

THE ISSUE

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by Nicola Villa

In this issue of Je-LKS we publish a selection of papers presented at the **Italian Conference on e-Learning , Media Education and MoodleMoot - EMEMITALIA**, which was held in Reggio Emilia from 7 to 9 September 2016.

EMEMITALIA is a multi-conference following the attempt to unify under a common hat the initiatives of the scientific societies and national communities active in the use of technology in training and educational processes.

Design the future! was the theme of the multi-conference, that had involved schools, universities, Public Administration and companies during the three days in Reggio Emilia.

This plurality of the participants and research included in the conference is expressed in the published works, that you can find in the proceedings edited by Marina Rui, University of Genoa (*Design the Future!*, Genova University Press, ISBN: 978-88-97752-89-9).

In this number we host nine extended papers from the conference, after a new evaluation by our reviewers.

Maria Carmela Catone and Paolo Diana (*Social Research Methods 2.0: e-learning design*), starting from a reflection on the aims and learning outcomes of the undergraduate course on social research methods and an analysis of the entry level skills of students, especially related to the numerical reasoning, illustrate the design process of a course in a blended format. In particular they present the activities of translation, implementation and innovation of the logical and conceptual structure of quantitative empirical research in the e-learning environment.

Gianni Fenu, Mirko Marras and Massimiliano Meles (*A Learning Analytics Tool for Usability Assessment in Moodle Environments*) deepen the subject

of user experiences' evaluation, focusing on Moodle LMS.

Corrado Petrucco and Cinzia Ferranti in the article ***Developing Critical Thinking in online search***, illustrate a qualitative-quantitative survey conducted during a course in Educational Technologies within a five year Degree program. The outcomes of the survey reveal some interesting behaviors and perceptions of students when they are faced with the Web search process and the characteristics of their critical thinking processes.

Giovanna Berizzi, Eugenia Di Barbora and Maddalena Vulcani in their paper ***Metacognition in the e-learning environment: a successful proposition for Inclusive Education***, describe a research on Locus of Control mode, that shows that an attributive-metacognitive training can improve the attributional style of students with Special Educational Needs (SEEN).

Marina Marchisio *et al.* (***Advanced e-learning for IT-Army Officers through Virtual Learning Environments***) present and discuss the joint experience of the IT-Army Education and Training Command and School of Applied Military Studies of Turin and the University of Turin, that worked together to designed an advanced e-learning path.

The article ***Are Computer Adaptive Tests suitable for assessment in MOOCs?*** is written by Veronica Rossano, Enrica Pesare and Teresa Roselli. The paper, to understand if Computer Adaptive Testing (CAT) could be suitable for assessment in MOOCs, proposes a first algorithm to measure the acquired knowledge using a quiz-game and the pilot study attests the users' appreciation.

The article of Maria Cinque (***MOOCs and Soft skills: a comparison of different courses on Creativity***), reports the results of eLene4work project, carried out between 2014 and 2017 and focused on the selection and definition of soft skills, including digital soft skills, and in particular the selection and classification of MOOCs on creativity.

MOOC Design and Heritage Education. Developing Soft and Work-based Skills in Higher Education Students is the paper by Antonella Poce, Francesco Agrusti and Maria Rosaria Re. They describe one of the pilot activities foreseen by the Erasmus+project DICHE (Digital Innovation in Cultural and Heritage Education in the light of 21st century learning). The pilot activity was carried out at the undergraduate course in Educational sciences – University Roma TRE, as an internal training module for the conception, implementation and

evaluation of MOOC courses in museum education.

Closed the EMEM 2016 section the article by Alice Barana *et al.* (***Open Platform of self-placed MOOCs for the continual improvement of Academic Guidance and Knowledge Strengthening in Tertiary Education***) describes the methodologies adopted in Orient@mente project, aimed to support students in the transition from high school to university, the obtained results and future developments.

Closes the issue two papers selected after the usual peer review procedure .

The work by Antonella Carbonaro and Mirko Ravaioli (***Peer assessment to promote Deep Learning and to reduce a Gender Gap in the Traditional Introductory Programming Course***), introduces a web-based system, which improved students' program skills by reviewing peers' source codes and delivering feedback to peers.

The paper by Ana Maria Ortiz Colon, Inés María Muñoz Galiano and Maria Jesús Colmenero-Ruiz (***Impact of the Flipped Classroom Model and Collaborative Learning in Childhood Teaching University Degree***) shows the applications of the flipped classroom model (JITT) as an emergent didactic strategy with two groups of students in Childhood Teaching Degree, using the methodology of collaborative learning, where the professor implemented the flipped classroom model in one of the group.

The next issue of Je-LKS (January 2018) will be dedicated to the theme ***New Trends, Challenges and Perspectives on Healthcare Cognitive Computing: from information extraction to healthcare analytics***. The call for paper, edited by Mauro Coccoli, Paolo Maresca and Gabriella Tognola, is currently open and the deadline for the final submission of papers is November 15th.

You can find all the information of the call and the free access to all the published paper on the journal's website www.je-lks.org.

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