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by Nicola Villa

The new issue of May 2017 includes a selection of multi-disciplinary works submitted by the authors and accepted after the review process.

Before the description of the contents of this issue, I would like to underline that from this month all past articles and, of course, future ones, have a specific Digital Object Identifier (DOI). The DOI of each paper is reported directly in the PDF version and on the journal's website.

I would also like to give a welcome to the new members of the staff and at the same time thank the former Assistant Editors for the great work and the indispensable collaboration to bring the magazine to this point. Good luck to all!

The number is opened by the Report by Filomena Faiella, that synthesizes the procedures and techniques used by Je-LKS to estimate the quality of the journal and to make improvements; this is the first report, that will be published every year.

Learning from decades of online distance education: MOOCs and the Community of Inquiry framework by **Dodzi Amemado** and **Stefania Manca** is a conceptual study based on the incorporation of the Community of Inquiry (CoI) framework into learning design practice to overcome current MOOCs pedagogical limitations.

The paper of **Eleonora Faggiano**, **Antonella Montone** and **Pier Giuseppe Rossi** (*The synergy between Manipulative and Digital Artefacts in a Mathematics Teaching Activity: a co-disciplinary perspective*) presents a teaching experiment aiming at constructing the meaning of axial symmetry through the mediation of a "duo of artefacts", made up by a digital artefact and a manipulative one.

Antonio Sánchez-Mena and **José Martí-Parreño** (*Teachers´ Acceptance*

of Educational Video Games: a Comprehensive Literature Review) provide a literature review on teachers' acceptance of Educational Video Games, an increasing approach to teach new generations of learners, such as millennials who make an intense use of video games, interactive technologies, and digital networks.

The review by **Massimiliano Barattucci** (*Approach to study as an indicator of the quality of teaching and of learning environment: the contribution of John Biggs*) investigates the contribution of John Biggs within learning research and educational system quality.

The paper written by **Ivan Mustakerov** and **Daniela Borissova** (*A Framework for Development of E-learning System for computer programming: Application in the C programming Language*) describes a framework for the development of an e-learning system for computer programming that includes not only the necessary course materials and the corresponding tests and exercises, but also offers an integrated environment to test written programming codes.

Rolf Kretschmann describes in his paper (*Employing Tablet Technology for Video Feedback in Physical Education Swimming Class*) a experiment in a swimming class to extimate the impact of technology-enhanced video feedback on swimming performance, particularly using a tablet computer.

Students' Experiences, Learning Outcomes and Satisfaction in e-Learning is the article by **Chin Fei Goh** *et al.* that tries to examinates whether students' experiences in e-learning are related to learning outcomes and satisfaction.

The article by **Mario Manzo** (*A model for Users Behavior Analysis and Forecasting in Moodle*) describes a possible model to investigate and predict the behavior of users, taken to explore the additional knowledge information and predict the learning outcomes.

Closes the issue the paper by **Federico León**, **Oswaldo Morales** and **Hugo Vértiz** (*Personality traits that differentiate Attendants of Higher- Education Online Courses*), that utilized the ten aspects of the Big Five personality system to detect differences in personality traits between attendants of higher education online courses and higher education face-to-face courses.

Please connect to the website **www.je-lks.org** to have have the free access to all the published paper, submit at any time new papers for the peer review and check the new call for papers that will be opened in the next weeks.

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