



This number is partially focused on *Complexity Education*.

Thanks for the Guest Editor **Valerio Eletti** for his idea, explained in the Editorial that opens the number.

The first three papers are connected to the focus of this number. In particular the paper of **Valentina Castello, Eleonora Guglielman, Marco Guspini and Laura Vettrai** (*Complex Learning Frame and evidences*), **Jason Wright** (*Can You Tell Me How to Get, How to Get to e-Learning: Development and Complexity*) and **Nadia Carlomagno, Pio Alfredo Di Tore and Maurizio Sibilio** (*Motor activities teaching and complexity: a reversal of the classical description of the mechanisms of perception and action*).

The other papers are “out of number” and complete this issue.

**Dwijoko Purbohadi, Lukito Nugroho, Insap Santosa, Amitya Kumara** (*GaMa Feedback Learning Model: Basic Concept and Design*) propose a mastery learning model using e-learning that applies control mechanism to solve the problem of limited time for the teacher to monitor and help students.

**Giuseppina Lotito and Giuseppe Pirlo** (*Item Response Theory for Optimal Questionnaire Design*) present a technique for automatic design of optimal questionnaires that uses a Genetic Algorithm for multiple-choice item selection, according to the Item Response Theory.

**Maura Ignazia Cascio, Valentina Concetta Botta, Vanda Esmeralda Anzaldi** (*The role of self efficacy and internal locus of control in online learning*) analyse the structure of the relations among training goals achievement and some psychological features considered significant in Distance Learning.

**Adam Acar** (*Attitudes toward Blended Learning and Social Media Use for Academic Purposes: An Exploratory Study*) describes a survey study inside a Japanese college about the use of social media and blended learning for academic purposes.

The paper of **Paolo Maresca and Lidia Stanganelli** (*Building courses on Jazz Training: which educational resources for the future?*) describes the experience of a Jazz-Hub project and the need to build these learning resources for the students of a Software Engineering course at the Faculty of Engineering of the University Federico II in Naples (Italy).

The last two papers are more connected to the Knowledge Management, one of the topics of this journal.

The work by **Paolo Cassai** (*The human side of knowledge management: knowledge sharing in a community of practice*) investigates the interpersonal process by which knowledge is shared in the HRD Office's communities of practice of an Italian Bank.

**Parviz Kafchehi, Kayvan taherkhoyani, Kaveh Hasani, Saman Sheikhesmaeili, Aref abdi** (*The relationship between knowledge management with the improving professional activities of the Customs*) talk about the relationship between knowledge management with the improving professional activities in Customs office, in particular the Custom Center of Iran.

The number is closed by a peer reviewed communication by **Ronald Ochieng Ojino, Luisa Mich, Patrick Ogao, Simon Maina Karume** (*The Quality of Kenyan University Websites: A Study for the Re-engineering of the Masinde Muliro University Website*).

This is the last number of 2013. In this year the ranking and relevance of Je-LKS is increased; in particular the journal is now indexed by *EditLibrary*, one of the most important Digital Library dedicated do Education and Information Technology (<http://www.editlib.org/j/JELKS>) and we have started the evaluation required by *ISI* index.

The bibliometric H-Index of Je-LKS (based on Publish or Perish and Google Scholar) is now **13**.

We are ready for the next year (**the tenth anniversary**) with some news; the first is the call for paper for the next number (*Recommender systems for learning*) edited by Antonella Carbonaro and Demetrios G. Sampson: please visit the journal website ([www.je-lks.org](http://www.je-lks.org)) for all the information. The deadline for paper submission is 15<sup>th</sup> October.

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