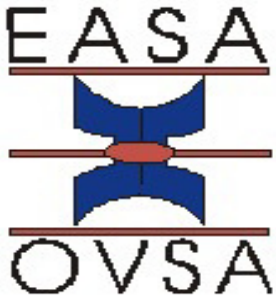
Call for Papers: Special Issue



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Technology Innovation in Education Research

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The globaliation and digital environment are essential characteristics of today's rapidly changing world. Inevitably, learning and teaching facilities come under the impact of such changes. As indicated by O'Reilly (2005), *Web 2.0*® tools have become popular. Such tools make use of social networking sites like *Twitter*® and *Facebook*®, in addition to *Wikipedia*® and *YouTube*®, in which visitors can contribute to the content of these websites. Previously, an individual's intention when using the internet may simply have been to surf in order to retrieve information from it. Such a one-way communication facility requires little interaction with the content of a web page. However, with the democratisation of the internet, *Web 2.0*® tools now provide social connection and allow internet users to take part in the presentation of materials – such as the uploading of photos and videos along with publishing personalised blogs and messages – by means of social networking sites and in the creation of self-standing internet applications (apps). The advantages provided by social media and *Web 2.0*® tools may also contribute to contemporary educational facilities. Although this seems to be advantageous in terms of providing alternative education facilities, the long-term implications of educational use of the internet requires analysis.

Inquiry into the educational implications of technological development promises interesting knowledge contributions for a range of education-related domains. For instance, the simplicity of retrieving information from the internet has increased concerns related to plagiarism in learners' assignment submissions (e.g. Sentleng & King, 2012). Consequently, online plagiarism detectors such as *Turnitin*® have emerged as prominent quality assurance structures in assessment.

Educational research is also required to interrogate the intersections of design needs for innovative and effective learning environments. Technological developments seem to have both simplified and complicated instructional processes, along with the experiences of teachers and students. Instructional technologies used in classrooms have to align with the dynamic trend of change synonymous with a technological era. The use of interactive boards is one such example. In a neo-liberalist marathon, schools compete to replace outdated blackboards with popular interactive boards (Beauchamp, 2004). To effectively benefit from such instructional technologies, teachers need evidence-based training regarding the utility of interactive boards.

Another technological innovation used in instruction is smart phones, which are used by both teachers and students. These portable devices potentially provide accessible learning facilities to students. Their mobility, and their ability to provide intensive and extensive learning opportunities, may hold a significant advantage for educational innovation (Yang, 2013). As in the case with interactive boards, rigorous studies are required to disseminate knowledge on the efficacy and utility of smart phones for education.

Within the scope of these discussions, this special issue aims to bring together scholars with expertise in a variety of fields, in order to investigate the notion of 'technology innovation in education research' so as to contribute knowledge on the intersection between technological innovation and related education theory, practice and policy. Interested researchers are expected to disseminate evidence-based knowledge that sheds light on the application of cutting-edge instructional technologies in education. Related studies may investigate learning and teaching, assisted by instructional technologies.

References

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Completed manuscripts should be e-mailed for review to estelle.botha@up.ac.za .

Closing date for submissions: 15 April 2015