

The IADIS International Conference on Cognition and Exploratory Learning in Digital Age was hosted in Rio de Janeiro, Brazil, November, 6 - 8, 2011 and was co-organized by UNIRIO Federal University of State of Rio de Janeiro,

Co-organized by:



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The CELDA 2011 intention was to address the main 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 purpose was to cover both technological as well as pedagogical issues related to these developments. Main tracks were identified, however innovative contributions directly related to the overall theme of the conference – cognition and exploratory learning in the digital age, were also considered.

The main tracks 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 2011 received 124 submissions from more than 23 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 papers submitted, 30 were accepted as full papers for an acceptance rate of 24%; 16 were accepted as short papers and 6 were accepted as reflection papers.

Authors of the best published papers in the CELDA 2011 proceedings were invited to publish extended versions of their papers in:



- ❖ A book from Springer

### Ubiquitous and Mobile Learning in the Digital Age

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Besides the presentation of full papers, short papers and reflection papers, the conference also offered two keynote presentations from internationally distinguished researchers.



#### Keynote Presentation:

### "MEASURING WHAT MATTERS: TECHNOLOGY AND THE DESIGN OF ASSESSMENTS THAT SUPPORT LEARNING"



by Professor James W. Pellegrino, University of Illinois - Chicago, USA



#### Keynote Presentation:

### "CONTENT & LEARNING: ISSUES, ADVANCES AND OPEN QUESTIONS"



by Professor Sean W. M. Siqueira, Universidade Federal do Estado do Rio de Janeiro (UNIRIO), Brazil

The Proceedings were both published in Book (ISBN: 978-989-8533-04-3) and CD-ROM (ISBN: 978-989-8533-05-0) by IADIS Press.

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