EIC Team Farewell and New EIC Team Introduction

Wolfgang Nejdl and Peter Brusilovsky

Dear Readers,

The first issue of the *IEEE Transactions on Learning Technologies* (TLT) was published five years ago in the winter of 2008. Now, the journal is beginning its sixth year. TLT started as an innovative IEEE Transactions series jointly cosponsored by the IEEE Computer Society and the IEEE Education Society. We were privileged to serve as a founding editorial team. Together with our Editorial Board, we worked hard to establish TLT as a strong archival journal in the field of modern learning technologies. We believe that we achieved this goal. The journal is now fully established. It is indexed by Thomson Reuters (ISI), tracked by Microsoft Academic Search and Google Scholar, and, most importantly, enjoys a strong flow of excellent submissions from all areas of learning technologies, and provides access to excellent archival papers that enable and enhance the multitude of modern learning technologies.

Over the last five years, TLT published 20 journal issues on a range of topics in the field of learning technologies written by researchers from many countries and research teams. Altogether, these papers demonstrate an amazing diversity of our field, learning technologies, with a broad interest in this topic shown all over the world. In the last three years, the number of yearly submissions increased from 135 to 161, with the acceptance rate now at 17.8 percent. We hope that over the next five years, TLT will continue to serve as a leading archival journal, publishing papers on exciting new developments in various parts of our quickly expanding field. Continuity will be provided by the new editorial team, which has been fully engaged in TLT activities in the past. Peter Brusilovsky, who assumed the role of Editor-in-Chief in January 2013, has served as the Associate Editor-in-Chief, and Mike Sharples, the new Associate Editor-in-Chief, has served as a guest editor and Editorial Board member.

With this message, we welcome you to the sixth year of TLT, and we pass the leadership to the new team.

Wolfgang Nejdl, Editor-in-Chief
Peter Brusilovsky, Associate Editor-in-Chief

Peter Brusilovsky is currently a professor of information science and intelligent systems at the University of Pittsburgh. He has worked in the area of learning technologies for many years, focusing originally on technologies for personalized e-learning. He has published numerous research papers and several books on the topic of adaptive systems and learning technologies and is ranked #1 by Microsoft Academic Search by the impact of his publications in the area of computer education. He has participated in the development of several adaptive web-based educational systems, including ELM-ART, a winner of the 1998 European Academic Software Award. He was also involved in developing practical e-learning courses and systems as a director of computer managed instruction at iCarnegie, one of the first e-learning companies in the United States. In addition to his service to *IEEE Transactions on Learning Technologies*, he is a board member of several other journals. He is also a board member of ACM SIGWEB and User Modeling, Inc., a professional association of user modeling researchers.

Mike Sharples is a professor of educational technology in the Institute of Educational Technology at The Open University, United Kingdom. Previously, he was the director of the Learning Sciences Research Institute at the University of Nottingham. His research involves human-centred design of new technologies and environments for learning. He inaugurated the mLearn conference series and was the founding president of the International Association for Mobile Learning. He is the academic lead for Futurelearn.com, a venture to offer free, open, online courses from leading UK universities. Research projects include the Wolson OpenScience Laboratory, an international virtual laboratory for practical science teaching, the JUXTALEARN project on science learning through creative media funded by the European Commission, and the nQuire inquiry learning environment. He is the author of more than 300 papers in the areas of educational technology, science education, human-centred design of personal technologies, artificial intelligence, and cognitive science.

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