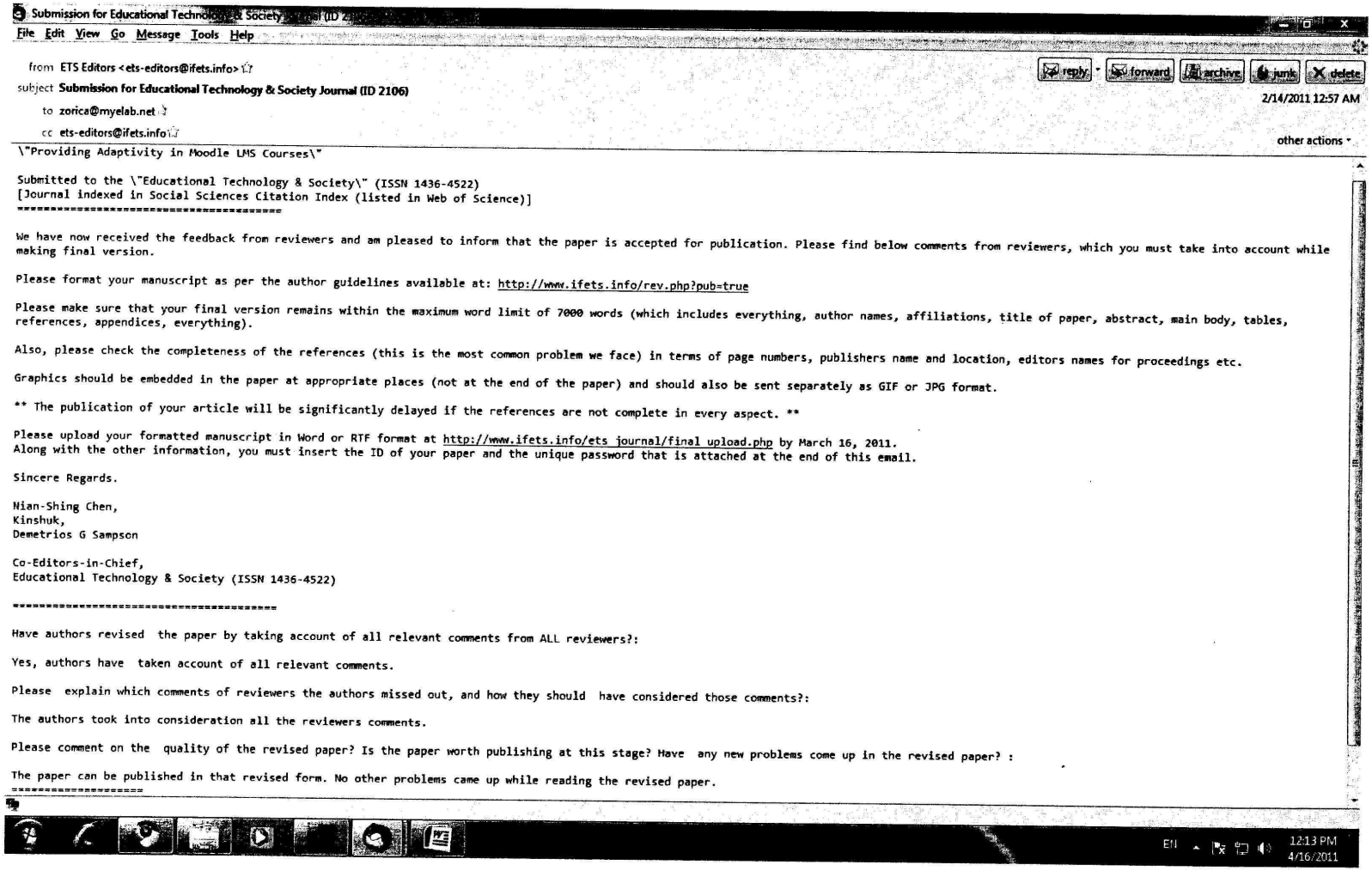
Прилог 1.

Потврде о прихватању радова
др Александра Марковића

ТЕКСТ МЕЈЛА О ПРИХВАТАЊУ РАДА



Submission for Educational Technology & Society Journal (ID 2106)

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\"Providing Adaptivity in Moodle LMS Courses\"

Submitted to the \"Educational Technology & Society\" (ISSN 1436-4522)
[Journal indexed in Social Sciences Citation Index (listed in Web of Science)]
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We have now received the feedback from reviewers and am pleased to inform that the paper is accepted for publication. Please find below comments from reviewers, which you must take into account while making final version.

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Nian-Shing Chen,
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Have authors revised the paper by taking account of all relevant comments from ALL reviewers?:

Yes, authors have taken account of all relevant comments.

Please explain which comments of reviewers the authors missed out, and how they should have considered those comments?:

The authors took into consideration all the reviewers comments.

Please comment on the quality of the revised paper? Is the paper worth publishing at this stage? Have any new problems come up in the revised paper? :

The paper can be published in that revised form. No other problems came up while reading the revised paper.
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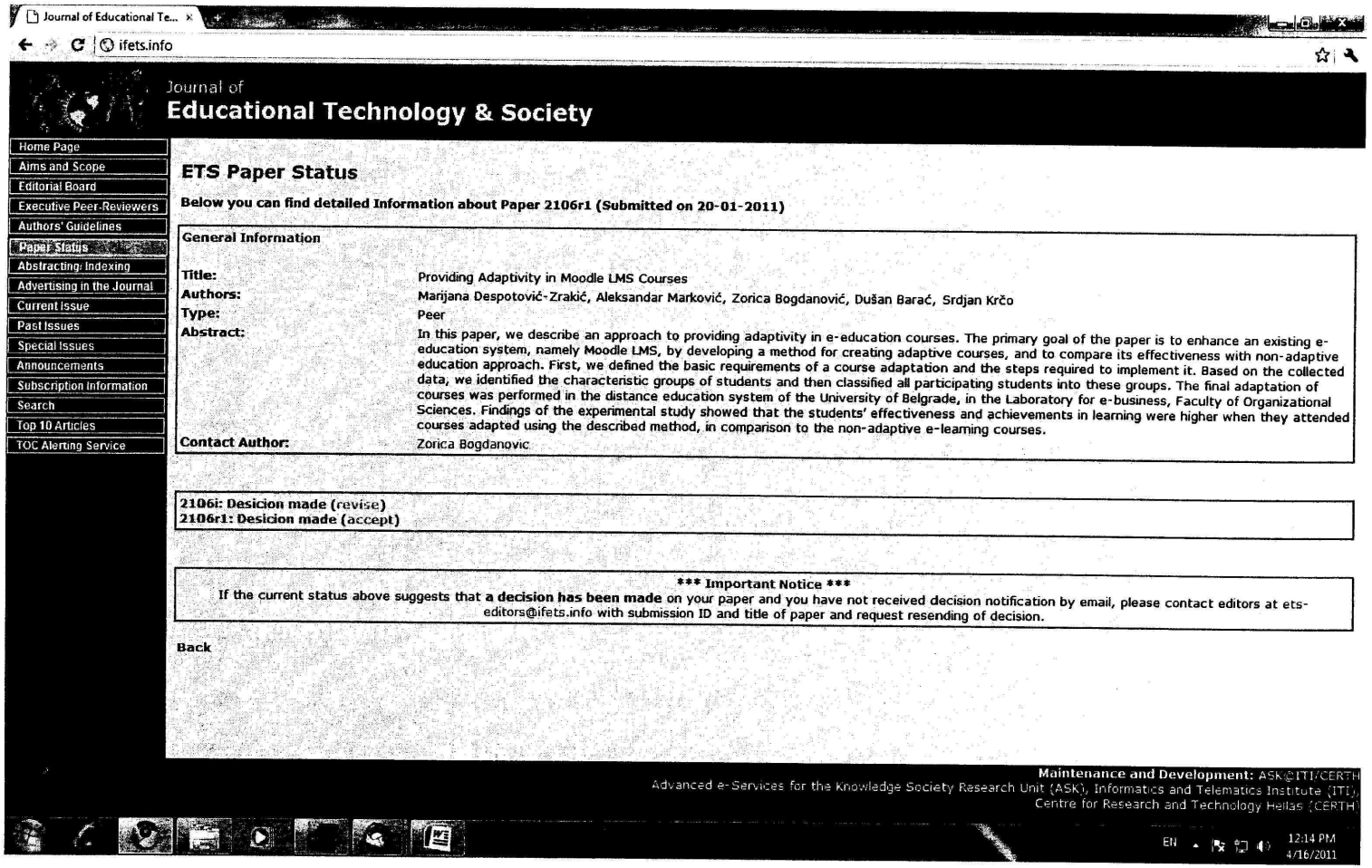

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Below you can find detailed Information about Paper 2106r1 (Submitted on 20-01-2011)

General Information

Title:	Providing Adaptivity in Moodle LMS Courses
Authors:	Marijana Despotović-Zrakić, Aleksandar Marković, Zorica Bogdanović, Dušan Barać, Srdjan Krčo
Type:	Peer
Abstract:	In this paper, we describe an approach to providing adaptivity in e-education courses. The primary goal of the paper is to enhance an existing e-education system, namely Moodle LMS, by developing a method for creating adaptive courses, and to compare its effectiveness with non-adaptive education approach. First, we defined the basic requirements of a course adaptation and the steps required to implement it. Based on the collected data, we identified the characteristic groups of students and then classified all participating students into these groups. The final adaptation of courses was performed in the distance education system of the University of Belgrade, in the Laboratory for e-business, Faculty of Organizational Sciences. Findings of the experimental study showed that the students' effectiveness and achievements in learning were higher when they attended courses adapted using the described method, in comparison to the non-adaptive e-learning courses.
Contact Author:	Zorica Bogdanovic

2106i: Desicion made (revise)
2106r1: Desicion made (accept)

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Dear Author,

The final submission of your paper entitled **"Providing Adaptivity in Moodle LMS Courses"** has been **successfully submitted.**(Paper ID: **"2106)**

Please note that we do not send proofs before publication. If no major issues are detected in final editing process, your paper will be published without any further communication. We suggest that you subscribe to FREE table of contents alerting service at journal website:

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Sincere regards.

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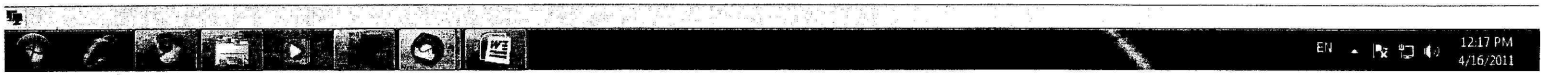

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Journal: EDUCATIONAL TECHNOLOGY & SOCIETY

Mark	Journal Title	ISSN	Total Cites	Impact Factor	5-Year Impact Factor	Immediacy Index	Citable Items	Cited Half-life	Citing Half-life
☐	EDUC TECHNOL SOC	1436-4522	640	1.066	1.121	0.050	80	4.4	7.6

Cited Journal | Citing Journal | Source Data | Journal Self Cites

CITED JOURNAL DATA | CITING JOURNAL DATA | IMPACT FACTOR TREND | RELATED JOURNALS

Journal Information

Full Journal Title: EDUCATIONAL TECHNOLOGY & SOCIETY
ISO Abbrev. Title: Educ. Technol. Soc.
JCR Abbrev. Title: EDUC TECHNOL SOC
ISSN: 1436-4522
Issues/Year: 4
Language: ENGLISH
Journal Country/Territory: NEW ZEALAND
Publisher: IEEE COMPUTER SOC, LEARNING TECHNOLOGY TASK FORCE
Publisher Address: BAG 11-222, MASSEY UNIVERSITY, PALMERSTON NORTH, NEW ZEALAND
Subject Categories: EDUCATION & EDUCATIONAL RESEARCH

SCOPE NOTE | VIEW JOURNAL SUMMARY LIST | VIEW CATEGORY DATA

***Eigenfactor*™ Metrics**
***Eigenfactor*™ Score**
0.00197
***Article Influence*™ Score**
0.239

Journal Rank in Categories: JOURNAL RANKING

Journal Impact Factor

Cites in 2010 to items published in: 2009 = 62, 2008 = 133, Sum: 195
Number of items published in: 2009 = 99, 2008 = 84, Sum: 183

Calculation: Cites to recent items / Number of recent items = 195 / 183 = **1.066**

5-Year Journal Impact Factor

Cites in {2010} to items published in: 2009 = 62, 2008 = 133, 2007 = 82, 2006 = 102, 2005 = 94, Sum: 473
Number of items published in: 2009 = 99, 2008 = 84, 2007 = 81, 2006 = 85, 2005 = 73, Sum: 422

Calculation: Cites to recent items / Number of recent items = 473 / 422 = **1.121**

Journal Self Cites

From: **health med** <healthmed_bih@yahoo.com>
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2010 JCR Science Edition

Journal: HealthMED

Mark	Journal Title	ISSN	Total Cites	Impact Factor	5-Year Impact Factor	Immediacy Index	Citable Items	Cited Half-life	Citing Half-life
☐	HEALTHMED	1840-2291	54	0.331	0.291	0.065	170		8.9

Cited Journal | Citing Journal | Source Data | Journal Self Cites

CITED JOURNAL DATA | CITING JOURNAL DATA | IMPACT FACTOR TREND | RELATED JOURNALS

Journal Information

Full Journal Title: HealthMED
ISO Abbrev. Title: HealthMED
JCR Abbrev. Title: HEALTHMED
ISSN: 1840-2291
Issues/Year: 4
Language: SERBIAN
Journal Country/Territory: BOSNIA & HERCEG
Publisher: DRUNPP-SARAJEVO
Publisher Address: BOLNICKA BB, SARAJEVO 71000, BOSNIA & HERCEG
Subject Categories: MEDICINE, GENERAL & INTERNAL SCOPE NOTE

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***Eigenfactor*™ Metrics**
***Eigenfactor*™ Score**
0.00003
***Article Influence*™ Score**
0.010

Journal Rank in Categories: JOURNAL RANKING

Journal Impact Factor

Cites in 2010 to items published in: 2009 = 26, 2008 = 15, Sum: 41
Number of items published in: 2009 = 78, 2008 = 46, Sum: 124

Calculation: Cites to recent items / Number of recent items = 41 / 124 = **0.331**

5-Year Journal Impact Factor

Cites in {2010} to items published in: 2009 = 26, 2008 = 15, 2007 = 2, 2006 = 0, 2005 = 0, Sum: 43
Number of items published in: 2009 = 78, 2008 = 46, 2007 = 24, 2006 = 0, 2005 = 0, Sum: 148

Calculation: Cites to recent items / Number of recent items = 43 / 148 = **0.291**

Journal Self Cites

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