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Special Issue

**Service Learning and Digital technologies:  
the challenge of humanization of virtual learning scenarios**

**Editors**

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Undoubtedly, information and communication technologies have transformed our way of seeing and acting in the world, which has led to an unprecedented upheaval in the education sector. Nobody questions that teaching-learning processes are enriched by the possibilities posed by technologies, but, at the same time, it must be aware that education must initiate new generations to know how to live and interact in a technological and hyper-connected world. Neither social relations nor jobs can be conceived outside of technology, and neither can't be alien to ethical and responsible behavior.

On the other hand, higher education goes through, pedagogically speaking, a stage oriented to innovation in which the technological influence plays an indisputable role. Universities from all regions of the globe update their teaching methodologies and the role of innovation and research in their relations with society. Among other things, this has meant a rediscovery of the centrality of students in the educational process, the need to promote more practical apprenticeships in the qualifications and that, in addition, develop the civic commitment of the students. In this way, many universities have implemented innovation policies focused on learning and the development of competencies where the social responsibility of the University itself with the community plays an important role. A paradigmatic example of all this is the service-learning programs that are developed, in a more or less institutionalized way, in face to face and distance universities.

In fact, the transformative possibilities of digital technologies in higher education can be added to the innovative potential of service-learning, especially if we work in virtual learning scenarios. Our objective with this special issue is none other than to analyze the dynamics and interactions that take place between both worlds: virtual environments, digital technologies and service-learning. Showing, in addition, the solidary and prosocial dimension that emerges when the technologies are aligned with a humanistic educational intentionality.

Therefore, it is necessary to open and deepen the reflection on these issues that decisively affect the future of virtual and distance universities. Issues that have to do with the pedagogical possibilities of digital technologies in the construction of responsible citizens and with the expansion of service-learning projects in cyberspace: what is the virtual modality of service-learning; what particularities SL projects have in virtual environments; the role of



technologies and social networks in SL's projects; How can we not lose sight of the prosocial and solidary nature of the SL projects in virtual contexts, what do distance and virtual universities contribute in the transmission of values and in the construction of (cyber) spaces of participation and civic engagement.

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