Productive participation in the emerging innovation-driven knowledge-creation society, one that is oriented toward building a sustainable future, will require cultivation of sophisticated innovative competencies by all citizens and associated identities as potential creators of knowledge (OECD 2005; 2006; Bereiter 2002; Hakkarainen, Palonen, Paavola, & Lehtinen, 2004; Paavola & Hakkarainen, 2014). Creativity, here, as connected to “knowledge creation”, always involves construction of types of artifacts and externalization. In order to facilitate knowledge-creating competencies, students of primary, secondary and higher education need to encounter with the complexity of the real-world, pursue various types of authentic activities, learn how to act and work effectively, individually or together with others, solving complex problems and creating new knowledge and media.

To reach these aims, practices of learning and instruction should be redefined, also following the international community’s requirements (EU, 2010; OECD, 2012). In particular, teaching and learning should include activities that involve the use of socio-digital technologies, i.e., that support collaborative creation and sharing of activities, media, and knowledge. While information and communication technologies (ICTs) formerly required specialized and inflexible computer labs, ubiquitous mobile and wireless networks have changed the ecology on technology enhanced learning allowing any place any time access to diverse socio-digital instruments and applications. Moreover, knowledge-creating become accessible when students, their thoughts and interests, are taken seriously in conjunction with adequate teacher facilitation and support (Bereiter, 2002; Scardamalia 2002). Indeed, there is an urgent need to redesign school and educational institutions so as to make people, technologies and places coevolve for nurturing more flexible co-learning spaces in which local initiative plays a crucial role.

In order to make a difference in educational practices, it is critical to bring students, teacher practitioners, and researchers in a closer interaction and collaboration, facilitating reciprocal learning. Researchers are called to support the renewal of teaching practices by applying and testing appropriate pedagogical approaches in connection with teachers, by recognizing their expertise and by gathering suggestions coming from real learning contexts. Guiding such extended pursuits of inquiry, on the other hand, require that teachers learn also to orchestrate extended knowledge-creation projects, as distinguished from the conventional focus on merely here-and-now situational...
interaction learning. To this aim, teachers need adequate training and supporting environments since such designs can become very complex and costly.

Preparing students for future challenges also means to take into strong account the surrounding working and social system and its demands. Socio-digital technologies and associated creative practices are the nucleus around which to develop the expected changes: tools to be learned and through which to create and build new knowledge and artifact. This special issue is devoted to understand the role that socio-digital technologies and associated practices of working creatively with knowledge and media can play in supporting the acquisition of “future” knowledge creating competencies. Among the pedagogical models, the Trialogical Learning Approach (Paavola & Hakkarainen, 2014) is an instance especially meant to fulfill these requirements. This approach integrates "monologicality" and "dialogicality" with a third element: the intentional efforts to collaboratively create knowledge and media useful for the community, which act as transactional objects from education, real-world, and professional contexts. Experiences based on this model or related approaches, such as investigative learning (progressive inquiry), knowledge building, learning through collaborative design (LCD), and phenomenon-based learning, are especially welcomed in this special issue.

Questions that might be addressed in this special issue could be (but are not limited to):
- What can be learned from previous experiences about cultivating creative practices of working with knowledge and media through socio-digital technologies in real learning contexts?
- What kinds of local pedagogic innovations emerge for integrating technologies, practices, and space of learning?
- How could specific pedagogical goals be implemented considering the constraints and resources of local contexts?
- Which kinds of research methods should be developed for multi-level and process-sensitive tracing regarding practices of socio-digital participation?
- How to assess effectively teaching and learning activities aimed at cultivating socio-digital competencies?
- How should teacher training be developed so as to improve their pedagogic expertise and collaborative competencies of orchestrating knowledge-creation across multiple timescales (from here-and-now discourse interaction to guidance across extended periods of time)?
- What role can serious games, social learning, Moocs and similar technology play in supporting the acquisition of “future” competencies?
- What kinds of information ecologies can be created by productively integrating various socio-digital instruments and practices (e.g., old and new technologies; personal and collaborative tools; social media and groupware)?
- How can school learning be productive integrated with surrounding society (local cultural communities, professional communities, and expert cultures)?
- Which suggestions could be gathered from companies, institutions and professional contexts to better shape teaching and learning innovations?
- Which could be the effects of such educational innovations on students’ personal and social identities and on their sense of belonging to the community?

All articles 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:

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The articles must be written respecting the APA norms available at:
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Important dates:
• March 30, 2016: submission of the articles
• July 15, 2016: sending reviewers’ comments to the authors
• September 10, 2016: sending authors’ revised Articles
• December 20, 2016: publication of the issue.

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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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