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Title of Special Issue: “Applications and Projects for Adaptive e-Learning via Interactive, Collaborative and Emotional Systems”

Editorial

Despite a great potential and some initial successes, e-learning systems do not yet have the impact that many believe is possible. Moreover, the gap seems to be increasing because of the greater expectations of the current generation (Digital Natives) who have grown up with modern technology.

There are also more general problems. In particular, an over-emphasis on cost effectiveness has meant that content is often not as strong as it needs to be and this deficiency has contributed to a lack of user engagement and some high attrition rates. Studies have consistently highlighted the important relationship between engagement and learning, with students who are highly motivated being more likely to engage in the learning process

This Special Issue follows the Fourth International Workshop on Adaptive Learning via Interactive, Collaborative and Emotional approaches (ALICE 2014), held on September 10-12, 2014, Salerno, Italy in conjunction with the Sixth International Conference on Intelligent Networking and Collaborative Systems (INCOS-2014).

The event was supported by the FP7 European project called ALICE: <http://www.aliceproject.eu>. The aim of ALICE 2014 and of this special issue is to provide solid answers the above issues and challenges in the context of e-learning.

Six quality papers were selected from ALICE 2014 for inclusion in this special issue. The selected papers present research projects and applications that report on successful experiences of innovative adaptive e-learning combining personalization, collaboration and simulation aspects within an affective/emotional based approach, able to contribute to the overcoming of the quoted limitations of current e-learning systems and content. Special emphasis was given to environments that are interactive, challenging and context aware while enabling learners' demand of empowerment, social identity, and authentic learning experience.

Overall, the contributions to this special issue are able to effectively involve learners in educational, cultural and informative activities. Empirical results from real users in real learning and training settings are very valuable in order to evaluate and discuss the impact of the proposed innovative features.

Acknowledgments. The editor of this special issue wishes to thank the referees who have carefully reviewed the papers and gave useful suggestions and feedback to the authors. I hope that the readers will find this special issue useful in their research. Moreover, I would like to express special gratitude to the iJET Editorial team for their great support to edit this special issue.

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Guest Editors for this Special Issue of the iJET Journal