

## CALL FOR PAPERS, 70

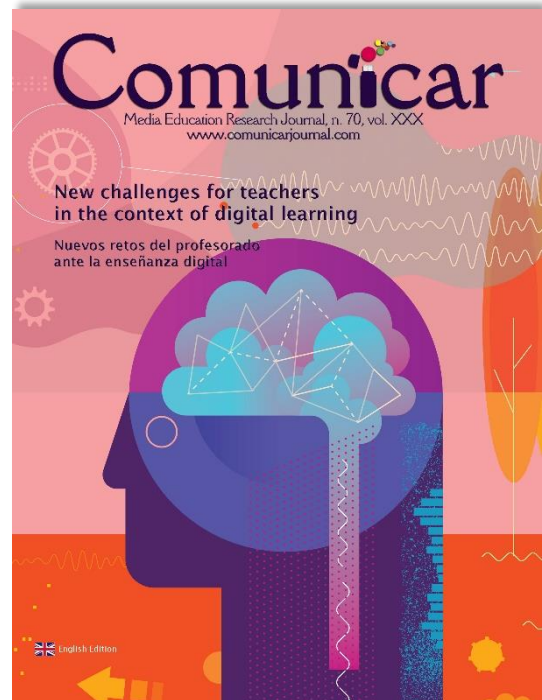
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## New challenges for teachers in the context of digital learning

### Thematic Editors

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### Scope

The role of professors and teachers as front line educators is crucial. In this information and knowledge era, teachers and professors are facing new challenges in teaching and learning. Despite the fact that 51% of the world population still does not have regular access to the Internet (ITU, 2020), children and adolescents are growing up in mediatized environments. Prosumers of the new generations interact and inform each other online, mainly through social networks, in public spaces increasingly engineered by artificial intelligence. This journal issue takes up the new challenges for teaching and the current needs for teacher training in a digital age, set against the background of rapidly shifting mediascapes in an unequal world.

## Descriptors

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- Digital literacy pedagogy in pre-service and in-service teacher education.
- Comparing MIL and ICT perspectives.
- Digital competencies of teachers.
- Challenges in and for distance education.
- Education for the digital age.
- Social and educational gaps and divides in the digital age.
- Pedagogical strategies for children and adolescents.
- Innovative experiences in digital education.
- Teacher training policies in the digital age.
- Updating the UNESCO MIL curriculum.

## Questions

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- What are the learning (and professional development) needs of teachers for the digital age?
- What competencies do teachers require to educate students who are already active media prosumers?
- How have teacher training policies advanced for the digital age?
- What pedagogical strategies successfully engage children and adolescents in active participation?
- To what extent does thinking about teacher training for the digital age lead to a necessary reflection on changing current education paradigms?
- Is teaching the mastery of technologies as important as teaching the social and communicative competences that they allow?
- How do we teach digital citizenship? What gaps do we face and what are the risks of standardizing teacher education?
- How has distance education changed our views on teacher training in the digital age?
- Should we update media and information literacy in the UNESCO MIL teacher training curriculum?
- How do MIL perspectives mesh or clash with ICT training perspectives?
- What leading edge models of teacher training for the digital age, formal and informal, are being implemented today?

## Editors

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### **Rayén Condeza Dall'Orso (Pontifical Catholic University of Chile, Chile)**

Associate Professor in Communication. Member of Edulab (UC Innovation in Education laboratory). PhD in Communication (University of Montreal). Directed the master's in Communication & Education and develops research on the communication practices of children and young people. Specialist in carrying out educational TV, Distance Education and development of educational content. She leads the MOOC Children and Adolescents in Audiovisual and Digital Culture (2020, UC Online, Coursera) and the Project Parent and Teacher Perceptions of the use that children and adolescents make of multiple screens project research. Responsible for the Chilean Chapter Cyberbullying in Higher Education (Simon Fraser University, Canada) and Alternate Director of the R&D Model of Care and Education for mothers on Home Visits (CONICYT Chile-FONDEF 2018-2019). She directs the project The Media Construction of Childhood: An Approach from the Informational, Advertising and Institutional discourses (CONICYT Chile-FONDECYT 2019-2022). She is a member of the Advisory Committee of the Science and Society Division (Ministry of Science) of the contest to communicate science Explora. Editor in chief of the scientific journal Cuadernos.info.

### **Michael Hoechsmann (Lakehead University, Ontario, Canada)**

Michael Hoechsmann is an Associate Professor and the Chair of Education Programs at Lakehead University (Orillia, Canada). His research is in cultural studies, new literacies and media education and his teaching interests also include social studies. He is a Board member of Media Smarts (Canada's Center for Digital and Media Literacy), a co-chair of the Media Education Research section of the International Association of Media and Communication Research (IAMCR) and the chair of the North American sub-chapter of the UNESCO GAPMIL network. He is a co-editor of the IAMCR Handbook on Media Education Research (Wiley, 2021) and Education for Democracy 2.0: Shifting Frames of Media Literacy (Brill, 2021).

### **Divina Frau-Meiggs (University of Sorbonne Nouvelle, Paris, France)**

Professor of media sociology at the Université Sorbonne Nouvelle (France). She is a specialist in Cultural Diversity, Internet Governance and in Media and Information Literacy (MIL) processes, as well as a researcher on the uses and practices of young people's communication. Starting in 2013, he leads the UNESCO chair "savoir-devenir / forwardance in sustainable digital development". She is coordinator of the ANR TRANSLIT project (convergence between the media and digital literacies) and the ECO MOOC project (massive open course on media and digital skills). She is one of the publishers of the IAMCR Handbook on Media Education Research (2020) and has led comparative international publications, such as Public Policies in Media and Information Literacy in Europe Cross Country Comparisons (Routledge, ECREA, 2017). She was coordinator of the coalition "Education, Teaching and Research" and was part of the civil society group at the World Summit on the Information Society in the sessions of 2003 (Geneva) and Tunisia (2005).

## **Guidelines for authors and submission**

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### **Editorial guidelines:**

<https://bit.ly/3m5GDoq>

### **Contributions for the Special Issue should be submitted through the OJS platform:**

<https://bit.ly/2Rhs96I>

### **Journal homepage:**

[www.comunicarjournal.com](http://www.comunicarjournal.com)

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