The 10th edition of the Cognition and Exploratory Learning in Digital Age (CELDA) International Conference was hosted in Fort Worth, Texas, USA, during 22 to 24 October, 2013. and was co-organised by The University of North Texas, USA.

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UNT UNIVERSITY OF NORTH TEXAS	aect Association for Educational Communications and Technology	JSiSE 教育システム情報学会 Japanese Society for Information and Systems in Education

The CELDA 2013 Conference 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. This conference aimed to cover both technological as well as pedagogical issues related to these developments. Main tracks have been identified. However innovative contributions that do not easily fit into these areas will also are considered as long as they are directly related to the overall theme of the conference – cognition and exploratory learning in the digital age.

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 2013 Conference received 102 submissions from more than 16 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, 39 were accepted as full papers for an acceptance rate of 38%; 23 were accepted as short papers and 6 were accepted as reflection papers.

Authors of the best published papers in the CELDA 2013 proceedings were selected to be published as extended versions in:
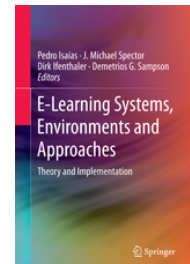
❖ A book from Springer

E-Learning Systems, Environments and Approaches
Theory and Implementation
Isaias, P., Spector, J.M., Ifenthaler, D., Sampson, D.G. (Eds.) 2015, I, 386 p.
Hardcover, ISBN 978-3-319-05824-5

eBook, ISBN 978-3-319-05825-2

❖ A special issue of the Knowledge Management & E-Learning: An International Journal (KM&EL)

http://www.kmel-journal.org/ojs/index.php/online-publication

In addition to the presentation of full papers, short papers and reflection papers, the conference also offered a keynote presentation and a Panel Session.

Keynote Presentation:

"DESIGNING LEARNING ENVIRONMENTS IN A DIGITAL AGE: THE QUEST FOR WHAT TO CONSIDER"

by Professor Kinshuk, Associate Dean of Faculty of Science and Technology, NSERC/iCORE/Xerox/Markin Industrial Research Chair - School of Computing and Information Systems, Athabasca University, Canada

Conference Panel:

"INTERACTIVE TECHNOLOGIES FOR TEACHER TRAINING: TWO TECHNOLOGY APPROACHES AND THEIR IMPLICATIONS"

by Julia Meritt, David Gibson, Rhonda Christensen, Gerald Knezek and Wilhelmina Savenye.

The CELDA 2013 Conference proceedings were published in Book (ISBN: 978-989-8533-18-0) by IADIS Press.

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