Track n. 8 - Digital technology for learning: a continuous transformational process

Nowadays, most universities and business schools are engaged or at least interested in the use of technology for educational purpose. The question "how can effectively technology contribute to our learning programs?" is not new in the literature. Although there are already many researches and studies on that, the debate is very active. This highlights as the use of technology for education represents a continuous evolving phenomenon. At a first glance, we assume that technology positively contributes to the educational process. This is not always true, as sometimes it represents a relevant obstacle to the learning process. Indeed, technologies for education can extend the learning process outside of the class and so when meeting in class students and instructors can focus on active and collaborative learning methodologies. Moreover, visualizations, online simulations and business games represent effective methods for augmenting the learning experience. Flexibility, rapid feedback, active contribution, anyX (anytime, anywhere) are some of the most relevant benefits of using technologies for education. As mentioned earlier, the literature offers some evidences showing as not all the tech-for-education experiences are successful. There is a need for exploring in deep the critical factors determining successful and non-successful experiences; discussing how the tech-enabled learning models are evolving; understanding how students' learning styles has changed; providing recommendations – at both academic and managerial levels – how to re-conceptualize the technology-for-education phenomenon, and to support faculty and staff to the next-level transition.

This track welcomes contributions from a wide range of perspectives and approaches, and encourages the interplay of theoretical and empirical research with managerial and practical experiences. Contributions can be of different types: full research papers, research-in-progress papers, case reports.
Authors may contact track's co-chairs to check whether or not the nature of their submission is appropriate for this track.
Best papers will be considered for the publication of a Special issue on the "EAI Endorsed Transactions on e-Learning".

We invite submissions of papers related to, but not limited to, the following list of possible topics (but are not limited to):

- New learning processes for living in a digital economy
- Designing tech-enhanced learning programs
- Blended learning
- Big data for supporting learning process
- Machine learning for education
- Generational effect in a tech-enhanced learning process
- Effectiveness of tech-enhanced learning programs
- Managing the change process from traditional to tech-enhanced setting
- Augmented reality and virtual reality for learning
- Gamification and interactive learning

Track Co-Chairs

Name – Surname (primary contact)	**Leonardo Caporarello**
Title	Dr.
E-mail	leonardo.caporarello@unibocconi.it
Affiliation	Bocconi University, and SDA Bocconi School of Management, Italy
Short Biography	Leonardo Caporarello is Director of BETA, the Center for innovation in teaching and learning, at Bocconi University. Leonardo is SDA Professor of Organization at SDA Bocconi School of Management, where he is Director of the Learning Lab. His main research, teaching and advisory topics are in the field of organizational transformation and change management. Leonardo has a long and wide experience on graduate and executive education programs. He is faculty member of the SDA Bocconi Global Executive MBA, and faculty member of the Bocconi Mumbai International School of Business. Leonardo has got a specialization in Negotiation and Influencing at Harvard Law School. His recent publications are in the field of blended learning and the use of technology for learning purposes.
Name – Surname	**Anna Inesta**
Title	Dr.
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Affiliation	ESADE Business & Law Schools, Spain
Short Biography	Anna Inesta is Director of the Center for Educational Innovation at ESADE Business and Law Schools, Ramon Llull University in Barcelona. She collaborates with different academic and staff departments of the school to drive forward the organizational transformation involved in different educational innovation projects, in the development of faculty's teaching competences and in the design and implementation of the school's online strategy. BA in English, MA in Multimedia Pedagogies and Ph.D. in Educational Psychology, her main areas of research are related with educational innovation leadership at a course and program level, as well as with academic writing regulation.
Name – Surname	**Giovanni Vincenti**
Title	Dr.
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Affiliation	University of Baltimore, USA
Short Biography	Giovanni Vincenti is an Assistant Professor at the University of Baltimore and is part of the Division of Information Arts and Technologies. He teaches in the Applied Information Technology program, where he primarily teaches programming and database courses. He has been serving as Program Director since August 2014. His main areas of research focus on two major domains: the application of fuzzy sets to data mining and agent-based modeling, and creating

solutions that support programming education. He has been active in the world of e-learning by editing two books with James Braman on virtual environments applied to educational contexts, founding and managing the Transactions on e-Learning, sponsored by the European Alliance for Innovation, and by starting the EAI International Conference on e-Learning, e-Education, and Online Training (eLEOT).

Track programme committee members

- Alberto Bucciero, Università del Salento, Italy
- Massimo Magni, Bocconi University, Italy
- Ferdinando Pennarola, Bocconi University, Italy
- Stefano Za, eCampus University, Italy

Submission

Submissions will be evaluated through a standard blind review process. Track chairs will ensure anonymity of the review process.

Authors are highly encouraged to seek guidance from Track Chairs prior submitting the paper. We highly encourage authors to formalize this process by sending an abstract to the Track Chairs to receive feedback and guidance. Formal submission must specify the track that they are intended for. The page limit for contributions submitted in English is equal to 12 pages (maximum). Formatting rules (LNCS Springer format) are available at this link:

http://www.springer.com/it/computer-science/lncs/conference-proceedings-guidelines

Deadline for encouraged abstract submission: May 14, 2017
Deadline for full paper submission: **June 11, 2017**