Call for Papers
SPECIAL ISSUE ON

EDUCATIONAL ROBOTICS FOR INCLUSIVE EDUCATION

Overview
The activities of robotics for promoting the learning have been used in the world for a rather long period of time; however, in most cases they are applied in work with children and young people who have profound interest in electronics, mechanics, etc. while at the same time they are rather seldom used to involve students who have special needs, whose learning motivation is low, who have difficulties in particular school subjects and who can be considered the risk group for early school leaving.

Educational robotics can be used to tackle problems of early school leaving which is often related to social exclusion risks which, in its turn, can be both connected with the social economic situation of the student’s family and the student’s special needs as well as the problems in the educational process. When children and young people drop the education system early without obtaining the basic education or secondary education there exists a greater risk of not acquiring adequate education, profession, work, not earning enough means of subsistence which can lead to poverty, involvement into criminal groups and in general to social exclusion. The social exclusion is understood as a social multi-dimensional process of marginalization which possesses economic, social, cultural and political aspects and it is characterized by the inability of the individuals or the groups to join the society fully or partially, when they are denied the access or the access to such resources, services and activities that are vitally important for the person’s development and that ensure a full-fledged functioning of the person in the society is encumbered. In education it is connected with insufficient possibilities to participate in the educational process, exclusion, unsatisfactory social integration and the inability to participate in the processes going on in the society in general. Social integration, in its turn, is defined as “a process in which everyone has the possibility to participate in the social, economic and political life based on the equality of rights, fairness and respect”. Inclusive education means that all the needs of students are met and all the students are supported in the learning process, and educational robotics can be used to help student to understand concepts of STEM, understand coding and get them motivated and included in learning process as these are hands on activities which allows students to experience scientific concepts in real environment.

The objective of the special issue is to communicate and disseminate recent researches on use of educational robotics to ensure inclusive education.

The thematic areas for the special issue focus are linked to the following areas of educational robotics:

- Educational robotics for children with special needs
- Educational robotics for gifted students
- Educational robotics to tackle early school leaving risks
- Research methodology for assessment of impact of educational robotics activities
Peer learning principles in educational robotics activities
Programming languages for educational robotics

The purpose of the special issue is to present educational approaches – transformative learning, integrative learning, constructivism and constructionism etc., for involvement educational robotics in pedagogical process, to give examples and discuss ideas. There is need to develop research instrument for assessment the impact of educational robotics in discourse of inclusive education and the journal can give such opportunity to fill this gap on research methodology. Manuscripts are sought that address these areas. Novel approaches and innovative educational solutions will be expected.

**Topics**
Topics of interest include, but are not limited to, the following:
- Educational robotics for people with special needs
- Educational robotics for gifted students
- Educational robotics to tackle early school leaving risks
- Research methodology for assessment of impact of educational robotics activities
- Peer learning principles in educational robotics activities
- Programming languages for educational robotics
- Educational robotics for assisted learning

Authors are encouraged to submit any of the manuscript types outlined below, including Work-in-Progress reports which highlight topics mentioned above. Interested scholars should submit a 1-page proposal including tentative title, information about contributing author(s), abstract, article type, keywords and key references to Linda Daniela (linda.daniela@lu.lv) by 10th of September 2017 – early submissions are encouraged. All proposals will be reviewed by the special issue review board who will recommend full submissions from among the proposals. All full manuscript submissions will undergo rigorous double-blind peer review by at least three reviewers of the special issue review board and regular TKNL reviewers who will recommend revisions or acceptance.

**Important dates and manuscript submission process**

Proposal submission 10th September, 2017
Full manuscript invitation 1st October, 2017
Deadline for full manuscript submission: 20th October, 2017
Manuscripts returned to authors for revision 20th November, 2017
Authors Notification/Decision: 20th December, 2017
Final Versions Due: 25th February, 2018
Publication of the Special issue 2018
Submission Procedure

Select “S.I.: EDUCATIONAL ROBOTICS FOR INCLUSIVE EDUCATION ….."

Authors should follow the TECHNOLOGY, KNOWLEDGE AND LEARNING manuscript format described at:

Submission types

We look forward to your manuscripts

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Original Research
Original research papers are primarily concerned with empirical research in digital learning, gamification, assessment and learning analytics.

Work in Progress Study
Work-in-progress studies provide early insights into leading projects or document progressions of excellent research within the field of digital learning, gamification, automated assessment, or learning analytics.

Integrative Review
Integrative reviews provide and overview and synthesize relevant literature within the field of digital learning, gamification, automated assessment, or learning analytics.

Emerging Technology Report
Emerging technology reports review new developments in educational technology by assessing the potentials for leading digital learning environments.

Structure
Manuscripts should be prepared according to APA, 6th ed. and in accordance with the journal’s Instructions for Authors (http://www.springer.com/10758?detailsPage=pltci_1060680). The following sections are essential.

Introduction
Provide the objectives and adequate theoretical and empirical background of the work. The section concludes with specific research questions and hypotheses.

Method
Detailed information on the participants, research design, materials, variables, procedure, and analysis is provided. This section should provide enough information to allow other researchers to replicate the reported work.

Results

Reported results should be concise and linked to the research questions and hypotheses.

Discussion and Conclusion

Explore the significance of the results and possible limitations of the work as well as suggest practical implications. The main conclusions of the work highlight the reported work and provide perspectives for future work.

References

Citations in the text shall follow the referencing style used by APA 6th ed. The reference list shall be arranged first alphabetically and further chronologically if necessary - see APA 6th ed.

Submission

Manuscripts should be between 4,500 and 8,000 words (including references, tables, figures) and shall be submitted through the journal's Editorial Manager (https://www.editorialmanager.com/tknl/).