

Guest Editorial

SPECIAL ISSUE “ALICE 2013“

“Advances in Adaptive e-Learning via Interactive, Collaborative and Emotional systems”

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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 Third International Workshop on Adaptive Learning via Interactive, Collaborative and Emotional approaches (ALICE 2013), held on July 3-5, 2013, in Taichung, Taiwan, in conjunction with the 7th International Conference on Complex, Intelligent and Software Intensive Systems (CISIS 2013). The event was supported by the FP7 European project called ALICE: <http://www.aliceproject.eu>. The aim of ALICE 2013 and of this special issue is to provide solid answers the above issues and challenges in the context of e-learning.

Seven quality papers were selected from ALICE 2013 for inclusion in this special issue. The selected papers present 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 is 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.

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