DIGITEL, while still a relatively young conference (this is only its second iteration), seems poised to move out of toddlerhood in a state of excellent health. The community gathering around the conference blends together individual interests in education, advanced technology, children's entertainment, developmental cognitive science, and children's sociology—and that's a fascinating intersection at which to meet. Unlike many school-centric meetings on education, DIGITEL exhibits a healthy respect for children's play and autonomy, and an interest in how they choose to spend their own time. At the same time, the DIGITEL community doesn't focus exclusively on pure entertainment (valuable as that may arguably be), but seeks to find the "sweet spot" where challenge, fun, and personally valued learning support one another. And in that search, researchers feel encouraged to play in their own right—with new technologies, new materials (both physical and virtual), and a still-burgeoning computational infrastructure that seems to change and grow so quickly that it sometimes seems to defy systematic study.

The issues with which DIGITEL concerns itself, though current, are not transient. Children's lives are changing—their toys, their pastimes, their playgrounds, their technological environments; we can help to critique, assess, anticipate, and (on some occasions) redirect those changes, even as we participate in effecting them.

Two additional notes. First, the acceptance rates for the conference this year were 39 percent (for full papers), 42 percent (for short papers), and 71 percent (for posters). And finally, I would like to thank Kinshuk, the conference organizer, for giving me the opportunity to act as program chair this year—in keeping with the DIGITEL spirit, this job has been a challenge, a learning experience, and a whole lot of fun.

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