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**PRESIDENT'S MESSAGE**

Dear APSCE Members and Student Members,

Welcome to the November issue of the APSCE 2008 Newsletter!

The 16<sup>th</sup> International Conference on Computers in Education, under the auspices of the Asia-Pacific Society for Computers in Education (APSCE), was successfully held on October 27-31 in Taipei, Taiwan. A total of 267 participants from 27 countries have benefited from exchanging research results and discussing actively during the five-day conference period.

The society recognizes with gratitude the efforts of the organizers, in particular Dr. Tak-Wai Chan for coordinating such a successful conference. We also thank all of the Committee Chairs, Theme-Based Conference Co-Chairs for their contribution in producing such a quality program. The contribution of local staff provided us with such a warm and wonderful environment throughout the conference. The conference was supported by so many people and especially by all participants. Thank you all very much.

Research using computer technology in education

is becoming more diverse and multiphase. I believe that this conference was an opportunity to explore individual specialized fields and exchange insight among various research fields. This year, the Special Interest Groups played very important roles in organizing each sub-conference and especially the student researchers' of each SIG greatly contributed to the success of the Doctor Student Consortium. I sincerely hope that these attempts will strengthen and encourage the bonding of each research community. The theme based multi-conference style will be expected to be replicated in the next ICCE.

I am happy to announce that the full conference and workshop papers of ICCE2008 are available available at [http://www.apsce.net/ICCE2008/program\\_cp.html](http://www.apsce.net/ICCE2008/program_cp.html)

During the conference term we also had several opportunities for open discussions and collecting suggestions concerning the issues that our society faces today. Reflecting the needs and opinions of APSCE members and participants of ICCE conference, APSCE will do everything possible to develop research and human resources. We expect and appreciate your continued cooperation and support.

Thank you.

With best wishes  
Yoneo Yano

All society-related information can be found on APSCE's official website at <http://www.apsce.net/>



**The 17th International Conference on  
Computers in Education ICCE 2009  
Nov 30 – Dec 4 2009  
Hong Kong**



The 17th International Conference on Computers in Education, ICCE 2009, will be hosted by the Hong Kong Institute of Education, Hong Kong. Researchers and graduate students are welcomed to participate in the conference to exchange practical experience and research findings in the area of Computers in Education through a variety of scholarly activities.

The five-day conference consists of six sub-conferences under the themes of, namely, AIED/ITS and Adaptive Learning; CSCL and Learning Sciences; Advanced Learning Technologies, Open Contents, and Standards; CUMTEL; DIGITEL; and Technology, Pedagogy and Education. The paper submission deadline is scheduled on 4 May 2009 (Mon). Please visit the official website of the conference for details after the announcement of call-for-papers.

*APSCCE HQs has set up a public mailing list (<http://mail.apsce.net/mailman/listinfo/bulletin/>) Members who have news that are of high interests to members of the Society can take advantage of this newly added feature on APSCCE's website.*

## NEWS ON RPTEL



Research and Practice in Technology Enhanced Learning (RPTEL) is the official journal of APSCCE.  
<http://www.worldscinet.com/rptel/rptel.shtml>

**Guest Editors: Ulrich Hoppe, Hiroaki Ogata & Daniel Suthers**

The following articles are in the forthcoming special issue of RPTEL:

**The Role of Mobile Devices in Facilitating Collaborative Inquiry in Situ**

Yvonne Rogers & Sara Price

Mobile and ubiquitous learning environments have been heralded as the latest technology for enhancing learning. They have been used to augment ongoing physical activities in a diversity of settings, such as walking around a museum, exploring a field site or playing in the park. In so doing, they provide many opportunities for learners to integrate their knowledge by allowing for the continuous switching between ideas, information and observations. But what and how do students learn when 'on the move'? And are there any pitfalls? In this paper we examine how learning activities are transformed when digitally augmented using mobile and ubiquitous technologies. We look at the potential benefits and costs in terms of deeper understanding and cognitive overload, illustrated by two case studies, Ambient Wood and Lilly Pad. Finally, we outline core design challenges faced when using mobile and ubiquitous technologies to extend learning.

**Handheld Computers as Cognitive Tools: Technology-Enhanced Environmental Learning**  
Wenli Chen, Nicholas Yew Lee Tan, CheeKit Looi, BaoHui Zhang & Peter Sen Kee Seow

This design based research uses handheld computers as cognitive tools to facilitate students' inquiry based learning on environmental issues 3Rs (Reduce, Reuse and Recycle) in a Singapore primary school. By using handheld computers throughout a field trip, 79 Primary 4 students investigated how wastes are produced and what impact 3Rs can have on protecting the environment. The handheld computers were used to support, guide, and extend the thinking process of the students within and out of classroom. Pretest and posttest were conducted to examine their awareness and knowledge on 3Rs. Pre and post survey were administered to explore student attitudes and perception on the role of handheld computer in learning. The research results indicated improvements in the students' understanding of the 3Rs and internalization of their understanding through application of the 3Rs concepts. In this study, it was not only the technology affordances, but the way the technologies were used in the context of the learning environment and the associated pedagogy that enabled the handheld computers to serve as cognitive tools.

**Applying Web Page Adaptation Technique to the Augmentation of Mobile Learning**  
Stephen J.H. Yang, Jia Zhang & Angus F.M. Huang

The goal of this research is to augment mobile learning by applying Web page adaptation technique. In this paper, we present a case study of how we applied the Web page adaptation to augment mobile learning on Blackboard Learning

System. Without requiring different versions of the original learning material, our research provides automatic delivery and presentation of adaptive Web-based learning material based on students' situated environments. Experimental results demonstrate that our method provides effective and efficient delivery of Web-based learning material over the mobile Internet, which results in extension of the time and space of learning, as well as encouraging and facilitating collaboration among students

### **Physical Activities and Playful Learning Using Mobile Games**

**Daniel Spikol & Marcelo Milrad**

The combination of informal learning and mobile outdoor games can be seen as a relevant arena for conducting novel learning activities that involve children in different tasks including physical motion, problem solving, inquiry and collaboration. These are activities that support different cognitive and social aspects of learning. Co-design and human centric design practices have been the focus of current research efforts in the field of educational technologies but not as prevalent in mobile games to support learning. In our current research we are exploring which design methods are appropriate for developing innovative ways of learning supported by mobile games. This paper presents all those aspects related to the design and implementation of a mobile game called Skattjakt (Treasure Hunt in Swedish). The outcome of our activities has provided us with valuable results that can help additionally to integrate outside informal learning with more formal classroom activities. Moreover, we believe that involving children in the design process of mobile games may give us new insights regarding the nature of their learning practices while learning with games.

### **A Framework for Capturing, Sharing and Comparing Learning Experiences in a Ubiquitous Learning Environment**

**Hiroaki Ogata, Toru Misumi, Tsuyoshi Matsuka, Moushir M. El-Bishouty & Yoneo Yano**

This paper proposes a personal learning assistant called LORAMS (Link of RFID and Movies System), which supports learners with a system to share and reuse learning experiences by linking movies to environmental objects. We assume that every objects has RFID tags and mobile devices have a RFID reader and can record a video at anytime and anyplace. By scanning RFID tags of real objects, LORAMS can provide only video segments that include the objects. Also LORAMS recommends the similar videos to be compared. In LORAMS, the video recording and RFID tagging are used purposely to support further teaching or learning

rather than "just record it and use it in some day". We think that LORAMS can be applied to various kinds of domains that employ several kinds of real objects and vary the results depending on the combination of the objects; for example, cooking, checking upon cars such as oils, battery, and tires, surgery operations and chemical bioreactor experimentations. An evaluation was conducted in the context of cooking. The subjects could easily find the difference between their videos and expert's videos and improve how to cook fried rice.

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## **LETTERS TO THE EDITOR**

We received 2 e-mails from last year's financial aid recipients who wrote in to share with us their experiences gained from ICCE 2007. They were awarded USD600 each. We are pleased to highlight the e-mails from Yuki Hayashi and Akira Urao in this issue.

### ***Dear Editor,***

Thank you for the financial aid that enabled me to participate in the 15<sup>th</sup> International Conference on Computers in Education (ICCE2007) held in Hiroshima, Japan. It was my second opportunity to present my research in the international conference. My paper was nominated for the Best Student Paper award. Although I did not get the award, I felt very pleased with the nomination and with the interest of many participants in my presentation.

At the conference, I also volunteered to support conference activities. I participated in sessions as a time keeper for two days. It was a valuable experience for me to know the efforts of the organizing committees and to meet many other participants who were also involved in the conference organization. During the session, I was able to communicate with the presenters and chair of my session. I also made friends with other college students who volunteered for the conference. I felt very glad to meet many participants and discuss my research with them. At the same time, I found out that it was very difficult to express my ideas in English. This made me realize that I needed to exert more effort not only in doing my research but also in studying English.

Thank you for supporting my participation in the conference. I was very happy to be part of this event. I would like to improve my English further and join in the next conference as well.

Yours Sincerely,

*Yuki Hayashi*  
Japan



Photo courtesy of Yuki Hayashi

*Yuki Hayashi with his  
certificate*

**Dear Editor,**

First of all, thank you for awarding me the Asia Pacific Society of Computers in Education's financial aid program at the 15th International Conference on Computers in Education (ICCE 2007) held in Hiroshima, Japan. At first, I was very nervous attending the conference. However, people who attended the conference were friendly and all the staff were very kind. I gradually relaxed and enjoyed the conference.

Although I have attended ICCE2005, I felt very nervous attending ICCE2007 even though it was held in my home country. When the conference started, I started to enjoy it very much. ICCE2007 covered a broad range of topics such as Educational Technology, CSCL, Cognitive Science, Learning Science, and so on. The wide-ranging presentations of this conference truly motivated me. The discussions and comments at the conference were very insightful. The experiences that I had gained from the conference have certainly contributed to the development of my research in various respects. In both ICCE 2005 and ICCE 2007, I could not express my idea clearly in English. I hope to improve my English further and to conduct ground breaking research. I would like to attend more ICCEs in the future and share my knowledge and expertise. Finally, I sincerely wish the APSCE and ICCE continued success and prosperity.

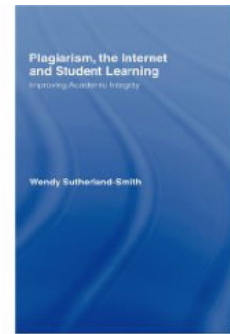
Yours Sincerely,

*Akira Urao*  
Japan

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## FEATURE ARTICLE

In this issue, we are indeed delighted to have Dr Wendy Sutherland-Smith as our guest columnist. In this column, Wendy highlights some details of her newly launched book -- Plagiarism, the Internet and Student Learning: Improving academic integrity.



She is a Senior Lecturer in the Faculty of Education at Monash University, Australia. She has been actively involved in researching issues of plagiarism in academic writing for the past decade, including her doctoral research thesis. She has recently spearheaded a year-long funded research project to gauge the effectiveness of commercial anti-plagiarism software in universities. Wendy is an active member of the international academic integrity community and her research interests span issues of cyberethics, social justice and ethical technology use in education.

### Plagiarism, the Internet and Student Learning: Improving academic integrity



Wendy Sutherland-Smith,  
Monash University, Australia  
[Wendy.sutherland-smith@education.monash.edu.au](mailto:Wendy.sutherland-smith@education.monash.edu.au)

My book explores the concept of plagiarism in the academic writing of students in universities. Many books talk about strategies to deal with plagiarism or give definitions of plagiarism but do not explain why or how plagiarism developed in the first place. Plagiarism's evolution from the law is directly linked to its current use, interpretation and implementation in educational institutions. Plagiarism's legal roots are the foundation of much of the friction between policy and teaching practice. This is particularly so for Internet plagiarism issues that are playing out in student learning because use of digital information highlights the tensions that exist between current print-based policies, based on traditional ideas of print-based authorship and our expanding digital information horizons. The book also provides readers with a conceptual model of plagiarism, called the plagiarism continuum, which offers teachers an alternative approach to plagiarism in the classroom and is based on cross-disciplinary research analysing staff and students' perceptions

of plagiarism. The theoretical bases for the model are drawn from critical legal theory, cross-cultural studies and language and literacy research. The ideas from these disciplines are helpful because their combination explains how plagiarism arose from Western legal systems and why it is applied as it is today.

I have been researching issues of plagiarism in academic writing for over 15 years and particularly interested in how plagiarism is differently constructed by teachers and students. I was intrigued when a secondary school teacher about the ways in which students appropriated information – whether from print texts or digital texts – and their various ideas about plagiarism, authorship and acknowledgement. At the same time, I noticed a vastly different interpretation of plagiarism from their teachers! I have been concerned for a number of years as a member of university unsatisfactory progress committees, where many international students for whom English is a second or foreign language appear before the committee and have little idea about authorship and attribution conventions. The problem is not simply one of ‘not knowing the rules’ of acknowledgement or citation, as plagiarism is so much more complex than that.

These concerns led me to my doctoral research study on plagiarism which forms part of the basis of my book. That research centred on exploring the plagiarism policies of a number of universities from Australia, Canada, China, New Zealand, the UK and USA and compared them using the six elements of plagiarism, based on the work of Diane Pecorari in 2002. The greatest disparity in understandings about plagiarism exists over the element of intention – did students intend to plagiarise or not? Was the ‘plagiarism’ deliberate or were students merely sloppy or careless with academic referencing? Intention is the key determiner for teachers and students as to whether plagiarism has actually occurred or not. This element is pivotal in decisions about plagiarism and requires explicit guidance in policy – which is often silent on the issue of intention. My study found that classroom practices are often in direct conflict with plagiarism policies – creating apprehension and uncertainty for the 48 teachers and 186 students who took part in the research project.

The Internet has been presented as the nemesis of academic integrity by the media with claims that Internet plagiarism is ‘on the rise’ and that ‘the Internet facilitates cheating’. I think American Professor of Law, Peter Jaszi says it well when he writes:

A battle is shaping over the future of the Internet. On

the one side are those who see its potential as a threat to traditional notions of individual proprietorship in formation, and who perceive the vigorous extension of traditional copyright principles as the solution. On the other side are those who argue that the network environment may become a new cultural ‘commons’ which excessive or premature legal control may stifle’ (Jaszi, 1994, p.56).

The heart of the battle is that electronic information resists traditional legal ideas about what constitutes ownership. The Internet has re-articulated the role and meaning of authorship in a number of complex ways – textuality itself is confronted in the hypertext environment of the World Wide Web. One of the greatest challenges to notions of plagiarism from cyberspace is the pressure on traditional concepts of what ‘authorship’ and ‘ownership’ of text means. The traditional view (called the Romantic notion of authorship) was developed by the Law and has as its central idea that an author is a solitary being who writes original, creative ideas in isolation. This idea is embodied in current plagiarism policies around the globe. That being the case – the notion of authorship is also questioned in cyberspace, which can play out in the ways in which students choose to use electronic sources in their academic work. Whilst policies urge staff to be vigilant in checking for Internet plagiarism, the exponential growth of Internet sites and sources is a time-management issue for classroom teachers. Another concern for teachers and students alike is the challenge to traditional ideas about writing posed by the hypertext nature of the Internet. There are a number of problems for staff and students dealing with Internet sources and plagiarism.

One way in which schools and universities have responded to quell public disquiet about Internet plagiarism and the possibility of declining educational standards is to invest in technological solutions to plagiarism detection. Commonly used free search engines or meta-search tools spoken about by staff in this study were Google, Alta Vista, Dogpile, HotBot and Mamma. Most teachers appear to be at ease using free software or search engines and many are also comfortable using commercial packages. One product released through iParadigms is Turnitin – an anti-plagiarism software package marketed quite successfully on a global scale and adopted in 51 countries around the globe (<http://www.iParadigms.com>). Some institutions regard anti-plagiarism software as a sort of panacea or ‘fix-all’ solution, which, of course, it is not. Disillusionment with technological solutions can be the result, which is unfounded when the expectations of what the software can do are unrealistic. I argue, however, technological responses alone are insufficient. Where universities

implement anti-plagiarism software and incorporate technological checking into policy and practice – deterrence can certainly result, as has been shown in prior research. The issue of what educative value this serves still remains. By this I mean that although a student may have been deterred from plagiarism knowing that Turnitin is used to check the work for plagiarism, what has the student learned about why plagiarism is unacceptable, or how to avoid plagiarism? This is not to suggest that Turnitin cannot be used for educative purposes – it can certainly be used by students to check their work before submission for grading. However, if the software is not used in a way that can educate students about plagiarism, then the lingering concerns that technology can be used as a punitive measure instead of an educative tool remain.

A major issue raised by institutions and education professionals is whether plagiarism is like the ill of Pandora's box – once 'released' it is both rampant and unstoppable. Recent concerns over new Internet 'writing services', such as Masterpapers.com exist for classroom teachers. These services are advertised to 'support' students' academic writing by providing ghost writing services for all levels of academic work, from secondary school assignments and essays to doctoral theses – all for a price. Unlike many of the conventional web-writing services, offering standard 'responses' to set questions, this service tailors essays according to the information provided by the students – including specific style, set course texts requiring reference, global location of the student and other information enabling the ghost writer to 'save the student the time and stress' of writing the piece themselves (<http://www.masterpapers.com>). This immediately sets up a discord between an individual student's degree of engagement with academic work and what could be considered to be 'acceptable' levels of student 'support'. Although institutions have deemed the use of such sites as 'contract cheating' (a phrase coined by Thomas Lancaster and Robert Clarke in 2006) they are in a quandary as to how to consistently detect plagiarism when professional sites are used and also how to deter students from acting in an unethical manner. The research shows that teaching staff are concerned by developing technologies such as Masterpapers.com and online publications in many languages which are able to be translated, that plagiarism may become too difficult for them to detect. They are concerned, therefore, that increasing levels of plagiarism may be accepted because it cannot be detected.

### **Ongoing plagiarism issues for teachers in the classroom**

Both staff and students perceive plagiarism in reality

quite differently to plagiarism as outlined in policy. For teachers, the degree of intention was the central question and they were fairly clear about what they considered plagiarism to be. Most students, however, had little understanding of the application of plagiarism to academic writing and their perceptions of Internet plagiarism were markedly different to that of their teachers. Students considered the Internet as a 'free zone' and that work could legitimately be taken and used without any acknowledgement. Teachers, on the other hand, considered Web-based sources needed accurate citation as was expected with print-based materials.

Both teachers and students considered that background and culture influenced understandings of plagiarism. These understandings were not reflected in many plagiarism policies. Teachers attributed differences in perception of plagiarism to different expectations of referencing in the students' prior schooling experiences. Students tended to support this view but added that a lack of exposure and practice in analytical or critical writing was equally important. Additionally, students considered that teachers were not sensitive to the amount of time needed to develop skilled analytical writing. None of these factors influenced notions of plagiarism in policy.

The use of anti-plagiarism software was often supported under policy but not necessarily seen as effective in practice. Teachers who used anti-plagiarism software concluded it was limited in assisting students overcome plagiarism in academic writing. Students said that anti-plagiarism software did not reflect the plagiarism continuum model. Anti-plagiarism software, they asserted, assumed intentional plagiarism and for students with little understanding of ways in which to avoid plagiarism, the threat of electronic detection (and resultant punishment) was real. The question remains – is this an educative approach or not?

Finally, the research challenges current teaching practices in light of issues surrounding plagiarism and urges educators, policy-makers and managers to examine their own beliefs and classroom strategies in managing the phenomenon of plagiarism in academic writing.

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## WINNERS OF BEST PAPER AWARDS— ICCE 2008

**Congratulations to all winners!**

### Best Paper Award

Coaching Intercultural Communication in a Serious  
Game

[H. Chad Lane](#), [Matthew Hays](#), [Mark Core](#), [Dave,  
Gomboc](#), [Eric Forbell](#), [Daniel Auerbach](#) & [Milton  
Rosenberg](#)

### Best Paper Runner-Up Award

JAMIOLAS2.0: Supporting to Learn Japanese  
Mimetic Words and Onomatopoeia with Wireless  
Sensor Networks

[Masayuki Miyata](#), [Hiroaki Ogata](#), [Tomoo Kondo](#),  
[Yoneo Yano](#)

### Best Student Paper Award

Nurturing My-Pet: Promoting Effort-Making  
Learning Behavior by Animal Companions

[Zhi-Hong Chen](#), [Calvin C. Y. Liao](#), [Tzu-Chao Chien](#)  
& [Tak-Wai Chan](#)

### Best Student Paper Runner-Up Award

Effectiveness of Pet-Nurturing Handheld Game on  
the Aspects of Learner Motivation

[Calvin C.Y. Liao](#), [Zhi-Hong Chen](#) & [Tak-Wai Chan](#)

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## THE APSCE MERIT SCHOLARSHIP PROGRAM AWARD 2008

For ICCE 2008, five scholarship awards were  
granted to doctoral students with outstanding  
contributions and achievement in the field of  
computers in education. The program aims to  
award potential young leaders among the student  
community with no funding to attend ICCE 2008.  
After scrutinizing all the applications, soliciting  
feedbacks from all PCs, workshop organizers and  
DSC advisors, the Co-Chairs of the APSCE Merit  
Scholarship Program finally made their decision.  
The winners of this year's APSCE MERIT

APSCE Newsletter

SCHOLARSHIP PROGRAM in the sum of USD 500  
are:

*Song Yanjie*  
*Shu-Yuan Tao*  
*Morris S.Y. Jong*  
*Jun-Song Huang*  
*Joe Chun-Te Lee*

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## THE GRADUATE STUDENT COMMUNITY SERVICE AWARD 2008

The Doctoral Student Consortium (DSC) has been  
an important feature of previous ICCEs since 2005.  
For the first time this year, the DSC was organized  
by the senior PhD students themselves with some  
guidance from the DSC co-chairs. We hope that the  
DSC will achieve the goal of forming a vibrant  
community of its own. Based on the collected  
feedback from chairs and co-chairs of each SIG as  
well as senior PhD students themselves, seven  
students have been selected as winners of the  
Graduate Student Community Service Award. They  
are:

*Hercy Chen*  
*Emily Ching*  
*Peter Seow*  
*Song Yanjie*  
*Chen-Wei Chung*  
*Moffat Mathews*  
*Moushir El-Bishouty*

In addition, two senior PhD students were awarded  
an additional USD 200 for their outstanding  
leadership roles throughout the organization of the  
DSC:

*Emily Ching*  
*Moushir El-Bishouty*

*Well done to all recipients!*

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## PHOTO ALBUM OF ICCE2008



Registration on  
the first day of  
conference



Tak-Wai Chan at the opening ceremony



Fu-Yun Yu & Yoneo Yano (partially hidden) during the open society meeting



Banquet dinner: Great River Queen cruise ship along the DanShui River



Participants enjoying the banquet dinner

More photos can be found at the conference website <http://www.apsce.net/ICCE2008/>

## NEWS ABOUT APSCE MEMBERS

Carsten Ullrich, a PostDoc researcher at the e-learning lab at the Shanghai Jiao Tong University (Dept. of Computer Science and Engineering) has just published a book with Springer Verlag. He can be contacted at [cullrich@activemath.org](mailto:cullrich@activemath.org)

**Pedagogically Founded Courseware Generation for Web-Based Learning**  
**An HTN-Planning-Based Approach Implemented in Paigos**

Automatic course generation is a very important area of research with numerous practical applications in e-learning. It has been studied since the 1980s within the fields of intelligent tutoring, AI and education, adaptive hypermedia and web-based educational systems. Many approaches have been proposed, but hardly any have resulted in generic and practically applied systems. A number of problems have remained unresolved. These problems are addressed by this work. This book focuses on course generation based on Hierarchical Task Network planning (HTN planning). This course generation framework enables the formalization and application of complex and realistic pedagogical knowledge. The volume describes basic techniques for course generation, which are used to formalize seven different types of courses (for instance, introducing the learner to previously unknown concepts and supporting the learner during rehearsal) and several elementary learning goals (e.g., selecting an appropriate example or exercise). This framework has been implemented and evaluated with good results in several domains, with users from different countries and universities, in the context of an EU project. Course generation based on HTN planning is implemented in PAIGOS and has been evaluated by technical, formative and summative evaluations.

## FORTHCOMING ICT-RELATED CONFERENCES



**Learn to Game, Game to Learn International Simulation and Gaming Association 40<sup>th</sup> Annual Conference**  
29 June – 3 July 2009  
Singapore  
<http://www.ISAGA2009.org>  
Submission deadline: 1 March 2009



**International Conference on Artificial Intelligence in Education (AIED2009)**  
8-10 July 2009  
Brighton, UK  
<http://www.aied2009.com/>  
Submission deadline: 15 January 2009



4<sup>th</sup> International Conference on E-Learning and Games  
9-11 August 2009  
Banff, Canada  
<http://www.ask4research.info/edutainment/2009/>  
Submission deadline: 10 January 2009

Dissemination of news and knowledge sharing has been one of the goals of APSCE's newsletter. Personal news about community members (such as job changes, promotions, etc), research developments (e.g., new centers, books, software), recent academic activities and articles on the latest edtech buzzwords; successful classroom applications of theories, techniques, and tools...etc are more than welcome to be emailed directly to Su Luan Wong, [wsuluan@gmail.com](mailto:wsuluan@gmail.com). For your piece to be included in the next issue, an electronic copy of the file must be emailed 10 days prior to the scheduled publication date of the next issue.