

Preface

The International Conference of the Learning Sciences (ICLS) is a major international event, organized biennially by the International Society of the Learning Sciences (ISLS): a professional society dedicated to the interdisciplinary empirical investigation of learning as it exists in real-world settings and to how learning may be facilitated both with and without technology. The international and interdisciplinary field of the Learning Sciences brings together researchers from the fields of cognitive science, educational research, psychology, computer science, artificial intelligence, information sciences, anthropology, sociology, neurosciences, and other fields to study learning in a wide variety of formal and informal contexts (see www.isls.org). The field emerged in the late 1980s and early 1990s, with the first ICLS held in 1991 at Northwestern University in Evanston, Illinois, USA. Subsequent meetings of ICLS were held again in Evanston, USA (1996), Atlanta, GA, USA (1998), Ann Arbor, MI, USA (2000), Seattle, WA, USA (2002), Santa Monica, CA, USA (2004), Bloomington, IN, USA (2006), Utrecht, the Netherlands (2008), Chicago, IL, USA (2010), Sydney, NSW, Australia (2012), and Boulder, CO, USA (2014) and National Institute of Education, Nanyang Technological University of Singapore (2016).

A bumper crop of 965 submissions for ICLS 2018 were received in December 2017 (571 were received at the last ICLS Conference in 2016). All submissions went through a process of rigorous peer review. The acceptance rate was 32% for full papers, 27% for short papers and 33% for posters. 110 of the full papers and 61 of the short papers were accepted as posters. For symposia, the acceptance rate was also 32%. At least three reviewers were recruited for each paper and a member of the Programme Committee provided a metareview. The Programme Chairs made decisions, based on reading every review, metareview and the online discussion.

This meant that over 3000 reviews were completed by the ICLS community – many, many thanks. We are particularly indebted to the committee members and reviewers who responded to the call for volunteers to manage extra papers. We especially note those who managed at least 9 papers and those reviewers who responded so generously to calls for additional reviews: we could not have completed the selection process without you.

The UCL Institute of Education, London, is hosting the 13th International Conference of the Learning Sciences (ICLS), 2018, from June 23rd to 27th, 2018. It is a right and fitting venue to host the 13th International Conference of the Learning Sciences (ICLS). UCL Institute of Education (IOE) was founded in 1902, and is a world-leading centre for research and teaching in social science and education. For three successive years (2014, 2015, 2016 and 2017), the Institute has been ranked first for education worldwide in the QS World University Rankings, and was shortlisted for the 'University of the Year' title in the 2014 Times Higher Education (THE) awards. In January 2014, Ofsted judged it to be 'outstanding' in every category for initial teacher training across primary, secondary and further education programmes. In the most recent Research Excellence Framework, 94% of the IOE's research was judged to be world class. In 2016, it was awarded the Queen's Anniversary Prize for Higher and Further Education, for its innovative social research and contribution to policy and practice in education. The IOE currently has more than 8,000 students, 800 staff, and attracts students from over a hundred countries around the world. Since December 2014, it has been a school of University College London, formally called the UCL Institute of Education. University College London (UCL) was founded in 1826, and was the first English university established after Oxford and Cambridge, the first to admit students regardless of race, class, religion or gender, and the first to provide systematic teaching of law, architecture and medicine. We are among the world's top universities, as reflected by performance in a

range of international rankings and tables. UCL currently has over 35,000 students from 150 countries and over 11,000 employees.

The theme for this year's conference is *Rethinking learning in the digital age: Making the Learning Sciences Count*. This reflects the fact that now, more than ever, the learning sciences have a key role to play in unpacking the complexity of the teaching and learning process. AI and Automation in the workplace, including within education, will alter what we need to learn and how we need to teach it. Therefore, as scientists and educators we need to explore learning in real-world settings in an interdisciplinary manner in order to understand how learning may be facilitated both with and without technology.

For the first time this year we also welcomed Crossover paper submissions to reflect the fact that ICLS 2018 is co-located with L@S and AIED, as part of the London Festival of Learning. Ten papers were accepted (acceptance rate 30%). These papers appeal to a broad audience of researchers from across the communities of the three conferences. The London Festival of Learning is a unique opportunity to bring together world experts in artificial intelligence in education, the learning sciences and technical innovations in education. There has never been a more important time for these three disciplines to meet and overlap, uniting academics to share their research and learn from each other, as well as engaging with a wider audience of educators, businesses and learners. The Festival of Learning also offers an opportunity to showcase the important work being done by UCL IOE's EDUCATE programme in promoting the best in EdTech development currently taking place in the UK.

We hope you will enjoy what promises to be a week of fascinating debate, discussion and international networking.

Judy Kay, Human Centred Technology Research, University of Sydney
Rosemary Luckin, UCL Knowledge Lab, UCL Institute of Education,