The theme of this special issue is the same of the V National Congress of the CKBG, that will be held in Trieste, September, 10th -12th 2015. The aim of this special issue is to collect the most interesting papers about technological innovation that may be reference points for the conference. Since decades the scientific community reflects upon the innovation capability of technology. Nevertheless the conditions under which innovation really takes place are not yet clear. The question we pose is: Is innovation possible only when radical changes of uses and contexts take place? Or on the contrary, is it indispensable to capitalize already existing practices and ways of using technology and build innovation upon them?

This question emerges from a series of observations, reflections and comments concerning ways and contexts of use, but also of missed use of technology. Teachers – both at school and at the University - often resist the adoption of new technology. Conversely, those using innovative technology are often perceived as closed and - avant-garde groups, that remain isolated, incapable to spread the innovation to others. Innovation is often introduced through projects lasting for a limited period of time and, when the project is over, the technology is no longer used. The innovation introduced with the projects does not scale up and it is not sustained.

In the background are acting factors such as the lack of reference to educational and psychological theories that may guide innovation, adequate technological skills, models of collaboration between school and University.

Although there is sharing between communities and continuity with the current practices. When the continuity between innovation and current practice is not present the request to implement a radical change can be counterproductive.

Therefore we invite you to submit original contributions on the following topics or on related issues:

- Technology-supported learning
- Experiences of use of technology in educational contexts
- E-learning and vocational training
Teacher training on the use of new technologies
• Identity and self development in virtual environments
• Online interactions and/or technology-mediated interaction
• Methods of evaluation of online experiences or technology-supported experiences
• Technologies and groups
• Design and testing of innovative technological environments
• Training experiences with the use of social networks
• Social and psycho-social aspects of the use of technology
• Blended learning
• Mobile learning
• Social games and serious games
• Cultural effects of new technologies
• Critical aspects of Internet and technology
• Culture of the network, communication and interaction
• Formal, informal and non-formal learning supported by technology
• E-tutor as a facilitator of the use of technology
• Smart cities and digital technologies
• Technologies and sustainability
• Technologies and participation

All papers received will be blind-reviewed. We accept contributions in Italian, English and French. Instructions for submitting an article can be found at the following web address

http://www.ckbg.org/qwerty/index.php/qwerty/about/submissions#onlineSubmissions

The articles must be written respecting the APA norms available at:
http://www.apastyle.org/

For information or requests, contact: qwerty.ckbg@gmail.com

Important dates:
• April 30, 2015: submission of the papers
• July 15, 2015: submission to the authors of the reviewers' comments
• September 10, 2015: sending - from the authors of accepted articles – of the revised Articles
• December 20, 2015: publication of the issue.

About Qwerty
Qwerty is a scientific journal, bi-annual, online, recognized at a national top-level (Class A). The general aim of the journal is to provide a forum for discussion on the use of new technologies in the field of training, education, organization and scientific research, including cultural, social, pedagogical, psychological, economic, professional, ethical and aesthetic aspects.

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