

CONVOCATORIA / CALL FOR PAPERS
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Monographic Section

Educational innovation. Possibilities and challenges of open practices in the digital society

Innovación educativa. Posibilidades y retos de las prácticas abiertas en la sociedad digital

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Approach

Scientific and technological developments provide opportunities for the educational community to collaborate, share knowledge and take action at local, national, regional and international levels. In this framework, the open educational movement promotes collaboration between communities of professionals and researchers, where the use of new information and communication technologies (ICTs), provide ways for knowledge to be available to a greater number of people. people, thus overcoming the gap between countries. This movement seeks that access to knowledge supports options for training, independent and continuous learning so that it continues to be given throughout life.

The open educational movement seeks to promote the democratization of knowledge by making learning and teaching materials available to beginners and educators on a larger scale, while offering affordable educational options. This would imply being able to count on materials, courses, resources of great quality, available "in open" and this has been understood by academics and researchers who have focused their studies to follow up the experiences in the field of use, reuse and transfer of knowledge, in the area of free access.

The contribution to the discussion of contemporary educational problems, open innovation and the potential offered by open creation, particularly in the Spanish-speaking world, is of great importance to guide us to a society based on knowledge. It is in this sense that it is considered of the utmost importance to promote among the professionals and researchers of the educational field the reflection and analysis on the experiences that have been successful, as well as the difficulties faced by those who seek to adopt or generate knowledge in the open innovation scheme.

Open innovation in educational processes would involve visualizing internal factors of openness (processes and strategies of subjects and institutions) and external factors (linkage with the outside world). From the cultures of collaboration, the access of technological resources or connectivity, the adoption of knowledge in innovative educational practices, the transformation and generation of new knowledge, the competence for the open use of technologies, the disposition and/or abilities to participate in communities of practice and research, open science, co-creation, technological systems, open governance processes, are all aspects that characterize open innovation in educational processes, and therefore are subject of study and analysis.

On the other hand, teaching-learning processes focused on didactic innovation must be accompanied by coherent evaluation models to ensure the effectiveness of said process. If we seek to form students trained to manage their own time, internalize information and transform it into creative and innovative knowledge, with the possibility of being applied later to new situations, students must acquire the ability to self-assess and evaluate the training processes they travel through.

Similarly, there are numerous studies that foresee the increased use and incorporation of technological devices and applications in the educational field, among them the Horizon Report report led by the New Media Consortium and Educause with the collaboration of worldwide specialists.

The topics that can be presented through the different types of collaborations foreseen in the journal's protocol (research results, reports, studies, proposals and experiences) and that account for the plurality of theoretical, disciplinary and thematic perspectives specific to the topic to be discussed, are the following.

Descriptors

- Educational innovation
- Open educational movement
- Open training practices
- Open networks of research, innovation and technologies
- Emerging methodologies trends: mobile learning, robotics, visual thinking, desing thinking, augmented reality, learning based on games -Serious Games and Gamification-.
- Formative and shared evaluation in education
- Educational technology for the development of digital competence
- Social networks and virtual learning environments in education

Questions

The themes proposed in this monographic section of «Alteridad » are based on a series of questions. A series of questions to invite the educational community to participate in the framework of these general themes, open to expand the framework of the subject is listed below:

- **Educational innovation:** How is educational innovation promoted? How can shared values be promoted to develop new innovation and growth proposals for education?
- **Open educational movement:** what motors support the activities of production, use, dissemination and mobilization of open practices? How can we train in legality and copyright (aspects of intellectual property, trademark, use licenses such as creative commons, open access initiative)?
- **Open training practices:** what are the characteristics of successful cases of open practices? What are the obstacles to promoting open practices?
- **Emerging methodological trends:** What educational potential have emerging methodologies such as augmented reality, gamification, mobile learning, cooperative hybrid learning? Is the current teacher capable of turning these challenges into learning opportunities? What methodologies to use? for what? how? when? where? With whom?
- **Formative and shared evaluation:** What improvements does it generate in the learning and competences of the students, to make them participate in the evaluation, to involve them in their training process and their participation in decision-making?
- **Open networks of research, innovation and technologies:** how are nodes of relationships constructed in open construction constructed? How can open innovation projects be developed?

About the Thematic Editors

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Instructions and submission of proposals

«Alteridad» preferably publishes empirical research results, written in Spanish and/or English, and reports, studies and proposals are also admissible, as well as selected (state-of-the-art) reviews of the literature. For the Miscellaneous section, various contributions within the educational theme are permanently arbitrated.

The articles must be sent exclusively through the web portal of the journal. The procedure requires all authors to register, although one will only be responsible for correspondence. Two files must be sent simultaneously:

1. The article in accordance with the Publication Guidelines of «Alteridad».
2. Cover and cover letter according to the attached model.

Webpage of «Alteridad»: <http://revistas.ups.edu.ec/index.php/alteridad/index>

Registration of authors: <http://revistas.ups.edu.ec/index.php/alteridad/user/register>

Guidelines for publication in «Alteridad»: <https://goo.gl/q3VUVI>

Cover Page and Presentation letter: <https://goo.gl/knsAQ8>

Protocol and Pre-submission checklist: <https://goo.gl/nxrX98>

Important dates

Deadline for sending articles: **June 30, 2018.**

Date of publication of this issue: **January 1, 2019.**