

Preface

The tenth anniversary edition of the European Conference on Technology Enhanced Learning (EC-TEL) was held in Toledo (Spain) during September 15–18, 2015. This volume collects all peer-reviewed contributions that were included in the exciting program of this year's conference.

In the tenth year of its existence EC-TEL is becoming the major interdisciplinary venue for the community of technology-enhanced learning researchers in Europe and worldwide. Furthermore EC-TEL is a unique opportunity for researchers, practitioners, educational developers, and policy makers to address current challenges and advances in the field. Since 2006, EC-TEL has provided a reference point for relevant state-of-the-art research in TEL; first in Crete (Greece, also in 2007), and then in Maastricht (The Netherlands, 2008), Nice (France, 2009), Barcelona (Spain, 2010), Palermo (Italy, 2011), Saarbrücken (Germany, 2012), Paphos (Cyprus, 2013), and Graz (Austria, 2014).

The theme of EC-TEL 2015 was “Design for Teaching and Learning in a Networked World.” Developments in information and communication technology, for example new communication patterns like in social applications, mobile devices, and ubiquitous network access, together with social and economical changes, have led to a networked world. The increasing networking on different scales from global to local is having a profound effect on learning and teaching. It makes new forms of collaborative and personalized learning experiences reality. Learners shift between formal, non-formal, and informal learning. They come together in different social settings and communities. Teachers' roles are also subject to change. The pressing need to shape learning arrangements in such a way that they exploit the potentials and meet the requirements of a networked world, was discussed during EC-TEL 2015.

Drawing on the core TEL disciplines of computer science, education, psychology, cognitive science, and social science, research contributions presented at EC-TEL 2015 addressed topics such as blended learning, self-regulated and self-directed learning, reflective learning, intelligent learning systems, learning communities, learning design, learning analytics, learning assessment, personalization and adaptation, serious games, social media, Massive Open Online Courses (MOOCs), and schools of the future.

This 2015 edition was again extremely competitive, given the high number of submissions generated. Out of around 200 initial abstract submissions, a total of 176 valid paper submissions were received. Of these, 128 were full papers. All submissions were assigned to at least three members of the Program Committee (PC) for review. One of the reviewers had the role of leading reviewer and initiated a discussion in case of conflicting reviews. All reviews as well as the discussions were checked and discussed within the team of PC chairs, and additional reviews or meta-reviews were elicited if necessary. Finally, 27 submissions were selected as full papers (resulting in an acceptance rate for full papers of 21 %). Additionally, 19 papers were presented as short papers, 9 as demonstrations, and 23 as posters. Table 1 shows the detailed statistics.

Table 1. Acceptance Rate in Different Submission Categories

Submitted as		Published as			
		Full Paper	Short Paper	Poster Paper	Demo Paper
Full Paper	128	27	14	13	1
Short Paper	26		5	6	
Poster Paper	10			3	
Demo Paper	12			1	8
Sum	176	27	19	23	9

The dedicated work of all the PC members as well as the additional reviewers must be acknowledged. Only with their help was it possible to deal with the high number of submissions and still keep all deadlines as originally planned.

Keynote presentations completed this competitive scientific program. Lisa Maria Blaschke from Carl von Ossietzky University of Oldenburg showed how self-determined learning or heutagogy had been applied across all learning communities and discussed how that approach could be used in practice. Mark Brown from Dublin City University helped the EC-TEL 2015 participants critically reflect on the digital future, and think more deeply about the opportunities, challenges, and threats facing the networked world in such uncertain times, while Juan Pelegrin, a representative of the EC, presented the Commission’s perspective on the topic “technology enhanced learning.”

Demonstrations and posters had a pronounced role in the conference program. A plenary session was organized as a “TEL demo shootout” in which the demonstrations were presented to arouse the audience’s curiosity and highlight the unique aspects. Later on, all demos were exhibited “in action” giving the participants the possibility for “hands-on,” sparking discussions between researchers, practitioners, and educational developers in order to base their voting for the best demo on this. A plenary session was dedicated to the exhibition of posters to foster discussions on on-going works and on the research issues we are facing. Besides, representatives from industry presented and discussed their vision of the field in the industry track.

The TEL community also proposed and organized a number of stimulating workshops as part of the conference. In all, 8 workshops and one tutorial were selected from the proposals and were organized. Some of them continue a series of well-established workshops, namely the workshops on motivational and affective aspects in TEL or on awareness and reflection in TEL. Others, like smart city learning, were first held in 2015. In addition, new topics, such as wearable enhanced learning, were considered. A doctoral consortium was organized concurrently with the workshops. It provided an opportunity for PhD students to discuss their work with experienced TEL researchers.

We would like to thank the many contributors without whom the conference would not have been possible. These include foremost the authors, the PC members, and reviewers, and the conference chairs, who all contributed to the program. We would also like to thank an enthusiastic and dedicated local organization team who made EC-TEL

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