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).

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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 Merrienboer, 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


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