



The 5th International Conference on Cognition and Exploratory Learning in Digital Age (CELD A 2008) was hosted in Freiburg, Germany, during 13-15 October 2008. This conference was co-organised by Albert-Ludwigs-Universität Freiburg and endorsed by the Japanese Society of Information and Systems in Education.

Co-organized by:



ALBERT-LUDWIGS-
UNIVERSITÄT FREIBURG

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The Conference aimed to address the foremost issues concerned with evolving learning processes and supporting pedagogies and applications in the digital age. There had been advances in both cognitive psychology and computing that have affected the educational arena. The convergence of these two disciplines is increasing at a fast pace and affecting academia and professional practice in many ways. Paradigms such as just-in-time learning, constructivism, student-centered learning and collaborative approaches have emerged and are being supported by technological advancements such as simulations, virtual reality and multi-agents systems. These developments have created both opportunities and areas of serious concerns.

The main areas for submissions were: Acquisition of Expertise, Assessing Progress of Learning in Complex Domains, Assessment of Exploratory Learning Approaches, Assessment of Exploratory Technologies, Cognition In Education, Collaborative Learning, Educational Psychology, Exploratory Technologies (Such As Simulations, VR, i-TV and so on), Just-in-Time and Learning-on-Demand, Learner Communities and Peer-Support, Learning Communities & Web Service Technologies, Pedagogical Issues Related With Learning Objects, Learning Paradigms in Academia, Learning Paradigms in Corporate Sector, Life-Long Learning, Student-Centered Learning, Technology and Mental Models, Technology, Learning and Expertise and Virtual University.



The CELDA 2008 Conference received 110 submissions from more than 30 countries.

Each submission was reviewed in a double-blind review process by at least two independent reviewers to ensure quality and maintain high standards. Out of the 110 papers submitted, 36 were accepted as full papers for an acceptance rate of 33%; 21 were accepted as short papers and 10 were accepted as reflection papers.

Authors of the best published papers were invited to publish extended versions of their papers in:



- ❖ A book from Springer

Learning and Instruction in the Digital Age

Spector, J. Michael; Ifenthaler, Dirk; Isaias, P.; Sampson, D.G.; Kinshuk (Eds.) 1st Edition., 2010, XVI, 432 p. 75 illus. Hardcover, ISBN 978-1-4419-1550-4



- ❖ A special issue of the **Educational Technology Research and Development Journal** (ETR&D) - ISSN: 1042-1629 (print version) ISSN: 1556-6501 (electronic version), doi: 10.1007/s11423-009-9127-8



In addition to the papers' presentations, the conference also featured a Keynote Presentation and one Tutorial.



Keynote Presentation:

"STUDENT-CENTERED LEARNING AND "OTHER-CENTERED" ACCOUNTABILITY: MUST THEY BE MUTUALLY EXCLUSIVE?"



by Dr. Michael J. Hannafin, Director, Learning & Performance Support Laboratory, Professor, Department of Educational Psychology & Instructional Technology, Wheatley-Georgia Research Alliance Eminent Scholar in Technology-Enhanced Learning, USA



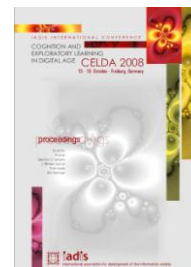
Tutorial:

"COGNITION, LEARNING AND INSTRUCTIONAL TECHNOLOGY"



by Professor J. Michael Spector, Associate Director of the Learning Systems Institute, Professor of Instructional Systems, and Principal Investigator for the International Center for Learning, Education and Performance Systems at Florida State University, USA

The CELDA 2008 Proceedings were both published in Book ((ISBN: 978-972-8924-69-0) and CD-ROM (ISBN: 978-972-8924-71-3) by IADIS Press.



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