

## THE ISSUE

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by Nicola Villa

The new issue of September 2018 includes a selection of multi-disciplinary works submitted by the authors and accepted after the review process.

The article by **Anna Pierri** (*From Practical to Theoretical Thinking: The Impact of the Role-Play Activity*) opens the issue. The paper concerns the analysis of the outcomes of a role-play activity aimed at fostering conceptual understanding of linear algebra for the first-year engineering students.

**Luciana Pereira de Brito** and **Maria Helena Martinho** (*Fostering Teachers' Adoption of Moodle: An Action-research framed on Evolutionary Game Theory*) discuss an action-research carried out in a Portuguese school, where it was intended to understand, from an Evolutionary Game Theory perspective, the survival and expansion of the using-Moodle behavior in a population of teachers.

*Community of Practice Online, the Importance of Technology for Learning: an Application of Social Network Analysis* is the paper prepared by **Stefania Fantinelli** and **Vanessa Russo** that describes an experience of blended learning education by four Italian Universities. The objective of the research was to implement the social network analysis technique in order to observe online interactions of students, thus describing the nodes that exert the most influence in the group and to evaluate if the online interactions can positively affect the learning process.

The paper by **Roberto Capone**, **Flora Del Regno** and **Francesco Saverio Tortoriello** (*E-Teaching in Mathematics Education: the Teacher's Role in Online Discussion*) describes the cross-referenced results of two educational experiments on the use of social platforms in the teaching and learning of mathematics. These were conducted over the course of two years in two

mathematics courses at secondary schools and in two university's courses. It aimed to highlight the role that the teacher assumes in online discussion, revisiting their role as a transmitter of knowledge and taking on the role of facilitator in the acquisition of skills.

**Yaron Ghilay** in the article titled *The Second Generation of Feedback-based Learning Model (FBL-2G) for Quantitative Courses in Higher Education* examines the effectiveness of the second generation (2g) of Feedback-Based Learning model (FBL-2g) regarding quantitative courses in higher education. The intention was to examine students' views towards the model and check if there are differences between theoretical quantitative courses such as math or statistics and a computer course.

The article *Evaluating the Impact of e-learning on Students' Perception of Acquired Competencies in an University Blended Learning Environment* by **Damijana Keržič**, **Aleksander Aristovnik**, **Nina Tomažević** and **Lan Umek** explores the correlations between selected aspects of e-learning in the blended learning environment and the competencies that students should acquire during their study.

Closes the issue the article by **Luisa Mich** and **Daniel M. Berry** (*A Gentle Introduction to Computational Complexity through an Examination of Noodle Making*) that describes several traditional algorithms for making Chinese and Italian noodles and classifies each according to its computational complexity.

The first number of 2019 will be edited by Letizia Cinganotto (INDIRE, Italy) and Kristina Lodding Cunningham (Senior Policy Officer, in charge of Multilingualism in the Directorate General for Education, Youth, Sport and Culture of the European Commission) with the focus **Embracing Language Awareness and Language Diversity in the 21<sup>st</sup> Century**.

It is also open the new call for paper for the number of May, edited by Veronica Rossano (University of Bari, Italy) and Rita Francese (University of Salerno, Italy) that will be dedicated to the theme **Educational Robotics: Research and Practices of Robots in Education**.

You can find all the information about the call's deadlines and all our news at [www.je-lks.org](http://www.je-lks.org) or in our social media group on Facebook.

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