Volume 15. Issue 30

Research and training in cyberculture. Education, technology and learning.

The pandemic caused by the new coronavirus, among the many demands of adaptation to life in society, has highlighted the inequalities (material and symbolic) and contradictions (of form and content) in educational offers and practices, revealing the power of Cyberculture (SANTOS, 2019) and, at the same time, our lack of knowledge about what can be done in it/with it. We understand Cyberculture "as the contemporary culture that revolutionises communication, production and networked circulation of information and knowledge at the city-cyberspace interface" (SANTOS, 2019, p. 21), being structured by digital technologies from which new cognitive profiles emerge, with their own demands and which draw unique and differentiated relationships with the teaching-learning processes (SANTOS, 2013).

Faced with the need for physical isolation, to contain the circulation of the virus, educational institutions were forced to think of distance strategies that would allow the continuity of educational rituals, which was not a simple process, for several reasons. Life in cyberculture, although familiar to many students and teachers, does not necessarily dialogue with what is/has been practiced in schools and universities, which has required an effort to appropriate and create other forms of learning through encounters produced on the digital network.

In this context, it is imperative to debate, invest, train and stimulate experiences in/with Cyberculture, creating pedagogical intentions that are not reduced to emergency teledocency, but that create languages, procedures and ethical-aesthetic-political commitments to new ways of educating. Therefore, in this call, we would like to hear about practices and proposals for the training of cyberteachers and cyberstudents, forged in the pandemic or before it. We hope to receive texts that

I

EA Conference 2022, 29 y 30 de junio de 2022
Grupo de Investigación EduSoC Lab, Educación. Sociedad y Cultura
Facultad de Educación / Centro de Formación de Profesorado
Universidad Complutense de Madrid

relate/problematise/propose experiences in the field of education practised in other presences, through digital technologies, in times of pandemic. We privilege the analyses that contemplate the concept of Online Education, understanding it as a phenomenon of Cyberculture, practiced in a network, and that must be differentiated from the structure of Distance Education and the current practices of Distance Learning (SANTOS, 2020), involving teaching-learning processes mediated by digital interfaces and transiting through various computer systems, dialoguing with interactivity, dialogue, connectivity and authorship (PIMENTEL, 2018).

Therefore, in this call for papers we are interested in research articles, studies, experiences and practices that highlight the following themes:

- Education in cyberculture
- Teaching in online education - Teaching-learning processes in teleducation
- Innovation in distance learning in emergencies
- Distance education in pandemics
- Distance education in the Covid-19 pandemic
- Learning styles in online education
- Architectures and didactic designs in online education
- Teaching and mediation in online education
- Online research and training.

Texts should address the context of the pandemic and the emerging distance education that emerged from it, valuing the experiences of creating and using interfaces in the digital network. They should be original and contribute to any area of knowledge.

"Estilos de Aprendizaje" (Journal of Learning Styles) is a biannual journal with external review (blind peer review system), which is published in digital format and is included and recognised in the following databases and directories: Dialnet, Google Scholar, Scholar Metrics and in Arts & Humanities Citation Index, Directory of Open Access Journals (DOAJ), ESCI (Emerging Sources Citation Index) deWeb of Science de FECYT, Latindex Cat. logo 2.0 and indexed in Q1 of Dialnet Metrics in 2016 and 2017, Q2 in 2018 and Q3 in 2019. The journal, in addition to having the FECYT Quality Seal, is indexed in JCR-JCI (Journal Citation Indicator) based on the new Journal Citation Report metrics in 2021 in the area of Education & Educational Research on journals indexed in the Emerging Sources Citation Index (ESCI) WOS. It is also indexed in Web of Science: Emerging Sources Citation Index, Social Science Citation Index; DIALNET metrics (IDR Impact 2019: 0.165) and CIRC: C; as well as in the Evaluation Platforms: Latindex Catalogue V1. 0 and V2.0, DICE, IRESIE, ISOC, ERIHPlus, CARHUS PLUS+22, REBIUN and MIAR: Seniority = 13 years (start date: 2008), Persistence: log10(13) = +1.1, ICDS = 7.6 and Google Scholar Metrics Index h (41), Index hi10 (121) in 2020.

The deadline for receipt of papers for this special issue is **15 June 2022**, subject to acceptance of the proposal by the EA Conference 2022 Organising and Steering Committee by 15 May 2022 in the submissions section of the EA Conference website.

The issue will be published in October 2022.

All proposed manuscripts must properly follow the journal's guidelines and APA 7th edition rules for citations and references and will be accepted from up to 4 authors. Texts must be original and contribute to any area of knowledge.

The rules for publication and submission of manuscripts can be reviewed at: http://revistaestilosdeaprendizaje.com/index

Manuscripts may be submitted in the three official languages: **English, Spanish and Portuguese.**

Submission of Proposals/Abstracts to EA Conference 2022

www.cseconference.es

Coordinators

Edmea Santos, Grupo de Pesquisa Docência e Cibercultura (GPDOC), Universidade **Federal Rural do Rio de Janeiro,** edmeabaiana@gmail.com

Vittorio Lo Bianco, Grupo de Pesquisa Docência e Cibercultura (GPDOC), Universidade Federal Rural do Rio de Janeiro e Fundação Centro de Ciências e Educação Superior a **Distância (Cecierj),** vlobianco26@gmail.com

Felipe Carvalho, pesquisador Grupo de Pesquisa Docência e Cibercultura (GPDOC), Universidade Federal Rural Rio de Janeiro