

We thought we were living in the 'post-digital era' in which technology is no longer the distinguishing element of novelty, but in which, in the midst of its normalization, the consequences of the use of increasingly advanced technologies in the creation of an increasingly hybrid reality are evident (Maeda, 2002; Cascone, 2000; Rivoltella, 2019; Negro Ponte, 1998). The pedagogical, psychological, and technological challenges we have had to face in order to ensure productive, working, communicative, teaching-learning, and interaction processes during the pandemic have, on the other hand, amply demonstrated that there are still considerable differences in terms of access to technology and adequate preparation for its use (Batini et al., 2020; Capperucci, 2020; Cecchinato & González-Martínez, 2021; Dubey & Pandey, 2020; Sari & Nayir, 2020; Voogt & Knezek, 2021).

The 'new normal' that we are experiencing sees us struggling. On the one hand, partly due to certain narratives operated by the mass media, there is the rejection of the tools and methodologies tried and tested to invoke the restoration of the situation prior to the pandemic. On the other hand, there is the hope that the lessons learned may be a harbinger of new scenarios and opportunities for all human activities and, in particular, for educational, training, academic, and scholastic contexts where the pedagogically meaningful use of digital technologies could give rise to interesting ways of fostering understanding and improving knowledge construction processes (Bereiter & Sansone, 2022; Pacheco, 2021; Rapanta et al., 2021; Fullan, 2020).

This Special Issue of Qwerty, born in the wake of the IX CKBG Congress held at the University of Salerno with the title "Link & Learn. Models, practices and onlife relations", aims to bring together research and experiments that offer food for thought on the emerging opportunities, methodologies, and technologies capable of capitalizing on the high-density technological experience of the pandemic period, facing the problems encountered, in order to draw unprecedented and innovative connections between learning and digital.

Contributions are expected on the relationship between educational innovation and new technologies, focusing in particular on the following themes:

Innovation in educational and professional contexts	Transformations of knowledge processes	Critical aspects of new technologies in education
Digital technologies for learning and teaching	Machine learning	Socio-cultural effects of new technologies
Innovation in teaching practices	Educational data mining	Psychological effects and addiction
Innovation in assessment processes	Global learning communities	Ethical and legal implications
Innovation in schools and universities	Virtual learning	Information literacy
Innovation in training in professional contexts	Experiential learning	Digital divide
Innovation in educational research	Social learning	Promoting digital skills
Applications of artificial intelligence and robotics in educational settings	Game-based learning and gamification	Space and time management
Virtual worlds	Creativity and new technologies	Crisis representation
Social and metaverse environments	Learning analytics	Big data
Blended and Hybrid Education		
Digital identities		
Artificial Intelligence		
Educational and evolutionary robotics		

All contributions will undergo the standard double-blind review process.  
Contributions in English are accepted.

Instructions for submitting contributions and the template to follow are published on the following page:

<http://www.ckbg.org/qwerty/index.php/qwerty/about/submissions>

Qwerty (<http://www.ckbg.org/qwerty/index.php/qwerty>) is an interdisciplinary journal of Technology, Culture and Education. It is indexed in Scopus and ISI-Web of Sciences and is a Class A journal in the pedagogical field.



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