Tenth International Conference on Technology, Knowledge and Society

Décimo Congreso Internacional de Tecnología, Conocimiento y Sociedad

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Dear Delegate,

Welcome to the Tenth International Conference on Technology, Knowledge, and Society.

The conference and its associated journal were created to provide a transdisciplinary forum that examines the relationship between technology, knowledge, and its societal context. This is a forum that brings together a diverse range of researchers, teachers, and practitioners. It serves as a meeting point for technologists and those who may work in non-technological areas, but are nevertheless concerned with the social impact and import of technology. The conversations that result are informed by theory, empirical data, and application, and encompass a broad variety of theoretical and methodological perspectives.

This year’s conference follows a string of successful meetings over the last few years, including Vancouver, Canada in 2013, Los Angeles, USA in 2012, Bilbao, Spain in 2011, and Berlin in 2010. We are happy to announce that the 2015 conference will be held 23-24 February at University of California, Berkeley, California, USA.

Conference presenters have the option to submit their papers into the fully peer-reviewed, print plus electronic journal collection, The Technology Collection. We would also like to invite conference participants to develop publishing proposals for original works in our Technology and Society Book Series, or for edited collections of papers drawn from the journal which address an identified theme.

In addition to the Technology and Society Conference, Common Ground hosts conferences and publishes journals in other areas of critical intellectual human concern, including diversity, learning, climate change, sustainability and interdisciplinary social sciences, to name several. Our aim is to create new forms of knowledge community, where people meet in person and also remain connected virtually, making the most of the potentials for access using digital media.

Thank you to everyone who has put such a phenomenal amount of work into preparing for this conference. I would particularly like to thank Carmen Salgado Santamaría, Jesús Flores Vivar and the Facultad de Ciencias de la Información, Universidad Complutense. Additional thanks goes to my Common Ground Colleagues, including Jamie Burns, Ian Nelk, and Rachael Arcario, as well as our counterparts in Common Ground Spain, Karim Gherab-Martin, Raquel Jimenez, and Ana Quintana. We wish you all the best for this conference, and hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the world.

Yours Sincerely,

Phillip Kalantzis-Cope

Director, Common Ground Publishing
PhD Candidate, The New School for Social Research
ABOUT COMMON GROUND

Our Mission

Common Ground Publishing aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative knowledge communities and provide platforms for meaningful interactions across diverse media.

Our Message

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds knowledge communities that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinarity, the place of the arts in society, technology’s connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

Our Media

Common Ground creates and supports knowledge communities through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host community). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book series offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The knowledge community also maintains an online presence—through presentations on our YouTube channel, monthly email newsletters, as well as Facebook and Twitter feeds. And Common Ground’s own software, Scholar, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.
THE TECHNOLOGY, KNOWLEDGE, AND SOCIETY KNOWLEDGE COMMUNITY

The Technology, Knowledge, and Society knowledge community is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of academic knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, the Technology, Knowledge, and Society knowledge community brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

Themes

Theme 1: Technologies for Human Use

On human uses of technologies, human uses, and the social impacts of technologies.

- Technology, knowledge and society: re-examining the connections
- Human-technology interaction, interfaces and usability
- Cybernetics, informatics, systemics and distributed networks
- New media, new communications channels: broadcasting, to narrowcasting, to pointcasting
- Open computing: the theory and practice of open source and free software
- Creative Commons
- Copyright and digital rights management
- Proprietary software and its human influences
- Data and metadata: meanings, boundaries, functions
- Open standards and the logistics of communicability and interoperability
- Structure and semantics in information
- The semantic web
- Markup languages, new markup practices, new literacies
- Wireless and mobile information and communications technologies
- Multilingualism, Unicode and machine translation
- Artificial intelligence, intelligent systems, intelligent agents
- Human-machine interfaces

Theme 2: Technologies in Community

On the roles of technologies in community formation, maintenance and change.

- Communities of practice and knowledge-creating communities
- Virtual communities
- Technologies for participatory citizenship
- Technology in capacity development
- Digital development: bridging the digital divide
- E-government, e-democracy and cyber-civics
- Participatory systems
- The politics of information
- Globalization and technology
- Multilingualism and cultural diversity in the digital age
- Technological meets social transformation
- Technical and social systems of sustainability
- The wild world of the Web: regulation and its discontents
- Communities as publishers
- Communities as networks: the dynamics of collaboration and community building
- Information architectures: scaffolds for autonomy or restrictive straight-jackets?
- Multi-channel publishing
- Digital repositories, archives and libraries
- Disability and access
- Differences of sensibility and access: gender, language, culture
- Cyber-identities
- Creative sources: the technologies of art and the arts of technology
- Cyber-ethics and cyber-law
Theme 3: Technologies for Learning
On learning through and about technologies.

- Learning by design: curriculum and instruction in the era of networked computing
- Edutainment: gaming as pedagogy
- Perception, cognition and interactivity
- Children of the digital era: learning styles and the challenges of engagement
- Interactive and collaborative learning
- Digital meanings, multimodal communications and multiliteracies
- Lifelong and life-wide learning
- E-learning on the job and in work-related training
- E-learning in the professions
- Organizational learning and the learning organization
- Formal and informal learning
- Help menus and user-guides: website and software-integrated learning
- The virtual university

Theme 4: Technologies for Common Knowledge
On the use of technologies in knowledge creation and access.

- Technology in the service of the ‘knowledge society’
- Data, information, knowledge, wisdom: re-examining core concepts
- Knowledge management: nurturing personal and common knowledge
- Information systems and people in organizations
- Research infrastructures
- Participatory design
- Intellectual property: approaches digital rights management
- Creative Commons and commercial realities: what are the economic conditions for knowledge and innovation?
- E-commerce, open markets and open knowledge: contradictions or complementarities?
- Collaborations: from personal to interpersonal computing
- Technologies for development
- Information and communications technologies and development
- ICTs: how the poor benefit or does not benefit
- Situating ICTs in development policies and strategies
- Global interactions: technologies, development and globalization

Scope and Concerns

Technologies
Over the past quarter century, digital technologies have become signature change agents in all aspects of our domestic, working and public lives. Whether it is our awareness of the world through the media, formal or informal learning, shopping, banking, travelling or communicating, digital technologies are everywhere. The hardware is getting less expensive relative to the power of the technology. Meanwhile, a battle is being fought in the domain of intellectual property between software that is proprietary and sometimes closed, and software that is open and sometimes free.

How do we understand and evaluate the workings of these technologies? To answer this question we need to recruit the disciplines of computer science, software engineering, communications systems and applied linguistics. We need to develop and apply the conceptual tools of cybernetics, informatics, systemics and the theory of distributed networks. And how do we understand their effects? Here we may consider the impact of the new media, intelligent systems or human-machine interfaces.

Communities
In earlier modern times, information and communications technologies centralized power, knowledge and culture. They were built with heavy plant and physical infrastructure — the printing presses, the transmission stations and the transport and distribution systems that only the larger corporation or the state could afford. They were centralized, driven by economies of (large) scale and dominated on a day-to-day basis by those with economic resources, political power and elite cultural networks.

The new digital technologies are free or cheap. They are instantaneous and global. They are decentralized and distributed. And so, it is argued that they open out and provide broader access to the means of production and communication of meaning. They are the bases for an electronic democracy, participatory design and communities of practice. They allow a myriad of cultures, interests and knowledge communities to flourish.

Or at, least, this is one interpretation. In bleaker views, they add a digital divide to older historical cleavages of inequality. They daze us into passivity, They place our every movement under surveillance. They enforce a sedentary compliance.
Learners

There is little doubt that ‘e-learning’ is destined to become a larger part of the experience of learning at school, in universities, on the job, at home — indeed, lifelong and lifewide learning. Technology is now a central concern of education, not only from the point of view of preparing students for a world of work where networked computers are pervasive, but also from the point of view of community participation and citizenship. Learners who are excluded from the new information spaces, will clearly be economically, socially and culturally disadvantaged.

At its best, e-learning is a refreshingly new medium with a pedagogically new message. However, as the critics of e-learning rightly point out, much of what passes for e-learning is lock-step, mechanical and individualized (one user/one screen), reflecting and reproducing pedagogies that are best dubious and at worst regressive.

On the other hand, a more optimistic view notes the capacity of the new information and communication technologies to transform learning relationships. Instead of being the recipients of transmitted knowledge (syllabuses, textbooks, ‘information’ resources), institutions of learning might become places where teachers and learners develop knowledge banks, and where traditional classrooms, dominated by teacher talk, are replaced by open learning in which groups of students work autonomously and collaboratively on knowledge projects within a structured ‘content management’ environment. By these means, the role of the learner is transformed from knowledge consumer to knowledge producer.

Knowledge

The world is moving into a phase that is widely, and perhaps too glibly at times, referred to as a ‘knowledge economy’ or ‘knowledge society’. Information and communications technologies, and their human effects, play a central part in this development.

These digital technologies allow new, bottom-up structures of knowledge to emerge, building from the collaborative endeavors of knowledge creating communities — in, for instance, workplaces, schools and associations of common interest. In each case, they provide the means by which personal knowledge may be shared and transformed into common knowledge. From being receptors of knowledge, persons, organizations and communities become makers and publishers of knowledge, reversing at least in part the fundamental epistemic flows of modernity and replacing this with a new ‘dialogics’ of knowledge.

This conference, journal, book imprint and online media provide a forum for discussion of the connections between technology and society. The perspectives presented range from big picture analyses which address global and universal concerns, to detailed case studies which speak of localized applications of technology. Conference presentations and publications traverse a broad terrain, sometimes technically and other times socially oriented, sometimes theoretical and other times practical in their perspective, and sometimes reflecting dispassionate analysis while at other times suggesting interested strategies for action.

Community Membership

Annual membership to the Technology, Knowledge, and Society community is included in your conference registration. As a community member, you have access to a broad range of tools and resources to use in your own work: electronic access to the full journal and book collections; a full Scholar account, offering an innovative online space for collaborative learning in your classes or for broader collaborative interaction with colleagues (within a research project or across the globe); and annual conferences where you can present your work and engage in extensive interactions with others with similar interests who also bring different perspectives. And you can contribute to the development and formalization of the ideas and works of others—as a journal or book reviewer, as a conference participant, and as a contributor to the newsletters and community dialogue.

Membership Benefits

- Personal electronic subscription to the complete journal collection for one year after the conference (all past and current issues).
- Personal electronic subscription to the book series for one year after the conference.
- One article submission per year for peer review and possible publication in any of the journals in the collection.
- Participation as a reviewer in the peer review process and the potential to be listed as an Associate Editor of the journal after reviewing three or more articles.
- Subscription to the monthly community email newsletter, containing news and information for and from the knowledge community.
- Ability to add a video presentation to the community YouTube channel, whether or not it was presented in person at the conference or is published in the journal.
- Access to the Scholar ‘social knowledge’ platform: free use of Scholar as your personal profile and publication portfolio page, as a place to interact with peers and forms communities that avoid the clutter and commercialism of other social media, with optional feeds to Facebook and Twitter.
- Use Scholar in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published students’ works in its Publisher space. Contact us to request Publisher permissions for Scholar.
Engaging in the Community

Present and Participate in the Conference
You have already begun your engagement in the community by attending the conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with community colleagues that will continue well into the future.

Publish Journal Articles or Books
We encourage you to submit an article for review and possible publication in The International Journal of Technology, Knowledge, and Society. In this way, you may share the finished outcome of your presentation with other participants and members of the Technology, Knowledge, and Society community. As a member of the community, you will also be invited to review others’ work and contribute to the development of the community knowledge base as an Associate Editor. As part of your active membership in the community, you also have online access to the complete works (current and previous volumes) of The International Journal of Technology, Knowledge, and Society and to the book series. We also invite you to consider submitting a proposal for the book series.

Engage through Social Media
There are several methods for ongoing communication and networking with community colleagues:

- Email Newsletters: Published monthly, these contain information on the conference and publishing, along with news of interest to the community. Contribute news or links with a subject line ‘Email Newsletter Suggestion’ to support@techandsoc.com.
- Scholar: Common Ground’s path-breaking platform that connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works. To learn more about Scholar, go to page 61.
- Facebook: Comment on current news, view photos from the conference, and take advantage of special benefits for community members at: http://www.facebook.com/TechAndSoc.CG
- Twitter: Follow the community: @techandsoc.
THE INTERNATIONAL ADVISORY BOARD FOR THE TECHNOLOGY, KNOWLEDGE, AND SOCIETY COMMUNITY

- Marcus Breen, Bond University, Queensland, Australia
- G.K. Chadha, Jawaharlal Nehru University, New Delhi, India
- Simon Cooper, Monash University, Australia
- Bill Cope, University of Illinois, Urbana-Champaign, USA
- Bill Dutton, University of Oxford, Oxford, United Kingdom
- David Hakken, Indiana University, Bloomington, USA
- Rom Harré, Georgetown University, Washington, D.C., USA; London School of Economics, London, UK
- David Karpf, George Washington University, Washington, D.C., USA
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- Telle Whitney, Anita Borg Institute for Women and Technology, Palo Alto, USA

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- Carmen Salgado Santamaría, Universidad Complutense, Madrid, España.
- Langdon Winner, Rensselaer Polytechnic Institute, Troy, Nueva York, EEUU.
THE TECHNOLOGY COLLECTION AND BOOK SERIES

About Our Publishing Approach

For three decades, Common Ground Publishing has been committed to creating meeting places for people and ideas. With 24 knowledge communities, Common Ground’s vision is to provide platforms that bring together individuals of varied geographical, institutional, and cultural origins in spaces where renowned academic minds and public thought leaders can connect across fields of study. Each knowledge community organizes an annual academic conference and is associated with a peer-reviewed journal (or journal collection), a book imprint, and a social media space centered around Common Ground’s path-breaking ‘social knowledge’ space, Scholar.

Through its publishing practices, Common Ground aims to foster the highest standards in intellectual excellence. We are highly critical of the serious deficiencies in today’s academic journal system, including the legacy structures and exclusive networks that restrict the visibility of emerging scholars and researchers in developing countries, as well as the unsustainable costs and inefficiencies associated with traditional commercial publishing.

In order to combat these shortcomings, Common Ground has developed an innovative publishing model. Each of Common Ground’s knowledge communities organizes an annual academic conference. The registration fee that conference participants pay in order to attend or present at these conferences enables them to submit an article to the associated journal at no additional cost. Scholars who cannot attend the conference in-person may still participate virtually and submit to the journal by obtaining a community membership, which also allows them to upload a video presentation to the community’s YouTube channel. By using a portion of the conference registration and membership fees to underwrite the costs associated with producing and marketing the journals, Common Ground is able to keep subscription prices low, thus guaranteeing greater access to our content. All conference participants and community members are also granted a one-year complimentary electronic subscription to the journal associated with their knowledge community. This subscription provides access to both the current and past volumes of the journal. Moreover, each article that we publish is available for a $5 download fee to non-subscribers, and authors have the choice of publishing their paper open access to reach the widest possible audience and ensure the broadest access possible.

Common Ground’s rigorous peer review process also seeks to address some of the biases inherent in traditional academic publishing models. Our pool of reviewers draws on authors who have recently submitted to the journal, as well as volunteer reviewers whose CVs and academic experience have been evaluated by Common Ground’s editorial team. Reviewers are assigned to articles based on their academic interests and expertise. By enlisting volunteers and other prospective authors as peer reviewers, Common Ground avoids the drawbacks of relying on a single editor’s professional network, which can often create a small group of gatekeepers who get to decide who and what gets published. Instead, Common Ground harnesses the enthusiasm of its conference delegates and prospective journal authors to assess submissions using a criterion-referenced evaluation system that is at once more democratic and more intellectually rigorous than other models. Common Ground also recognizes the important work of peer reviewers by acknowledging them as Associate Editors of the volumes to which they contribute.

For over ten years, Common Ground has been building web-based publishing and social knowledge software where people can work closely to collaborate, create knowledge, and learn. The third and most recent iteration of this project is the innovative social knowledge environment, Scholar. Through the creation of this software, Common Ground has sought to tackle what it sees as changing technological, economic, distributional, geographic, interdisciplinary and social relations to knowledge. For more information about this change and what it means for academic publishing, refer to The Future of the Academic Journal, edited by Bill Cope and Angus Phillips (Elsevier 2009).

We hope that you will join us in creating dialogues between different perspectives, experiences, knowledge bases, and methodologies through interactions at the conference, conversations online, and as fully realized, peer-reviewed journal articles and books.
The Technology Collection

Themed Journals (ISSNs Pending):

- Journal of Technologies and Human Usability
- Journal of Technologies in Society
- Journal of Technologies in Learning
- Journal of Technologies in Knowledge Sharing

Annual Review:

- The International Journal of Technology, Knowledge, and Society: Annual Review - ISSN: 1832-3669

Collection Editor
Marcus Breen, Bond University, Australia

Publication Frequency

Themed journals publish 4 issues per volume; the annual review journal publishes once annually. Articles across the collection are published continuously online.

Indexing

The International Journal of Technology, Knowledge, and Society: Annual Review is indexed by:

- Scopus
- Genamics
- Ulrich’s Periodicals
- Cabell’s
- The Australian Research Council (Annual Review only)

Indexing for the themed journals in the Technology Collection will be finalized upon the publication of the first themed issues.

Acceptance Rate

25%

Circulation

204,643

Foundation Year

2005
INTERNATIONAL AWARD FOR EXCELLENCE

The Technology Collection presents an annual International Award for Excellence for new research or thinking. All articles submitted for publication in the collection are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for the collection and the annual Technology and Society Conference. The committee selects the winning article from the ten highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines. The remaining nine top papers will be featured on our website.

This Year’s Award Winners are:

Hsing-Wen Hu, University of Anchorage, Alaska, USA

Katherine Walker, University of Anchorage, Alaska, USA

Wei-Ying Hsiao, University of Anchorage, Alaska, USA

For the Article:

“Developing Elementary Pre-Service Teachers’ Technological, Pedagogical, and Content Knowledge for Learning and Teaching Division of Fractions”

Abstract

Several studies indicate pre-service elementary school teachers’ (PSTs) lack of understanding in division of fractions due to limited conceptual understanding in this content area (Ball, 1990, Schwartz 2008). The purpose of this study is to examine how TPACK (integrating technological, pedagogical, and content knowledge) can enhance PSTs’ conceptual understanding of division of fractions. The outcome of this study shows PSTs are able to create models to convey the concept; write mathematic sentences to describe these models; explain their understanding in words; and demonstrate connections between different mathematical representations by using TPACK.
SUBMISSION PROCESS

Every conference delegate with an accepted proposal is eligible and invited to submit an article to the Technology Collection. Full articles can be submitted using Common Ground’s online conference and article management system CGPublisher. Below please find step-by-step instructions on the submission process.

1. Submit a presentation proposal to the conference. The theme that you select when you submit your paper will help determine which thematically focused journal will consider your article for publication.

2. Once your conference proposal or paper abstract has been accepted, you may submit your article to the collection by clicking “add a paper” from your proposal/abstract page. You may upload your article anytime between the first and the final submission deadlines, which can be found on the next page.

3. Once your article is received, it is verified against template and submission requirements. Your identity and contact details are then removed, and the article is matched to two appropriate reviewers and sent for review. You can view the status of your article at any time by logging into your CGPublisher account at www.CGPublisher.com.

4. When reviewer reports are uploaded, you will be notified by email and provided with a link to view the reports (after the reviewers’ identities have been removed).

5. If your article has been accepted, you will be asked to accept the Publishing Agreement and submit a final copy of your article. If your paper is accepted with revisions, you will be asked to submit a change note with your final submission, explaining how you revised your article in light of the reviewers’ comments. If your article is rejected, you may resubmit it once, with a detailed change note, for review by new reviewers.

6. Accepted articles will be typeset and the proofs will be sent to you for approval before publication.

7. Individual articles may be published online first with a full citation. Full issues follow at regular, quarterly intervals. All issues are published 4 times per volume (except the annual review, which is published once per volume).

8. Registered conference participants will be given online access to the collection from the time of registration until one year after the conference end date. Individual articles are available for purchase from the journal’s bookstore. Authors and peer reviewers may order hard copies of full issues at a discounted rate.

SUBMISSION TIMELINE

You may submit your final article for publication to the collection at any time throughout the year. The submission timeline for Volume 10 is as follows:

- Submission Round 1 – 30 March, 2014
- Submission Round 2 – 30 June, 2014
- Submission Round 3 – 30 September, 2014
- Submission Round 4 (final) – 30 December, 2014

Note: If your article is submitted after the final deadline for Volume 10, it will be considered for Volume 11. However, the sooner you submit, the sooner your article will begin the peer review process. Also, as we publish ‘web first’, early submission means that your article will be published with a full citation as soon as it is ready, even if that is before the full issue is published.

For More Information, Please Visit:

http://techandsoc.com/submitting-your-work/journal-articles/submission-process
JOURNAL SUBSCRIPTIONS, OPEN ACCESS, ADDITIONAL SERVICES

Institutional Subscriptions

Common Ground offers print and electronic subscriptions to all of its journals. Subscriptions are available to the full Technology Collection, individual journals within the collection, and to custom suites based on a given institution’s unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution. You may download the Library Recommendation form from our website to recommend that your institution subscribe to the Technology Collection: http://techandsoc.com/publications/journal/about-the-journal#3-tab.

Personal Subscriptions

As part of their conference registration, all conference participants (both virtual and in-person) have a one-year online subscription to the Technology Collection. This complimentary personal subscription grants access to both the current volume of the collection as well as the entire backlist. The period of complimentary access begins at the time of registration and ends one year after the close of the conference. After that time, delegates may purchase a personal subscription. To view articles, go to http://ijt.cgpublisher.com/. Select the “Login” option and provide a CGPublisher username and password. Then, select an article and download the PDF. For lost or forgotten login details, select “forgot your login” to request a new password.

For more information, please visit:

http://techandsoc.com/publications/journal/subscriptions-and-orders or contact us at journals@commongroundpublishing.com

Hybrid Open Access

The journals in the Technology Collection are all Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means that some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. They may do this because open access is a requirement of their research funding agency. Or they may do it so that non-subscribers can access their article for free.

Common Ground’s open access charge is $250 per article, a very reasonable price compared to our hybrid open access competitors and purely open access journals that are resourced with an author publication fee. Electronic papers are normally only available through individual or institutional subscriptions or for purchase at $5 per article. However, if you choose to make your article Open Access, this means that anyone on the web may download it for free.

There are still considerable benefits for paying subscribers, because they can access all articles in the journal, from both current and past volumes, without any restrictions. But making your paper available at no charge increases its visibility, accessibility, potential readership, and citation counts. Open access articles also generate higher citation counts.

For more information or to make your article Open Access, please contact us at support@commongroundpublishing.com.

Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the whole world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials. We support the highest Sherpa/Romeo access level—Green.

For more information on Institutional Open access or to put us in touch with your department head or funding body, please contact us at support@commongroundpublishing.com.
Editing Services

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What We Do

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The Process

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- Our editorial team will review your article and provide you with a quote based on the paper’s word count.
- Once you accept the quote, a translator will be assigned to your article.
- Within 14-21 business days of your confirmed payment, you will receive a draft of your translated article. You will have a chance to communicate with the translator via the draft using Word’s “track changes” function. Based on that communication, the translator will supply you with a final copy of your translated article.
**THE TECHNOLOGY AND SOCIETY BOOK IMPRINT**

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- Author(s)/editor(s)
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- Author bio note(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

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**Call for Book Reviewers**

Common Ground Publishing is seeking distinguished peer reviewers to evaluate book manuscripts submitted to The Technology and Society Book Imprint.

As part of our commitment to intellectual excellence and a rigorous review process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and an essential part of the publication process.

Common Ground recognizes the important role of reviewers by acknowledging book reviewers as members of the Technology and Society Book Imprint Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to books@commongroundpublishing.com with:

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THE TECHNOLOGY AND SOCIETY BOOK SERIES

These and other books are available at http://techandsoc.cgpublisher.com/

Arianne Rourke and Kathryn Coleman (eds.)

This book highlights research and practice where pedagogy effectively utilises as well as leads the technology in teaching, learning and assessment in higher education. The examples provided, not only highlight how teaching practice can become research, an important focus for 21st century academics, but also provides exemplary case studies and theoretical perspectives on the importance of a student-centred approach to adopting technology for teaching and learning.

Uprising: The Internet’s Unintended Consequences
Marcus Breen

Utilizing a transdisciplinary approach, Uprising examines the way transgressive knowledge circulates in places and spaces where communication regulation has been removed. In doing so, the book offers a new approach to proletarianization. It is based on the theory that the deregulation of the digital infrastructure allows transgressive knowledge to be mobilized in ways that remake political economy.
Recent Books Published by Common Ground
These and other books are available at http://theuniversitypressbooks.cgpublisher.com/

**Literacy across the Curriculum**
Robyn Gregson (ed.)

As educators in secondary teaching training programs, we are concerned that secondary school students may not be receiving the support they need to be literate in the 21st century. At no other time in history have there been such literacy demands on individuals. Being able to read and write is no longer sufficient to meet the demands of literacy in secondary school, tertiary institutions, and the workforce. The teaching of literacy skills is no longer the domain or responsibility of those who teach English in our schools. They have a curriculum of their own that will support literacy needs but will not show students how to read to understand and write specifically for subjects such as mathematics, science, and drama.

**Building Minds, Forging Bridges: Teaching in a Visually Littered World**
Arianne Rourke and Vaughan Rees (eds.)

The 21st century learner is faced with an avalanche of visual imagery in the media and on the World Wide Web that enhances as well as distracts from learning. The 21st century educator in higher education needs to understand how to embrace visual culture and digital imagery to accelerate and deepen learning. Through an understanding of visual literacy, visual memory, colour theory, visual autobiography, the role of narrative and metaphor, semantic cues and prototypical examples, this book will explore how best to utilise visual imagery to promote meaningful active learning.
Revista Internacional de Tecnología, Conocimiento y Sociedad

Acerca de nuestro enfoque editorial

Durante 29 años, Common Ground Publishing se ha comprometido con la creación de lugares de encuentro de personas e ideas. Con 11 comunidades de conocimiento en español y portugués y 24 comunidades en inglés, la visión de Common Ground es proveer plataformas que reúnan a personas de diversos orígenes geográficos, institucionales y culturales en espacios donde académicos y otros profesionales puedan conectar por igual a través de distintos campos interdisciplinares de estudio. Cada comunidad de conocimiento realiza un congreso académico anual alrededor del mundo y está asociada a una Revista revisada por pares (o a una colección de Revistas), una colección de Libros y un serie de redes sociales, en torno a un nuevo “espacio social de conocimiento” realmente disruptivo diseñado y desarrollado por Common Ground: Scholar (http://cgscholar.com/).

A través de sus servicios editoriales, Common Ground tiene como objetivo fomentar los más altos estándares de excelencia intelectual. Somos muy críticos con las graves deficiencias que existen en el actual sistema de publicaciones académica, incluyendo las estructuras existentes y las redes exclusivas que restringen la visibilidad de los académicos e investigadores emergentes en los países en desarrollo, así como los costes e inefficiencies insostenibles asociados con la edición comercial tradicional.

Para combatir estas deficiencias, Common Ground ha desarrollado un modelo de publicación innovador. Cada una de las comunidades de conocimiento de Common Ground organiza un congreso académico anual. La cuota de inscripción que pagan los participantes del congreso por asistir y presentar en estos congresos, les permite enviar un artículo a la revista (o colección de revistas) asociada sin coste adicional. Así, los autores pueden realizar una presentación en un congreso científico de su área de investigación, incorporar las críticas constructivas que reciben en respuesta a su presentación y, a continuación, enviar un artículo sólido para su revisión por pares, sin que el autor tenga que pagar una tasa adicional. Los académicos que no puedan asistir al congreso en persona, pueden participar de forma virtual, opción que les permite enviar un artículo a la revista. Usando una parte de la cuota de inscripción para financiar los costes asociados a la producción y comercialización de las revistas, Common Ground es capaz de mantener unos precios de suscripción bajos, facilitando así el acceso a todos nuestros contenidos. Todos los participantes del congreso, tanto presenciales como virtuales, pueden subir sus presentaciones al canal de YouTube de Common Ground, además de tener una suscripción electrónica gratuita a la revista por un período de un año. Esta suscripción permite el acceso a todos los números, presentes y pasados, de la revista en español/portugués y a la revista (o colección de revistas) en inglés. Además, cada artículo que publicamos está disponible de forma individual con una tarifa de descarga de $3 para los no abonados, y los autores disponen de la opción de publicar su artículo en acceso abierto para llegar así a una mayor audiencia y garantizar la difusión más amplia posible.

El riguroso proceso de revisión de Common Ground trata también de abordar algunos de los sesgos inherentes a los tradicionales modelos de editoriales académicas. El conjunto de evaluadores está compuesto de autores que han presentado recientemente artículos en la revista, así como de revisores voluntarios cuyos currículos y experiencia académica han sido evaluados por el equipo editorial de Common Ground. Los artículos son asignados a revisores en base en sus intereses académicos y experiencia. Al tener voluntarios y a otros autores como posibles revisores, Common Ground evita los inconvenientes de depender de la red profesional de un solo editor, que con más frecuencia de la deseable conlleva la creación de grupos de arbitraje cerrado que deciden qué y quién publica. En cambio, Common Ground aprovecha el excelente talento de los participantes del congreso y de los autores de las revistas para evaluar los trabajos, utilizando un sistema de evaluación basado en criterios más democráticos e intelectualmente más rigurosos que otros modelos tradicionales. Common Ground también reconoce la importante labor de los revisores, nombrándoles Editores Asociados de los volúmenes en los que contribuyen.

A través de la creación de un software asombrosamente innovador, Common Ground también ha comenzado a hacer frente a lo que considera como un cambio en las relaciones tecnológicas, económicas, geográficas, interdisciplinarias, sociales y de distribución y difusión del conocimiento. Desde hace más de diez años hemos estado construyendo una editorial muy mediada por las tecnologías web y las nuevas redes sociales, donde la gente pueda trabajar en estrecha colaboración para aprender, crear y compartir conocimiento. La tercera y última iteración de este proyecto es un entorno social de conocimiento pionero llamado Scholar (http://cgscholar.com/). Esta plataforma informática posee un lugar donde los académicos pueden conectarse en red y dar visibilidad a sus investigaciones a través de una librería personal.

Esperamos que se unan a nosotros en la creación de diálogos entre diferentes perspectivas, experiencias, áreas de conocimiento y metodologías a través de las interacciones en el seno del congreso, las conversaciones online, los artículos para la revista o la colección de libros (ambas revisadas por pares).
Revista Internacional de Tecnología, Conocimiento y Sociedad

La Revista Internacional de Tecnología, Conocimiento y Sociedad ofrece un espacio para el diálogo y la publicación de teorías y prácticas innovadoras que relacionan la tecnología, el conocimiento y la sociedad. Su ámbito de aplicación es interdisciplinar y proporciona un punto de encuentro entre tecnólogos preocupados por los asuntos sociales y filósofos, sociólogos, educadores y humanistas interesados en la tecnología. La atención principal se centra en aquellas tecnologías que pueden tener influencia en los medios de producción y distribución del conocimiento y, por tanto, muy especialmente en las tecnologías de la información y la comunicación.

Igualmente, la Revista está dirigida a los interesados en la dinámica de las tecnologías sociales, entendida como factor de integración social desde los ideales de una sociedad abierta en la que la tecnología se usa para satisfacer las necesidades humanas y servir los intereses comunitarios. Estas preocupaciones se basan en los valores de creatividad, innovación, acceso, igualdad y autonomía comunitaria. En este espacio, los intereses comerciales y comunitarios se complementan entre sí, y en otros casos parecen estar en desacuerdo. La revista examinará la naturaleza de las nuevas tecnologías, sus conexiones con la comunidad, sus usos como herramientas para el aprendizaje y su lugar en una ‘sociedad del conocimiento’.

La perspectiva de los análisis presentados alcanza un panorama que se refiere tanto a las preocupaciones globales y universales como a los casos de estudios que hablan de las aplicaciones sociales y locales de la tecnología. Las artículos abarcan un terreno amplio, algunas veces de orientación técnica y otras de orientación social, unas veces incluyen una perspectiva teórica y otras una aproximación práctica, unas veces reflejan un análisis objetivo y desapasionado, y en otras ocasiones sugieren estrategias para la acción.

La revista es pertinente para académicos pertenecientes a los campos de la informática, la nanotecnología, la biotecnología, la historia y filosofía de la ciencia, la epistemología, la sociología del conocimiento, la sociología de la tecnología, la innovación, la educación, la gestión, la política científica y tecnológica, las humanidades digitales, las redes sociales, etc. La revista está abierta a estudiantes, investigadores, desarrolladores de tecnologías, formadores, consultores tecnológicos, gestores de I+D+i, etc.

La Revista Internacional de Tecnología, Conocimiento y Sociedad es revisada por expertos y respaldada por un proceso de publicación basado en el rigor y en criterios de calidad académica, asegurando así que solo los trabajos intelectuales significativos sean publicados.

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Frecuencia de Publicación
2 números por volumen; los artículos son publicados continuamente online.
PROCESO DE ENVÍO

Cada participante que tenga una propuesta aceptada puede y está invitado a presentar un artículo a la Revista Internacional de Tecnología, Conocimiento y Sociedad. El artículo completo podrá ser enviado mediante el sistema de gestión CGPublisher. A continuación encontrará las instrucciones paso a paso sobre el proceso de envío.

1. Presentar una propuesta para el congreso (en persona o virtual).

2. Una vez que su propuesta o el resumen de su ponencia haya sido aceptado, puede enviar su artículo a la revista haciendo clic en “add a paper” dentro de la página donde suministró la propuesta. Puede subir su artículo desde el momento en que realice la inscripción hasta un mes posterior a la fecha en que termina el congreso.

3. Una vez que recibamos su artículo y comprobemos los requisitos de presentación, retiraremos su identidad y datos de contacto del documento para enviárselo a dos evaluadores apropiados y empezar así el proceso de revisión. Puede ver el estado de su trabajo en cualquier momento iniciando sesión en su cuenta CGPublisher en www.CGPublisher.com.

4. Cuando se carguen los informes de los evaluadores, se le notificará por correo electrónico y se le proporcionará un enlace para que pueda ver los informes (después de que las identidades de los evaluadores hayan sido eliminadas).

5. Si el artículo ha sido aceptado, se le pedirá que acepte el acuerdo de publicación y se le enviará una copia final de su artículo. Si el artículo es aceptado solicitando modificaciones, se le pedirá que notifique los cambios realizados en su presentación final a la luz de los comentarios de los revisores. Si se rechaza su artículo, puede volver a presentarlo para una nueva evaluación.

6. Los trabajos aceptados serán maquetados, y le enviaremos las pruebas para su aprobación antes de su publicación.

7. Los artículos individuales pueden ser publicados on-line primero antes de publicarse el número completo de la Revista.

8. Los participantes registrados en el congreso tendrán acceso on-line a la revista desde el momento de la inscripción hasta un año después de la fecha de finalización del congreso. Los artículos individuales están disponibles en la librería de la revista. El autor y los evaluadores externos pueden solicitar copias impresas de artículos o revistas completas a un precio reducido.

PLAZO DE ENVÍO

Puede enviar su trabajo final para su publicación en la revista en cualquier momento del año, sin embargo, la fecha limite para la presentación del artículo a la revista es de un mes después de la finalización del congreso.

7 de Marzo 2014

Cuanto antes envíe el artículo, antes se iniciará el proceso de revisión por pares. Tenga en cuenta que, si lo presenta después de la fecha limite, su artículo será incluido en un volumen posterior.
SUSCRIPCIÓN A LA REVISTA, ACCESO ABIERTO Y SERVICIOS ADICIONALES

Suscripción Institucional
Common Ground ofrece suscripción impresa y electrónica a todas sus revistas. Existen diferentes opciones y paquetes de revistas a las que se puede suscribir, incluso puede tener acceso a la colección completa de revistas en inglés y en español/portugués. Puede utilizar el formulario de recomendación a su Biblioteca (disponible en el siguiente enlace http://tecnoysoc.com/publicaciones/revista/sobre-la-revista#3-tab) para recomendar que su institución se suscriba a la Revista Internacional de Tecnología, Conocimiento y Sociedad.

Suscripción Individual
Como parte de la inscripción al congreso, todos los participantes (tanto virtuales como presenciales) del congreso cuentan con una suscripción on-line anual a la Revista Internacional de Tecnología, Conocimiento y Sociedad. La suscripción de acceso gratuito tanto al volumen actual de la revista como a todo el fondo editorial. El periodo de acceso gratuito comienza en el momento de la inscripción y termina un año después de la finalización del congreso. Después de ese tiempo, los participantes deberán adquirir una suscripción individual. Para ver los artículos, vaya a http://ijites.cgpublisher.com/. Seleccione la opción "Login" e introduzca su nombre de usuario y contraseña en CGPublisher. A continuación, seleccione un artículo y descargue el PDF. Puede solicitar una nueva contraseña del programa CGPublisher en "http://www.cgpublisher.com/lost_login"

Para obtener más información, por favor visite: http://tecnoysoc.com/publicaciones/revista/suscripciones-y-peticion-de-artículos, vaya a http://ijites.cgpublisher.com/. Seleccione la opción "Login" e introduzca su nombre de usuario y contraseña en CGPublisher. A continuación, seleccione un artículo y descargue el PDF. Puede solicitar una nueva contraseña del programa CGPublisher en "http://www.cgpublisher.com/lost_login"

Acceso Abierto
Las revistas de Common Ground ofrecen un modelo de acceso abierto híbrido a los autores de los artículos. Se trata de un nuevo modelo, en pleno auge en el seno del sector de las publicaciones académicas. Este servicio es ofrecido cada vez más por las editoriales universitarias y por editoriales comerciales de prestigio.

Acceso Abierto Híbrido significa que algunos artículos están disponibles sólo para suscriptores, mientras que otros están disponibles gratuitamente para cualquier persona que busca en la web. Los autores que estén interesados en tener su artículo en acceso abierto, es decir accesible de forma gratuita en la web, deben abonar una cantidad adicional si desean hacer efectiva esta interesante opción. Cada vez más agencias de financiación, tanto gubernamentales como fundaciones públicas y privadas, están exigiendo que los artículos de sus investigadores sean publicados en acceso abierto. A cambio, dichas agencias ofrecen financiación adicional a dichos autores para poder abonar la cantidad estipulada por la editorial. Infórrese en su agencia de financiación, en su centro de investigación o en su universidad para solicitar una ayuda por este concepto.

Los beneficios de convertir su artículo en acceso abierto son considerables y empíricamente comprobados. Innumerables trabajos de investigación han probado que un artículo en acceso abierto aumenta no sólo su visibilidad y su accesibilidad y por tanto, también el número de lectores potenciales, sino que además puede aumentar el número de citas recibidas en más de un 250% para más información, por favor visite la página: http://tecnoysoc.com/publicaciones/revista/ acceso-abierto

Servicios Editoriales
Nos complace en ofrecer servicios editoriales para aquellos autores que quieran tener una revisión/edición profesional de su trabajo. Los autores pueden solicitar estos servicios editoriales antes de remitir su artículo o después del proceso de revisión por pares. En algunos casos los evaluadores pueden recomendar que un artículo sea corregido/editado como condición para su publicación. Los servicios descritos a continuación pueden servir de ayuda a los autores en la fase de revisión, antes de presentar la versión final de su artículo. Se ruega contacten con para obtener más información publicaciones@commongroundpublishing.com o visite nuestra página http://tecnoysoc.com/envio-de-propuestas/propuestas-para-publicar-un-libro/servicios-editoriales

Servicios de Traducción
Common Ground Publishing ofrece un servicio de traducción (español/portugués-inglés e inglés-español/portugués) para aquellos autores que, habiendo superado la evaluación por pares de una de nuestras revistas en español/portugués, deseen publicar su artículo en la revista homóloga de Common Ground en inglés; en este caso, una de las revistas en The International Journal of Technology, Knowledge and Society.

De este modo, ofrecemos a los autores la posibilidad de ampliar la audiencia potencial más allá de su lengua materna, cumpliendo así el compromiso de Common Ground por maximizar la internacionalidad, multiculturalidad y multilingüismo de sus comunidades de conocimiento.

Todas las traducciones son realizadas por traductores profesionales certificados con varios años de experiencia, alto nivel cultural y excelentes habilidades en comunicación escrita. Para más información no dude en escribir un correo electrónico a publicaciones@commonground.com o visite nuestra página web: http://tecnoysoc.com/publicaciones/revista/servicio-de-traduccion.
Common Ground está fijando nuevos estándares para los procesos de publicación académica y para la creación de conocimientos académicos rigurosos.

A diferencia de otras editoriales, no estamos interesados en el tamaño de los mercados potenciales y la competencia de otros libros. Sólo estamos interesados en la calidad intelectual de la obra. Si su libro es una brillante contribución para una determinada área de conocimiento especializado que va dirigido a una pequeña comunidad intelectual, aún así queremos publicarlo. Si es un libro que va dirigido a una audiencia más amplia y tiene un gran atractivo, queremos publicarlo también, pero sólo si es de la más alta calidad intelectual.

Cada comunidad de conocimiento tiene asociada, no solo un congreso anual y su correspondiente revista, sino también una colección de libros. Damos la bienvenida a propuestas y a obras ya acabadas del tipo siguiente:

- Libros de autora individual o co-autoría
- Obras colectivas que traten sobre temas de interés intelectual
- Obras colectivas basadas en los artículos publicados en nuestras revistas

**Directrices para la propuesta de Libros**

Los libros deben tener entre 30.000 y 150.000 palabras de longitud. Se publican simultáneamente en formato impreso y electrónico. Para publicar un libro, envíenos una propuesta que incluya:

- Título
- Autor (es) / editor (es)
- Portada y contraportada
- Tabla de contenidos
- Nota biográfica del autor (es)
- Cualquier idea promocional o de marketing que pueda tener
- A quién va dirigido y una breve descripción del significado más amplio de la obra
- Capítulos de ejemplo o manuscrito completo

Las propuestas pueden ser enviadas por correo electrónico a publicaciones@commonground.com. Por favor, tenga en cuenta que deberá indicar en el asunto del email, la colección a la que está presentando la propuesta del libro. También puede visitar http://tecnoysoc.com/envio-de-propuestas/propuestas-para-publicar-un-libro.
Convocatoria para evaluadores de Libros

Common Ground Publishing está buscando revisores distinguidos en el campo de la tecnología para evaluar manuscritos de libros presentados para esta comunidad. Como parte de nuestro compromiso es la excelencia intelectual y un riguroso proceso de revisión, Common Ground envía manuscritos de libros que cuentan con la aprobación inicial editorial, para que sean evaluados más a fondo y crear así una retroalimentación constructiva. Las observaciones y la orientación que proporcionan estos críticos son muy valiosas para nuestros autores y una parte esencial del proceso de publicación.

Common Ground reconoce el importante papel de los evaluadores mediante el reconocimiento de críticos literarios como miembros de la Junta de Revisión Editorial de la Colección de Libros Tecnología, Conocimiento y Sociedad por un periodo de por lo menos un año. La lista de los miembros de la Junta de Revisión Editorial será publicados en nuestro sitio web.

Si desea revisar manuscritos de libros presentados en la Colección de Libros de Tecnología, Conocimiento y Sociedad, por favor envíenos un correo electrónico a soporte@tecnoysoc.com e incluya la siguiente información:

- Una breve descripción de sus credenciales profesionales
- Una lista de sus áreas de interés y experiencia
- Una copia de su CV con datos de contacto actualizados

Si creemos que está cualificado y que puede realizar el arbitraje de manuscritos dentro de su ámbito de competencia, nos pondremos en contacto con usted.

TECNOLÓGIA, CONOCIMIENTO Y SOCIEDAD: UNA COLECCIÓN DE LIBROS

Este es uno de los libros disponibles en http://tecnologiaconocimientoysociedad.cgpublisher.com/

Techné: La filosofía y el sentido de la técnica

Ignacio Quintanilla Navarro (ed.)

Este libro ofrece una visión amplia y sugerente de la filosofía de la técnica, que es uno de los grandes desafíos actuales del pensamiento y ha sido ya el gran tema oculto toda la filosofía del siglo XX. De Husserl a Wittgenstein, de Heidegger a Dewey, de Benjamin a Gadamer, toda la gran producción filosófica contemporánea pivota de manera más o menos consciente sobre la condición técnica del ser humano y el sentido del cambio tecnológico. La relación entre la tecnología y la filosofía ha desempeñado un papel fundamental en la cultura occidental desde los orígenes del pensamiento filosófico en la Grecia clásica y es un elemento crucial para entender no sólo los cambios tecnológicos que se producen en la sociedad sino también la propia historia de la filosofía. Este libro resultará de provecho no sólo a las personas con conocimientos técnicos específicos sino a cualquier lector general interesado por este tema de profundo valor cultural.
THE TECHNOLOGY, KNOWLEDGE, AND SOCIETY CONFERENCE

Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the knowledge community:

International
This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the Technology, Knowledge, and Society Conference offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 30 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary
Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this community. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

Inclusive
Anyone whose scholarly work is sound and relevant is welcome to participate in this community and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this community.

Interactive
To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.

Session Descriptions

Plenary Sessions
Plenary speakers, chosen from among the world’s leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Sessions.

Garden Sessions
Garden Sessions are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.

Talking Circles
Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like “Who are we?”, “What is our common ground?”, “What are the current challenges facing society in this area?”, “What challenges do we face in constructing knowledge and effecting meaningful change in this area?” may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates’ final discussions during the Closing Session.
Paper Presentations
Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter’s formal, written paper will be available to participants if accepted to the journal.

Colloquium
Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by commentary and/or group discussion. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.

Workshop/Interactive Session
Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate—all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.

Focused Discussion Session
For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.

Poster Sessions
Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.

Virtual Presentations
If unable to attend the conference in person, an author may choose to submit a virtual presentation. Opportunities and formats vary but may be a presentation through our YouTube channel or an online discussion with interested delegates at the conference. Abstracts of these presentations are included in the online “session descriptions,” and an article may be submitted to the journal for peer review and possible publication, according to the same standards and criteria as all other journal submissions.
CONFERENCE PROGRAM AND SCHEDULE
DAILY SCHEDULE

Thursday, 6 February

8:30–9:30 Conference Registration Desk Open

Conference Opening—Carmen Pérez de Armiñan, Dean Faculty Sciences of Information, Universidad Complutense de Madrid, Spain; Carmen Salgado Santamaría, Director Department Journalism II, Faculty Sciences of Information, Universidad Complutense de Madrid, Spain; Karim Gherab-Martín, Director of Common Ground Publishing Iberoamérica, Spain; Phillip Kalantzis-Cope, Director, Common Ground Publishing, USA

9:30–10:35 Plenary Session—Rafaél Capurro, Director, International Center for Information Ethics (ICID), Germany. "IT and Privacy from an Ethical Perspective"

10:35–11:05 Break and Garden Session

11:05–12:25 Talking Circles

12:25–13:15 Lunch

13:35–14:05 Poster Session and Focused Discussions

14:05–15:20 Parallel Session 1

15:20–15:35 Break

15:30–17:15 Parallel Session 2

17:15–18:30 Welcome Reception and Spanish Book Launch – Dr. Ignacio Quintanilla Navarro, "Techné: La filosofía y el sentido de la técnica"

Friday, 7 February

9:00–9:30 Conference Registration Desk Open

9:00–9:05 Plenary Introductions – Jesús Flores Vivar, Director, Internet Media Lab, Faculty Sciences of Information, Universidad Complutense de Madrid, Spain

9:05–9:35 Plenary Session - Félix Ortega Mohedano, Faculty of Social Sciences at the Universidad de Salamanca, Spain. "Audience Research in Emerging Media, from no data to knowledge Webdata Metric Analysis as an instrument for better Entrepreneurship, situation, and prospective tendencies"

9:35–10:05 Plenary Session – Ricardo Villa Asensi, Director of Interactive Media of Spanish Radio-TV, Spain. "Interactive Models of Communication for a Network Society"

10:05–10:35 Break and Garden Session

10:35–12:15 Parallel Session 3

12:15–13:05 Lunch

13:05–13:35 Final Talking Circles

13:35–14:50 Parallel Session 4

14:50–15:05 Coffee Break

15:05–16:45 Parallel Session 5

16:45 Conference Closing
CONFERENCE HIGHLIGHTS

Special Events

Dinner
Restaurante El Tendido 2

Along with its cultural and artistic atmosphere, Madrid is also well known for its cuisine and culinary culture. Please join other delegates and plenary speakers for dinner at a traditional Spanish restaurant located in the famous Chamberí neighborhood of Madrid. Surrounded by Spanish décor, you will enjoy delicious and local dishes like oxtail. The dinner will begin with a few starters of crispy eggplant with honey and broken eggs with eel and shrimp, followed by a main dish where you can choose between: entrecote, oxtail or grouper with cava. The dinner will conclude with an assortment of Spanish homemade desserts. Wine, one beer or soft drink, coffee and tea are included at dinner.

See the registration desk for availability and to make reservations
Date: Thursday, 6 February 2014
Time: 20:30 pm
Place: Restaurante El Tendido 2, C/ Andrés Mellado, 21, Madrid
Price: US$ 50

Tour
Madrid de los Austrias

Walking tour with tour guide and audio receivers - 5 February, Wednesday

This three hour walking tour will give you a fantastic introduction to the Spanish capital by taking you through one of the most important parts of Madrid’s historic center, Madrid de los Austrias. This area was built during the reign of the Habsburg dynasty, a powerful family who ruled the country and much of the known world from the 16th to the 18th century. Their reign began with Charles I, who enriched the city with palaces and monuments. Later, Philip II made Madrid de los Austrias the capital of Spain. The journey through the Renaissance and Baroque buildings from this period is perhaps one of the most picturesque.

The tour begins at the Plaza de España continuing by the Plaza de Opera leading you to the Real Theatre and the Royal Palace. Next visit the Calle Mayor, where the Casa de la Villa, Casa Cisneros and the Torre de Lujanes are located. A few meters further you will pass the majestic Plaza Mayor which includes the Casa de La Panderia and in the middle of the square, the statue of Philip III. Midway through the tour you will visit Puerta del Sol, which contains the statue “Oso y el Madrroño”, the statue of Charles III on horseback and the clock tower all Spaniards turn their eyes to on New Year’s Eve. The tour will finish at the Plaza Santa Ana home to many bars to grab a Spanish beer or sample some of Spain’s famous “tapas”.

Reception
Common Ground Publishing, Universidad Complutense de Madrid, and The Technology, Knowledge, and Society Conference will host a welcome reception after the last session of the first day of the conference, 6 February, Thursday. Join plenary speakers and other conference delegates at the conference venue for drinks, hors d’oeuvres and a chance to converse. This event is included in conference registration.

We look forward to meeting you at this exciting event!
PLENARY SPEAKERS

Rafael Capurro

Rafael Capurro was born in 1945 in Montevideo, Uruguay. He received his Doctorate in Philosophy from the University of Düsseldorf in Germany in 1978 and completed a Postdoc ("empowerment") in Practical Philosophy (Ethics) at the University of Stuttgart in 1989. Since then he has held the following posts: Professor Emeritus of Information Science and Ethics of Information at the University of Stuttgart Media (1986-2009); Director of the International Center for Information Ethics (ICID) (since 1999); Editor-in-Chief of the International Review of Information Ethics (IRIE) (since 2004); Distinguished Researcher in Information Ethics in the School of Information Studies, University of Wisconsin-Milwaukee (USA) (2010-2012); and the African Centre for Information Ethics, Department of Information Science, University of Pretoria, South Africa (since 2012). Additionally, he was a member of the European Group on Ethics in Science and New Technologies (EGE) to the European Commission (2000-2010).


Félix Ortega Mohedano

Born in Salamanca, Spain in 1973, Félix Ortega Mohedano holds a degree in Economics and a PhD in Communication and Culture from the University of Salamanca. He is currently a professor with the Faculty of Social Sciences at the University of Salamanca (which was incorporated in 2007) and was formerly a professor at the Universidad Antonio de Nebrija in Madrid (2000-2007). Since 2009 he has been the Secretary General of the Research Institute of Educational Sciences of the University of Salamanca. His research and teaching focus on the study of policies and industries of communication from the political economy, the structure of media, new media, studies of concentration and diversity of the ICT sector, communication and education, hearings and their measurement systems, and corporate communications. He has been a visiting professor at universities in the UK (London School of Economics, Westminster University, Portsmouth University), Belgium (Vrije Universiteit-SMIT-iMinds), Germany (University of Applied Sciences Deggendorf), USA (Lock Haven University), Dominican Republic and Chile (Catholic University). He is a member of both international and national associations in communication and cultural industries such as ECREA, ICA, AE-IC, ULEPICC (member of the National Executive-Spain) and Dircom.

Ricardo Villa Asensi

Ricardo Villa holds a degree in Law from Universidad Autónoma de Madrid and a Masters in Journalism from the School of Journalism El País / Universidad Autónoma de Madrid. He teaches in the Master of Audiovisual Journalism program at Universidad Rey Juan Carlos de Madrid and the Master Achievement Institute RTVE. His journalistic beginnings were in the newspaper El Pais in Madrid and he was editor of the business daily Cinco Dias (PRISA). After spending some time in the Middle East working in NGOs and various media, he worked on the design of the portal Terra and as Chief of Contents, director of Ya.com, and director of Finanzas.com. He was the creator and director of 20minutos.es and assistant editor of 20 Minutes. Founder RTVE.es first as Director of Information and Content since 2007 and, since 2010, as Director of Interactive Media of Spanish Radio-TV.
GRADUATE SCHOLARS

Tiffany Abera
Tiffany Abera recently graduated from Kennesaw State University and earned a M.A. in Integrated Global Communication and her B.A. in Public Relations and Spanish at Berry College. Her research interests include: human interactions with assistive and emerging technologies, multicultural communication in public relations, and neuromarketing. After a summer internship in Ethiopia, Tiffany realized how an effective integrated communications strategy may positively impact the tourism sector of a developing nation. Tiffany is currently searching for Ph.D. programs and looks forward to connecting with fellow researchers and peers at the conference.

Lucía Cantamutto
Es titulada en el Profesorado en Letras (2011) y en la Licenciatura en Letras (2012), por la Universidad Nacional del Sur (Argentina). Ha realizado una especialización en Gestión Cultural y Comunicación (2012). Parte de su formación, orientada a Comunicación y Sociología, corresponde a una estancia en la Universidad Autónoma de Aguascalientes (México). Se encuentra realizando sus estudios para el Doctorado en Letras, orientación lingüística, en la Universidad Nacional del Sur (Argentina) y, actualmente, está realizando una estancia doctoral en la Universidad de Deusto, bajo la mirada del Dr. Joseba Abaitua. Sus principales líneas de investigación se centran en las prácticas sociales y lingüísticas, fenómenos pragmáticos y de (des)cortesía verbal, rapport-managment, labor de imagen y percepción de los usuarios de nuevas tecnologías, en particular, a partir del uso del teléfono móvil, con el fin de transferir los resultados en herramientas para la enseñanza de la lengua. Bajo la dirección de la Dra. Elizabeth M. Rigatuso, y dentro del grupo de investigación “Estilo(s) Comunicativo(s) en la interacción para el español bonaerense: construcción de identidades, valores y creencias”, realiza su tesis doctoral bajo la temática “Economía y expresividad lingüísticas: aspectos pragmáticos de la comunicación por SMS en español bonaerense”, financiada por el Consejo Nacional de Investigaciones Científicas y Técnicas (Argentina). Avances parciales de las investigaciones sobre estas temáticas han sido presentados en eventos científicos y en publicaciones afines. También es miembro del grupo de extensión universitaria Experiencias de construcción de herramientas lingüísticas para el desempeño laboral con la comunidad educativa (Argentina).

Portia Diaz
Portia Diaz is ABD, in Ed.D in Curriculum and Instruction. She is currently an Associate Professor at Indiana University of Pennsylvania where she coordinates the Online Information Literacy Design Center (OILDC) and provides information literacy instruction to first-year students. She teaches the following credited courses: Introduction to Library Resources; Internet and Multimedia; and Information Access in the Digital Age. She has over 15 years of experience involved with various committees engaged in the first-year experience, curriculum and instructional design of information literacy courses, distance education, web development, and instructional technologies.

Marziyeh Ebrahimi
Marziyeh Ebrahimi is a PhD candidate in journalism at Universidad de Navarra, Spain. She has also received her B.A and M.A in journalism. Her B.A thesis was titled "The content analysis of George W. Bush speeches about bringing peace to Middle East" and her M.A thesis was titled "The role of Facebook and YouTube on public opinion in 2009 Iran's presidential election from Iranian Journalists Point of View". She is writing her PhD thesis titled "a study on Iranian users' behavior in social networks" under supervision of Prof. Ramon Salaverria who has been selected two times as one of the most influential Spanish scholars.

Marziyeh has the experience of working 7 years as a journalist in Iran, she also has worked as the editor of social desk, managing a news group consist of 6 journalists. In addition, Marziyeh has experienced working in Iran's national parliament as the parliamentary secretary for women and family caucus.

She has also worked as a freelance travel writer in two United States based travel websites.

Scott Ellis
Scott is a doctoral research student in the School of Education, Communication and Language Sciences at Newcastle University currently working on his EdD. He is also a Course Leader and Lecturer in the School of Health and Enterprise at Newcastle College. Scott’s research background and interests lie in improving the sexual health of young people and reducing the health inequalities that impact young gay men. Interested in changing pedagogies in an increasingly digital society, Scott is currently implementing new approaches to teaching and learning to engage disadvantaged and culturally diverse students. His broader interests lie in social marketing, public health, psychodynamic approaches to HIV prevention as well as emerging areas of theory in the use of college-based ‘gay-straight alliances’ as a tool for suicide prevention. Scott is the proud recipient of a Graduate Scholar Award for this conference and is looking forward to meeting global peers and researchers at the event on behalf of his home institutions.
Oriana Flores
Diplomada en Relaciones Laborales (2011) en la Facultad de Derecho de la Universidad Complutense de Madrid y Máster en prevención de Riesgos Laborales (2012) por la Universidad Carlos III de Madrid. Realizó su Practicum Externo en el Servicio mancomunado de TELEFONICA S.A.U. (2012) donde se interesó en los medios de comunicación activos entre empresa-trabajador y en cómo puede disminuir la siniestralidad laboral a través de estrategias de comunicación corporativa y organizacional. Ha trabajado en otras empresas del sector seguros y telecomunicaciones en áreas de comunicación interna y colabora con empresas de formación y asesoría en materia de prevención de riesgos laborales para PYMES. Compagina su profesión como Técnico de esta especialidad con la realización del Doctorado en Tecnologías, Estructuras y Tratamiento de la Información cuya tesis doctoral se relaciona con las Estrategias de comunicación Interna y su incidencia en la Prevención de Riesgos Laborales y está dirigida por el Profesor Doctor D. Javier Fernández del Moral en la Facultad de Ciencias de la Información de la Universidad Complutense de Madrid.

Dominique Harrison
Dominique Harrison is currently a Ph.D. candidate in the Communication, Culture, and Media Studies program at Howard University. She earned her M.A. in media studies from the University of Texas at Austin and her B.S. in advertising from the University of Illinois at Urbana-Champaign. Her research interests focus on development communication and social change, and information and communication technology (ICT) policy in relation to women’s advancement. Upon graduation, Dominique’s goal is to use scholarship in the service of international development by advancing the work that is being done by organizations that generate knowledge and articulate policy on contemporary development issues that impact women.

Pilar José López López
Licenciada en Periodismo por la universidad de Murcia (2007) e Ingeniera Técnica en Informática de Sistemas por la universidad de Almería (2005). Ha realizado el Máster en Estudios Avanzados en Comunicación de la universidad de Murcia y el Máster de Periodismo de Televisión del Instituto de Televisión Española. Ha trabajado durante más de cinco años en medios audiovisuales como TVE, 7 Región de Murcia o Thader Televisión. Actualmente se encuentra realizando su doctorado en Periodismo de Datos en la universidad Complutense, bajo la tutela del profesor Dr. D. Jesús Miguel Flores. Sus estudios de doctorado están enfocados al periodismo de precisión y a la visualización de los datos por ser ámbitos que conoce por su trayectoria como informática y periodista. Ha publicado varias comunicaciones relacionadas con las nuevas tecnologías, entre las que destacan el “Uso Político del Blog” en el VI Congreso Internacional de Periodismo en la Red de la UCM, “De viaje por Internet” X Congreso de Periodismo Digital de la universidad de Huesca y “Ciudades Digitales: ciudadanía en red” de la universidad de La Laguna.

Fátima Martínez Gutiérrez
Ha trabajado como profesora de Universidad en la Universidad San Pablo CEU, especialista en Periodismo Digital, aunque ha impartido clases de Comunicación Política, Estilos y Géneros de Opinión y Teoría de la Información y de la Comunicación. Licenciada en Periodismo por la Universidad San Pablo CEU (1999-2004). I Premio de Iniciación a la Investigación San Isidoro de Sevilla por el trabajo fin de Carrera en el año 2006. Autora del blog La Musa Rebelde de la revista digital Frontera D y coordinadora de algunos proyectos crowdfundings. Becaria durante tres años de Formación de Personal Investigador (2006 - 2009) en la Universidad San Pablo CEU, desarrollando labores docentes e investigadoras. Actualmente, a la espera de defender su tesis doctoral en el departamento de Periodismo II de la Facultad de Ciencias de la Información de la Universidad Complutense de Madrid. Su área de estudio de tesis doctoral está focalizada en el uso de las redes sociales dentro de las redacciones de algunos medios de comunicación digitales españoles.

Miguel Ángel Ossorio Vega
Es Licenciado en Periodismo (2011) y Máster en Periodismo Multimedia Profesional (2012) por la Universidad Complutense de Madrid (UCM). Actualmente compagina los estudios de Grado en Derecho en la Universidad Nacional de Educación a Distancia (UNED) con la realización del Doctorado en Tecnologías, Estructuras y Tratamiento de la Información, programa del Departamento de Periodismo II de la Facultad de Ciencias de la Información de la Universidad Complutense, bajo la dirección del profesor Dr. D. Jesús Miguel Flores. Sus líneas de investigación abarcan el periodismo digital, la comunicación multimedia y los usos de Internet en la elaboración y distribución de mensajes informativos. Es especialista en narrativa transmedia, objeto de su tesis, de la que ha presentado un trabajo en el III Congreso Internacional de Comunicación 3.0, organizado por la Universidad de Salamanca (España). Ha trabajado en la sección de Tecnología, Ciencia y Medio Ambiente de la Agencia EFE.
Rosario Sacristán Salgado
Profesora colaboradora ("Honorífica"), del Departamento de Periodismo II, de la Facultad de Ciencias de la Información, de la Universidad Complutense de Madrid. Ha impartido clases de guion en el "Máster de Documentación" de la Universidad Carlos III de Madrid y ha sido principal responsable del Departamento de Formación Especializada del Instituto Oficial de RTVE, durante varios años. Actualmente, está a punto de finalizar su tesis doctoral sobre la radio de proximidad y su inmersión en Internet, tras haber cursado el "Máster Universitario en Periodismo Multimedia y Profesional" en la Facultad de CCII de la Universidad Complutense, en la que también se licenció en Periodismo. Recibió Matrícula de Honor por su Trabajo Fin de Máster sobre "La radio de Castilla y León en Internet". Su principal labor la ha realizado como profesional de medios de comunicación, en la Cadena Ser, RNE y TVE. Cabe destacar entre 1992 y 2006, sus funciones como editora y redactora del programa de TVE "La Aventura del Saber" y guionista de más de una treintena de documentales culturales y educativos. Anteriormente, desde 1984 hasta 1992, ocupó distintos puestos de responsabilidad en la Radio Pública. Primero, como directora de Radio Cadena Española en Miranda de Ebro desde donde pasó —también como directora de RCE— a Burgos. Más tarde fue nombrada Directora Regional de Radio Cadena Española en Castilla y León y, tras la fusión de ambas cadenas públicas, Directora de RNE en Castilla y León. Posteriormente, se hizo cargo de la Dirección del Centro Territorial de Madrid y de la dirección de Radio 5 (RNE). Asimismo, ha ejercido funciones como Delegada del Ente Público RTVE en la Comunidad de Madrid.

Chiara Scaini
Chiara Scaini, PhD student at the Barcelona Supercomputing Center, can be considered a "volcanologist". Her research deals with impacts of volcanic ash fallout and dispersal on human activities, and in particular on civil aviation. She has a quite multidisciplinary background, ranging from volcanic risk to GIS and computer sciences. She is particularly interested in understanding and improving the information flow between stakeholders involved in volcanic risk management. During the PhD, she worked on many active volcanoes, and amongst them Teide (Spain), Concepción (Nicaragua), Vesuvius (Italy) and several Icelandic volcanoes, collaborating with International and local institutions involved.

Daniel Wuebben
Daniel Wuebben recently completed his Ph.D. in English from the CUNY Graduate Center of the City University of New York and he currently teaches in the Writing Program at the University of California, Santa Barbara. His book-length project, Power-lined, analyzes the historical development of wire networks for telegraphy and electric power and argues that overhead lines represent the entwined (and often competing) ideas of electricity and landscape enacted in American culture. His current research concerns multimodal composition, digital literacy, and the affective networks that stimulate and surround the spread of viral content. Inspired by his wife, who is from Segovia, Spain, he is also developing into a supporter of Real Madrid.
SCHEDULE OF SESSIONS

Thursday
08:30-09:30

REGISTRATION DESK OPEN

09:30-10:30

CONFERENCE OPENING
Carmen Pérez de Armíñan, Dean Faculty Sciences of Information, Universidad Complutense de Madrid, Spain
Carmen Salgado Santamaría, Director Department Journalism II, Faculty Sciences of Information, Universidad Complutense de Madrid, Spain
Karim Gherab-Martín, Director, Common Ground Iberomérica, Spain
Phillip Kalantzis-Cope, Director, Common Ground Publishing, USA

10:30-11:05

PLENARY SESSION
Rafael Capurro, Director of the International Center for Information Ethics (ICID), Germany
"IT and Privacy from an Ethical Perspective"

11:05-11:40

COFFEE BREAK AND GARDEN SESSION

11:40-12:25

TALKING CIRCLES
Room 1: Technologies for Human Use
Room 2: Technologies in Community
Room 3: Technologies for Learning
Room 4: Technologies for Common Knowledge
Room 5: Tecnologías para el uso humano
Room 6: Tecnologías en comunidad
Room 7: Tecnologías para el aprendizaje
Room 8: Tecnologías para el conocimiento común

12:25-13:15

LUNCH
Poster Session

Front Lobby (by conference registration desk)

**Air Traffic Management during Explosive Volcanic Eruption: Towards a Multidisciplinary Approach**
Chiara Scaini, Barcelona Supercomputing Center, Spain — Dr. Arnaul Folch Duran, Barcelona Supercomputing Center, Spain

*Having applied a tool to assess volcanic ash dispersal impacts on aviation, we survey the stakeholders and characterize their feedback. This procedure develops a common knowledge in volcanic risk management.*

**Development and Analysis of an Application for Cursor Control through Brain-Machine Interface: Accessibility Method for People with Physical Disabilities**
Marcelo Xavier, Pontifícia Universidade Católica de Minas Gerais, Brazil — Prof. Rosiline Mota, Pontifical University of Minas Gerais - PUC Minas, Brazil

*This project enables physically disabled people to use the computer satisfactorily through Brain Computer Interface in order to provide them more independence and communication thus improving their quality of life.*

**Improving Collaborative Skills by Computer Science Students through Structured Discussion Forums**
Dr. Moanes H. Tibi, Beit Berl Academic College, Israel

*This study developed a structure for discussion forums and investigated its impact on the improvement of collaborative skills by computer science students.*

**Megabit Faculty in a Gigabit World**
Dr. Stephen Cheskiewicz, Wilkes University, United States — Dr. Dana Burnside, Wilkes University, United States

*It is imperative that faculty maintain the cutting edge skill set required to be effective. The paper will review faculty challenges relating to timeliness of their technological and pedagogical skills.*

**Redes sociais: Contribuições no processo educacional no ensino superior**
Sr. Diego Fadanni, Universidade Sagrado Coração, Brazil — Dr. Dariel de Carvalho, Universidade Sagrado Coração, Brazil

*Estudo das contribuições da utilização das redes sociais direcionadas para promover o processo de aprendizagem em instituições de ensino superior.*

**A Terceira Idade e a Internet**
Dr. Elvio Gilberto da Silva, Universidade Sagrado Coração, Brazil — Sr. Diego Fadanni, Universidade Sagrado Coração, Brazil

*A evolução digital e o crescente número de informação disponibilizada no ambiente virtual faz com que o idoso apresente um comportamento mais sociável que a de outras gerações pré-web.*

**The INIS Collection Search: A Free and Open Web Access to Non-conventional Literature on Nuclear Research**
Riccardo Rubini, International Atomic Energy Agency (IAEA), Austria

*The INIS Collection Search is the gateway to the INIS Collection. With over 3.3 million bibliographic records, the INIS collection is the core of INIS’ success.*
13:15-14:00 – Poster Session and Focused Discussion

**Poster Session (Continued)**

Front Lobby (by conference registration desk)

**A Therapeutic Exercise Game System for Differently Abled Persons with a “Tailor-made Video-game Image”**

Prof. Kazumoto Tanaka, Kinki University, Japan — Dr. Takayuki Kataoka, Japan — Dr. Takayuki Fujino, Japan

*We have developed a three-player game-system with an image generation technique for the tailor-made video-game and conducted tests to evaluate it.*

**Utilizacion de software matematico para la realizacion de representaciones graficas y simulaciones como propuesta de aprendizaje**

Mª Isabel Eguia, universidad del pais vasco UPV/EHU, Spain — Elisabete Alberdi, universidad del pais vasco UPV/EHU, Spain — Mª Josefa González, universidad del pais vasco UPV/EHU, Spain

*Esta experiencia tiene como objetivo facilitar al estudiante de enseñanzas tecnicas el uso de software matematico en su estudio y mostrable aplicaciones que afiancen conocimientos y mejoren su vision especial*

**Focused Discussion**

Room (1-3)

1- **Digital Storytelling and Multiliteracies: Challenging Inequities Faced by LGBTI Youth**

Dr. Wendy Marie Cumming-Posntv, Murdoch University, Australia — Assoc. Prof. Ingrid Richardson, Murdoch University, Australia — Prof. Wayne John Martino, The University of Western Ontario, Canada

*This paper highlights research using technology to challenge inequities faced by lesbian, gay, bi-sexual, trans and inter-sexual youth. The project is funded by: "Young and Well Co-operative Research Centre," Australia.*

2- **Teaching about Copyright Law**

Dr. Rebecca Petersen Butler, Northern Illinois University, United States

*This paper addresses elementary, secondary, and higher education and how students might be taught the basics of copyright law for his/her particular country, using U.S. copyright law for examples.*

3- **Teaching Fine Art and Design: Through, with and around Technology**

Sarah Mizer, VCUarts, United States — John Henry Blatter, VCUarts, Virginia Commonwealth University, United States

*Within the confines of higher education we will introduce how one art program utilizes cutting-edge technology while remaining purposefully analogue.*

4- **Globalizing an American Problem: Using Technology to Create a Powerful New Virtual Community to Address Suicide Ideation and Attempt among Gay Male Adolescents**

Scott A. Ellis, Newcastle College / New Castle University, United Kingdom

*Suicide among young gay men in the US is a problem indicative of historic inequality and community-based prejudice. Have the international, socially-oriented "cyber campaigns" begun to yield strategic results?*
Cultural Impacts of Technology

Room 1

Gender Equality and Women’s Empowerment through Information and Communication Technologies in Jamaica: A Qualitative Study of Stakeholders
Dominique Harrison, Howard University, United States
This study assesses gender awareness among different organizations that have been involved in the development of a national-level Information and communication Technologies policy called E-Powering Jamaica 2012.

Media Interface, Romanticism, and Modernity: Some Examples from Eighteenth Century France
Dr. Paul John Lippert, East Stroudsburg University, United States
Examples of various novel media uses in eighteenth-century France are illustrative of the relation of orality, media interfaces, heterodox systems of thought, and romanticism to the development of modern sensibility.

Storytelling and the Dissolution of Categories
Ellen McCabe, National University of Ireland, Galway, Ireland
This paper seeks to examine the dissolution of categories in the digital age and the implications of this for the contemporary story.

Lifelong and Lifewide Learning: Teachers

Room 2

A Self-Study Using Technology to Support and Transform Teachers’ Classroom Practice
Rabab Abi-Hanna, Montclair State University, United States — Jacqueline Dauplaise, Montclair State University, United States
This self-study uses technology as a tool to strengthen our mathematical understanding with the intention of refining our classroom practice. Collaborative dialogue was employed to challenge our rationale.

Teachers’ Role in the Technological Era of the 21st Century
Dr. Tsafi Timor, The Kibbutzim College of Education, Israel
Student-teachers’ perceptions of teachers’ roles in a world of technological changes incorporate the old (values) and the new (technologies) rather than abandoning the old for the sake of the new.

What Are Pre-service Teachers’ Perceptions about Designing STEM/STEAM Unit in Early Childhood Education?
Dr. Wei-Ying Hsiao, University of Alaska Anchorage, United States
This paper discusses the importance of STEAM and shares results of this research project.
TECHNOLOGY AND CHANGES ON COMMUNITY (PRESENTATIONS IN SPANISH)
Room 3

México: globalización trasnacional, dependencia tecnológica y desindustrialización
Bernardo Olmedo-Carranza, Universidad Nacional Autónoma de México (UNAM), Mexico
La inserción mexicana al proceso globalizador promoviendo un patrón exportador maquilador subordinado al proceso de segmentación y deslocalización de la producción trasnacional derivó en una profunda dependencia tecnológica

Resultados del gobierno digital en la perspectiva de actores: La aplicación de un modelo analítico en cuatro servicios digitales en Costa Rica y Chile
El gobierno digital es afectado por actores involucrados en su desarrollo. Aplicando un modelo analítico en servicios digitales de Costa Rica y Chile se explica las causas de sus resultados.

La socialización política en la Sociedad del Conocimiento
Dr. Carlos Campo Sánchez, Escuela Universitaria de Magisterio ESCUNI, Spain — Dr. José Manuel Mansilla Morales, Escuela Universitaria de Magisterio ESCUNI, Spain
La presencia masiva de las nuevas tecnologías en nuestras sociedades ha generado nuevos modos de socialización política, dando como resultado la creación de nuevos sujetos y prácticas colectivas.

NEW COMMUNICATION SYSTEMS (PRESENTATIONS IN SPANISH)
Room 4

El sistema de comunicación mapuche en el espacio virtual
Dra. Orietta Fabiola Geeregat Vera, Universidad de La Frontera, Chile — Mag. Lunelia Sonia Betancour Sanchez, Universidad de La Frontera, Chile
Este trabajo da cuenta del acceso y funcionamiento del sistema de comunicación mapuche en el espacio virtual, analizando la producción, control y autorregulación de los significados culturales del discurso propio.

Las comunidades virtuales de migrantes latinos: limitaciones y evolución.: Redes sociales de transmigrantes
Dr. Lorenzo Alejandro Méndez Rodríguez, Universidad Nacional Autónoma de México, Mexico
Se describen las limitaciones actuales en la comunicación e integración transmigratoria de las comunidades virtuales de migrantes de origen latinoamericano a través del análisis de sitios web de migrantes.

Literacidad digital y teléfono móvil: Aspectos pragmáticos
Lic. Lucía Cantamutto, Universidad Nacional del Sur, Argentina
Estudio de las actitudes de los hablantes/usuarios ante las prácticas sociales y lingüísticas propias de la comunicación mediada por teléfono móvil.
Technology and Healthcare 1
Room 5

Creating a Weave Out of Fragmented Threads: Utilizing Technology to Integrate Agencies’ Information for Better Health Outcomes
Rupinder Mann, Lawson Health Research Institute, Canada — Dr. Cheryl Forchuk, University of Western Ontario, Canada

The paper describes the development and execution of a mental health database application that integrates data from London Hospitals and London CAReS.

Decision Support for Person-centred Healthcare: The Benefits of Adding a Multi-Criteria Decision Analytic Approach to the Competency Portfolio of All Stakeholders
Prof. Jack Dowie, London School of Hygiene and Tropical Medicine, United Kingdom

Person-centred healthcare requires integrating the best evidence with the individual’s importance weights for outcomes and process attributes. Multi-criteria-based decision support can meet this challenge in a communicative and transparent manner.

Multi-criteria Decision Analysis as the Basis for the Development, Delivery and Evaluation of Interactive Patient Decision Aids: Clinical Practice
Francisco Pozo-Martin, London School of Hygiene and Tropical Medicine, United Kingdom

Multi-criteria decision analysis (MCDA) was used with clinicians from Spanish hospitals to develop and implement an interactive patient decision aid and to evaluate alternative MCDA software applications for this task.

Digital Platforms for Education 1 (Presentations in Spanish)
Room 6

Interacción de los estudiantes con las actividades de Moodle: Un estudio basado en web mining
Dr. Juan Pedro Munoz-Gea, Departamento de Tecnologías de la Información y las Comunicaciones, Spain — Maria Magdalena Silva Perez, — Pilar Manzanares Lopez, — Carlos Angosto Hernandez, — Maria Munoz Guillermo, — Sonia Busquier Saez, — Francisco Javier Perez de la Cruz, — Maria Francisca Rosique Contreras,

En este trabajo analizamos distintas asignaturas de la plataforma Moodle mediante minería web. Las variables utilizadas aportan información sobre la forma en la que los estudiantes interactúan con distintas actividades.

Proyecto ‘Esto no entra en el examen’
Prof. Juan Francisco Hernández Rodríguez, Colegio Hispano Inglés, Spain

‘Esto no entra en el examen’ nace de la observación de que los alumnos se pierden multitud de conocimientos y experiencias por no estar incluidos en el proyecto curricular.

A teoria institucional, capacidade estratégica e vantagem competitiva: Visão teórica da indústria de tecnologia de informação no Brasil
Prof Ronaldo Telles, Universidade do Vale do Itajaí, Brazil — Rafael Pereira Moré, Universidade do Vale do Itajaí, Brazil — Dr. Sidnei Vieira Marinho, Universidade do Vale do Itajaí, Brazil — Dr. Cláudio Reis Gonçalo, Universidade do Vale do Itajaí, Brazil

O objetivo é analisar a indústria de TI Brasileira na perspectiva teórica da Teoria Institucional e da Capacidade Estratégica como indutoras da vantagem competitiva organizacional em ambientes voltados a inovação.
IDENTITY AND TECHNOLOGY

Room 7

Cyberfeminism: Performing Gender in a Post-Industrial Age
Tamsyn Gilbert, The New School for Social Research, United States

This paper explores the different ‘types’ of cyberfeminism and the ways that they are useful for sociological investigation.

The Occurrence of Technological Triad: Descriptive Concept of Today’s Totality of Reality
Boris Bosancic, University of Josip Juraj Strossmayer in Osijek, Faculty of Humanities and Social Sciences, Croatia — Boris Badurina, University of Josip Juraj Strossmayer in Osijek, Faculty of philosophy, Croatia — Milijana Micunovic, University of Josip Juraj Strossmayer in Osijek, Faculty of philosophy, Croatia

Technological triad is a proposed conceptual structure whose purpose is to define, describe and represent new interrelated concepts essential for better understanding of the totality of new technological reality.

Remaking the Self through the Internet: Notes on Reinventing the Individual
Dr. Marcus Breen, Bond University, Australia

This paper examines new and emerging ways of understanding the self in the light of the Internet.

TECHNOLOGY FOR HUMAN USE 1

Room 8

Predetermined and Controlled Outcomes of Group Decision Support Systems Anonymous Meetings
Amer Al Shishany, University of Essex., United Kingdom — Dr. Jackson Adams, University of Essex, United Kingdom

This paper aims to highlight one of the practices that occur in GDSS meetings where some managers come with predetermined decisions, driving other participants to reach these predetermined meeting outcomes.

Presence of Information about Spanish Defence in Social Network Twitter
Dr. Manuel Alberto Ramon Carrion, Universidad Complutense de Madrid, Spain

Official sources of the Spanish Defence have started later than other countries to transmit news through the SN Twitter, which belong to the OTAN:

Virtual Communities of Care: Studying IVF Online Communities
Sofia Kaliarnta, Delft University of Technology, Netherlands

Internet offers the opportunity to connect with "similar others." This study claims that in certain online environments, such as virtual communities, genuine care and support between community members can flourish.

15:20-15:35

BREAK
**IMPACTS OF SOCIAL MEDIA**

**Room 1**

**Social Media and the Transformation of Brand Communication in #highereducation**
Adam Peruta, Ithaca College, United States

We examine how higher education brands communicate via social media. Using a content analysis, we analyzed 49 colleges and universities to discover the way they communicate through Facebook and Twitter.

**Social Media through Complexity Lens: Coping with the Paradox**
Dr. Harri Jalonen, Turku University of Applied Sciences, Finland

Social media involves, paradoxically, tempting opportunities but also poses new threats. Using “complexity lens” the paper focuses on and discusses the paradox of being in charge but not in control.

**The Social Organization: How Corporations Are Using and Abusing Online Communities**
Sarah Joy Gumbley, AUT University, New Zealand

This is a critique of Facebook fan page creation and usage by commercial organizations. Case studies of three New Zealand corporations are used for this analysis.

**Social Television as a New Relationship between the Channel TV and the Audience: An Analysis of Its Aims, Processes, and Results**
Dr. Maria Jose Arrojo, University of A Coruña, Spain

Social Networks present a new opportunity to know and to be in contact with broadcasting audience. Methodologically, the analysis will pay attention to the framework of the Sciences of Design.

**BUSINESS AND TECHNOLOGY**

**Room 2**

**Brands Are Global, Users Are Local: Unanticipated Difficulties in Internationalizing User Experience**
Prof. Stephen Masiclat, Syracuse University, United States — Adam Peruta, Ithaca College, United States

Through a user experience study, we examined effectiveness and user reactions to different versions of a multinational corporation’s web services platform to uncover cultural differences resulting in significant business impact.

**The Elusive Phenomenon of Returns in Online Apparel Shopping**
Dr. Andrea Valente, Aalborg University Esbjerg, Denmark — Emanuela Marchetti, Aalborg University, Denmark

Four communities discuss online apparel shopping and returns, from different points of view. A definition of returns is central to solve this problem, instead of high-end purely technical solutions.

**Incorporation of Terms in Online Shopping Contracts: The Importance of Notice and Unfair Terms Legislation for Consumers**
Trish Frances O’Sullivan, Massey University, New Zealand

Clicking “I agree” is not akin to signing contractual terms. Terms should be incorporated by notice but many consumers do not read terms, so unfair terms legislation is very important.

**Strategic Technology Management and Nature of Firm**
Dr. Arif Sikander, Abu Dhabi University, United Arab Emirates

The study explores the influence of the nature of firm on the acquisition of Strategic Technology Management issues.
TECHNOLOGICAL INNOVATION WITHIN ORGANIZATIONS 1 (PRESENTATIONS IN SPANISH AND PORTUGUESE)
Room 3

A capacidade absorviva e inovatividade em ambientes tecnológicos: Uma análise a luz da teoria
Rafael Pereira Moré, Universidade do Vale do Itajaí, Brazil — Claudio Reis Gonçalo, Universidade do Vale do Itajaí, Brazil — Lourdes Canós Darós, Universidad Politécnica de Valencia, Spain — Cristina Santandreu Mascarell, Universidad Politécnica de Valencia, Spain

O estudo da capacidade absorviva e da inovatividade em ambientes de inovação analisa organizações de base tecnológica a partir de framework teórico induzor da competitividade e da sustentabilidade organizacional.

Ecossistemas midiáticos comunicación organizacional: A presencia das empresas nas mídias sociais digitais
Sra Bianca Marder Dreyer, USP, Brazil — Sra Elizabeth Saad, PPGCOM USP, Brazil

Verifica-se como tem ocorrido a participação de empresas nas diferentes possibilidades de ação nas mídias sociais digitais e se as expressões midiáticas revelam posicionamento evolutivo da comunicação nas organizações.

Estrategias tecnológicas para hacer gestión del conocimiento organizacional
Yoleida Vega Mendoza, Universidad de la Guajira, Colombia

Esta investigación trata la importancia de la formación permanente para hacer frente a los retos del cambio tecnológico y la globalización, por medio la Gestión del Conocimiento de las organizaciones.

Ventajas tecnológicas esenciales: Factor clave de innovacion en instituciones de educacion superior
MSc Martha Josefina Castrillon, Universidad de la Guajira (Colombia), Colombia — M.Sc Lorena Gómez, Universidad de la Guajira, Colombia — M.Sc Edilberto Santos, Universidad de la Guajira, Colombia — M.Sc Mirle Irina Curiel Correa, Universidad de la Guajira, Colombia

La presente investigación muestra los resultados obtenidos al analizar las ventajas tecnológicas esenciales como factor clave de generación de innovaciones en instituciones de educación superior.

WORKSHOP (PRESENTATION IN SPANISH)
Room 4

La alfabetizacion digital: Infografia impresa vs. infografia multimedia
Dr Santiago M. Martinez Arias, Facultad de Periodismo UCM, Spain

Investigación sobre la aceptación por parte del público del género periodístico infografía en sus dos vertientes, papel impreso o pantalla estática frente a producto multimedia para cibermedios.

Proyecto Heliox: Entornos de Interacción Para la Diversidad Funcional
Dr. Roberto Feltreiro, Departamento de Lógica, Historia y Filosofía de la Ciencia, UNED, Spain. Dr. Mario Toboso, Centro de Ciencias Humanas y Sociales (CCHS-CSIC), Spain.

El diseño y la realización de los entornos influyen en las posibilidades de funcionamiento de las personas, de una manera capacitante o discapacitante.
Continuous Partial Attention: Online Learning in the Age of Interruption
Dr. Ellen Rose, University of New Brunswick, Canada

In this paper, I present a mixed methods study on the emerging phenomenon of continuous partial attention and its implications for online postsecondary teaching and learning.

Identification of Barriers to Universities and Colleges Participation in Sustainable Information Communication Technology
Nicola Hogan, Anglia Ruskin University, United Kingdom — Dr. Carlos Jimenez-Bescos, Anglia Ruskin University, United Kingdom — Dr. Ian Frame, Anglia Ruskin University, United Kingdom

This research identifies the barriers to universities and colleges participating in cost saving, carbon reducing, sustainable Information Communication Technology (ICT) projects. It also offers sustainable ICT solutions to those barriers.

Post-secondary Online Learning: Standards under Pressure
Dr. Thomas Ryan, Nipissing University, Canada

We coherently analyzed the current landscape of e-learning through descriptive literature published in the last five years to illuminate elements of e-learning, limitations and emerging solutions.

Student Perceptions of a Blended Learning Approach to an Introductory Accounting Course
Dr. Sidney Weil, Lincoln University, New Zealand — Dr. Tracy-Anne De Silva, Lincoln University, New Zealand — Dr. Maurice Ward, Lincoln University, New Zealand

This paper reports on the results of a survey which measures student perceptions of a blended learning approach to an introductory accounting course at Lincoln University in New Zealand.

Aplicación de la narrativa transmedia en la enseñanza universitaria en España: Aprendizaje colaborativo, multiplataforma y multiformato
Miguel Angel Ossorio Vega, Universidad Complutense de Madrid, Spain

La narrativa transmedia puede ser una forma de transmitir conocimientos en el ámbito universitario que involucre a profesorado y alumnado en la creación y distribución de contenidos educativos.

Discurso y tecnología en el ámbito universitario
Dra. Adriana Maria Rangel Arenas, Universidad del Zulia, Venezuela — Dr. Javier Martin Rafael Meneses-Linares, Universidad del Zulia, Venezuela

Hombre y tecnología es una manifestación fusionada que ha sido paradigma para varios investigadores desde hace varios años, visto como una demostración evolutiva del Ser a través del tiempo.
15:35-17:15 Parallel Session 2

DIGITAL PLATFORMS FOR EDUCATION 2 (PRESENTATIONS IN SPANISH AND PORTUGUESE) (CONTINUED)
Room 6

O marketing digital na educação a distância: Marketing digital estratégico em rede social e a resistência à educação a distância identificada na América Latina
M.Sc Leonardo Viana, Fundação Cecierj / AIESAD - Associação Ibero-Americana de Educação Superior a Distância, Brazil — M.Sc Fabiane Proba, Fundação Cecierj / AIESAD - Associação Ibero-Americana de Educação Superior a Distância, Brazil

Pesquisa bibliográfica na abordagem de aplicação de Marketing Digital em rede social de instituição governamental brasileira, como instrumento de redução da resistência à Educação a Distância identificada na América Latina.

Produção de atividades computacionais de ensino na formação do professor de matemática
Dra. Fabiana Fiorezi de Marco, Universidade Federal de Uberlândia, Brazil

Este artigo discute uma pesquisa realizada com futuros professores de matemática ao se depararem com a proposta de elaborarem atividades computacionais de ensino para a referida disciplina.

TECHNOLOGY FOR HUMAN USE 2
Room 7

Applying Digital Technologies to Support Social Entrepreneurship: Parametric Design for Community Structures in Developing Nations
Dr. Stan Guidera, Bowling Green State University, United States — Dr. Paul Cesarini, Bowling Green State University, United States

This paper discusses the intersection of digital design technologies and social entrepreneurship. Parametric modeling was used to produce building prototypes with direct input from residents of communities in developing regions.

Design Expression
Prof. Luís Miguel Moreira Pinto, Universidade da Beira Interior, Portugal — Prof. Ana M. Tavares Martins, University of Beira Interior, Portugal — Prof. Claudia Sofia Beato, University of Beira Interior, Covilhã, Portugal — Prof. Paulo Carvalho, Universidade da Beira Interior, Portugal

Before computers there were hands and tools. Before hands and tools there were just hands. Today we have Drawing Computer Programs.

Optimal Ordering Policies for Inventory Problems in Supermarkets under Stochastic Demand: A Case Study of Milk Powder Product
Kizito Paul Mubiru, Makerere University, Uganda — Bernard Kariko Buhwezi, Makerere University, Uganda — Peter Okidi Lating, Makerere University, Uganda

A mathematical model is developed to optimize inventory decisions of when to order in supermarkets under demand uncertainty.

A Study of Marker Satisfaction: Hardware, Accuracy, Flexibility and Efficiency
Oscar Imaz-Mairal, University of the Sunshine Coast, Australia — Dr. Bishnu Sharma, University of the Sunshine Coast, Australia — Prof. Michael Clements, University of the Sunshine Coast, Australia

The paper examines this relationship using structured interviews of experienced markers from the School of Business at the University of the Sunshine Coast in Queensland, Australia.
15:35-17:15 Parallel Session 2

**SPECIAL ISSUES IN TECHNOLOGY 1**

**Room 8**

**Cybernetics, Civilisation and Agriculture: The Atomisation of the British Farming Industry**
James Edward Addicott, Cambridge, UK

*Increasingly, information-communication technologies are predicting, optimising and even driving British agriculture. How does this form of social computerisation affect traditional knowledges-practices? Are farmers loosing their autonomy to automation?*

**Privacy as Identity Territorially: Re-conceptualising Behaviour in Cyberspace**
Dr. Ciarán Mc Mahon, Royal College of Surgeons in Ireland, Ireland

*A reinterpretation of privacy concerns as identity territoriality may help us move on from the global surveillance crisis.*

**The Use and Adoption of Information and Communication Technologies by Jamaican Small and Medium Enterprises: Challenges to National Development**
Camille Walfall, Howard University, USA

*This research investigates the use and adoption patterns of ICTs by Jamaican SMEs to determine their values and benefits to SME owners, and the barriers that may affect their adoption.*

**Emerging Networked Digital Technologies: Is the Cloud Ready for Real Time?**
Dr. Karl William Viehe, George Washington University, USA

*The primary purpose of this paper is to encourage and interchange among the scholars that are present.*

17:15-18:15

**CONFERENCE WELCOME RECEPTION AND SPANISH BOOK LAUNCH**
Friday

08:30-09:00

REGISTRATION DESK OPEN

09:00-09:05

OPENING

Jesús Flores, Director, Internet Media Lab, Faculty Sciences of Information, Universidad Complutense de Madrid, Spain

09:05-09:35

PLENARY

Félix Ortega Mohedano, Faculty of Social Sciences, Universidad de Salamanca, Spain

"Audience Research in Emerging Media, from No Data to Knowledge WebdataMetric Analysis as an Instrument for Better Entrepreneurship, Situation, and Prospective Tendencies"

09:35-10:05

PLENARY SESSION

Ricardo Villa, Director of Interactive Media of Spanish Radio-TV, Spain

"Interactive Models for a Communication Network Society"

10:05-10:35

BREAK AND GARDEN SESSION

10:35-12:15 Parallel Session 3

KNOWLEDGE MANAGEMENT

Room 1

Developing Optimal Subject Representation for Public Library Collections

Matthew Kelly, Curtin University, Australia

This paper explains methods through which public library collections can represent broad domains of knowledge and meet user needs based on hermeneutic methods of collection analysis.

Innovative Communication Channels, Effective Coordination Strategy and Knowledge Management in the UK Local Authority Planning Department

Nasrullah Khilji, University of West London, United Kingdom — Dr. Stephen Roberts, University of West London, United Kingdom

This study is based on the subject area of innovative communication channels, effective coordination strategy and knowledge management to enhance efficiency and effectiveness in the UK local government planning system.
KNOWLEDGE MANAGEMENT (CONTINUED)

Room 1

A Knowledge Conception for Common Knowledge: Formalization of Static and Dynamic Aspects
Prof. Eckhard Ammann, Reutlingen University, Germany
A formalized conception of knowledge dynamics is given, represented as a knowledge ontology with a rule system. It supports the modeling and development of common knowledge.

Recent Evolutions in Intellectual Property: The Dilution of Inventor Rights, the Increase in Corporate Powers and the Advent of User Experience in Patent Specifications
Bryan Howell, Brigham Young University, United States
This paper discusses the advent of user experience in patent specification, the demise of the individual inventor and the increase in corporate powers in intellectual property rights in the US.

TECHNOLOGY MEETS SOCIAL CHANGE 1

Room 2

Coming Out on Brazilian Primetime: The Strategic Power of Symbolic Trade
Fernando Mier y Teran, University of Illinois at Urbana Champaign, United States
In a popular night TV show, a young comedian flirts with the idea that he was gay during his childhood. His move increases his popularity.

Digital Storytelling as Activism: Analysis of Personal Narratives in Trayvon Martin versus George Zimmerman
Dr. Paula Youra, Lynchburg College, United States — Agatha Rule, Lynchburg College, United States
We discuss theoretical tenets from genres in digital storytelling narratives of Martin and Zimmerman as argument stratagem on innocence and guilt as forms of activism in race relations in America.

Harold Adams Innis and the Redefinition of Work as Social Practice among Today’s Digiterial
Dr. Tony Tremblay, St. Thomas University, Canada
Using the stories of three young Canadian writers, I examine how technology has altered the social practice of work among today’s youth.

10:35-12:15 Parallel Session 3

E-LEARNING: NEW TECHNOLOGIES IN EDUCATION 1 (PRESENTATIONS IN SPANISH)

Room 3

Desarrollo y Educación: Tecnologías para el aprendizaje
Mª Jose Buj Pereda, Centro de Psicología Clínica, Spain — Juan Pablo Fuentes Lopez, Empresa propia, Spain
Muchos individuos muestran dificultades para adquirir y usar habilidades. Hemos elaborado aplicaciones para tratar de ayudarlos. Presentamos una herramienta con diferentes niveles de dificultad que facilita el proceso de aprendizaje.

Estrategias de aprendizaje mediadas tecnológicamente para potenciar el aprendizaje significativo
Mg. Juan Zambrano Acosta, Universidad Pontificia Bolivariana, Colombia
Este ejercicio presenta una indagación por estrategias de aprendizaje desde el uso de la tecnología por los estudiantes en sus prácticas de estudio, desde el contraste de discursos y prácticas.

Feria del Conocimiento: una acción de divulgación de la ciencia y la tecnología
Miss Núria Torras, Escuela Politécnica Superior de Ingeniería de Manresa - UPC, Spain
En esta ponencia se expondrá la experiencia de una acción de divulgación de la ciencia y la tecnología dirigida a jóvenes de Secundaria y Bachillerato: la Feria del Conocimiento.
La educación parental online para el fomento de la parentalidad positiva. Una experiencia piloto
PhD student Arminda Suarez, Universidad de La Laguna, Spain — PhD Alezandra Torres, Universidad de La Laguna, Spain
La experiencia piloto de ‘Educar en Positivo’ un programa de educación parental online para el fomento de la Parentalidad positiva desde entornos de aprendizaje experiencial.

Como os social media estão a mudar a comunicação hoteleira
Susana Wichels, Universidade de Coimbra, Portugal
Como os Social Media estão a influenciar as práticas em comunicação empresarial e assessoria de imprensa no setor turístico e a obrigar a uma cuidada gestão de reputação online.

El poder del clic: El consumidor y las nuevas formas de publicidad digital
Ximena Ferro, Universidad San Francisco de Quito, Ecuador
La utilización de medios digitales obligó a consumidores a desarrollar nuevas habilidades físicas y psicológicas y a las marcas adaptar sus mensajes publicitarios a los medios que el público utiliza.

Escavando interfaces: Conceitos de arqueologia da mídia como contribuições metodológicas Para a pesquisa de mídias online
Prof. Gustavo Fischer, UNISINOS - Universidade do Vale do Rio dos Sinos, Brazil
O artigo reflete o movimento metodológico de “escavação de telas” com inspiração oriunda de conceitos da arqueologia das mídias, em combinação com a “dissecação” para compreender melhor sites e softwares.

Destacar los principales rasgos y singularidades del mercado digital de la información, las principales transformaciones en el mercado de la información y las características del nuevo consumidor digital

Open Educational Resources Workshop: UNESCO/Commonwealth of Learning
Prof. Rory McGreal, UNESCO Chair Programme, Canada
This workshop introduces OER and the UNESCO/COL Program including the OER Knowledge Cloud, the Graduate Network of Researchers, the mapping exercise, the OERu initiative and the POERUP EuroProject.

Using Social Networks to Teach Information Literacy: A Multimedia Approach
Portia Diaz, Indiana University of Pennsylvania, United States
This workshop teaches how to incorporate social networks in teaching information literacy and demonstrate how to create multimedia using Adobe Captivate to enhance information literacy skills in online learning.
La gestión educativa mediada por las TIC, en los establecimientos educativo básica y media en el Departamento de la Guajira, Colombia

Doctora Noralis Cardeño, Universidad de La Guajira, Colombia — Doctor Edwin Cardeño Portela, UNIVERSIDAD DE LA GUAJIRA, Colombia — Doctora Marlenis Ucros Brito, Universidad de la Guajira, Colombia

Gestión Educativa mediada por las TIC, en los establecimientos educativo básica y media, involucra planeación, ejecución, seguimiento y evaluación de sus actividades para contribuir a una mejor prestación del servicio.

Sistemas de información de marketing: Herramienta para la toma de decisiones en las pymes

M.Sc Lorena Gómez Bermúdez, Universidad de La Guajira, Colombia — MSc Martha Josefinca Castrillhon, Universidad de la Guajira(Colombia),, Colombia — Edilberto Santos, Universidada de la Guajira., Colombia

Analisar los Sistemas de Información de Marketing (SIM), como una herramienta para la toma de decisiones, como un factor clave para alcanzar el fortalecimiento y competitividad de las Pymes en las regiones.

Un sistema pregunta-respuesta en el contexto de gobierno electrónico: Caso de estudio Alcaldía de Ubaté, Cundinamarca, Colombia

Adán Beltrán Gómez, Universidad Manuela Beltran, Colombia — Santiago Camargo Marin, Universidad Manuela Beltran, Colombia

Sistema pregunta-respuesta para la interacción de ciudadanos con portales web del Gobierno Colombiano. Aplicación de técnicas de lenguaje natural, Web Semántica y Recuperación de información para mejorar la precisión del sistema.

La agricultura urbana, un modelo para alcanzar ciudades sustentables a través de alianzas estratégicas productivas entre comunidades de pequeños productores y comerciantes

Prof. Víctor Miguel Pinedo Guerra, Universidad de La Guajira, Colombia

Promover agricultura urbana como alternativa para aportar a la seguridad alimentaria construyendo huertas caseras para enfrentar la lucha contra la pobreza extrema en comunidades vulnerables de la ciudad de Riohacha.

El uso de las tecnologías de la información y comunicación para el aprendizaje del inglés:

El caso de los estudiantes de primer nivel de la Escuela de Idiomas de la Universidad de la Guajira

M.Sc Eliana Isabel Cantillo Pinto, Universidad de La Guajira, Colombia — Orlando David López González, Universidad de La Guajira, Colombia

El Objetivo de este artículo, fue hacer un análisis del nivel de conocimiento de los estudiantes de la escuela de idiomas de UNIGUAJIRA, con respecto al uso de las TIC.

SMART LEARNING

Room 7

The Effects of Learner Interaction in Web-based Collaborative Learning: Using Social Network Analysis Approach

Dr. Kyu Yon Lim, Ewha Womans University, Republic of Korea — Hana Park, Ewha Womans University, Republic of Korea — Ms HeeJoon Kim, Ewha Womans University, Republic of Korea — Yunha Jung, Ewha Womans University, Republic of Korea

This research investigated the effects of learner participation and interaction on self-efficacy for group work and achievement in a web-based collaborative learning, using Social Network Analysis.
10:35-12:15 Parallel Session 3

SMART LEARNING (CONTINUED)
Room 7

Investigating the Structural Relationship among Self-regulated Learning, Flow, Satisfaction and Usage Intention in Smart Learning
Dr. Jeongmin Lee, Ewha Womans University, Republic of Korea — Youngji Kim, — Ms SungEun Oh, Ewha Womans University, Republic of Korea — Jiyoon Moon, Ewha Womans University, Republic of Korea

The purpose of this study is to examine the structural relationship among the factors self-regulated learning, flow, satisfaction and usage intention in smart learning.

The Role of Team Trust and Learning Presence in Predicting Project-based Learning Outcomes
Prof. Myunghee Kang, Ewha Womans University, Republic of Korea — Hyunjin Lim, Ewha Womans University, Republic of Korea — Dr. Jiwon You, Ewha Womans University, Republic of Korea — Bokyung Kim, Ewha Womans University, Republic of Korea

The purpose of this study is to investigate the predicting power of the team trust and learning presence (cognitive and social presence) on project-based learning outcomes.

Smart Use of Big Data in Learning Management System: How Students Perceive Visual Dashboard Presenting Their Online Learning Behavior
KunHee Ha, Ewha Womans University, Republic of Korea — Yesom Yoo, Ewha Womans University, Republic of Korea — Prof. Il-Hyun Jo, Ewha Womans University, Republic of Korea

This study explores learners’ perceptions and reactions to Visual Dashboard, using the learning analytics approach.

SPECIAL ISSUES IN TECHNOLOGY 2
Room 8

Using IPads to Optimize Reading Fluency
Jenny Eppard, Zayed University, United Arab Emirates

According to previous research, reading comprehension is often linked to reading fluency. During this presentation, we will highlight ways to use apps to increase fluency in an EFL classroom.

Comparative Analysis of the Impact of Social Media and School Religion Education on Individuality in Saudi Arabia
Lina Khashogji, Kingston University, UK

This study looks at historical background of Saudi politics and religion, and individualism and focuses on measuring Horizontal/Vertical individuality in schools and social media.

Capitalizing on Mobile Devices to Improve EFL Students’ Knowledge of Grammar
Dr. Aicha Rochdi, Zayed University, United Arab Emirates — Dr. Jenny Eppard, Zayed University, United Arab Emirates — Preeya Paddy, Zayed University, United Arab Emirates

The goal of this presentation is to examine the benefits associated with flipped learning and to highlight some practices used to flip in an EFL classroom.

The Effect of Social Networking Usage, Family Structures, Desire for Education and Academic Success on Computer and Educational Technology Students
Oguz Ak, University Education, Turkey

This study looks for variables which effects computer education students’ future work and income expectations among the variables social-networking usage, family structures, desire of education and academic success history.
12:15-13:05

LUNCH

13:05-13:35

FINAL TALKING CIRCLES

Room 1: Technologies for Human Use
Room 2: Technologies in Community
Room 3: Technologies for Learning
Room 4: Technologies for Common Knowledge
Room 5: Tecnologías para el uso humano
Room 6: Tecnologías en comunidad
Room 7: Tecnologías para el aprendizaje
Room 8: Tecnologías para el conocimiento común

13:35-14:50 Parallel Session 4

ONLINE LEARNING
Room 1

A Glimpse of Future Early Childhood Educators’ Perceptions of Online Learning
Chiuchu Chuang, University of North Carolina Pembroke, United States

This study analyzes pre-service early childhood educators’ perspectives and experiences of online learning to suggest directions for improving student learning in virtual courses.

Computer Instruction: A Place in Piaget’s and Vygotsky’s Worlds?
Dr. Tami James Moore, University of Nebraska, United States

Would computer instruction have a place in the learning theories of Piaget and Vygotsky? How do the cultural dimensions from each body of work translate into digital delivery?

Online Language Tutoring for Immigrant Nursing Students: Promoting Academic Writing Skills
Dr. Lillie Lum, York University, Canada

This paper will present the results from a project exploring the effectiveness of online tutoring to support English language skill development for new immigrant nurses in a Canadian university program.

TECHNOLOGY MEETS SOCIAL CHANGE 2
Room 2

Global Study of Self-disclosure, Communication
Dr. Fred Zandpour, California State University, Fullerton, United States

This study examines the effect of self-disclosure of social identity and personal preferences on communication style in terms of symbolic presentation and level of self-elaboration.

The Role of Social Networks in Breaking the Monopoly of State Media in Iran
Marziyeh Ebrahimi, Universidad de Navarra, Spain — Ramon Salaverria, Universidad de Navarra, Spain

This research focuses on the monopoly of state media in Iran and how social networking has changed this monopoly unofficially while being filtered.

Still Not Ready for Prime Time?: Academic Librarian Attitudes towards Wikipedia in a Networked Age
Christy Zlatos, Washington State University Libraries, United States

To explore contemporary academic librarian attitudes towards Wikipedia, the author polled academic information literacy librarians by questionnaire and discovered some underlying factors in their reluctance.
SOFTWARE AND INTERFACE FOR EDUCATION (PRESENTATIONS IN SPANISH)
Room 3

Evaluación automática de estructuras de datos y algoritmos para la enseñanza de la programación e inclusión de características sociales de la web 2.0
MSc Alejandro Tamayo, Universidad de la Habana, Cuba

Sistema Web que permite automáticamente probar estructuras de datos y algoritmos e incluye características sociales que motivan el estudio de la computación y elevan la calidad de los resultados académicos

La programación y los sistemas de información: Nivel de conocimientos en programación y su incidencia en el desarrollo de Sistemas de Información Automatizados en los estudiantes de ingeniería de sistemas de la Universidad de la Guajira
M.Sc Sandy Romero, Universidad de La Guajira, Colombia — M.Sc Jaider Quintero, Universidad de la Guajira (Colombia), Colombia

Investigación de tipo descriptivo Exploratoria sobre el Nivel de conocimiento en programación y su incidencia en el desarrollo de sistemas de información automatizados en los estudiantes de ingeniería de Sistemas

Uso del software estadístico Minitab® para el entrenamiento de estudiantes de ingeniería en la metodología Seis Sigma para el desarrollo de proyectos de mejora de procesos industriales: Una experiencia exitosa en la Universidad Tecnológica de Tlaxcala.
Dr. Carlos Miguel Hernández Covarrubias, Universidad Tecnológica de Tlaxcala, Mexico

Un programa de entrenamiento fue enfocado a estudiantes de ingeniería de Procesos en la metodología 6 Sigma, utilizando como herramienta Minitab® obteniendo resultados exitosos en la mejora de procesos industriales.

MEDIA AND SOCIAL CHANGES (PRESENTATIONS IN SPANISH)
Room 4

Fútbol, medios de comunicación y tecnologías en el siglo XX en Portugal: Reflexión sobre el proceso mediático de popularización del fútbol
Dr Francisco Pinheiro, CEIS20-University of Coimbra, Portugal, Portugal

El fútbol es el deporte más popular en la sociedad portuguesa. Para su proceso de popularización fueron fundamentales los media durante el siglo XX (radio, televisión y la prensa).

La ciberradio como plataforma social de participación activa y proximidad entre sus usuarios
Dra María Julia Gonzalez Conde, Universidad Complutense de Madrid, Spain — Rosario Sacristan Salgado, Universidad Complutense de Madrid, Spain

Las emisoras españolas de radio buscan estrategias de posicionamiento en Internet, lo que altera su dimensión tradicional en el ámbito productivo, de difusión y en su relación con su audiencia.

Presencia y protagonismo de Twitter en los medios de comunicación
Dra. Carmen Salgado Santamaria, universidad Complutense de Madrid, Spain

Twitter y su empleo por los medios de comunicación evoluciona constantemente, de ahí el análisis para conocer las diferentes posibilidades que existen entre el periodismo y esta red social.
Technology and Society Conference, 2014

13:35-14:50 Parallel Session 4

Technology and Healthcare 2

Room 5

Augmentative and Alternative Communication Technologies: An Exploratory Study on Communication Problems
Tiffany Schneider, Kennesaw State University, United States

This research paper seeks to uncover issues that affect effective communication and the relationship between patients, researchers and Augmentative and Assistive Communication systems.

Mental Health Engagement Network (MHEN): Connecting Clients with Their Health Team
Dr. Cheryl Forchuk, University of Western Ontario, Canada

The MHEN project introduces, delivers and evaluates the use of smart technologies in mental health care.

Web-based Interactive Decision Support for Enhanced Decision Quality and Concordance: Sharing the Vision
Mette Kjer Kaltoft, University of Southern Denmark, Denmark

A multi-criteria framework provides decision support for IBD consultations, plus a dually-personalised measure of decision quality, a decomposable measure of clinician-patient concordance, and criterion-specific suggestions for improvements.

Impact of Social Media on Society 2 (Presentations in Spanish)

Room 6

Definición, contexto y herramientas digitales para el desarrollo del periodismo de datos
Fatima Martinez Gutierrez, Universidad Complutense, Spain — Pilar Jose Lopez Lopez, Universidad Complutense, Spain

Este paper pretende realizar una aproximación al concepto y al desarrollo del periodismo de datos (big data) en el nuevo ecosistema digital generado.

La recuperación de la Memoria Histórica, series de ficción en redes sociales: El caso de España y Chile
Miguel Chamorro Maldonado, Universidad de Valparaíso, Chile

Los usuarios de redes sociales son pilares fundamentales cuando hablan en el espacio público digital. Las series de ficción en televisión contribuyen en el modelo narrativo para recuperar la historia.

La convergencia de redacciones e integración
Miguel Angel Perez Gallego, Periodismo II-UCM, Spain

El futuro de los periódicos impresos y de los profesionales, frente a las nuevas tecnologías: la convergencia de las redacciones e integración de los profesionales.
SPECIAL TOPICS: E-LEARNING
Room 7

Effects of Time Management, Usefulness, and Interest on m-Learning Outcomes
Dr. Jeongmin Lee, Ewha Womans University, Republic of Korea — Ms HyunMin Chung, Ewha Womans University, Republic of Korea — Jiye Noh, Ewha Womans University, South Korea

The purpose of study is to examine how time management, usefulness, and interest predict mobile learning outcomes in science education.

The Influence of the Achievements of Informatics Students on Defending a Thesis and on Their Careers
Oskars Rasnacs, Riga Stradinsh University, Latvia — Prof. Maris Vitins, University of Latvia, Latvia

This research reveals that it is important for students to learn as much as possible in informatics courses, because that has an effect on their graduate theses and careers.

Sustainability of Information Systems Programs in a Rapidly Changing Technology Environment
Peter Sietins, Bridgewater State University, United States

Effective IS programs require currency in rapidly changing IS technologies and related work practice modifications. Experiential learning enhances hiring prospects for IS graduates. Investment implications for IS programs are considered.

TECHNOLOGIES FOR COMMON KNOWLEDGE
Room 8

A Comprehensive Digital Publishing Model for Small and Rural Media Outlets
Dr. James P. Gleason, Eastern Kentucky University, United States — Dr. Ginny Whitehouse, Eastern Kentucky University, United States

Community journalists must embrace online platforms and enhanced visual content to remain competitive. A comprehensive model is presented, and obstacles are addressed including staffing, budget constraints, technology limitations and implementation.

Customer Capital: Increasing Healthcare Firm Value by Using Technology for Patient Well-being
Lidia Garcia Zambrano, University of the Basque Country, Spain — Dr. John Zanetich, Berkeley College, United States — Arturo Rodriguez-Castellanos, University of the Basque Country, Spain — Jose Domingo Garcia-Merino, The University of the Basque Country, Spain

A knowledge management model is used to explore the relationships between creativity, customer-generated intellectual capital, technology and competitive advantage. A theory for increasing the value of a firm is presented.

The Paradigm of Training Profiles for the Development of Data Journalism
Dr. Jesus Miguel Flores, Complutense University of Madrid, Spain — Cecilia Salinas-Aguilar, -, Spain

Data journalism requires other skills in addition to technology. But what kind of knowledge is needed? What tools are needed to process data? Where the techniques are learned?
15:05-16:45 Parallel Session 5

**INNOVATIONS AND TECHNOLOGY**

**Room 1**

**The Emergence of Quality Assurance Groups in Free/Open Source Software Communities**
Adina Barham, Hitotsubashi University, Japan

An analysis of the impact on the structure and dynamics of open source software communities resulting from the adoption of formal quality assurance practices is the topic of this paper.

**Integrating Traditional and Technology-based Approaches to Training in the Workplace: The Current State of Play in North America**
Iain Macdonald, University of British Columbia, Canada

This paper reports on a 2012 study examining training practices in North American businesses and how e-learning and mobile learning are being successfully combined with classroom and hands-on instruction.

**Leading the Followers on Twitter: A Case Study in Information Literacy Instruction**
Kelley Cotter, Indiana University of Pennsylvania, United States

As we increasingly rely upon social media for information, the need for information literacy skills heightens. This paper describes an instructional series on social media as a source of information.

**Teaching Viral Literacy: Using Likes, Tweets, and Hearts to Inform the Interpretation and Creation of Digital Media**
Dr. Daniel Wuebben, University of California Santa Barbara, United States

This paper analyzes how an abundance of shares, comments, or likes shape the perception of digital content and how “viral literacy” can help undergraduates critique and generate digital media.

**CYBER-ETHICS AND CYBER-LAW**

**Room 2**

**Computer Security Crisis: Framework Proposal**
Miquel Colobran, Autonomous University of Barcelona (Universitat Autònoma de Barcelona - UAB), Spain — Dr. Josep M. Basart, Autonomous University of Barcelona (Universitat Autònoma de Barcelona - UAB), Spain

The notion of security is an old human concern. Computer security is new. We describe a method for joining these two concepts in research.

**Regulation and Democratization of the Information Society**
Dr. Makoto Sakai, Bunkyo University, Japan

This paper shows three necessary regulations in the present information society in Japan based on sociological studies, based on the division of examples of invasion of privacy on the Web into three types.

**Responses of Corporate Codes of Conduct to a Rapidly Changing Global Ethical Arena**
Dr. Sanjeev Phukan, Minnesota State Colleges and Universities, United States

This research examines how multinational codes of conduct have responded to rapidly changing ethical environments brought about by globalization accelerated through the proliferation of information technology.

**A Theoretical Framework for the Prevention and Mitigation of Breaches of Personal Information Databases**
Dr. Susan Sproule, Brock University, Canada — Dr. Francine Vachon, Brock University, Canada

Data breaches are an unfortunate by-product of our modern information-intensive society. This paper examines how economic theories can be applied to assign liability and provide appropriate remedies to victims.
**PHILOSOPHY AND SOCIOLOGY OF TECHNOLOGY (PRESENTATIONS IN SPANISH)**

**Room 3**

**Axionoética: Una introducción a la ingeniería del bien**
Dr. Ignacio Quintanilla Navarro, IES Infanta Elena de Galapagar, Spain

*El texto analiza la situación de la reflexión ética en nuestro contexto tecnológico y propone un nuevo nivel de interacción argumental entre ética y tecnología.*

**La construcción de la identidad en tiempos enred@dos: Efectos de las redes sociales digitales**
Dr. Santiago Roger Acuña, Universidad Autónoma de San Luis Potosi (UASLP), Mexico — Dra. Gabriela López Aymes, Universidad Autónoma del Estado de Morelos, Mexico

*Se presenta un análisis teórico acerca de las relaciones entre subjetividad, identidad y aprendizaje, a la luz de la impronta que la sociedad en red impone en los sujetos humanos.*

**Interregno antropotécnico**
Alexandre Quaresma, RENANOSOMA, Brazil

*O objetivo central deste artigo é refletir criticamente acerca das atuais condições antropotécnicas da humanidade, algo análogo ao estado da arte tecnológica atual em interface com as realidades sociais emergentes.*

**Te busco en facebook**
Ing Cristina Castrillon, Universidad San Francisco de Quito, Ecuador

*La necesidad de ser parte de una comunidad virtual como exigencia de nuestro tiempo y como nueva herramienta de construcción de nuestra identidad.*

**JOURNALISM AND TECHNOLOGY: CHALLENGES AND THREATS (PRESENTATIONS IN SPANISH AND PORTUGUESE)**

**Room 4**

**Internet y ciudadanía: La interactividad en los cibermedios andinos, lejos de potenciar el debate democrático**
Carmen Regina Carvalho, Universidad de Santiago de Compostela, Spain — Dra. Maria Luisa Otero Lopez, Universidad de Santiago de Compostela, Spain — Nely Barrios Delgado, Brazil

*La presente comunicación analiza la calidad de los contenidos generados en la opción de interactividad comentarios en tres cibermedios peruanos, y cómo esta participación contribuye con la democracia.*

**Novas tecnologias, novas midias: Jornalismo para tablets, affordances e desafios da informação mobil**
Sra Isadora Ortiz de Camargo, USP e Agência EFE, Brazil — Sra Elizabeth Saad, PPGCOM USP, Brazil — Sra Stefanie Carlan da Silveira, USP, Brazil

*Tablets são dispositivos de linguagem própria que trazem facilidades ao usuário e um dos desafios é pensar um jornalismo próprio para esta nova tecnologia para gerar conhecimento, interação e inclusão.*

**O crowdfunding como estratégia de interação colaborativa no jornalismo brasileiro: Experiência Agência Pública Brasil**
Sr Sérgio Luiz Gadini, UEPG, Brazil — Sra Isadora Ortiz de Camargo, USP e Agência EFE, Brazil

*A cultura da colaboração pode ser evidenciada por novas ferramentas e tecnologias, como financiamento coletivo-crowdfunding. O estudo verifica a experiência da Agência Pública, que utiliza a ferramenta pela 1ª vez.*

**Una visión crítica sobre la relación entre Internet y la desaparición de la prensa de papel: Amenazas y oportunidades de las nuevas tecnologías para los medios de comunicación**
Rubén Ramos, Universidad de Zaragoza, Spain

*La prensa de papel enfrenta una grave crisis. Algunas voces apuntan a su posible desaparición, ligada a la popularización de Internet. Una visión alternativa desaconseja realizar esta afirmación con rotundidad.*
COMMUNITY AND NEW MEDIA
Room 5

Developing Mobile Telephone and Internet Usage in South Sudan
Dr. Trisha Capansky, University of Tennessee at Martin, United States — Dr. Connie S. Eigenmann, Fort Hays State University, United States

South Sudanese refugees of the US-based “Lost Boys of Sudan” drive a mixed method study of self-reported usage, frequency, and opinions of textual and electronic information communication technologies (ICTs).

Multimodal Domains and Affordances for Home Language Maintenance Created by Web 2.0 and Mobile Technologies: Intergenerational Impacts
Prof. Liam Morgan, University of Technology, Sydney, Australia

This paper examines the impact of Web 2.0 technologies on the maintenance of home languages. It draws on data from case studies on Chinese and Turkish languages in Sydney, Australia.

New Media’s Role within the Community of American Military Families
Dr. Margaret C. Stewart, Neumann University, United States — Dr. Mary Beth Leidman, Indiana University of Pennsylvania (IUP), United States

Community emerged as a leading theme in this study that examined the impact of new media on military marriages. This paper provides an overview of the findings, including related themes.

The Path to Children’s Civism: Problematizing the Empowerment Process in ICT Program
Dr. Tova Gamliel, Bar-Ilan University, Israel

Examining an intergenerational ICT program that seeks to intensify children’s civism, the study demonstrates the need for caution in handling the technological gap via citizenship-oriented empowerment in an educational setting.

E-LEARNING: NEW TECHNOLOGIES IN EDUCATION 2 (PRESENTATIONS IN SPANISH)
Room 6

Estudio de variables personales sobre el aprendizaje humano asociadas a las TIC y los estilos de pensamiento según Sternberg
Juan Bolivar Lopez, Universidad Simón Bolívar. Universidad Metropolitana, Venezuela — Freddy Rojas Velásquez, Universidad Simón Bolívar, Venezuela — Marling Rosario Brito, Unidad Educativa Nacional Liceo de Aplicación, Venezuela

Estudio de la relación entre los estilos de pensamiento estudiantil y variables asociadas al aprendizaje, cuando se utilizan TIC: Tenencia, actitudes y opiniones, conocimiento, frecuencia de uso y opinión.

Socialización en la red virtual y desfiguración de la imagen profesional del docente
Dra Rosa Amaya, Universidad de Carabobo, Venezuela — Econ Zoila Amaya, Universidad de Carabobo, Venezuela

La red social Facebook y la imagen social y profesional del docente

TECHNOLOGY CHANGING EDUCATION
Room 7

Building Games in the Classroom: Training the Teacher
Prof. Nathalie Charlier, Katholieke Universiteit Leuven, Belgium — Susan Bermingham, Manchester Metropolitan University, United Kingdom — Lien Van Der Stock, Katholieke Universiteit Leuven, Belgium — Dr. James Duggan, Manchester Metropolitan University, United Kingdom — Dr. Nicola Whitton, Manchester Metropolitan Institute, United Kingdom

This paper describes the design, implementation and evaluation of a course, tailor-made for student-teachers, on digital game building.

Text, Meaning Making, and Computer Supported Collaborative Learning: New Literacy and Metaphorical Representation
Dr. Devorah Preiss, Efrata College of Education, David Yellin Academic College of Education, Israel

This study addresses how the collaborative construction of meaning, in a hermeneutic design project, affects the meaning making experiences of adolescents in a community of practice.
15:05-16:45 Parallel Session 5

TECHNOLOGY CHANGING EDUCATION (CONTINUED)

Room 7

The Possible New Pedagogy for the Education of the Future: A Reflection on the Recent Technical Change of Teaching and Learning in Chinese Schools
Prof. Xianming Xiang, Renmin University of China, China

This is a portrait of and a brief reflection on the changes in the technology of teaching and learning in China schools over the last decade.

Integrating Technology into Retail Mathematics Teaching and Learning
Assoc. Prof. Yan He Beal, Marymount University, USA

This presentation addresses an initiative to integrate technology into retail mathematics teaching and learning. It focuses on experimentation between traditional methods and new technological approach to teaching retail mathematics.

SPECIAL TOPICS IN TECHNOLOGY

Room 8

A New Approach for Validation of Sun as a Renewable Energy Resource for Strategic Energy Investment and Planning
Cagri Sagiroglu, Cukurova University-Turkish Land Forces, Turkey

This paper argues a different point of view with modern analysis and statistical methods for decision makers in renewable energy investments.

An Evaluation of Visual Dashboard Applications Supporting Students’ Learning and Performance
Yesom Yoo, Ewha Womans University, Republic of Korea — KunHee Ha, Ewha Womans University, Republic of Korea — Prof. Il-Hyun Jo, Ewha Womans University, Republic of Korea

This study compares existing visual dashboards that display students’ online learning pattern and discusses the development of an advanced dashboard for the virtual learning environment (VLE).

16:45-17:15

CONFERENCE CLOSING
## LIST OF PARTICIPANTS

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<tr>
<th>Name</th>
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