

Track n. 9 - Digital technology for learning: a transformational process

Most universities and business schools are currently engaged or at least interested in the use of technology for educational purposes. The key question still remains “how emerging technologies can effectively contribute to the learning process?”. Despite the substantive body of research in this topic, the debate surrounding this important issue still is current and very lively. 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 depth the critical factors determining successful and non-successful experiences; discussing how the technology enabled learning models are evolving; understanding how students’ learning styles are changing; and to provide recommendations – at both academic and managerial spheres – on how to re-conceptualize the technology-for-education phenomenon, and to support faculty and staff to the next-level of 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 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 Leonardo Caporarello

Title	SDA Professor of Organization
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Affiliation	Bocconi University, and SDA Bocconi School of Management
Short bio	<p>Leonardo Caporarello is Director of BUILT – Bocconi University Innovations in Learning and Teaching. 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 educational innovation, organizational transformation, and change management. Leonardo has a long and wide experience on graduate and executive education programs. Leonardo has been visiting professor at the Keio University in Tokyo (Japan), Fudan University in Shanghai (China), and visiting scholar at the Michigan State University (Usa). Leonardo has been a member of program committees and reviewer for national and international conferences, such as ICIS, AMCIS, ICAT2E, MCIS. Among his latest publications related to the educational innovation:</p> <ul style="list-style-type: none"> • Caporarello, L., Giovanazzi, A., Manzoni, B. (2017) Reimagine E-learning: a proposal for a 21st learning framework, <i>Transaction on e-learning</i> Vol. 4(16); • Caporarello, L., Magni, M., Pennarola F. (2017) Learning and gamification: a possible relationship? <i>Transaction on e-learning</i> Vol. 4(16).
Name – Surname	Eusebio Scornavacca
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Short bio	<p>Eusebio Scornavacca is Parsons Professor of Digital Innovation at University of Baltimore. He also holds the J. & M. Thompson Professorship in Management Information Systems at the Merrick School of Business. Professor Scornavacca has also held academic positions in Japan, Italy, France, New Zealand and Brazil. His research interests include digital ecosystems and disruptive ICT innovation. During the past 15 years he has conducted qualitative and quantitative research in a wide range of industries, including research sponsored by the private sector. Professor Scornavacca's research has appeared in journals such as the Journal of Information Technology, Information & Management, Communications of the ACM, Decision Support Systems, Communications of the AIS and the Journal of Computer Information Systems. He has served as track chair at conferences such as ICIS, ECIS, PACIS, AMCIS, ACIS, HICSS, Conf-IRM and GITMA.</p>
Name – Surname	Stefano Za
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Short bio	<p>Stefano Za is Adjunct Professor and Research Fellow at LUISS University and Visiting Professor at EM Strasbourg Business School. He has been Secretary of the Italian chapter of the AIS and program committee member of the ITAIS conferences since 2008. Stefano has been a member of program committees and reviewer for national and international conferences in the domains of Information Systems and Organization Studies, such as ICIS and AMCIS, ECIS and EURAM. His</p>

current research interests include the analysis of the link between digital platforms and individuals and groups behavior, in order to draw new governance models. He has published on international conferences, journals, and book series, such as ICIS, ECIS, Communication of AIS, Information & Management, Journal of Theoretical and Applied Electronic Commerce Research, British Journal of Educational Technology, International Journal of Innovation and Learning, LNBIP and LNISO Springer series.

Track programme committee members

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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: April 27, 2018

Deadline for full paper submission: May 31, 2018