

With Mannheim, Germany as the scenery, we welcomed the 13th edition of the International Conference on Cognition and Exploratory Learning in Digital Age from 28 to 30 October 2016.

This conference was organized by the International Association for Development of the Information Society (IADIS), co-organized by the University of Mannheim, Germany and endorsed by the Japanese Society for Information and Systems in Education (JSISE).

Co-organized by:

UNIVERSITY OF
MANNHEIM

Endorsed by:



The CELDA 2016 tried to address the foremost issues of concern within the 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. This event covered both technological as well as pedagogical issues related to these developments. Main topics have been identified. However innovative contributions that do not easily fit into these areas were also considered as long as they were directly related to the overall theme of the conference – cognition and exploratory learning in the digital age.



The areas of interest 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.

This edition received 69 submissions from more than 20 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, 34 were accepted as full papers for an acceptance rate of 49%; 21 were accepted as short papers and 2 were accepted as reflection papers.

Authors of the best published papers in the proceedings of CELDA 2016 were invited to publish extended versions of their papers in:

- A book from Springer 

In addition to the presentation of full papers, short papers and reflection papers, the conference also offered two keynote presentations from distinguished researchers.



Keynote Presentation:

"FROM DIGITAL TO DOUBLE BLENDED LEARNING"



by Professor Jeroen J. G. van Merriënboer, Maastricht University, The Netherlands



Keynote Presentation:

"OPEN EDUCATIONAL RESOURCES: EDUCATIONAL TECHNOLOGY AS A DRIVER FOR EDUCATIONAL REFORM?"



by Professor Michael Kerres, Professor of Education, Chair of Educational Media and Knowledge Management, University of Duisburg-Essen, Germany

The CELDA 2016 Proceedings were published in hard copy (ISBN: 9789898533555) by IADIS Press.



Program Committee Members:

Ah-choo Koo, Multimedia University, Malaysia
Alke Martens, University of Rostock, Germany
Anthony Y. H. Liao, Asia University, Taiwan
Aparna Lalingkar, International Institute of Information Technology, India
Chen-chung Liu, National Central University, Taiwan
Chien Sing Lee, Sunway University, Malaysia
Christophe Despres, University of Maine, France

Chung Hsien Lan, Toayuan Innovation Institute of Technology, Taiwan
Chun-Wang Wei, Far East University, Taiwan
Clark Quinn, Quinnovation.com, USA
Davinia Hernandez-Leo, Universitat Pompeu Fabra, Spain
Dick Ng ambi, University of Cape Town, South Africa
Dirk Ifenthaler, Deakin University, Australia
Dominique Py, University of Maine, France

Flavio Manganello, Institute of Educational Technology
- CNR, Genova, Italy

Giuliana Dettori, National Research Council, Italy

Giuliana Guazzaroni, University Politecnica delle
Marche, Italy

I-fang Liu, National Central University, Taiwan

Jirarat Sitthiworachart, Walailak University, Thailand

Jose Janssen, Open University of the Netherlands, The
Netherlands

Joyce Pittman, Drexel University, USA

Juan Felipe Calderon, Universidad Andres Bello, Chile

Julie-Ann Sime, Lancaster University, United Kingdom

Lence Miloseva, Goce Delcev University, Macedonia

Luis Anido, University of Vigo, Spain

Maiga Chang, Athabasca University, Canada

Mar Perez-Sanagustin, Pontificia Universidad Católica
de Chile, Chile

Mike Joy, University of Warwick, United Kingdom

Ming-Chi Liu, National Cheng Kung University, Taiwan

Ming-Puu Chen, National Taiwan Normal University,
Taiwan

Minjeong Kim, Dankook University, Republic of Korea

Monica Landoni, University of Lugano, Switzerland

Ni Chang, Indiana University South Bend, USA

Patrick Blumschein, University of Education Freiburg,
Germany

Radu VasIU, Politehnica University of Timisoara,
Romania

Richard Huntrods, Athabasca University, Canada

Roger Hartley, Leeds University, United Kingdom

Sanghoon Park, University of South Florida, USA

Sarfo K. Frederick, University of Education, Winneba.
College of Technology Education, Ghana

Steve Leung, Athabasca University, Canada

Teoh Sian-Hoon, UITM Shah Alam, Malaysia

Tiong Goh, Victoria University of Wellington, New
Zealand

Vincent Barre, University of Maine, France

Vive Kumar, Athabasca University, Canada

Yen-Ting Lin, National Pingtung University, Taiwan

Yu-Ju Lan, National Taiwan Normal University, Taiwan