



With Rome, Italy, as the scenery, we welcomed once again a successful edition of the IADIS International Conference on Cognition and Exploratory Learning in Digital Age, during 20-22 November 2009 . This conference was endorsed by the Japanese Society of Information and Systems in Education.

Endorsed by:



The CELDA 2009 tried to address the main areas 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 conference sought to cover both technological as well as pedagogical issues related to these developments.

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 2009 edition received 185 submissions from more than 43 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, 37 were accepted as full papers for an acceptance rate of 20%; 38 were accepted as short papers and 31 were accepted as reflection papers.

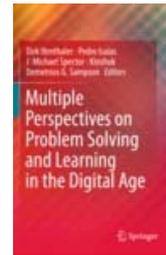
Authors of the best published papers in the conference proceedings were invited to publish extended versions of their papers in:



- ❖ A book from Springer

Multiple Perspectives on Problem Solving and Learning in the Digital Age

Ifenthaler, D.; Spector, J.M.; Kinshuk; Isaias, P.; Sampson, D.G. (Eds.)
1st Edition., 2011, XIX, 250 p. Hardcover, ISBN 978-1-4419-7611-6



- ❖ A special issue of the Journal of Research on Technology in Education, Cognition and Learning in the Age of Digital Technologies and Social Networking, Kinshuk, Ifenthaler, D., Spector, J. M., Sampson, D. G., & Isaias, P. (2010), Volume 43, Issue 2, 2010



Besides the presentation of full papers, short papers and reflection papers, the conference also featured two keynote presentations, a Tutorial and also one invited speaker.

Keynote Presentation:

"LEARNING TO SOLVE PROBLEMS"



by Professor David Jonassen, University of Missouri Columbia, USA



Keynote Presentation:

"THE ROLE OF HUMAN COGNITIVE ARCHITECTURE IN THE TRANSITION FROM GUIDED TO UNGUIDED LEARNING"



by Professor Fred Paas, Erasmus University Rotterdam, The Netherlands



Invited Speaker:

"SURVIVAL OF THE PRETTIEST: DIGITAL EDUCATION IN THE AGE OF AESTHETICS"



by Dr. Carmen Taran, REXI Media, USA

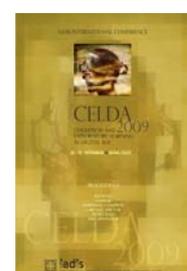
Tutorial:

"MULTIDISCIPLINARY RESEARCH PERSPECTIVES ON THE DESIGN OF INNOVATIVE LEARNING ENVIRONMENTS"



by Professor Fred Paas, Erasmus University Rotterdam, The Netherlands

The Proceedings were both published in Book (ISBN: 978-972-8924-95-9) and CD-ROM (ISBN: 978-972-8924-94-2) by IADIS Press.



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