



The 12th edition of the International Conference on Cognition and Exploratory Learning in Digital Age was hosted in Maynooth, Greater Dublin, Ireland, October, 24- 26, 2015.

The CELDA 2015 was organized by the International Association for Development of the Information Society (IADIS), co-organized by the Maynooth University, Ireland and endorsed by the Japanese Society for Information and Systems in Education (JSISE).

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The 2015 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. 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 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.



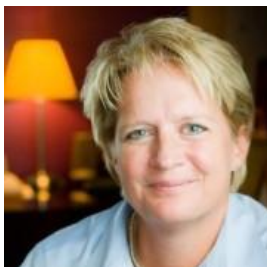
The main tracks for submissions were: Acquisition of expertise, Assessing progress of learning in complex domains, Assessment of exploratory learning approaches, Assessment of exploratory technologies, Cognition in education, Collaborative learning, Educational psychology, Exploratory technologies (such 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 2015 Conference received 92 submissions from more than 23 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, 31 were accepted as full papers for an acceptance rate of 34%; 28 were accepted as short papers and 6 were accepted as reflection papers.

Authors of the best published papers in the proceedings of CELDA 2015 were invited to publish extended versions of their papers in:

- A book from Springer 

Besides the presentation of full papers, short papers and reflection papers, the conference also offered a keynote presentation from an internationally distinguished researcher.



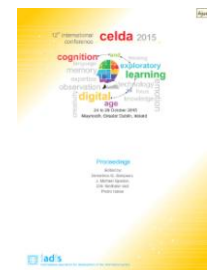
Keynote Presentation:

"INSTRUCTIONAL MESSAGE DESIGN: PAST, PRESENT, AND FUTURE RELEVANCE"



by Professor MJ Bishop, Director, Center for Academic Innovation, University System of Maryland, USA

The CELDA Proceedings were published in hard copy (ISBN: 9789898533432) by IADIS Press.



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