



CALL FOR PAPERS on

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- (1) the general theme of *Technology Enhanced Learning* for an edited book
 - (2) a special section on “Game-based Learning: Design and Applications” in IJIKM
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AIM & SCOPE

Technology Enhanced Learning (TEL) is a very broad and increasingly mature research field. It encompasses a variety of research topics, ranging from the study of different pedagogical approaches, teaching techniques and strategies for online learning to the application of advanced technologies in educational settings (e.g., different kinds of mobile devices, sensors and sensor networks that provide the technical foundation for context-aware, ubiquitous learning). The TEL community has also been exploring the use of Artificial Intelligence technologies and techniques for the development of intelligent learning environments capable of adapting to the learners’ needs and preferences and providing learners with personalized learning experience. Recognizing the potential of online social networks, social media and Web-based social software tools as learning platforms for online education, the TEL community has poured significant time and effort into researching how these popular technologies could be combined with appropriate pedagogical approaches to make learning experience more engaging, satisfying and successful. Among the most important results of these research efforts are personal learning environments that allow learners to create mash-ups of diverse social software tools based on their own needs and preferences, as well as to create and maintain their online learning networks. Undeniably, technological advances are making education more accessible to an increasing number of people worldwide; to fully exploit the huge benefit the technology is offering, the TEL community is exploring efficient approaches for adapting learning resources to address language, generation and cultural specificities. Aiming to make learning accessible to all, the community has also focused on the development of solutions for learners with special needs. Finally, it should be noted that all the above mentioned research efforts of the TEL community are finding their applications in different learning contexts and domains, including formal education and informal learning, as well as workplace learning in small, medium and large companies.

Since the scope of TEL research is constantly evolving, the above given overview of the current research efforts does not aim to be exhaustive by any means. Instead, its purpose is to give some insights into the breadth of research topics and challenges that the edited book aims to cover. Accordingly, the recommended topics include, but are not limited to, the following:

Technological Foundation for Advanced Educational Solutions

- Social software and social computing
- Semantic technologies (including Semantic Web technologies and natural language processing)
- Mobile technologies, sensors, context-aware and ubiquitous computing
- Educational data mining and learning analytics

- Technologies for interoperability, sharing and integration of educational resources
- Learner modeling and other technologies for personalization and adaptation
- Open learning content and tools

Pedagogical Foundation for Advanced Educational Solutions

- Collaborative learning and knowledge building
- Problem- and project-based learning
- Learner motivation and engagement
- Game-based learning
- Learning design and different design approaches

Individual and Organizational Learning

- Self-regulated learning
- Communities of learners & Communities of practice
- Knowledge management and organizational learning
- Lifelong learning
- Informal learning

Accommodating Diversities

- Accessible learning for all
- Addressing language, generation and cultural differences

As can be seen from this list of topics, one of the areas in TEL is game-based learning. Researchers have found that educational and/or computer-based games have real potential as learning tools. It has been shown, for example, that games can help players to improve their problem solving and negotiation skills, narrative and communication skills as well as non-linear thinking patterns. Game-based learning has already been successfully applied to both the school and workplace settings, and their adoption is continually increasing. In addition, there has recently been an increasing interest in “gamification” of education as a means to increase students’ motivation for learning. Gamification refers to the use of game design elements, or the so-called game mechanics, in non-game contexts and applications with the aim of increasing users’ engagement with those applications. Game design elements are often very efficient in increasing motivation as they are grounded on research results of positive psychology.

While educational games have been studied extensively for years, the gamification of education, i.e., the application of game mechanics in online learning environments with the aim of motivating learners to engage with the contents, activities and tools offered by these environments, is an emerging research area that has just started to attract the attention of education-oriented research communities. Regardless of their maturity, both research areas face many interesting and challenging research questions, among which, for the special section on “Game-based Learning: Design and Applications”, the most interesting are those related to motivation as one of the key determinants of successful learning and knowledge building activities, both in academic and workplace settings. Accordingly, in this special section we welcome submissions that report on:

- the design and development of educational games that motivate users to indulge in learning activities
- the application of game design elements in online learning environments with the aim of increasing learners’ motivation and engagement
- the evaluation of educational games or game mechanics in real world educational settings

SUBMISSION PROCEDURE

For the edited book, prospective authors are invited to submit on or before **February 15, 2012** a 2-page proposal to jeljov@gmail.com (cc. rchiong@swin.edu.au) clearly explaining the mission and concerns of the proposed chapter. Full chapters are expected to be submitted by April 15, 2012. All submitted chapters will be reviewed by at least three reviewers and the final decision of acceptance or rejection will be based on their recommendations.

For the special section of IJIKM, all submissions should follow the guidelines available at <http://ijikm.org/submitm.html>. During the submission process, please indicate “Special Section on Game-based Learning: Design and Applications” in the comments area. Full papers should be submitted by **April 15, 2012** (proposals are not required before the full paper submission, but prospective authors are encouraged to indicate their interests any time before the submission deadline).

IMPORTANT DATES

Deadline for chapter proposals:	February 15, 2012
Deadline for full chapters/papers:	April 15, 2012
Notification of acceptance/rejection:	June 15, 2012
Deadline for final submissions:	August 15, 2012

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