# EDITORIAL
## by Nicola Villa

In this issue, which closes the year, we include a selection of multi-disciplinary works submitted by the authors and accepted after the invaluable help of our reviewers.

Before introducing the papers I would like to briefly summarize what has happened during this year to Je-LKS.

At the end of 2015 the journal was awarded by the rank of "A" by the National Agency for the Evaluation of Universities and Research Insititutes (ANVUR) (the most prestigious rating in its evaluation scales) for sectors *D1 - Pedagogy and history of education* and *D2 - Education, special education and educational research.* In 2016 Je-LKS has been selected for coverage in Thomson Reuters, and in particular in the *Emerging Sources Citation Index* (ESCI).

In terms of H-Index (based on Publish and Perish and Google Scholar) in September 2016 Je-LKS has reached a total score of 17.

The online visits to the journal in the last year have increased by about 40% over the same period of 2014-2015, reaching a total of 15.700 sessions (last update: 27th September 2016); 25% of these are Italian and the remaining outside Italy. This last result shows that the journal is increasingly accessed and distributed internationally, and a proof is the increasing number of works from international authors.

Even this number follows this plural trend, including over half of the works from not Italian authors.

*When emotions enhance students' engagement in e-learning process* is the work by **D'Errico**, **Paciello** and **Cerniglia**. The aim of their research is to analyse the experienced emotions by students within different e-learning contexts and understand their possible relation with students' engagement.

**Monteiro** and **Leite** (*Inclusive digital online environments as a device for pedagogic differentiation: a taxonomy proposal*) propose a possible classification of the social-inclusion potential of digital environments. The qualitative research has identified four potential levels of inclusion, from *exclusive* to *inclusive* digital learning environment and has described their separate pedagogical-didactical and technological characteristics.

In the work by **Morales-Martinez** and **Lopez-Ramirez** (*Cognitive responsive e-assessment of constructive e-learning*) authors introduce the implementation of an e-assessment software system that integrates constructive with reactive assessment.

**Turan** and **Goktas** (*The Flipped Classroom: instructional efficency and impact of achievement and cognitive load levels*) discuss in their paper the possible effectiveness of flipped classroom methodology in the Turkish higher education settings.

The purpose of the paper by **Or-Kan Soh** (*Examining the reasing behaviours and performance of sixth-graders for reading instruction: evidence from eye movements*) is to employ eyetracking technologies to examine the fluent reading behaviours and performances of students helping teachers to assist those with low reading abilities.

**Caroca**, **Bruno** and **Aldunate** (*Situated Learning based on Virtual Environment for improving Disaster Risk Reduction*) describe a game-based virtual environment for emergency management that applies situated learning in a real-world learning community. The objective is to reinforce the learner engagement to reduce the overall disaster risk.

The paper by **Cappuccio**, **Compagno** and **Pedone** (*Digital Competence for the improvement of Special Education Teaching*) describes a research for the development of three digital skills to increase the teachers' media education competence.

**Baratè** and **Ludovico** in their paper (*Local and global Semantic Networks for the representation of music information*) discuss the application of Semantic Web and its languages to music. In particular this integration could allow the implementation of innovative services for an advanced music experience.

In **Ardimento**, **Boffoli**, **Convertini** and **Scalera** (*Integrating Fitt's Law in heuristical evaluation checklist*) is discussed an experiment focused on

the benefits of Fitt's law in the interaction between humans and computer interfaces. In particular they analyze the advantage of the integration of Fitt's law within an heuristic evaluation checklist in a Learning Centered Design environment.

Closes the number the work by **Nair**, **Shetty** and **Shetty** (*Interactive visual analytics for Big Data: Tableau vs D3.js*) that shows the effectiveness of visualization of large dataset using two visualization tools: D3.js and Tableau.

The first number of 2017 will be edited by Filomena Faiella (University of Salerno, Italy), with the focus on **ICT and Experiential Learning: Models, Methodologies, Technologies, Research**.

You can find all the information about the call's deadlines and all our news at www.je-lks.org or in our social media group on Facebook.

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