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Nota di contenuto	-- Artificial Intelligence in Education. -- Enhancing Active Learning in Education through ChatGPT and Concept Maps: A Case Study. -- Explaining Stress Factors Among Higher Education Students. -- Introducing Generative AI in Higher Education: two case studies in engineering and humanities disciplines. -- Leveraging Generative AI in Pre-Service Teacher Training: Insights into Assessment as Learning. -- Comparative Evaluation of ChatGPT and Students in the Outcomes of Online Learning Courses Related to Security. -- Developing an AI-Powered System that Promotes Interactive Learning and Engagement. -- Artificial Intelligence Integration Toolkit for Computer Science Education. -- Towards the Improvement of Learning Task Generation by Combining Large Language Models with Linked Open Data. -- Argumentative Maps, GenAI and multimodality: A quasi-experiment to develop argumentative skills in undergraduates. -- Integrating AI and Flipped Learning: A Modern Framework for Initial Teacher Training. -- Toward AI Literacy How Future Educators View the Role of Artificial Intelligence in Schools. -- Enhancing Student Outcomes: Machine Learning Stacked Classifiers in Higher Education. -- Human and Artificial Agent Interaction to provide Generative Feedback at University. -- AI powered chatbot assistant for course organization. -- AI in CS Education: Transformative Interventions and Research Frameworks. -- Entropy-based Federated Learning to predict students' dropout. -- AI Mediated Learning Architectures. -- Emerging Technologies and Digital Transformation in Education. -- A.T.E.N.A. Teaching with 3D Models Optimal Conditions to Support Memory Acquisition and Retrieval. -- Identifying early TPACK signs in an undergraduate students' documentational work activity in an advanced mathematics course. -- Blended Learning with MOOCs: An Example of Use in the Training of Computer Science Students. -- A Case Study for Video Game Usability Research with Fortnite Creative. -- Fostering Media Education: a contemporary artwork through the lens of accessibility. -- Design and Organization of Assessment Using the MOODLE. -- Museum education meets digital technologies: impacts on teaching and teacher training. -- Child-NAO robot interaction: a study from the educator mediation perspective. -- Enhancing Learning Motivation through Virtual Worlds and Intelligent Tutoring Systems: a narrative review.
Sommario/riassunto	The two-volume set CCIS 2467 and 2468 constitutes the refereed post-conference proceedings of the 6th International Conference on Higher Education Learning Methodologies and Technologies Online, HELMeTO 2024, held in Rome, Italy, during September 25–27, 2024. The 46 revised full papers presented in these proceedings were carefully reviewed and selected from 101 submissions. The papers are organized in the following topical sections: Part I: Artificial Intelligence in Education – Emerging Technologies and Digital Transformation in Education. Part II: Inclusion, Well-being, and Student Support – Educational Policy, Ethics, and Teacher Professional Development.