Call for papers : Studia Paedagogica 23:4, 2018 : Issue topic: Digital youth and their ways of learning

CALL FOR PAPERS

The forthcoming monothematic issue of *Studia Paedagogica* will focus on the opportunities and challenges of digital technology and youth learning in various contexts and learning environments. In relation to education, this theme can be perceived from many different perspectives and treated using many theoretical frameworks and methodological approaches. Hence, this monothematic issue of *Studia Paedagogica* welcomes contributions from various fields of pedagogical research along with contributions from a multidisciplinary perspective, even though it will focus primarily on the following theoretical areas:

1) Youth in the era of digital technology
Young people today have grown up in an environment in which digital technology is commonly accessible and practically all-pervasive. Digital technology is one of the essentials of everyday life for today's youth. In fact, some researchers describe young people today as "digital youth" (Ito, 2010) and contemporary learners as "learners in the digital era" (Gallardo Echenique, 2015). In relation to the use of digital technology, other researchers write of changes represented by new literacies (Knobel & Lankshear, 2014). One example of this new understanding of literacy is so-called digital literacy. This term refers not only to the ability to master various technologies, but perhaps more precisely to a broad range of skills necessary for gaining, analysing, and evaluating sources and information, construction of new knowledge, creation of media messages/products and communication with others. Nonetheless, many aspects of the lives of young people in today's digital age have not been given due theoretical attention nor empirical examination. Therefore, we are interested not only in how young people

understand digital technology and use it in various life situations (Erstad, 2012), but also in what it means to be digitally literate. We also think that it is necessary to consider how these new (digital) literacies are created (or formed), whether they are transferable, and if they can be applied across a range of various environments and contexts, and in young people's everyday activities.

2) Learning with digital technology and overcoming the "classroom-as-container" discourse

The prevailing discourse on the use of digital technology in education focuses mostly on ways to improve already existing approaches to learning in school education. Digital technology is thus often understood as a mere didactic tool for application in the classroom. Some authors use the term "classroom-as-container" as a way to describe this discourse (Leander, Phillips, & Taylor, 2010). It is natural for young people today to inhabit both the physical and the virtual world, however. They use digital technology for a number of social purposes (such as learning, communication and spending time with each other) which are not necessarily encompassed by the space of the school or the classroom. It is therefore fitting to consider the importance of digital technology for young people today both inside and outside of school. How do young people use digital technology in their free time and during their extra-curricular activities, which include ways of learning? What is the relation between the use of digital technology for entertainment and its use for learning? To what extent do young people use skills and competences in the use of technology learned inside school for learning which takes place outside of it? Conversely, how do they use informally acquired knowledge and skills in their school education? How can this complex interrelationship of formal and informal learning be theoretically grounded with the use of digital technology?

3) Family and peer influence on the use of digital technology in learning

Results of extensive international studies (ICILS, EU Kids Online etc.) show that school plays a significant role in the acquisition of knowledge and skills relevant to the use of digital technology. They also clearly posit that family environment and informal learning play a similarly irreplaceable role. This observation is also relevant for peer and other social groups. Furthermore, today's children start to use digital technology at an ever earlier age, which in turn increases the influence of family, home environment, and peer groups on the use of digital technology among children and young people. It is therefore vital to consider the influence of the family on the use of digital technology as part of learning. Further, how is young people's use of digital

technology influenced by their relationship with peers, and how does the family environment influence their learning supported by digital technology? How do family environment and peer group influence the development of digital competences? Which other social groups influence young people's use of digital technology and their digital literacy?

The above-mentioned questions cannot cover the whole scope of the topic. Still, we hope they will help inspire authors to submit for publication original papers of an empirical, theoretical or methodological nature.

Important dates

This monothematic issue of *Studia Paedagogica* will be published in English in December 2018. **The deadline for abstracts** is 28th February 2018. Full texts are to be sent to the e-mail address studiapaedagogica@phil.muni.cz no later than 30th April 2018. Articles should be written in English and meet the requirements mentioned in the instructions for authors on the journal's web page. Papers will be submitted to a peer-review process which will enable the staff to select papers for publication. The editors of this issue are Ola Erstad (University of Oslo) and Jiří Zounek (Masaryk University). You can find more information at: http://www.studiapaedagogica.cz.

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