

Preface

New technologies have a powerful influence on all aspects of our society including education. Many technologies have an impact on the way we teach and learn. New mobile devices (e.g., smartphones and tablets) increase student engagement with applications such as mobile augmented reality. Social networks and Web 2.0 tools enable students to take a more active role in their own education, allowing them to become educational “prosumers” (i.e., both producers and consumers). Gamification, automation, big data, cloud education, MOOCs (massive open online course), social learning, adaptive learning, immersive learning, mLearning, personalized learning, and responsiveness are just some of the hot topics in this field. There is much research that shows learning technology has the potential to improve learning. Besides technologies, there are also new pedagogical advances in learning and teaching.

The 6th International Workshop on Learning Technology for Education Challenges (LTEC 2017) examined these technologies and pedagogical advances that are changing the way teachers teach and students learn while giving special emphasis to the pedagogically effective ways we can harness these new technologies in education. It brought together academic research and practical applications of education from all areas, seeking to gather top research and proven best practices together into one location, for the purposes of helping practitioners find ways to put research into practice, and for researchers to gain an understanding of additional real-world problems. These proceedings consist of 16 papers covering various aspects of technologies for learning including:

- Learning technologies
- Learning tools and environment
- Online learning and MOOCS
- Problem-solving and knowledge transfer

The authors of the papers come from many different countries, including China, Colombia, Denmark, Finland, Germany, Greece, Guatemala, Japan, New Zealand, Spain, UK, and USA. We would like to thank our authors, reviewers, and Program Committee for their contributions and Beijing Jiao Tong University, Beijing, China, for hosting the conference.

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