

**A successful edition of the IADIS International Conference on Cognition and Exploratory Learning in Digital Age was held in Porto, Portugal, December, 14- 16, 2005. This conference was endorsed by IEEE Technical Committee on Learning Technology and by the Japanese Society of Information and Systems in Education.**

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The CELDA 2005 Conference aimed 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 following nineteen areas were object of paper and poster submissions: 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; virtual university.



The 2005 edition received 175 submissions from more than 30 countries. Each submission has been 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, 41 were accepted as full papers for an acceptance rate of 23%; 38 were accepted as short papers and 6 were accepted as posters.

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

- ❖ **“Cognition and Exploratory Technology-Enhanced Learning”**, Eds: Kinshuk, J. Michael Spector and Demetrios G Sampson, in *Computers in Human Behavior Journal*, Elsevier Ltd., ISSN 0747-5632, Vol. 24, Issue 2, March 2008



The conference, besides the presentation of full papers, short papers and posters also includes two keynote presentations and a Tutorial.

#### Keynote Presentation:

##### “HUMAN LEARNING AS A SIDE EFFECT OF LEARNING GRID SERVICES ”



by Professor Stefano A. Cerri, Prof., Deputy Director / Directeur Adjoint, LIRMM, CNRS & Un. Montpellier II, France

#### Keynote Presentation:

##### “TECHNOLOGY-ENHANCED LEARNING: THE EUROPEAN RESEARCH AGENDA ”



by Dr Marco Marsella, European Commission, DG Information Society, Directorate E, Unit E3 TeL



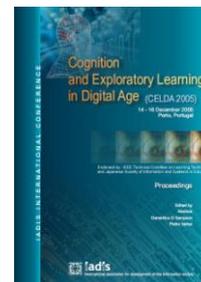
#### Tutorial:

##### “TOOLS AND TECHNOLOGIES TO SUPPORT AND ASSESS LEARNING IN COMPLEX PROBLEM DOMAINS ”



by Professor J. Michael Spector and Vanessa P. Dennen, Florida State University, USA

The Proceedings were both published in Book (ISBN: 972-8924-05-4) and CD-ROM (ISBN: 972-8924-07-0) by IADIS Press.



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