

Special issue on Comparing Educational Modelling Languages on the “Planet Game” Case Study

Guest Editors:

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1 Aims of the special issue

A few eLearning research teams promoting a scenario-based approach have adopted the IMS-LD specification. At the same time, other teams have developed other notations, languages and meta-models related to IMS-LD, along with tools and methodologies for modelling and implementing learning activities on eLearning platforms.

The aim of this special issue is to share and confront approaches (i.e., models, tools and methodologies) through modelling experiences of collaborative learning activities. There is a starting point focused on a common case study, called “Planet Game” or “Astronomy Game”, which is modelled and implemented with a very specific approach in every paper.

This special issue is mainly based, but not only, on some previous work carried out within a workshop at the ICALT conference in 2006. It starts with the description of the case study; then, each team describes their own approach of modelling and implementing the proposed case study, how the activity can be observed, which trails are collected and what can be re-used/adapted and how. Finally a discussion on the difference/complementarity of the different approaches is given.

1.1 Content

17. Preface to the special issue: "*Comparing Educational Modelling Languages on the “Planet Game” Case Study*"
Peter Sloep, Educational Technology Expertise Centre, Open University of the Netherlands, The Netherlands
18. Description of the '*Planet Game*' case study and guidelines to the authors of the special issue, Vignollet L.¹, Martel C.^{1,2}, Ferraris C.¹, ¹Syscom lab, University of Savoie, France. ²PENTILA Corp, France
19. *Modelling a case study in Astronomy with IMS Learning Design*, Burgos D.¹ and Tattersall C.², ¹ATOS Origin Research and Innovation; Barcelona, Spain, and ²Educational Technology Expertise Centre, Open University of the Netherlands, The Netherlands
20. *Modelling the “Planet Game” Case Study with LDL and Implementing it with LDI*, Ferraris C.¹, Martel C.^{1,2}, Vignollet L.¹, ¹Syscom lab, University of Savoie, France and ²PENTILA Corp, France
21. *On the use of an IMS LD ontology for creating and executing Units of Learning: Application to the Astronomy case study*, Sánchez E.¹, Lama M.¹, Amorim R.², Vidal J.C.¹, Novegil A.¹, ¹University of Santiago de Compostela, Spain and. and ²Universidade do Estado da Bahia

22. *The added value of implementing the Planet Game scenario with Collage and Gridcole*; Hernández-Leo D.¹, Villasclaras-Fernández E.D.², Asensio-Pérez J.I.², Dimitriadis Y.², Bote-Lorenzo M. L.², Jorrín-Abellán I.M.³, ¹Universitat Pompeu Fabra, Barcelona, Spain, ²GSIC/EMIC group, University of Valladolid, Spain, and ³University of Valladolid, Faculty of Education, Valladolid, Spain
23. *Applying Model Driven Engineering Techniques and Tools to the Planets' Game Learning Scenario*, Nodenot Th.¹, Carron P.A.², LePallec X.², Laforcade P.³ ¹LIUPPA-Bayonne, France, ²LIFL - Lille, France, ³LIUM-Laval, France
24. *Using LAMS Version 2 for a game-based Learning Design*, Dalziel J., Macquarie University, Sydney, Australia
25. *A Visual Ontology-Driven LD Editor and Player: Application to the "Planet Game" Case Study*, Paquette G., Léonard M., LICEF Research Center, CICE Research Chair, Télé-Université, Montréal, Québec, Canada
26. *A Transversal Analysis of Different Learning Design Approaches*, Vignollet L.¹, Ferraris C.¹, Martel C.^{1,2}, Burgos D.³, ¹Syscom lab, University of Savoie, France, ²Pentila Corp., France, ³ATOS Origin Research and Innovation, Spain.

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