

# ISELI: Innovative Solutions on Emerging Learning Needs

Special track along with The Fifteenth International Conference on Mobile, Hybrid, and On-line Learning  
eLmL 2023 – April 24, 2023 to April 28, 2023 – Venice, Italy

Daniela Pellegrini

*R&D department*

Piazza Copernico s.r.l.

via F. Gentile 135/A, 00173 Rome (Italy)

e-mail: dpellegrini@pcopernico.it

**Abstract**— Dealing with didactic technologies involves a deep consideration about pros and cons about how properly use them in projects. With the massive digitalization of work experiences, new learning habits and needs appeared, as short and engaging experienced, increased autonomy, user adaptable learning access and resources, social meaning construction, measurable learning impact, quickly emerging contents and global access and inclusion. All these changes and needs require flexible and different training and instructional design, models for engagement and governance, but also of enhancement of informal experiences to produce impact. In addition, it also important to understand how to provide effective and enhanced experiences through models and technologies, inclusive access, a global data driven governance. The special track In ISELI - Innovative Solutions on Emerging Learning Needs wants to investigate emerging learning needs, new training topics, possible instructional solutions, and new contents that could enhance users learning experience.

**Keywords:** *blended learning; metaverse; accessibility; data driven training governance.*

## I. INTRODUCTION

Massive digitalization of organizational and learning processes in the last years drove to new ways of working and learning. In this evolution adults in corporations quickly adopted new methods of inquiry, matching, sharing, and learning information. So, alternative solutions in learning processes are required to engage highly digitalized people to be active this changing world. Learning is a central asset of new way of working.

- ***But what people in organization really seek about learning experiences?***

Adaptable learning processes, micro and rapid learning items, quick availability of materials and information, sharing experiences, access to examples and models, are commonly requirements to rapidly understand, practice and transfer knowledge to everyday working life.

- ***How can we ensure an impactful and meaningful learning experience?***

Instructional design must orient their activities to build learning process with rich mixture of activities, challenging objective, practice and self-assessment, users sharing, and effective evaluation. But also, a wise use of technologies to involve, interact and lead to life a meaningful experience. So, a deep consideration of methodologies is required because learning regards people readiness to a changing world, and not using necessarily the fashionable technology or follow blindly other experiences but provide users with a significant learning process to drive them to objective achievements.

Possible areas of considerations are:

- appropriate training models, formats, and technologies based on a deep understanding of different learning behavior patterns.
- answer to emerging of skill awareness and great personalization needs.
- provide of maximum ease of access to resources also for impaired people.
- short duration resources, micro-timing available, resource and
- knowledge sharing, and individualization of study.
- Immersive technology, possible use, and impact.

In ISELI special track we analyze some experiences and points of view from researchers and corporate professionals on these open topics.

## II. SUBMISSIONS

The first paper from Angelaccio and Zappitelli regards an experience of *Active Learning in Teaching Digital Tourism Courses: preliminary results through Online Travel Business Simulation*. Digital Active Learning method is explained to foster students' activities through their creativeness and reactiveness during educational processes. Simulation has been used as a crucial component of active teaching especially in the context of Business Informatics due to a close relationship between simulated business models and computer technologies and management skills. In this paper is presented an online Travel Agency Business in Digital Tourism and Management education.

In the second paper, Mezzetti, Dell'Orto and Pellegrini discuss *Sustainability and Metaverse in education and training: barriers, opportunities, and environmental impact*. The creation of training pathways in the metaverse is accompanied by emerging questions about how to combine the opportunities of a new training technology with its adoption issues. Before choosing a technology, it is necessary to assess its impact as a training solution, not only in terms of expected outcomes, effort, opportunities but also on an environmental perspective as well.

In the paper by Zuzzi, Ducci, Falconio, Pellegrini, Santoro it's explained a preliminary study on *learning time patterns: many study times to consider when designing digital learning*. Study time is one of the most important issues in digital learning. Understanding the time dimension and its impact on the design and course delivery is strategic to improve governance. This paper analyses learning time from user data to identify the relationships between performance, methods used and the characteristics of learning materials. This paper investigates differences in study time for course based on authoring tools, tutorials, and video-learning.

The last paper from Saverio Santulli Sanzio and people from Piazza Copernico's Development team regards *Accessibility in e-learning: from inclusive choice to universal training*. In this

paper an explanation of digital accessibility is provided. It illustrates accessibility as the ability of information systems to deliver usable services and provide usable information, avoiding any form of discrimination, including that oriented toward those who, due to disabilities or unsuitable environmental conditions, require assistive technologies or special computer configurations.

## III. CONCLUSION

Research and experience on new learning needs and possible new solutions explain different pathways to face new challenges in learning. Digitalization implies the redefinition of roles, rules, methods, experience borders, sharing meaning, but also organizational readiness to ensure achievements [1].

Learning is strategic as advances in emerging technologies continue to transform the business landscape, knowledge sharing will become increasingly important to leveraging the unique core competencies of organizations to gain a competitive advantage [2].

Technologies are providing new significant tools to learning processes, especially in adaptation issue. Adaptive technology regards assessment, selecting and recommending learning resources, but also assist and support learning individual process [3, 4].

Research, especially in adult learning must focus on emerging trends and constantly undergoing into a test-retest process to highlight real opportunities, risks, and constraints to identify a correct and practical use of new opportunities.

## REFERENCES

- [1] D. Kem, 2022. Personalised and adaptive learning: Emerging learning platforms in the era of digital and smart learning. *International Journal of Social Science and Human Research*, Vol 5 no. 2, pp.385-391.
- [2] Tiwari, S. P. (2022). Emerging Technologies: Factors Influencing Knowledge Sharing. *World Journal of Educational Research*.
- [3] Jones, E. R. (2022, March). Implications of SCORM and emerging e-learning standards on engineering education. In 2022 GSW.
- [4] B. Bygstad, E. Øvrelid, S. Ludvigsen, M. Dæhlen (2022). From dual digitalization to digital learning space: Exploring the digital transformation of higher education in *Computers & Education*, Vol.182, no. 104463..