

H. Chad Lane  
Susan Zvacek  
James Uhomoibhi (Eds.)

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# Computer Supported Education

12th International Conference, CSEDU 2020  
Virtual Event, May 2–4, 2020  
Revised Selected Papers

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# Preface

This book includes extended and revised versions of selected papers from the 12th International Conference on Computer Supported Education (CSEDU 2020), held during May 2–4, 2020, as a web-based event due to the COVID-19 pandemic.

CSEDU 2020 received 190 paper submissions from authors in 47 countries, of which 13% have been included here. The papers were selected by the event chairs based on several criteria, including the classifications and comments provided by the Program Committee members, the session chairs' assessments, and the program chairs' global view of all papers included in the technical program. The authors of the selected papers were then invited to submit a revised and extended version of their papers with at least 30% new material.

CSEDU, the International Conference on Computer Supported Education, is a yearly meeting place for presenting and discussing new educational tools and environments, best practices and case studies on innovative technology-based learning strategies, and institutional policies on computer supported education including open and distance education. CSEDU provides an overview of current technologies as well as upcoming trends, and promotes discussion about the pedagogical potential of new educational technologies in the academic and corporate world. CSEDU seeks papers and posters describing educational technology research; academic or business case-studies; or advanced prototypes, systems, tools, and techniques.

The papers selected to be included in this book contribute to the understanding of relevant trends of current research on computer supported education, including learning analytics, intelligent tutoring systems, virtual and augmented reality, MOOCs, and automated assessment systems. These topics reflected real-world challenges faced by educators and trainers at all levels and in all disciplines. Presenters offered new perspectives on old (and not-so-old) problems, describing empirical research, case studies, and innovative approaches designed to address issues of importance to 21st century learners.

We would like to thank the authors for their contributions and also the reviewers who have helped to ensure the quality of this publication.

May 2020

H. Chad Lane  
Susan Zvacek  
James Uhomobhi

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