
Editorial

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Biographical notes: X.N. Xiao received his Bachelor's degree from the Hunan University in 1991, his Master's in Mathematical Science from the Hunan University in 2000, and his PhD in Mathematical Science from the Central South University in 2008. Currently, he is a Full Professor in the School of Information Science and Technology, Xiamen University Tan Kahkee College, and his main research direction is the application of AI and big data analysis. He had published more than 70 journal and conference papers are indexed by SCI(E) and EI.

In the last decade, the big data phenomenon has facilitated access to enormous amounts of data on various areas of knowledge. In particular, in the field of e-learning, it is possible to access a wide variety of data on the interactions that occur in the learning process, such as data about accesses to learning management systems (activities, courses, resources, etc.), contents most visited by students, most valued resources, paths of navigation carried out by a student, etc. All this information can be exploited using machine learning techniques or artificial intelligence to obtain valuable information such as behaviour patterns, predictions about grades, adaptive learning paths to students, etc. In this sense, data analysis techniques applied to the field of e-learning constitutes a critical area to improve the learning–teaching process and the interactions that take place in e-learning environments.

In this special issue, we are interested in receiving contributions on descriptions of data sets of the e-learning area that can be exploited, analysis of data on large datasets related to e-learning, applications of artificial intelligence or machine learning techniques that use data from the field of e-learning, and other experiences that are related to the field of big data applied to e-learning.