

Welcome message from the Editor-in-Chief

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Welcome to November issue of EAI Endorsed Transactions. The journal is dedicated to e-learning and includes a collection of 4 outstanding papers:

Maximizing Security Management Performance and Decisions with the MFC Cyber Security Model: e-learning case study by N. Rjaibi, L. B. A. Rabai (Institut Supérieur de Gestion de Tunis, Université de Tunis, Bardo 2000 Tunisia)

Effects of using learners' produced screencast as worked examples in learning by I. Yang, B. T. Lau (Faculty of Engineering, Computing and Science, Swinburne University of Technology Sarawak Campus, Malaysia)

A traditional-learning time predictive approach for e-learning systems in challenging environments by K. M. Belise (Faculty of Science, Department of Mathematics and Computer Science, LIFA, Po. Box. 67 Dschang, Cameroon)

Validation of Course Ontology

Elements for Automatic Question Generation by N. H. Ibrahim Teo, M. S. Joy (University of Warwick, Coventry, CV4 7AL, UK).

The first paper analyses Mean failure Cost (MFC) Cyber Security Model. The authors focus on control of the MFC matrices in order to minimize loss for a stakeholder which is due to security failure. The main areas are as following:

1. Diagnosing and Setting the critical security priorities in the MFC matrices.
2. Choosing the suitable security solutions.
3. Ensuring a better security solution.

Authors look for the answers the following questions: What is the critical security MFC's matrix, and what security measures should be adopted? How can we ensure our good choice to attenuate security failure?

The second study compares the effect of learning by worked example and the cognitive load imposed by learner creating or using screencast in three conditions: studying worked examples (USER), example-problem pairs (PRUS) and problem solving (PRODUCE) in learning calculus problems. Cognitive load theory is defined as the theory to understand how learners process new information with the limited capacity of working memory to transfer information in long term memory. Research has revealed that there are no differences in the learning performance between studying worked examples alone and example-problem pair condition or between problem-example pair and problem solving condition.

The third paper aligns very well to the scope of the journal and considers the problem of time predictive approach for e-learning systems in challenging environments. The authors introduce a mathematical approach grounded into special theoretical considerations for the problem of estimating traditional learning times. Presented approach is based on a number of hypotheses inspired from some empirical observations regarding learning and text, an analysis of lesson and learner neighborhoods, content filtering technique and collaborative filtering technique. The proposed estimation approach can benefit from the success of these two filtering techniques.

Finally, the fourth above mentioned study analyses the emergence of ontology-based question generation and aims to benefit instructors by providing support and intelligent assistance for the automatic generation of questions.

Congratulations to the authors for their publications in the EAI Endorsed Transactions on e-learning.

Let the results of relevant eLearning research broaden your horizons and inspire you to design new research tasks.

James Braman is an Assistant Professor in the School of Applied & Information Technology at The Community College of Baltimore County. He has a Master's degree in Computer Science and is pursuing a Doctoral degree in Information Technology at Towson University. His main research is focused on: virtual worlds and their use in education and training, e-learning, augmented reality, intelligent agents and thanatechnology. He has published numerous articles in these areas along with several edited books (with Giovanni Vincenti) including "Teaching through Multi-User Virtual Environments:

Applying Dynamic Elements to the Modern Classroom" and "Multi-User Virtual Environments for the Classroom: Practical Approaches to Teaching in Virtual Worlds". He currently serves as a joint Editor-in-Chief for the EAI Transactions on e-Learning.

Dagmar Caganova, assoc. prof. in Industrial Engineering, acts as Vice dean for International Projects at the Faculty of Materials Science and Technology in Trnava, the Slovak University of Technology in Bratislava, Slovakia.

She is also the co - founder of the European Alliance for Innovation in Slovakia, management committee member of E-COST (European Collaboration in Science and Technology) TN 1301 Sci Generation, the executive committee member in Danubius Academic Consortium (academic network for Integral Innovation), steering committee member of Danube strategy PA 7 Knowledge society- science, research, innovation and ICT for the Slovak Republic.

Her professional interests, research topics and international collaborations are mainly focused on Intercultural and Innovation Management, Mobility and Smart Cities, Gender Diversity. She is the member of journal editorial boards, organiser, steering committee member of many domestic and international conferences, acts as tutor on PhD study programme and has participated in numerous domestic and international projects as team member and as the project head. To date she has published more than 200 publications, 33 in databases WOS and 35 in databases SCOPUS and has over 200 citations, 87 of them in quotation databases WOS and SCOPUS.