

## **Call for Papers: Special Issue**

### **Multifaceted Perspectives on Senior Learning: Technology, Settings, and Positive Development**

As the global wave of population aging continues to accelerate, Taiwan officially transitioned into a **super-aged society** in 2025. The learning needs of older adults are no longer confined to mere knowledge acquisition; they now encompass social participation, the pursuit of life meaning, the maintenance of mental health, and adaptation to a digital lifestyle. However, existing research often remains focused on isolated dimensions, such as cognitive function or technology acceptance, failing to fully capture the multifaceted nature and cultural contexts of senior learning.

This special issue invites the academic community to deepen our collective understanding of senior learning through three core dimensions: **Technology Application, Diverse Settings, and Positive Development**. We aim to bring together interdisciplinary theoretical explorations and empirical research to address the educational demands of a super-aged society.

We welcome submissions covering the following three subthemes. These themes are not mutually exclusive, and we highly encourage research that integrates multiple perspectives:

#### **Subtheme I: Technology Integration in Senior Learning**

Exploring the roles, benefits, and challenges of various technologies in senior education, including but not limited to:

- Development and evaluation of AI learning companions and smart assistive tools.
- Cultivation of digital literacy and analysis of the digital divide among seniors.
- Design and effectiveness of online and distance learning.
- Technology acceptance behavior and usage barriers among older adults.
- Construction of assistive technology and accessible learning environments.

#### **Subtheme II: Diverse Settings and Institutional Frameworks**

Focusing on the contexts and institutional environments where senior learning occurs, including but not limited to:

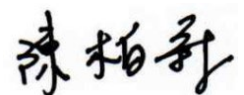
- Curriculum and program evaluation in Active Aging Learning Centers, community colleges, and lifelong learning institutions.
- Planning of educational activities within long-term care facilities and day-care centers.
- Intergenerational learning, collaborative learning communities, and mentorship dynamics.
- International comparisons of senior education policies and institutional analysis.
- Training and professional development for practitioners in senior education.

### **Subtheme III: Positive Development and Well-being**

Investigating the learning motivation and growth of older adults from the perspectives of positive psychology, gerontology, and counseling, including but not limited to:

- Mechanisms promoting active aging, self-actualization, and continuous growth.
  - Applications of positive psychological interventions (e.g., socio-emotional literacy and well-being) in learning contexts.
  - Meaning of life, spiritual development, and learning identity in later life.
  - Design and effectiveness of experiential learning programs, such as positive aging and multi-therapeutic approaches.
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**Submission Guidelines** This special issue welcomes quantitative, qualitative, and mixed-methods research. We also encourage systematic literature reviews, theoretical constructions, and rigorous reflective practice papers. Both local (indigenous) studies and international comparative research are welcome.



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