

**Second International Conference on e-Learning (eLearning-2011) Belgrade**

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This issue is devoted to The Second International Conference on e-Learning (eLearning-2011), which was held in Belgrade on September 28<sup>th</sup>-29<sup>th</sup> 2011. The conference was organized by Belgrade Metropolitan University, and co-organizers were: Institute of Mathematics of Serbian Academy of Science and Arts and DL@WEB Tempus project „Enhancing the Quality of Distance Learning at Western Balkan Higher Education Institutions”. This annual conference serves as international forum for researches, developers and educators to discuss about technology, innovation and best practices in elearning, distance education and new learning opportunities. The conference covers technical and nontechnical issues for this type of education.

The eLearning-2011 conference paid special attention to all aspects of quality assurance in e-learning and accreditation issues in higher education sector as well as other sectors. The scope of the conference included the following topics: *Technical Concepts* (Learning Management Systems (LMS), Virtual Learning Environments (VLEs), Mobile learning technology, Personal Learning Environments, Infrastructure of E-Learning Environments, Authoring tools, Social networks and Web 2.0 technologies, Security and Data Protection, Learning objects, Standards and Interoperability, Semantic Web, E-Portfolios); *Instructional Design* (Design and development of online courses, Problem based learning, Inquiry based Learning, Collaborative Learning, Pedagogical models and strategies, Learning Theories, Adaptability, Experiential Learning, Simulation, Game based learning, Content Development); *Organizational strategy* (Education Management and e-learning, Higher Education Elementary and Secondary Education, Professional development, E-Teacher skills and competences, Blended Learning Cost-effectiveness of e-learning, Curriculum development); *Quality assurance in e-Learning* (Accreditation issues, Assessment and self-assessment, Guidance and policies associated with quality assurance, QA tools and methodologies, Quality enhancement in e-Learning); *e-Learning Delivery* (Assessment in e-learning, e-Moderating, e-Tutoring, Communication literacy skills, e-Learning motivation, Delivery issues in various contexts).

This issue contains six papers from the conference. Two papers deal with e-learning quality evaluation. Authors Savić, Stanković and Janačković [1] examine e-learning quality characteristics, standards, criteria and indicators and present a multi-criteria hybrid model for e-learning quality

evaluation based on the method of Analytic Hierarchy Process, trend analysis, and data comparison, while authors Krneta, Milošević, Božović and Mitrović [2] analyse quality assurance of distance learning study program through self-evaluation. Three papers analyse different e-learning models. Timčeno and Stević [3] give a short overview of Problem-based learning, the pedagogical approach developed at Aalborg University in Denmark, and implemented and developed ever since worldwide. Jeremić, Milikić, Jovanović, Brković and Radulović [4] present the results of OP4L project which facilitates and fosters learning by leveraging the synergy of Semantic Web technologies, online presence and socially-oriented learning theories. Tosheva and Martinovska [5] describe an adaptive web application E-school and its advantages: monitoring student progress, total time the students spend in the system, their activity on the forums, the overall achievements in lessons learned, etc. Finally, authors Blagojević, Milošević and Milošević [6] analyse behavioural patterns of students attending different faculties and point to a need for adjusting e-courses to the characteristics and perceptions of different groups of students.

We hope that this special issue will point to some of the current problems related to e-learning and provide examples of good practices in its implementation, evaluation and quality improvement.

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