



Interdisciplinary Journal of E-Skills and Lifelong Learning

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CALL FOR PAPERS

ABOUT THE JOURNAL

The rapid development of IT and other applied technologies make it a must to introduce their utilization to adults wishing to renew, change or upgrade their skills through the use of contemporary technologies. The *Interdisciplinary Journal of e-Skills and Lifelong Learning (IJELL)* is a scholarly forum for those wishing to explore and advance aspects of e-skills for the lifelong learners. E-skills and lifelong learning may be addressed in two areas: articles can exhibit how current e-skills and related technologies can contribute to improve and upgrade lifelong learning programs; and articles can delineate new approaches and technologies that can be exploited for lifelong learning. The journal publishes empirical, conceptual and theoretical papers that make a pedagogical and methodological contribution with the use of ICT and other contemporary technologies into service delivery, business efficiency, entrepreneurship, and education. We believe that sharing ideas and views from diverse communities, fields and epistemologies provide alternative perspectives and suggest novel solutions.

IJELL is published in print annually in a single volume by subscription and its articles appear online free of charge as soon as they are accepted. This approach provides authors with the widest possible potential audience.

MAIN TOPICS

Contributions are solicited in, but not limited to, the following topics:

- Lifelong learning
- E-skills and e-literacies for the knowledge society
- Emerging technologies for lifelong learning
- Online learning and teaching
- Evaluation of ICT
- Integration of ICT and contemporary educational technologies
- Innovative applications of educational technologies
- Virtual communities, collaborative learning
- Mobile learning
- MOOCS

ARTICLE SUBMISSION GUIDELINES

For article submission guidelines, please visit:

<http://www.informingscience.org/Journals/IJELL/ArticleSubmission>

REVIEW PROCESS

We provide authors with useful, timely feedback by making the review process constructive. As part of the Informing Science Institute (ISI) community that is made up of nearly 5000 people who are contributing to the field of informing science as researchers and reviewers we are committed to publishing high quality research by providing its community with the tools and knowledge needed to reach both professional and research.

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