UNIVERSIDAD POLITÉCNICA
SALESIANA
ECUADOR

Instituciones
Salesianas
de Educación
Superior

CALL FOR PAPERS
Vol. 18, No. 1 (January-June 2023)

Monographic Section

Responses by educational institutions to the addiction of technologies

Thematic Editors:

- **Dra. Urtza Garay Ruiz**, University of the Basque Country / Euskal Herriko Unibertsitatea (Spain)
- **Dra. Rubicelia Valencia Ortiz**, Macmillan Education (Latam)
- **Dra. Rosabel Roig Vila,** University of Alicante (Spain)

Focus

Global efforts to extend the Internet and mobile devices have helped change the way we communicate. Currently, most of the population, but especially young people, communicate mainly through electronic tools and platforms, through online social networks and video games.

The great benefits of social media technology and its uses has consolidated it as a remarkably seductive tool for the young. These qualities include the absence of the need for physical contact for communication and socialization, the possibility of being in contact easily and frequently, also sharing leisure activities simultaneously with a large volume of people, in addition to the technical ease condition to break or suspend relationships and contacts.

Nevertheless, together with these characteristics, the abusive and non-responsible use of technology and social networks also leads to the development of serious problems. Among those highlighted due to their seriousness, are addictions, but we cannot forget others derived from the characteristics of this type of technology. Such as anonymity, easy and quick access, disinhibition and lack of physical contact, which often trigger harmful effects on the mental and physical health of its users.

In this way, the abusive use of this type of technology leads to strong addictions in many adolescents and young people, thereby are currently being considered a public health problem. As such, the institutions, and among them the educational one, must address this social problem in two ways, for its prevention and for its early detection and solution.

Consequently, we find ourselves in deep need to reflect on the responses of educational institutions about technology addiction, particularly of young people and adolescents, hence the importance to be based on the reflection, research and educational experiences, that provide educational-institutional answers to the different scenarios related to technology youth's addiction.

Descriptors

- Educational experiences for the prevention of technological addictions
- Studies and research addictions to technology among adolescents and young people
- Initial and permanent teacher training in relation to addictions in technologies
- Government plans and experiences in the field of prevention of technological addictions
- Analysis and educational experiences in relation to the addiction of online social networks

Questions

Following are some questions to invite the educational community, institutions and researchers to participate in the framework of these general themes.

- How can we prevent technological addictions in youth and adolescents?
- What are the axes that educational institutions must present to give an effective response to the public health problem related to technological addiction?
- Which best educational and institutional practices are referent to promote the sustainable and healthy use of technology among adolescents and young people?
- Can the school meet the challenge of reducing addiction to technology and promote a responsible use of it?
- What do we know in relation to the current situation of research and studies about technological addictions and education?

About Thematic Editors

Dra. Urtza Garay Ruiz. PhD in Psychodidactics by the University of the Basque Country / Euskal Herriko Unibertsitatea. She is the Director of the Master in Technology, Learning and Education, and member of the consolidated Research Group in Educational Technology WebLearner of the UPV / EHU. She is a professor in the Department of Didactics and School Organization of the Bilbao School of Education, where she has taught in Bachelor's and Master's degrees related to the area of Education since 2006. She has numerous publications and presentations in international impact journals, books, book chapters and scientists' events, related to Educational Technology, teacher training in ICT, the use of ICT in education, the development of active methodologies, among others. She also directed two doctoral theses, one of them international and linked to the analysis of addictions to social networks of students in Mexico. For the last four years she has been the Director of Methodological Innovation at the UPV / EHU and currently she is the Academic Secretary of the Vice-Rector of the Bizkaia Campus at said university.

https://orcid.org/0000-0001-7298-9274
https://scholar.google.com/citations?hl=en&user=XG8_P08AAAAJ
urtza.garay@ehu.eus

Dra. Rubicelia Valencia Ortiz. PhD in Global Education Challenges by the University of the Basque Country/ Euskal Herriko Unibertsitatea. Manager of Innovation and digital transformation at Macmillan Education, Former Head of the Unit of Innovation, Radio, Television and

Information Technologies of the Latin American Institute of Educational Communication (ILCE). Specialist in convergence of media applied to education. She has extensive experience in the implementation of massive technology projects in education. Coordinated from the Center for research and advanced studies (CINVESTAV) the design and operation for Secretariat of Public Education of Mexico the first Online Public University and also the Junior High Online level. Her expertise and know-how have proved valuable in more than 14 countries around the Latin America Region and students and teachers continue to use the products she's developed.

https://orcid.org/0000-0003-4656-5456
https://bit.ly/2VXiSa4
rubivalencia@gmail.com

Dra. Prof. Rosabel Roig Vila holds a PhD in Pedagogy and is Full Professor and Chair (Educational ICT), in the Department of General and Specific Didactics at the University of Alicante [UA]. She has been the Dean of the Faculty of Education at the UA (2005-2009) and Head and Chairwoman of the Institute of Educational Sciences of the UA (2016-2020). Her research revolves around Pedagogy, Specific Didactics, ICTs and Teaching-Learning Processes. She is currently the President of the Commission for the Certification of the International Quality Seal for Non-face-to-face and Hybrid Teaching (ENPH for its initials in Spanish) of the Spanish National Quality Assessment and Accreditation Agency (ANECA); she is also head of the GIDU-EDUTIC/IN research group [http://bit.ly/2Ovbafw] and the Editor of the Journal of New Approaches in Educational Research (http://www.naerjournal.ua.es). For further information, visit https://rosabelroigvila.es/

https://orcid.org/0000-0002-9731-430X
https://scholar.google.es/citations?user=VSec3AkAAAAJ&hl=es
rosabel.roig@gcloud.ua.es

Instructions and submissions of proposals

«Alteridad» preferably edits empirical research results, written in Spanish, English or Portuguese; Studies and selected reviews of the literature are also admissible (*state-of-the-art*). For the Miscellaneous Section, various contributions within the educational framework are permanently arbitrated.

Papers must be submitted exclusively through the website of "Alteridad". The procedure requires that all authors will be registered, although only one will be responsible for correspondence. Two files must be submitted simultaneously:

1) The paper in accordance with the Publication Rules in «Alteridad»
2) Cover page and cover letter according to the attached model.

Website «Alteridad»: https://alteridad.ups.edu.ec/index.php/alteridad/
Authors registration: https://alteridad.ups.edu.ec/index.php/alteridad/user/register
Guidelines of «Alteridad»: https://bit.ly/3vVX2RQ
Cover page and Cover letter: https://bit.ly/3vZYr9L
Pre-Check Protocol: https://bit.ly/3msQTt8

Important Dates
Deadline for submission: September 30, 2022
Publication date: January 1, 2023