

UTE Teaching & Technology (Universitas Tarraconensis) invites original manuscripts for a special issue titled:

Digital inclusion and digital divides

Researchers, experts, educators, teachers, and professionals working on digital inclusion who wish to disseminate their work in this journal are cordially invited to submit their work to this monograph.

To be considered for the special issue, manuscripts should take into account the following guidelines:

Type of papers:

- Original research papers (qualitative, quantitative or mixed) that have their own data from local, national or international studies are accepted. Systematic reviews based on the same criteria are also welcome.
- Innovation experiences with data that support the rigorous presentation of the results and their methodological quality are accepted.
- Essays with a relevant theoretical basis (national and international), from current scientific reference sources (last 4 years) are accepted.

Themes:

- Educational inclusion in which digital technologies play a relevant role.
- Training of teachers in digital inclusion.
- Digital inclusion in the 21st century society.
- Digital divides in any of their causes or consequences (access, use, social - territorial, generational, gender, cognitive, competence...).
- Digital inclusion policies.
- Formal, non-formal and informal education and digital technologies as an element that compensates for inequalities or generates opportunities.
- Digital inclusion and educational quality.
- Digital inclusion and educational curriculum.

Questions:

- How can the use of digital technologies in educational processes be an element of quality that promotes equal opportunities?
- Where are educational policies related to digital inclusion heading (in Spain or internationally) and, consequently, towards the reduction of digital divides?
- How do the recent reference frameworks of digital competence and teachers' digital competence consider everything related to the concept of digital inclusion?
- How is the training of educators in digital inclusion being addressed in universities?
- What lessons have we learned after the pandemic in relation to digital inclusion? What are the main challenges based on the lessons learned?

The manuscripts can be written in Spanish and English and should be original, those can be accepted for publication if they have not been published before, nor submitted for review to other scientific journals.

About UTE:

[UTE Teaching & Technology \(Universitas Tarraconensis\)](#) is a scientific journal of continuous publication, edited and published by the research group ARGET from the *Rovira i Virgili* University of Tarragona. It is an open access journal reviewed by experts. Its main thematic line is educational research. Its main objective is to contribute to the development of Educational Sciences. Specifically, its focus is educational technology, with the aim of promoting the communication and dissemination of new approaches to teaching and learning as a response to the challenges of the 21st century digital society. To ensure the publication of quality articles, the journal applies a rigorous editorial process and follows the Open Journal System (OJS) model that supports the open access academic publication.

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Further instructions for submission of manuscripts:

<https://revistes.urv.cat/index.php/ute/about/submissions>

Inquiries can be sent to the special issue editors:

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educational inclusion. Researcher in various national and international competitive projects, as well as in innovation projects linked to his teaching activity.

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PhD in Educational Sciences, Master in Educational Technology. Lecturer in the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands (UIB). Researcher at the Educational Technology Group (GTE). Deputy Director of the Laboratory of Hospital Pedagogy (InèditLab) and secretary of the Unit of video games and artificial intelligence (UVJIA). She is vice-president of the Association dedicated to educational and technological intervention and research in Hospital Pedagogy (InèditHos) and coordinator of the Service-Learning Network for solidarity training and sustainable development (InèditNet). Her research lines focus, on the one hand, on Information and Communication Technologies applied to education, especially in the field of people with special educational needs and Hospital Pedagogy. On the other hand, together with the GTE, she is dedicated to the design and development of programmes, resources and virtual training environments at all levels, especially for primary and university education. She is part of the UVJIA team, relating video games and artificial intelligence with education, studying the educational possibilities of technologies such as 3D simulators, haptic resources, active games and robotics as resources to improve the teaching-learning process with innovative methodologies.

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Sociologist, Master in Information and Knowledge Society and PhD in Educational Technology. Teacher and researcher at the Department of Sociology of the Faculty of Social Sciences of the University of the Republic in the chair of Modern Societies and Social Inequalities, she is a member of the ObservaTIC research group, Member of the National System of Researchers of Uruguay (<https://bit.ly/3ZmTBBf>). Her lines of research are aimed at understanding the socio-cultural and educational changes in the Information Society, the development of digital competence in different populations, particularly in tertiary and university students, teachers in training and in service. Currently in charge of the design of the training design for field staff and coordination of the corresponding area for the 2023 Census which is in charge of the National Institute of Statistics of Uruguay.

Timeline:

Opening Call for papers: 1st of March 2023.
Deadline: 22nd of February 2024.
Feedback: 1st of March 2024.
Publication: 2nd of April 2024.