc.), publisher of the "Information Science Reference" (formerly Idea Group Reference) and "Medical Information Science Reference" imprints. For additional information regarding the publisher, please visit www.igi-global.com.

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