

International Journal of Virtual and Personal Learning Environments (IJVPLE)

Special Issue On: Virtual and Personal Learning for People with Autism and Intellectual Disabilities

Submission Due Date: 8/15/2018

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Introduction

People with Autism and intellectual disabilities (ID) may encounter a range of challenges with traditional approaches to education and training. Sensory issues, social difficulties, anxiety, cognitive disability, and exclusionary educational practices may all create barriers to effective learning for these individuals. In addition, people with Autism and ID may benefit from training in specific skills, such as interview skills, communication skills, and training to improve cognitive abilities (e.g., executive function training). This special issue focuses on ways in which virtual and personal learning environments may be designed and used to help those populations to overcome the many challenges that people with Autism and ID face in traditional educational settings.

Objective

The objective of the special issue is to collect state of the art research on all aspects of the design, assessment and evaluation of VPLEs for people with Autism and ID, with a focus on practical techniques, accessible, affordable solutions, and the inclusion of the widest possible range of learners, in terms of type and severity of condition(s).

Recommended Topics

Topics to be discussed in this special issue include (but are not limited to) the following:

- Empirical evaluations of virtual and personal learning environments (VPLEs) for people with Autism and/or intellectual disabilities;
- Papers describing the design, development, and usability testing of such VPLEs;
- Descriptions of participatory approaches to the design of such VPLEs (i.e., involving people with Autism and/or intellectual disabilities in the design process);
- Descriptions of new technologies (software or hardware) which may have an application as VPLEs for people with Autism and/or intellectual disabilities.
- Papers which focus on low-tech, affordable ways of delivering VPLEs for people with Autism and/or intellectual disabilities;
- The adaptation or novel use of existing technologies and off-the-shelf components to provide VPLEs for people with Autism and/or intellectual disabilities;
- User-experience design;
- Software accessibility for people with intellectual disabilities;
- Rigorous, comprehensive theoretical papers describing previously unidentified applications of VPLEs for people with Autism and/or intellectual disabilities;
- Papers which fall into the above categories and have an emphasis on people with severe/profound intellectual disabilities and/or nonverbal individuals are particularly welcome.

Submission Procedure

Researchers and practitioners are invited to submit papers for this special theme issue on **Virtual and Personal Learning for people with Autism and Intellectual Disabilities** *on or before the 15th of August 2018*. All submissions must be original and may not be under review by another publication.

INTERESTED AUTHORS SHOULD CONSULT THE JOURNAL'S GUIDELINES FOR MANUSCRIPT SUBMISSIONS at <http://www.igi-global.com/publish/contributor-resources/before-you-write/>. All submitted papers will be reviewed on a double-blind, peer review basis. Papers must follow APA style for reference citations.

All submissions and inquiries should be directed to the attention of:

Dr. Yurgos Politis and Dr. Nigel Robb

Guest Editors

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