Call for chapters

Academic and Business Impacts of User Experience in Web 3.0

http://kmcms.net/Doc/Call/user-experience/

Indexing Keywords

- User Experience
- Consumer Experience
- Learner Experience
- Mobile
- Color
- Fonts
- Layout
- Chatbot
- Artificial Intelligence
- Navigation
- Social Media
- Influencer
- Live streaming Commerce
- Blockchain
- The Last Mile Delivery
- Health and Wellness Technology
- Sustainability and Eco-Friendly Design
- Data Visualization
- Voice User Interfaces (VUI)
- Augmented and Virtual Reality (AR/VR)
- Accessibility and Inclusivity
- Privacy and Security
- NFTs

Origin of the project

“A frustrating experience on a website hurts my opinion of the brand overall” says Miller (2012). The author adds that many customers of a brand are disappointed in the company itself if the mobile experience doesn’t meet their expectations. The mobile experience or “Mobile User Experience” (MUE) refers to the perception users have of a mobile product or service, such as an app, a social media or a website, for example an e-commerce website.

The same remains in the delivery of the last mile for e-commerce purposed where customers expect more than before, especially after COVID-19. Indeed, the growth of e-commerce and the intensifying demand for speed drive the need for innovation in the design, management, and operation of urban logistics systems. The resultant innovations should also be sustainable and cost effective (Faugère et al., 2022; Risberg & Jafari, 2022). A scale has been established to help in that direction (Pelet et al., 2023)

In parallel to the business, e-learning technologies are also affected by the interface and use of social media or artificial intelligence through the use of chatbots or other elements of the interface (Pelet, 2019). Sensorial marketing is even taught online, with a view on Metavers where professors and students could meet up to work together (Pelet, 2023a; Pelet & Canziani, 2023; Pelet, 2023b; Pelet & Terblanche, 2023). A variety of factors may affect traditional or online learning and educational achievements, thanks to the novelty brought up by Blockchain and NFTs. These factors include learners’ motivations, the online or face-to-face interactions of learners with each other, opportunities for social learning (Somayeh & Pelet, 2019), learners behavior and mood, their psychological state (Liao, 2006), factors such as reputation of the course or institution (Switzer, Nagy and Mullins, 2005), ease of use of the apps or website , or competencies of the lecturer (Long, Ibrahim and Kowang, 2014). Online technologies are changing the way people communicate, learn, produce, and share knowledge (Murphy and Costa, 2018). Thus, the relevance of factors affecting learning achievement is also subject to change. As social media (SM) is all about creating and sharing information since it connects people at various level (Kaplan and Haenlein, 2010), it also plays in favor of increasing and decreasing factors that affect learning (Pelet and Zamani, 2020).

This perception mainly leans on the sense of sight. The principal variable among the viewable features of the Cascade Style Sheet (CSS) used to write formatting instructions (rules) for websites is color. Indeed, most of the information available on a website comes from what is viewable: in fact, 80% of the information processed by an Internet user’s brain results from sight (Mattelart, 1996), making color the main variable to consider in research on consumer behavior when using a handled device for shopping purposes. Bearing in mind that the background color is the first factor to become apparent when the download of a webpage is in progress (Gorn et al., 2004), thinking about colors to improve the MUE and leverage the benefits of companies is fundamental for the Return on Investment (ROI) of an organization. Nevertheless, attention given to the background color itself and the various parameters that summarize it (such as hue, brightness and saturation) is not sufficient to improve the customer experience. In order to answer this question, a recent research compares the design cues of a m-commerce website on its color contrast occurred between foreground and background. An experimental design was developed to investigate the effects of m-commerce website design on emotions and behavioral intention within the context of smartphone usage (Pelet & Taieb, 2018).

Given the growing concerns around data privacy and cybersecurity, this theme focuses on designing user experiences that prioritize the protection of user data and provide a secure environment. Ensuring that digital products and services are accessible to all, including individuals with disabilities, is an important theme. This includes considerations for users with visual, auditory, motor, and cognitive impairments. As AR and VR technologies become more prominent, this theme explores how these technologies can be integrated into user experiences, especially in gaming, education, and training. With the rise of voice-activated devices like smart speakers, VUI design is an important theme focusing on creating natural and effective voice interact ions. Effective representation and communication of data through charts, graphs, and interactive visualizations are essential, especially in data-driven applications and analytics. In an era of increasing environmental awareness, this theme involves designing digital products and services with a focus on reducing energy consumption and minimizing environmental impact. With the growth of health tech and wearables, this theme explores how technology can enhance health and wellness experiences, including fitness apps, telemedicine, and mental health support.

Objective of the Book

This book will aim to provide relevant theoretical frameworks and the latest empirical research findings in the area. It will be written for professionals and academics who want to improve their understanding of the strategic role of User Experience at different levels of the information and knowledge society, that is, e-commerce and e-learning at the level of the global economy, of networks and organizations, of teams and work groups, of information systems and, finally, e-learning and e-commerce at the level of individuals as actors in the networked environments.

The onset of e-m-learning and e-m-commerce technologies, on screens from desktops and laptops to devices such as smartphones, tablets, notebooks, watches, or glasses, combined with other web 2.0 technologies, have an impact on organizations and their relationships within/outside their boundaries. This impact plays in favor of social changes in our societies, progressively transforming human beings into ubiquitous human beings. This edited book intends to assess the impact of e-learning and e-commerce technologies on different organizations, such as higher education institutions, multinational corporations, health providers, business companies and others. It will also integrate multiple theoretical perspectives where they are needed and make industry specific comparisons of e-m-learning and e-m-commerce technologies and their practices.

Target Audience

The target audience of this book will be composed of professionals and researchers working in the field of marketing, information systems, IT-enabled change, ergonomics, cognitive psychology and change management in various disciplines, including library, information and communication sciences, administrative sciences and management, education, adult education, sociology, computer science, and information technology. Moreover, the book will provide insights and support executives concerned with the management of expertise, knowledge, information and organizational development in different types of work communities and environments.

Recommended topics include, but are not limited to, the following:

- User Experience in E-Learning and web 2.0 technologies
- Theory and Practice in Modern Ubiquitous Interfaces
- Serious Game and Entertainment Technologies for learning
- Web Based Communities and Social Media for commerce and learning
- Interfaces and Human Computer Interaction for Learners
- Interfaces and Human Computer Interaction for Consumers
- Computer Graphics, Visualization, Computer Vision and Image Processing for Electronic devices
- Extended Reality (XR) Experiences in Education: Explore the use of augmented reality (AR), virtual reality (VR), and mixed reality (MR) in educational settings and how these technologies enhance learning experiences.
- Ethical and Inclusive Design in Digital Learning: Address the ethical implications of digital learning, including issues related to data privacy, accessibility, and inclusivity, and discuss best practices for responsible design.
- AI and Machine Learning in Personalized Learning: Investigate how artificial intelligence and machine learning algorithms are shaping personalized learning experiences, adapting content and assessments to individual needs.
- Cybersecurity in Digital Learning Environments: Examine the increasing importance of cybersecurity in e-learning platforms and strategies for safeguarding sensitive educational data.
- Gamification and Gamified Learning: Delve into the design and implementation of gamification techniques in education, exploring how game elements can motivate and engage learners.
- Hybrid and Blended Learning Models: Explore the intersection of online and in-person learning experiences, focusing on designing effective hybrid and blended learning environments.
- Neurocognitive Aspects of Learning Design: Investigate the intersection of cognitive science and educational technology, considering how neurocognitive principles can inform the design of effective learning experiences.
- Sustainability and Green Technology in Education: Examine the role of eco-friendly and sustainable technologies in education, including e-learning solutions that reduce environmental impact.
- Emotional Intelligence and Emotional Design in Learning: Explore how understanding and addressing emotional factors can improve the design of e-learning platforms and content.
- Learning Analytics and Educational Data Science: Discuss the application of data analytics and educational data science to track and enhance learning outcomes and educational experiences.

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Submission Procedure

Researchers and practitioners are invited to submit *on or before the 30th of October*, a 2-3 page chapter proposal clearly explaining the mission and concerns of his or her proposed chapter. Authors of accepted proposals will be notified by 30*th of November* about the status of their proposals and sent chapter guidelines. Full chapters are expected to be submitted by *the 8th of February*. All submitted chapters will be reviewed on a double-blind review basis. Contributors may also be requested to serve as reviewers for this project.

Publisher

This book is scheduled to be published by IGI Global (formerly Idea Group Inc.), publisher of the "Information Science Reference" (formerly Idea Group Reference), "Medical Information Science Reference," "Business Science Reference," and "Engineering Science Reference" imprints. For additional information regarding the publisher, please visit www.igi-global.com. This publication is anticipated to be released in 2020.

Time frame

- Deadline for proposal submission: Jan 26, 2024
- Notification of the selected proposals: Feb 23, 2024
- Submission of full chapters: May 10, 2024
- Revised chapters due: Sep 9, 2024
- Final acceptation: Sep 23, 2024

New

Phase 1
Editorial advisory board invitation submission
- Dec 8, 2023

Call for chapters submission
- Dec 8, 2023

Call for chapters approval and opening date
- Dec 9, 2023

1st proposal submission deadline
- Jan 26, 2024

2nd proposal submission deadline
- Feb 23, 2024

Progress report 1
- Mar 1, 2024

Last Call for Proposals (if needed)
- Mar 22, 2024

Full chapter submission
- May 10, 2024

Phase 2

Review results due to editor
- Jun 21, 2024

Review results due to authors
Jul 12, 2024

Progress report 2
- Jul 20, 2024

Phase 3

Revisions due from authors
- Sep 9, 2024

Final acceptance/rejection notification due to authors
- Sep 23, 2024

All final accepted materials due from authors
- Oct 13, 2024

Final preface and table of contents
- Oct 20, 2024

Final deadline
- Nov 4, 2024

Contacts

For inquiries about this call for chapters, please email to any of the following editors: Jean-Eric Pelet (je.pelet@gmail.com).

Paper submissions

The editors' welcome theoretical/conceptual papers as well as empirical research, including case studies. Prospective contributors are invited to submit a 2 pages chapter proposal (including a title, an abstract, a tentative outline, and a short biography of the authors). Authors are invited to clearly explaining the purpose, scope and contents of their proposed chapters.

All submitted chapters will go through a blind review process. Authors may be asked to act as reviewers on this project. Please indicate the topic of your chapter.

Editorial Advisory Board Members

Again, if you want to send a chapter, please start by fulfilling this sheet in order to facilitate our work: http://kmcms.net/Doc/Call/user-experience/.

Inquiries and submissions can be forwarded electronically (Word document) or by mail to:

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