

CALL FOR PAPERS

Thematic issue on

Age, Ageing, and Later Life.
Digital Education for a Responsibly Engaged Perspective.

GUEST EDITORS:

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People worldwide are living longer: ageing is among the most striking societal changes that industrialised economies face. Organisations in health, education, and production sectors urge to develop new approaches to tackle associated challenges. Researchers, industrial leaders, and policy makers have promoted different initiatives in response to the ageing population and have framed most of them according to the (WHO's) “active ageing” functional perspective. Adopted in the later 1990s, this perspective was conceived as a way to move from a “needs-based” approach of passivity to a proactive “rights-based” approach encouraging participation, equal opportunity, and treatment. Such a perspective is also associated with “successful ageing”, which however is a view of ageing that may leave behind those older people who, for various reasons, fail to remain actively engaged, are less functionally independent, and risk being classified (and marginalised) as “unsuccessful” or “dysfunctional”.

Instead, we formulate and propose a *responsibly engaged perspective* that acknowledges the societal role of older people, especially in intergenerational relationships, and distances itself from an ageist and reductionist view of *ageing* and *later life*. Older people may contribute to a more healthy society, diffused well-being and quality of life as long as they can get in conversation with a plurality of actors and generations. Pursuing such a goal requires bringing the voices of a diverse range of older people into decision-making processes, policies, and practices. This inclusive approach allows to create a shared intergenerational vision that benefits from older people's knowledge, life experience, and expertise. To actualise this scenario requires also to overcome a reductivist view of ageing as limited to “later life”. Ageing is a process occurring over the entire life course and, as such, is not limited to a specific group of people (usually defined as aged 65 years or more), although we appreciate that a variety of needs, expectations, and wishes characterises different phases of life.

To implement this view, *educational practices* are needed, all the more in the contemporary society populated by ubiquitous technologies, digital devices, and all sorts of software applications. However, we deem that such practices promoting digital education and sensitising against ageism should be mainstream, that is, targeted at the entire population (1) to not reproduce a partial, often stereotypical view of *age, ageing, and later life*; (2) to engage older people in designing and/or re-designing policies and activities related to technology and digital innovation; (3) to strengthen digital literacy to reduce technological and social isolation, all the more while getting older.

Such an educational purpose urges interdisciplinary and cross-sector collaborations (e.g. between schools, businesses, public agencies, and authorities) with the ultimate goal of educating people in tackling ageism and co-developing inclusive, intergenerational, sustainable modes of ageing.

This special issue is aimed at exploring what the above-mentioned responsibly engaged perspective may entail, and what initiatives may fall under this umbrella term that corresponds to an approach to age, ageing, and later life with a strong emphasis on the role of educational practices in the digital era. In particular, we are interested in understanding which role technology can play and how it is entangled with (older) human beings as co-designers and users of devices and applications in everyday life, at work, at home, and in public spaces.

We aim at a collection of contributions that, overall, provide an overview of multiple and different perspectives animating the national (Italian) and international debate on digital education in relation to age, ageing, and later life.

Among other possible contributions, we invite papers that:

- a. analyse the materiality of educational initiatives, with regard for example to age-friendly smart environments, spaces, and places.
- b. highlight an educational purpose, focusing on technologies or on human actors of all ages;
- c. discuss or reflect the interest in education-based approaches looking at the human-technology interconnections in relation to age, ageing, and later life.
- d. develop a methodological argument regarding how to promote various initiatives in line with the proposed approach.

Key dates:

- **December 31, 2022:** Paper submission deadline
- **March 31, 2023:** Reviewers' feedback sent to authors (accepted/revise and resubmit/rejected) IJSE adopts a blind reviewing policy, where both the referees and author(s) remain anonymous throughout the process. Each article is reviewed by at least two referees.
- **April 30, 2023:** Submission of the revised paper (if needed)
- The special section will be published in the VOL. 15, N. 2/2023.

Author Guidelines

Articles:

→ must be submitted in English. → should be original, not under review by any other journal and not published elsewhere → **should not exceed 8.000 words** → if English is not your native or first language, before submitting your manuscript to IJSE **you may wish to have it professionally edited.**

All manuscripts must follow the IJSE Author guidelines:

http://ijse.padovauniversitypress.it/manuscript_submission_form

Manuscripts must be submitted electronically to:

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