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MESSAGES

Message from the Conference Chair, Program Chair/Co-Chairs and Local Chairs

It gives us great pleasure to extend our warmest welcome to all participants of the 21st International Conference on Computers in Education (ICCE) 2013. This year, the 21st ICCE is conducted in Denpasar, Bali, Indonesia. Bali is the most famous Indonesian tourist island, and it is popular among international visitors as well. Balinese people are friendly and welcome to other multi-ethnics. The province of Bali has two state universities, Udayana University and “Ganesha” University of Education, and many private universities. Bali has two prominent points, tourism and education, thus, it is worth to accommodate international educational events, such as ICCE 2013. Building on the success of the previous conferences, the program aims to foster lively exchanges and global collaborations on understanding, critiquing, advancing and applying the theories and practices in the field of technology enhanced learning.

The main conference schedule includes the all-important keynote speakers: (1) Professor Marcia Linn from the UC Berkeley, USA on Designing Visualizations and Automated Guidance to Create 21st Century Learners, (2) Professor Imam Robandi from the Institut Teknologi Sepuluh Nopember, Indonesia on Intelligent Control Solutions using MATLAB: Laboratory Based Education Experiences for Academic Atmosphere Improvement, (3) Professor Marcus Specht from the Open University of the Netherlands on We Need Mindful and Seamless Learning Technologies, and (4)
Professor Glenn Stockwell from Waseda University, Japan on *Motivating to Learn or Learning to Motivate? Examining the Relationship between Technology and Motivation in Language Learning.*

Furthermore, we are featuring three theme-based invited speakers: (1) Professor Tore Hoel from Oslo and Akershus University College of Applied Sciences, Norway on *Standards as Enabler for Innovation in Education – a Reality Check*, (2) Professor Ming-Puu Chen from National Taiwan Normal University, Taiwan on *Designing Digital Game-based Learning for Enhancing Critical Thinking*, and (3) Professor Jianwei Zhang from the University at Albany, State University of New York, USA on *Cultivate Creative Knowledge Practices through Principle-Based Design*. In addition, we have a special invite speaker: Professor Herman Dwi Surjono from the Yogyakarta State University, Indonesia on *The Implementation of ICT to Enhance Student Learning Activities*.

We would like to thank everyone who has been involved directly or indirectly in making these proceedings come to fruition, and we hope a resounding success. We have to start with all of the paper authors and registered participants; we acknowledge their exciting academic contributions and are delighted that they chose ICCE 2013 as the conference at which to present their work and/or to be engaged in fruitful intellectual exchange. In conjunction we have to thank all the members of the Local Organizing Committee and the International Program Committee who work the hardest under the time pressure.

We hope all participants will have further opportunities to create new friendships and professional collaborations, and to leave fond memories for their stays in Bali. With its breathtaking sceneries, interesting culture, as well as Bali’s renowned, highly developed arts, it will definitely be an unforgettable experience for everyone.

Thank you!

“Terima kasih!”
TSUKASA HIRASHIMA (Japan)  
Conference chair

PUDJO SUMEDI (Indonesia)  
Local Chair

LUNG-HSIANG WONG (Singapore)  
Program Chair

MUHAMMAD LUKMAN (Indonesia)  
Secretary to Local Organizing Committee

CHEN-CHUNG LIU (Taiwan)  
Program Co-Chair
Message from the Rector of University of Muhammadiyah Prof. DR. HAMKA (UHAMKA)

In the name of Allah SWT, the most Beneficent, the most Merciful.

Assalamu ‘alaikum warahmatullah wa barakatuh.

Salam sejahtera

Peace be upon you!

It is a great honor for me as the Rector of University of Muhammadiyah Prof. Dr. HAMKA (UHAMKA) to be officially appointed as the Host Institution to conduct the 21st ICCE 2013 by the President of Asia Pacific Society for Computers in Education (APSCE), Prof. Dr. Tsukasa HIRASHIMA.

Why is UHAMKA interested in hosting ICCE 2013? This is simply that UHAMKA is a university with high concern in the development of education for the sake of the 21st century education. To deal with, UHAMKA is pursuing national and international cooperation with other prestigious universities, and is participating in many national and international educational conferences.

UHAMKA believes International Conference on Computers in Education (ICCE) is an important annual program for lecturers, teachers, researchers, educational policy makers, doctoral students, and other education communities who are aware of the benefits of using Information and Communication Technology (ICT) in education.

For the success of ICCE 2013, I choose Bali as the venue of the conference. Bali is one of beautiful islands in Indonesia with a lot of attractive tourism spots and with many conducive venues for international events as well.
I herewith, convey my appreciation to the Minister of Education and Culture, Governor of Bali, Rector of Undiksha, Rector of UNY, APSCE President, colleague universities, and UHAMKA faculty and staff for collaboration, cooperation, and for the hard work in making ICCE conducted in Indonesia.

Another remarkable moment is that the 21st ICCE happens in adjacent with the historical day of the 101 years anniversary of Muhammadiyah, Indonesian Islamic organization, where UHAMKA is under its Board of Education.

I pray to God that the 21st ICCE will be a very fruitful conference and I look forward to a better cooperation among us afterwards.

Thank you very much, and enjoy ICCE and Bali!!

With warm regards,

Prof. Dr. H. Suyatno, M.Pd

Rector of UHAMKA
ORGANIZATION

CONFERENCE ORGANIZATION

ORGANIZED BY:
Asia Pacific Society for Computers in Education

HOSTED BY:
University of Muhammadiyah Prof. Dr. HAMKA (UHAMKA), Jakarta, Indonesia

CONFERENCE CHAIR:
Tsukasa HIRASHIMA, Hiroshima University, Japan

INTERNATIONAL PROGRAM COMMITTEE (IPC)

IPC Coordination Chair:
   Lung-Hsiang WONG, Nanyang Technological University, Singapore

Co-Chair:      Chen-Chung LIU, National Central University, Taiwan
Workshop/Tutorial/Interactive Event Coordination Chair:
Seng Chee TAN, Nanyang Technological University, Singapore

Co-Chairs:
Ying-Tien WU, National Central University, Taiwan
Tri Wintolo APOKO, University of Muhammadiyah Prof. Dr. HAMKA, Indonesia

Poster Coordination Chair:
Doris CHOY, Nanyang Technological University, Singapore

Co-Chairs:
Ahmad Fauzi MOHD AYUB, Universiti Putra Malaysia, Malaysia
Mansyur ANDAYA, University of Muhammadiyah Prof. Dr. HAMKA, Indonesia

Education Program Committee:
(Doctoral Student Consortia Co-Chairs)
Weiqin CHEN, University of Bergen, Norway
Hiroaki OGATA, Kyushu University, Japan
Gautam BISWAS, Vanderbilt University, USA

Committee Members:
Ben CHANG, National Central University, Taiwan
KINSHUK, Athabasca University, Canada
Chen-Chung LIU, National Central University, Taiwan
Su Luan WONG, Universiti Putra Malaysia, Malaysia

Theme-based Conferences Program Co-Chairs:

C1: ICCE Conference on Artificial Intelligence in Education/Intelligent Tutoring System(AIED/ITS) and Adaptive Learning
Thepchai SUPNITHI, National Electronics and Computer Technology Center, Thailand (Executive Chair)
Yusuke HAYASHI, Hiroshima University, Japan
Susan BULL, University of Birmingham, United Kingdom
Diego ZAPATA-RIVERA, Educational Testing Service, USA
C2: ICCE Conference on Computer-supported Collaborative Learning (CSCL) and Learning Sciences  
Fu-Yun YU, National Cheng Kung University, Taiwan (Executive Chair)  
Jun OSHIMA, Shizuoka University, Japan  
Ulrike CRESS, Knowledge Media Research Center, Germany  
Therese LAFERRIERE, Laval University, Canada

C3: ICCE Conference on Advanced Learning Technologies, Open Educational Content, and Standards  
Tatsuhiro KONIHI, Shizuoka University, Japan (Executive Chair)  
Gwo-Dong CHEN, National Central University, Taiwan  
David MASSART, ZettaDataNet and D.E. Solution, Belgium

C4: ICCE Conference on Classroom, Ubiquitous and Mobile Technologies Enhanced Learning (CUMTEL)  
Hyo-Jeong SO, Pohang University of Science and Technology, South Korea (Executive Chair)  
Morris S. Y. JONG, Chinese University of Hong Kong, Hong Kong  
Christian GLAHN, Swiss Federal Institute of Technology, Switzerland  
Matthew KAM, American Institute of Research, USA

C5: ICCE Conference on Digital Game and Digital Toy Enhanced Learning and Society (GTEL&S)  
Masanori SUGIMOTO, Hokkaido University, Japan (Executive Chair)  
Maiga CHANG, Athabasca University, Canada  
Wolfgang MUELLER, KPH Weingarten, Germany  
Gautam BISWAS, Vanderbilt University, USA

C6: ICCE Conference on Technology Enhanced Language Learning (TELL)  
Wen-Chi Vivian WU, Providence University, Taiwan (Executive Chair)  
Yu-Ju LAN, National Taiwan Normal University, Taiwan  
Mirjam HAUCK, The Open University, UK  
Mark KAISER, UC Berkeley, USA

C7: ICCE Conference on Practice-driven Research, Teacher Professional Development and Policy of ICT in Education (PTP)  
Yanjie SONG, Hong Kong Institute of Education, Hong Kong (Executive Chair)
Nian-Shing CHEN, National Sun Yat-Sen University, Taiwan
KINSHUK, Athabasca University, Canada
Kwok-Shing CHENG, Hong Kong Institute of Education, Hong Kong
Christopher WALSH, The Open University, UK

Consultants:
   Su Luan WONG, Universiti Putra Malaysia, Malaysia
   Thepchai SUPNITHI, National Electronics and Computer Technology Center, Thailand
   Wenli CHEN, Nanyang Technological University, Singapore

Special Interest Groups (SIG) Chairs:
   Akihiro KASHIHARA, The University of Electro-Communications, Japan (AIED/ITS/AL)
   Chee-Kit LOOI, Nanyang Technological University, Singapore (CSCL/LS)
   Kiyoshi NAKABAYASHI, Chiba Institute of Technology, Japan (ALT/OC/S)
   Lung Hsiang WONG, Nanyang Technological University, Singapore (CUMTEL)
   Ben CHANG, National Central University, Taiwan (GTEL&S)
   Yu-Ju LAN, National Taiwan Normal University, Taiwan (TELL)
   Siu Cheung KONG, The Hong Kong Institute of Education, Hong Kong (PTP)
   Su Luan WONG, Universiti Putra Malaysia, Malaysia (DICTAP)

Local Organizer:
   University of Muhammadiyah Prof. Dr. HAMKA (UHAMKA)
   Jakarta, Indonesia

LOCAL ORGANIZING COMMITTEE
(all are affiliated to University of Muhammadiyah Prof. Dr. HAMKA, Indonesia)

Advisor: SUYATNO, Rector of University of Muhammadiyah Prof. Dr. HAMKA, Indonesia

Chair: Pudjo SUMEDI

Co-Chair: Gunawan SURYOPUTRO
Secretary: Muhammad LUKMAN

Co-Secretary: Ihsana EL KHULUQO

Treasurer: ROKHMANI
Herwin KURNIAWAN
Leli LAILIANI

Co-Treasurer: Daning SULAIMAN

Other Sub-Committee Members:

Secretariat: SUMARSO
Ahmad SUHAERI
Farida HARIYATI
Mimin NINAWATI
Isti NURROHMAH
Tyas Hermala ANINDITA

Programme: FITRILIZA
Mansyur ANDAYA
Endy Sjaiful ALIM
Tri Wintolo APOKO
Akbar Nadjar HENDRA

IT: SUGEMA
Ivan ZUADKIA
Nofiar HADI
Supporting Universities:

University of Education ‘Ganesha’ (Undiksha), Singaraja, Bali, Indonesia

State University of Yogyakarta (UNY), Yogyakarta, Indonesia

Sponsored by:
ABOUT CONFERENCE/
BALI, INDONESIA

Bali is a truly beautiful tropical island paradise where the passage of life is measured through elaborate rituals performed by artistic and hospitable local people. The Balinese maintain a precious heritage of unique arts and a dynamic culture amidst breathtaking panoramas of cultivated rice terrace, awesome volcanoes, pristine beaches and thousands of temples, augmented by an unrivalled range of modern leisure activities.

Bali is more than a tropical island paradise; it is a unique destination within Southeast Asia and any visit to its magical shores creates and enduring memory.

Conference Venue

Located on the site of Bali's first five-star Hotel Bali Beach, founded in 1966 - is the most complete resort complex in Bali, featuring state-of-the-art visitor facilities, but also numerous artistic amenities that bring to life the cultural excellence of the Balinese people and their many talented neighbors.

Sanur, Bali's original seaside, has long been known for its world class facilities and atmosphere of comfort and privacy. This oasis of luxury offers a wide range of dining and leisure opportunities.
Grand Inna Bali Beach Hotel  
Jln. Hang Tuah Sanur- Bali 80032  
Phone : +62-361-288511  
Fax : +62-361-287917  
extmail : sales@grandinnabali.com  
PO BOX 3275 Denpasar 80032  
Indonesia

Website: www.innagrandbalibeach.com

Main Conference Room:  
Agung Room, at 1st floor.

Parallel Session and Worskhop Rooms:  
1. Rama-Sita Room, 1st floor  
2. Legong Room, 2nd floor  
3. Kecak Room, 2nd floor  
4. Joged Room, 2nd floor  
5. Pendet Room, 2nd floor

Supporting Rooms:  
1. Secretariat at Room 11 (1st floor near Press room)  
2. Transit room at 2nd floor at Lounge  
3. Registration desks at 2nd floor at Lounge  
4. Restaurant for Lunch at Agung`s Foyer at 1st floor  
5. Tea Break at Agung`s Foyer at 1st floor  
6. Poster stand at Agung`s Foyer at 1st floor  
7. Exhibition booths at Pre-Function Agung`s room at 1st floor  
8. Welcome Reception at Agung Room.  
9. Opening ceremony at Agung Room.  
10. APSCE EC Meeting at Baris Room.
11. Gala Dinner at Pandawa Open Stage.
12. Closing ceremony at Agung Room.

Our ushers will be at your service.

PRESENTATION INSTRUCTION

Paper presentation
1. Full paper presentation
   20 minutes will be allocated for presentation and 5 minutes for discussion. Please keep the presentation within the time limit set.
2. Short paper presentation
   10 minutes will be allocated for presentation and 5 minutes for discussion. Please keep the presentation within the time limit set.
3. Please check in with your Session Chair before the session in which your presentation begins.
4. Please set up and test your presentation in the designated room prior to your session.
5. A desktop computer connected to a projector will be provided at the room for your presentation. However, if you prefer to use Mac computer, you will need to bring your own.

Poster presentation
PIC at LOC: Mr. Andaya Mansyur
1. The contents of the presentation should be clear and concise. The figures, tables and letters on the posters should be large and clear enough that they are readable from a distance. Letters in font size less than 1 cm should be avoided.
2. Your poster should be in 1 page of A2-size paper [420 mm (Width) x 594 mm (Height)]. Orientation of poster is Portrait.
3. Please include the title of the paper, the names and affiliations of the authors in the poster.
4. Please use double-sided tape or adhesive tacks (blue tacks) to mount the posters onto the boards. Double-sided tapes and/or adhesive tacks will be available at the presentation site.

5. Electrical PowerPoint plugs will not be available for the poster presentation.

6. Wi-Fi internet connection can be provided. Details of the shared guest account will be provided on the day of the poster presentation.

CONFERENCE INSTRUCTION
Conference Secretariat
Should you need information and assistance, please visit the conference secretariat at Room 11 on the first floor (please refer to the signage at the venue)

Registration
All participants must register to collect name tags, conference bags, e-proceedings, Program Books, and other conference goodies.
Venue : Registration desks at the lounge on 2nd floor
Collection dates : 18-19 November 2013 at 08:00-16:00 hours.

Meals
All food served is ‘Halal’. Vegetarian food is available at designated food counters.
Morning Tea break (18-22 November 2013) at Agung’s Foyer (Canopy)
Lunch (18-22 November 2013) at Agung`s room Foyer (Canopy)
Afternoon Tea Break (18-22 November 2013) at Agung’s Foyer (Canopy)
Welcome reception (evening of 19 November 2013) at Agung Room
Morning tea after Opening Ceremony (20 November 2013) at Agung` s room Foyer (Canopy)
APSCE EC Meeting at Baris room
Gala Dinner at Pandawa Open Stage
Closing Ceremony at Agung Room

**Internet Access**  
Wifi access is available in every conference room mainly for presenters.

**Internet/Email Centre**  
Participants may access to public wifi service at the Internet café at Agung`s Foyer

**Exhibition**  
Located: at Pre-function Agung`s room  
Exhibition Date and Hours: 18-22 November 2013, at 09:00-16:00.

**Car Park**  
Car park is free for the participants who stay in Grand Inna Bali Beach Hotel under Hotel regulations.

**SOCIAL EVENTS**  
Welcome Reception (19 November 2013, 18:00-20:00)  
Person in charge at LOC: Ms. Fitriliza

Gala Dinner (ticket-based program)

**“ICCE and Memorable Indonesian Night”**

The BBQ party (conference gala dinner) will be held at the Beach side. The soft sounds of the *Balinese Rindik instrument* capture the imagination, as guests are enticed into a realm of calm and peace.

During dinner, guests will be mesmerized by special performances from *Balinese and Saman* dancers. *Karaoke* will be available as well. Toward the end of the meal, the lights are turned down, and guests hold their breath in
anticipation. Suddenly, the loud sound of Balinese gongs is heard, and the stage will be filled with the spectacular *Kecak* dancers.

As the evening comes to an end, the guests are filled with memorable thoughts of this amazing Gala Dinner, while they sit, relax, and drink the night away.

**LOCAL INFORMATION**

**Emergency contact**

Bali, Indonesia has the following Emergency Contact Numbers:

1. Ambulance : 118
2. Fire : 113
3. Police : 110
   - Denpasar Area : +62 361 224456
   - Sanur Area : +62 361 288597
   - Kuta Area : +62 361 751598
   - Bualu Area : +62 361 772110
   - Mengwi Area : +62 361 411270

4. Hospital
   - Sanglah Denpasar : +62 361 227911
   - Prima Medika : +62 361 236225
   - Bali International Medical Centre Badung (BIMC) : +62 361 761263

5. Tourist Centre : 166
6. Airport : +62 361 751011
7. Taxi
   - Praja : +62 361 289090
   - Blue Bird : +62 361 701111
8. Pick up/Rental Service : +62 819 1670 6911

International Calls

To make an international call from Indonesia, dial the access code 001 and 008 (for INDOSAT), 007 (for TELKOM), and 009 (for Bakrie Telecom), followed by the country code, area code and party’s number. Make sure you input these codes instead of the “+” sign at the beginning of the number if you wish to use these services.

Time Zone

Indonesia has three time zones; Western Time Zone, Central Time Zone, and Eastern Time Zone. Bali lies in the Central Time Zone which has the time at GMT + 8.

Language

All Indonesian people know and use national language named Indonesian language or ‘Bahasa Indonesia’ in everyday activity. The Balinese native language is ‘Bahasa Bali’, similar to Javanese language or ‘Bahasa Jawa’, the largest native language in Indonesia. English is taught starting at the Junior High Schools. Therefore, many Balinese people speak simple English.

Electricity

Indonesian voltage is 220 volts. The plug used is a two-round-tip plug (Europe).
Medical Services

Please contact the information desk if you need medical assistance. They will advise you about where and how to find appropriate medical care. The hotel provides a 24-hour clinic with a doctor on call.

Currency and Money Exchange

Indonesian money is ‘Rupiah’ (IDR). One USD is equivalent to IDR 11,332 (BI Exchange Rate, 5 November 2013)

Shopping

There are countless shops along Jalan Danau Tamblingan and the side streets leading from it. You will find everything from local t-shirts to Balinese handicrafts.

- **Hardy's Grosir**, Jl Danau Tamblingan 193, ☎️ +62 361 28191. 8AM-10:30PM daily. This is Sanur's main supermarket, and a good place for stocking up on regular items.

- **Gudang Keramik**, Jl Danau Tamblingan, ☎️ +62 361 289363. 10AM-8PM daily. This is the outlet for seconds of the famed Jengala Ceramics company (main showroom in Jimbaran). Their standards are very high and you may not notice why some of these items are classed as seconds. Some superb bargains to be had in everything from decorative vases to flatware.

- **Nogo Bali Ikat Centre**, Jl Danau Tamblingan 104, ☎️ +62 361 288765 (info@nogobali.com), [17]. M-Sa 8:30AM-9PM, Su 9AM-8PM. Specializes in the very best quality woven ikat fabrics from Bali and elsewhere in Indonesia. If you are looking for cheapies, don't even think of going here. If you have an eye for quality though, this will be right up your alley. You can purchase fabric by the piece, made up as clothing or homewares, and examine their very impressive genuine antique collection.
Transportation

By car
Sanur is a 40 minute taxi ride from the Ngurah Rai International Airport (NRIA) drive through by the newest highway at Bali, and a pre-paid coupon costs around $ 10 USD. There are plenty of metered taxis all over the island who will be keen to take you to Sanur. If you need private pick up or car rent services during your visit at Bali, please email to: servicesinbali@gmail.com
4

PROGRAM AT A GLANCE

DSC = Doctoral Student Consortia
WIPP = Work-in-Progress Posters
IPC = International Program Committee
I.E. = Interactive Event
C.B. = Special Interest Group’s (SIG) Community Building Session
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<td>15:40-16:00</td>
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<td>15:10-15:30</td>
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<tr>
<td>Tea break</td>
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<tr>
<td>15:20-17:00</td>
<td>15:20-17:00</td>
<td>15:40-18:00</td>
<td>16:00-18:00</td>
<td>15:30-16:30</td>
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<tr>
<td>Workshops</td>
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<td>Special</td>
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<tr>
<td>(pm) &amp; I.E.</td>
<td>(pm), Tutorial</td>
<td>Speaker</td>
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<td>Ceremony</td>
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<tr>
<td>1</td>
<td>&amp; DSC</td>
<td>/ Parallel</td>
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<tr>
<td>15</td>
<td></td>
<td>Sessions / C.B.</td>
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<td></td>
<td></td>
<td>(C3)</td>
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<tr>
<td>18:00-20:00</td>
<td>18:30-22:00</td>
<td>19:00-22:00</td>
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<tr>
<td>Welcome</td>
<td>APSCE EC</td>
<td>Gala Dinner</td>
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<tr>
<td>reception</td>
<td>meeting</td>
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</tbody>
</table>
| 24
# Day-to-Day Schedule

## November 18 (Monday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Rama Rm</th>
<th>Sita Rm</th>
<th>Legong Rm</th>
<th>Pendet Rm</th>
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<tbody>
<tr>
<td>0900-1230</td>
<td>Workshop W13</td>
<td>Workshop W9</td>
<td>Workshop W10</td>
<td>Workshop W4</td>
</tr>
<tr>
<td>1330-1700</td>
<td>Workshop W8</td>
<td>Workshop W12</td>
<td>Workshop W11</td>
<td>Interactive Event 1</td>
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## November 19 (Tuesday)

<table>
<thead>
<tr>
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<th>Joged Rm</th>
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<tbody>
<tr>
<td>0900-1230</td>
<td>Workshop W7 (am)</td>
<td>Workshop W2</td>
<td>Workshop W6</td>
<td>Workshop W3</td>
<td>0900-1030 DSC: Group 3</td>
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<tr>
<td></td>
<td>Workshop W7 (pm)</td>
<td>Workshop W1</td>
<td>Workshop W5</td>
<td>Tutorial</td>
<td>1330-1500 DSC: Group 2</td>
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## November 20 (Wednesday)

<table>
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<tbody>
<tr>
<td>0900-1010</td>
<td>Opening Ceremony</td>
<td></td>
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</tr>
<tr>
<td>1030-1130</td>
<td>Keynote 1</td>
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<tr>
<td>1130-1230</td>
<td>IPC meeting</td>
<td>Session PTP-1</td>
<td>Session CSCL-1</td>
<td>Session CUMTEL-1</td>
<td>Session GTEL-1</td>
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<tr>
<td>Time</td>
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<td>Rama Sita Rm</td>
<td>Legong Rm</td>
<td>Pendet Rm</td>
<td>Joged Rm</td>
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<tr>
<td>0830-0930</td>
<td>Keynote 3</td>
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<tr>
<td>0930-1030</td>
<td></td>
<td>Panel 2</td>
<td>Session PTP-2</td>
<td>Session AIED-2</td>
<td>Session ALT-2</td>
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<tr>
<td>1050-1130</td>
<td>Invited speaker (C7)</td>
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<tr>
<td>1130-1230</td>
<td></td>
<td>Panel 3</td>
<td>Session ALT-3</td>
<td>Session TELL-2</td>
<td>Session PTP-3</td>
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<tr>
<td>1330-1410</td>
<td>Invited speaker (C3)</td>
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<tr>
<td>1410-1540</td>
<td>Session TELL-3</td>
<td>Session ALT-4</td>
<td>Session AIED-3</td>
<td>Session PTP-4</td>
<td>C.B. (C4 - CUMTEL)</td>
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<tr>
<td>1600-1645</td>
<td>Special speaker</td>
<td>Session CSCL-2</td>
<td>Session CUMTEL-2</td>
<td>Session TELL-4</td>
<td>C.B. (C3 - ALT)</td>
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<tr>
<td>1645-1800</td>
<td>Session GTEL-2</td>
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**November 21 (Thursday)**
### November 22 (Friday)

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<tr>
<th>Time</th>
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<th>Pendet Rm</th>
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<tbody>
<tr>
<td>0830-0930</td>
<td>Keynote 4</td>
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<tr>
<td>0930-1030</td>
<td></td>
<td>Panel 4</td>
<td>Session AIED-4</td>
<td>Session CSCL-3</td>
<td>Session ALT-5</td>
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<tr>
<td>1050-1130</td>
<td>Invited speaker (C5)</td>
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<tr>
<td>1300-1400</td>
<td></td>
<td>Session PTP-5</td>
<td>Session AIED-5</td>
<td>Session CUMTEL-3</td>
<td>Session CSCL-4</td>
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<tr>
<td>1400-1510</td>
<td></td>
<td></td>
<td></td>
<td>Session GTEL-3</td>
<td>Session ALT-6</td>
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<tr>
<td>1530-1630</td>
<td>Closing ceremony</td>
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</table>
CONFERNECE PROGRAM

C1 : AIED; C2: CSCL; C3: ALT; C4: CUMTEL; C5: GTEL&S;
C6 : TELL; C7: TPED
BOPN : Best Overall Paper Award Nominee; BSPN: Best Student Paper Award Nominee;
BTDPN : Best Technical Design Paper Award Nominee
F : Full Paper (20 mins presentation + 5 mins Q&A)
S : Short Paper (10 mins + 5 mins)
(Updated on: 31 October, 2013 – subject to change)

18 November 2013 (Monday)
(Morning tea break: 10:30-10:50 / Afternoon tea break: 15:00-15:20) – all rooms

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>09:00-12:30</td>
<td>Workshop: Scaling up collaborative innovation for ICT in Education (W13)</td>
<td>Rama</td>
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<tr>
<td></td>
<td>Organizer: Ronghuai HUANG, KINSHUK, Jon PRICE</td>
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<tr>
<td></td>
<td>Workshop: Enhancing Learning through Digital Games &amp; Intelligent Sensor Toys (W9)</td>
<td>Sita</td>
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<tr>
<td></td>
<td>Organizer: Ben CHANG, Tsung-Yen CHUANG</td>
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<td></td>
<td>Innovative Design of Learning Space (W10)</td>
<td>Legong</td>
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<tr>
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<td>Organizer: Yueh-Min HUANG, Shu Chen CHENG, Maiga CHANG</td>
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</tr>
<tr>
<td>09:00-12:30</td>
<td>Workshop: Modeling, Management and Generation of Problems/Questions in Technology-Enhanced Learning (W4)</td>
<td>Pendet</td>
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<tr>
<td></td>
<td>Organizer: Tsukasa HIRASHIMA, Tomoko KOJIRI, Kazuaki KOJIMA, Tanja MITROVIC, Fu-Yun YU</td>
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<tr>
<td>12:30-13:30</td>
<td>Lunch</td>
<td>Foyer</td>
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<tr>
<td>13:30-17:00</td>
<td>Workshop: The Applications of Information and Communication Technologies in Adult and Continuing Education (W8)</td>
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<td>Organizer: Jye-Chong LIANG, Min-Hsien LEE</td>
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<td>Workshop: Computer-supported Personalized Learning (W12)</td>
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<td>Organizer: Sherry Y. CHEN, Gwo-Haur HWANG</td>
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<tr>
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<td>Workshop: Enacting principle-based designs for technology-supported-collaborative-learning (W11)</td>
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<td>Organizer: Chew LEE, John OW, Eddy LEE, Richard MESSINA, Martin CHAN, Wei Ling LIM</td>
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<td><strong>Interactive Event 1: Using Tablets as an Active Teaching and Learning Tool</strong></td>
<td>Pendet</td>
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<tr>
<td></td>
<td><strong>Organizer: Hasnain Zafar BALOCH</strong></td>
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<td></td>
<td><strong>(Event CANCELLED)</strong></td>
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<td>Time</td>
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<td>Organizers/Location</td>
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<tr>
<td>09:00-12:30</td>
<td>Workshop: ICT Trends in Emerging Economies (W7) (morning session)</td>
<td>Rama Room</td>
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<tr>
<td></td>
<td>Organizers: Su Luan WONG, Muhammad LUKMAN, Ahmad Fauzi MOHD AYUB, Chien-Sing LEE</td>
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<td>Workshop: Technology-Transformed Learning: Going Beyond the One-to-One Model? (W2)</td>
<td>Sita Room</td>
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<td></td>
<td>Organizers: Lung-Hsiang WONG, Yanjie SONG, Ching-Kun HSU</td>
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<td></td>
<td>Workshop: Guided Inquiry with Online Labs – An Interactive Event (W6)</td>
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<td>Organizer: Ton DE JONG</td>
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<td>Workshop: Application of Innovative Educational Technologies in STEM Education (W3)</td>
<td>Pendet Room</td>
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<td>Organizer: Huei-Tse HOU, Ying-Tien WU, Pei-Di SHEN</td>
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<tr>
<td>09:00-10:30</td>
<td>Doctoral Student Consortia: Group 3</td>
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<tr>
<td></td>
<td>Students: Wilawan INCHAMNAN, Vanessa MAIKE, Wai Ying KWOK</td>
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<td></td>
<td>Mentors: Ming-puu CHEN, Hiroaki OGATA, Glenn STOCKWELL</td>
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<tr>
<td>11:00-12:30</td>
<td>Doctoral Student Consortia: Group 4</td>
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<td></td>
<td>Students: Wen-Si YANG, Mei Lick CHEOK, Arit AYOUKO</td>
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<tr>
<td></td>
<td>Mentors: Gautam BISWAS, Fu-Yun YU, Jianwei ZHANG</td>
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<tr>
<td>12:30-13:30</td>
<td>Lunch</td>
<td>Foyer</td>
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<tr>
<td>13:30-15:00</td>
<td>Workshop: ICT Trends in Emerging Economies (W7) (afternoon session)</td>
<td>Rama Room</td>
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<tr>
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<td>Organizers: Su Luan WONG, Muhammad LUKMAN, Ahmad Fauzi MOHD AYUB, Chien-Sing LEE</td>
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<td></td>
<td>Workshop: Technology Enhanced Language Learning (W1)</td>
<td>Sita Room</td>
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<td>Organizers: Ching-Kun HSU, Yu-Ju LAN, Tzu-Chien LIU</td>
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<td>Workshop: Skill Analysis, Learning or Teaching of Skills, Learning Environments or Training Environments for Skills (W5)</td>
<td>Legong Room</td>
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<td>Organizers: Masato SOGA, Kenji MATSUURA, Naka GOTODA, Yukie MAJIMA, Yasuko MAEKAWA, Yurie IRIBE</td>
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<td>Tutorial: Publishing your work in iJCSCL</td>
<td>Pendet Room</td>
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<td></td>
<td>Organizers: Jun OSHIMA, Ulrick CRESS, Thérèse LAFERRIÈRE</td>
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<tr>
<td>13:30-15:00</td>
<td>Doctoral Student Consortia: Group 1</td>
<td>Joged Room</td>
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<tr>
<td></td>
<td>Students: Jouault CORENTIN, Budi HARTANTO, Kohei OGAWA</td>
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19 November 2013 (Tuesday)
(Morning tea break: 10:30-10:50 / Afternoon tea break: 15:00-15:20) – all rooms
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>15:30-17:00</td>
<td>Doctoral Student Consortia: Group 2</td>
<td>Joged Room</td>
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<tr>
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<td>Students: Steven COOK, Lei-Si PEI, Didin WAHYUDIN</td>
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<tr>
<td></td>
<td>Mentors: Nian-Shing CHEN, Tore HOEL, Marcus SPECHT</td>
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<tr>
<td>18:00-20:00</td>
<td>Welcome Reception (open to all registered participants)</td>
<td>Agung Room</td>
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<tr>
<td>Time</td>
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<tr>
<td>09:00-10:10</td>
<td>Opening Ceremony</td>
<td>Agung Room</td>
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<tr>
<td>10:10-10:30</td>
<td>Reception</td>
<td>Foyer</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Keynote 1: “Designing Visualizations and Automated Guidance to Create 21st Century Learners”&lt;br&gt;<em>Speaker: Marcia LINN, University of California, Berkeley, USA</em>&lt;br&gt;<em>Chair: Ton DE JONG, University of Twente, the Netherlands</em></td>
<td>Agung Room</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>International Program Committee (IPC) Meeting&lt;br&gt;<em>Facilitator: Lung-Hsiang WONG, Nanyang Technological University, Singapore</em></td>
<td>Rama-Sita Room</td>
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<tr>
<td></td>
<td><strong>Session 1-A (PTP-1) / Chair: Ching-Kun HSU, National Taiwan Normal University, Taiwan</strong>&lt;br&gt;#43F: Complex Interaction Between Technology, Pedagogy and Content Knowledge: Case Study in a Chinese Language Classroom&lt;br&gt;<em>Yancy TOH, Lung-Hsiang WONG, Ching Sing CHAI, Jenny Yen Lin LEE, Jessy Pui Shiong NG</em>&lt;br&gt;#46S: Teacher Enactment in Collaborative Inquiry with a Science Learning Environment&lt;br&gt;<em>Daner SUN, Chee-Kit LOOI</em>&lt;br&gt;#41S: ICT in the Australian Curriculum&lt;br&gt;<em>Paul NEWHOUSE</em></td>
<td>Legong Room</td>
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<td></td>
<td><strong>Session 1-B (CSCL-1) / Chair: Kazuaki KOJIMA, Teikyo University, Japan</strong>&lt;br&gt;#187F: Robot as a Learning Partner for Promoting Proactive Discussion in Peer Groups: A Case Study for Career Development&lt;br&gt;<em>Toshio MOCHIZUKI, Yoshitaka MITATE, Yoshikazu TATENO, Takehiro WAKIMOTO, Yuko MIYATA, Jun NAKAHARA, Naomi MIYAKE</em>&lt;br&gt;#25S: Exploring the Difficulties in Digital Logic Circuit Reading Comprehension via Saccade Analysis&lt;br&gt;<em>Hong-Fa HO</em>&lt;br&gt;#88S: Educational Practice for Interpretation of Experimental Data Based on a Theory&lt;br&gt;<em>Hitomi SAITO, Kazuhisa MIWA, Nana KANZAKI, Hitoshi TERAI, Kazuaki KOJIMA, Ryuichi NAKAIKE, Jyunya MORITA</em></td>
<td>Pendet Room</td>
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<tr>
<td></td>
<td><strong>Session 1-C (CUMTEL-1) / Chair: Chengjiu YIN, Kyushu University, Japan</strong></td>
<td>Joged Room</td>
</tr>
</tbody>
</table>
| #89F: Exploring Video Deficit Effect in 2-Year-Old Children’s Playing and Learning With an iPad  
*Gretchen GENG, Leigh DISNEY*  
#254S: Investigating the Factors of Practice Time and Literacy on Children’s Chinese Typing Skills  
*Ellen C.C. LIU, Calvin C.Y. LIAO, Tak-Wai CHAN*  
#356S: Learning System for Computational Thinking using Appealing User Interface with Icon-Based Programming Language on Smartphones  
*Kazunori SAKAMOTO, Koichi TAKANO, Hironori WASHIZAKI, Yoshiaki FUKAZAWA*  
| Session 1-D (GTEL-1) / Chair: Ben CHANG, National Central University, Taiwan  
#323F: An Authoring Process for Educational Role Playing Games: From the Paper to the Web *(BOPN, BSPN)*  
*Vanessa MAIKE, Maria Cecilia BARANAUSKAS*  
#83S: Observation of Children’s Engagement when Playing iPads  
*Leigh DISNEY, Alan BARNES, Janet McDOWALL, Gretchen GENG*  
#229S: The Design of Kinect Posture Game in Treating Sensory Integration Dysfunction  
*Tsung-Yen CHUANG, Lan-Yu KUO, I-Ching LEE, Wei-Fang TSENG, Yen-Wei HSU*  
|  
| 12:30-13:30 | Lunch | Foyer  
| 13:30-14:30 | Keynote 2: “Intelligent Control Solutions using MATLAB: Laboratory based education experiences for academic atmosphere improvement”  
*Speaker: Imam ROBANDI, Institut Technologi Sepulu Nopember, Indonesia*  
*Chair: Thepchai SUPNITHI, NECTEC, Thailand* | Agung Room  
| 14:30-15:40 | Panel 1: “Ideating cross-pollination: A marriage in the making between technology-enhanced learning and the learning sciences”  
*Moderator: Lung-Hsiang WONG, Nanyang Technological University, Singapore*  
*Panelists: Wenli CHEN, Tzu-Chien LIU, Hiroaki OGATA, Jianwei ZHANG* | Rama-Sita Room  
| Session 2-A (TELL-1) / Chair: Lu-Fang LIN, National Taiwan Ocean University, Taiwan  
#160F: The Effects of Different Presentation Modes of Multimedia Annotations on Sentential Listening Comprehension | Legong Room  


<table>
<thead>
<tr>
<th>Session 2-B (AIED-1) / Chair: Yusuke HAYASHI, Hiroshima University, Japan</th>
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</thead>
<tbody>
<tr>
<td>#113F: Visualization of Slide Relations for Supporting Presentation Speech Preparation</td>
</tr>
<tr>
<td>Tomoko KOJIRI, Naoya IWASHITA</td>
</tr>
<tr>
<td>#37S: Construction of a Cognitive Simulator for Human Memory Process and Class Practice</td>
</tr>
<tr>
<td>Kazuhisa MIWA, Junya MORITA, Hitoshi TERAI, Nana KANZAKI, Ryuichi NAKAIKE, Kazuaki KOJIMA, Hitomi SAITO</td>
</tr>
<tr>
<td>#152S: Evaluation of an Improved Dictogloss System Oriented for Focus on Form</td>
</tr>
<tr>
<td>Asanori TASHIRO, Yasuhiro NOGUCHI, Satoru KOGURE, Makoto KONDO, Tatsuhiro KONISHI, Ryuichi ITOH</td>
</tr>
<tr>
<td>#183S: Developing Virtual Tutors for online PBL Discussion Board Using Concept Map Scoring</td>
</tr>
<tr>
<td>Shein-Yung CHENG, Kuo-chen LI, Zhe-Hao HU, Jia-Sheng HEH, Xun-Cong XIE</td>
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<table>
<thead>
<tr>
<th>Session 2-C (ALT-1) / Chair: Fu-Yun YU, National Cheng Kung University, Taiwan</th>
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</thead>
<tbody>
<tr>
<td>#101F: Calculating Test Item Similarity Using Latent Dirichlet Allocation</td>
</tr>
<tr>
<td>Teruhiko TAKAGI, Masanori TAKAGI, Yoshimi TESHIGAWARA, Kenji TANAKA</td>
</tr>
<tr>
<td>#27S: The Design, Development and Preliminary Evaluation of an Online Student-Generated Tests Learning System</td>
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<tr>
<td>Fu-Yun YU, Chia-Ling SU</td>
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<tr>
<td>#76S: Text Organization through Concept Mapping: A Different Aspect on Reading Comprehension</td>
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<tr>
<td>Bo-Sheng HSU, Yung-Che CHEN, Cheng-Yu FAN, Liang-Yi LI, Gwo-Dong CHEN</td>
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<tr>
<td>#193S: Analysis of Writing Data for Cheating Detection in e-Testing</td>
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<tr>
<td>15:40-16:00</td>
<td>Tea Break</td>
<td>Agung’s Foyer</td>
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<tr>
<td>15:40-18:00</td>
<td>Poster/Work-in-Progress Poster (WIPP) Exhibition</td>
<td>Foyer</td>
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<td>Interactive Event: “How to add Creativity to Digital: Digital Ideation System of VIP Center in Samsung Electronics”</td>
<td>Legong Room</td>
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<td><strong>Organizers:</strong> Dongjin LEE, Mijeung SONG, Eunyoung CHO</td>
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<tr>
<td>18:30-22:00</td>
<td>APSCE Executive Committee Meeting (Closed Meeting)</td>
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<td>08:30-09:30</td>
<td>Keynote 3: “We need Mindful and Seamless Learning Technologies” Speaker: Marcus SPECHT, Open University, The Netherlands Chair: Chen-Chung LIU, National Central University, Taiwan</td>
<td>Agung Room</td>
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<tr>
<td>09:30-10:30</td>
<td>Panel 2: “Technology and vocabulary learning” Moderator: Glenn STOCKWELL, Waseda University, Japan Panelists: Glenn STOCKWELL, Feng-Ian KUO, Hui-Chin YEH, Yu-Chuan CHAO, Jozef COLPAERT</td>
<td>Rama-Sita Room</td>
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<td>Session 3-A (PTP-2) / Chair: Su Luan WONG, Universiti Putra Malaysia, Malaysia #368F: Practical Use of Kit-Build Concept Map System for Formative Assessment of Learners’ Comprehension in a Lecture Kan YOSHIDA, Kouta SUGIHARA, Yoshiaki NINO, Masakuni SHIDA, Tsukasa HIRASHIMA #35S: Views and experiences of Information and Communication Technology coordinators towards the implementation of a Virtual Learning Environment in Primary Education in England Richard WAGGOTT #340S: A Method of Sharing the Intention of Reviewing in Writing-Training for Nurses Hideyuki KANOU, Noriyuki MATSUDA, Cui LIANG, Mituru IKEDA, Yuu OKAMURO, Kazuhisa SETA, Hirokazu TAKI</td>
<td>Legong Room</td>
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<td>Session 3-C (ALT-2) / Chair: Tore HOEL, Oslo and Akershus</td>
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<td>10:30-10:50</td>
<td>Tea break</td>
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<td>10:50-11:30</td>
<td>Theme-based Invited Speech 1: “Cultivate Creative Knowledge Practices through Principle-Based Design” (C7)</td>
<td>Agung Room</td>
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<td>Speaker: Jianwei ZHANG, University at Albany, State University of New York, USA</td>
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<td>Chair: Siu Cheung KONG, The Hong Kong Institute of Education, Hong Kong</td>
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<td>11:30-12:30</td>
<td>Panel 3: “Designing for Student-Generated Designs (SGDs)”</td>
<td>Rama-Sita Room</td>
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<td>Chair: Manu KAPUR, Nanyang Technological University, Singapore</td>
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<td>Panelists: Wenli CHEN, Manu KAPUR, Ronnel KING, John OW, Lung-Hsiang WONG</td>
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<td>Session 4-A (ALT-3) / Chair: Yoshiaki MATSUZAWA, Shizuoka University, Japan</td>
<td>Legong Room</td>
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<td>#122F: enPoly: Workbench for Understanding Polymorphism in Strong Typed Object-Oriented Language (BTDPN)</td>
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<td>Yoshiaki MATSUZAWA, Yukiko ISHIKAWA, Sanshiro SAKAI</td>
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<td>#154F: Monitoring System for the Semi-Automatic Evaluation of Programs Written During Classroom Lectures Information Environment</td>
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<td>Satoru KOGURE, Riki NAKAMURA, Kanae MAKINO, Koichi YAMASHITA, Tatsuhiro KONISHI, Yukihiro ITOH</td>
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<td>#304S: Understanding Software Ecosystems for Technology-Enhanced Learning – a Case Study</td>
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<td>Oskar PETTERSON, Jesper ANDERSSON, Marcelo MILRAD</td>
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<td>Session 4-B (TELL-2) / Chair: Chih-cheng LIN, National Taiwan</td>
<td>Pendet Room</td>
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<td>Normal University, Taiwan</td>
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| #82S: Mobile Assisted Language Learning: Overview of Literature from 2008 to 2012  
Ya-Fei YANG, Ching-Ju CHAO, Chih-Kai CHANG  
#125S: Paperless Korean Language Learning Support System with a Tree-type Network of Android Devices  
Yuki MORI, Euijin KIM, Masataka SUZUKI, Hyejin KIM  
#263S: Attempt of Audioblog Use on English Speaking Confidence for After-School Speaking Practice  
MeiJen Audrey SHIH, Jie Chi YANG  
#274S: iBookTalker: An Approach to Facilitate Students' Language Learning from Reading to Creating and Sharing  
Chang-Yen LIAO, Tak-Wai CHAN |
|---|
| Session 4-C (PTP-3) / Chair: Andrew C.-C. LAO, National Central University, Taiwan  
#133S: Factors influence the acceptance of m-Learning in Malaysia: Perceived Usefulness, Perceived Ease of Use and Attitude  
Jazihan MAHAT, Ahmad Fauzi MOHD AYUB, Su Luan WONG  
#102S: Inculcating Mathematical Thinking through Epistemic Agency  
Chien-Sing LEE, Ping-Chen CHEN, Tsung-Chun HO, Tak-Wai CHAN  
#237S: Developing Digital Technologies for Undergraduate University Mathematics: Challenges, Issues and Perspectives  
Evangelia TRIANTAFYLLOU, Olga TIMCENKO  
#272S: A Pilot Study on the Technology Readiness for 1:1 Mathematics Intervention  
Andrew C.-C. LAO, Mark C.-L. HUANG, Hercy N.-H. CHENG, Tak-Wai CHAN |
| 12:30-13:30 | Lunch | Foyer |
| 13:30-14:10 | Theme-based Invited Speaker 2: “Standards as enabler for innovation in education – a reality check” (C3)  
Speaker: Tore HOEL, Oslo and Akershus University College of Applied Sciences, Norway  
Chair: Kiyoshi NAKABAYASHI, Chiba Institute of Technology, Japan |
| 14:10-15:40 | Session 5-A (TELL-3) / Chair: Feng-Ian KUO, National Changhua University of Education, Taiwan  
#99F: Ontological specification of an authoring interface for creating sustainable language learning content (BOPN)  
Jozef COLPAERT  
#23S: The Application of the Problem-Based Learning Approach to |  
Rama-Sita Room |
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<tr>
<th>Session 5-B (ALT-4) / Chair: Shinobu HASEGAWA, Japan Advanced Institute of Science and Technology, Japan</th>
<th>Legong Room</th>
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<tbody>
<tr>
<td>#150F: A Resource Organization System for Self-directed &amp; Community-based Learning with A Case Study (BSPN) Hangyu LI, Shinobu HASEGAWA, Akihiro KASHIHARA</td>
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<tr>
<td>#233F: Revealing the Learning Effectiveness of Social Tagging in an Online Reading Learning Environment Jun-Ming CHEN, Meng Chang CHEN, Yeali SUN</td>
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<tr>
<td>#299F: Supporting the Formation of Informal Learning Groups in a Heterogeneous Information Environment Adam GIEMZA, Sven MANSKE, H. Ulrich HOPPE</td>
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<td>#128S: An SNS-based Literature Review System for conducting a Research Survey Chengjiu YIN</td>
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<th>Session 5-C (AIED-3) / Chair: Tsukasa HIRASHIMA, Hiroshima University, Japan</th>
<th>Pendet Room</th>
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<tr>
<td>#328F: How do students’ learning behaviors evolve in Scaffolded Open-Ended Learning Environments? (BOPN) Gautam BISWAS, John KINNEBREW, Daniel MACK</td>
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<tr>
<td>#121F: Do novices and advanced students benefit differently from worked examples and ITS? (BSPN) Amir Shareghi NAJAR, Antonija MITROVIC</td>
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<tr>
<td>#124F: Understanding Student Interactions with Tutorial Dialogues in EER-Tutor Myse ELMADANI, Antonija MITROVIC, Amali WEERASINGHE</td>
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<tr>
<td>#192S: Predicting Students’ Performance and Problem Solving Behavior from iList Log Data Omar ALZOUBI, Davide FOSSATI, Barbara DI EUGENIO, Nick GREEN, Lin</td>
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<tr>
<td>Session 5-D (PTP-4) / Chair: Megan HASTIE, Education Queensland, Australia</td>
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| **#9F:** Skilling Students in ICT using Long-Distance Controlled Robots over the Internet in a Blended Learning Setting *(BTPDN)*
*Megan HASTIE, Akiyuki MINAMIDE, Kazuya TAKEMATA, Nian-Shing CHEN, Richard SMITH*|
| **#12F:** Digital Representation of Visual Artworks for High-Stakes Assessment
*Paul NEWHOUSE*|
| **#31F:** The Relationships among College Students’ Use of and Attitudes toward CMS’s Interactive Functions and Their Online Learning Performance
*Huei-Chuan WEI, Chien CHOU*|
| **#354S:** A Model for Active Learning in Synchronous Remote Classrooms: Evidence from a Large-Scale Implementation
*Jayakrishnan WARRIEM, Sahana MURTHY, Sridhar IYER*|

**Community Building Session: CUMTEL (C4)**
*Facilitator: Lung-Hsiang WONG, Nanyang Technological University, Singapore* |

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<tr>
<td>15:40-16:00</td>
<td>Tea Break</td>
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</table>
| 16:00-16:45 | **16:00-16:45** Special Invited Speech: “The implementation of ICT to enhance student learning activities”
*Speaker: Herman Dwi SURJONO, Yogyakarta State University, Indonesia*  
*Chair: Muhammad LUKMAN, UHAMKA, Indonesia* |
| 16:45-17:40 | Session 6-A (GTEL-2) / Chair: I-Tsun CHIANG, National Changhua University of Education, Taiwan
**#8F:** The Creative Process Components: Puzzle Gameplay Experience
*Wilawan INCHAMNAN*  
**#58S:** Impacts of a One-Month Somatosensory Game Intervention on Reaction and Health-Related Quality of Life on Elderly
*Mao LIU, Alex J. Y. LEE, Chi-Yao CHANG, Hsin-Chin WU, Hsiu-Chi FU, Shang-Ti CHEN, I-Tsun CHIANG*  
**#324S:** Cognitive Style Affected Students’ Frustration Tolerance and Achievement on Group Face-to-Face Competitive Game
*Ben CHANG, Sin-Ni JHAN, Yu-Xuan WEI* |
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<th>Session 6-B (CSCL-2) / Chair: Jun OSHIMA, Shizuoka University, Japan</th>
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<td>#45F: Design and Evaluation of a Collaborative Inquiry Environment to Enhance Science Learning (BOPN, BTDPN)</td>
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<tr>
<td>Daner SUN, Chee-Kit LOOI, Yin Chium PHUA</td>
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<tr>
<td>#20S: Social Network Analysis of Collective Knowledge Advancement</td>
</tr>
<tr>
<td>Jun OSHIMA, Ritsuko OSHIMA</td>
</tr>
<tr>
<td>#62S: Collaborative Knowledge Building Research of Web-based Teaching Discussion In the QQ Environment</td>
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<tr>
<td>Jiong GUO, Xiushuang HUO, Yuhui MA</td>
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<tr>
<td>#168S: Mathematical model for collaborative learning: acquiring hierarchic-structured knowledge</td>
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<tr>
<td>Kohei OGAWA, Yasuyuki NAKAMURA, Koichi YASUTAKE, Osamu YAMAKAWA</td>
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<tr>
<td>#275S: Relation between Behavior and Result in Pair Programming: Chat and Work Leads to a Success</td>
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<tr>
<td>Tomoo INOUE</td>
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<td>#373S: Impact of group norms in eliciting response in a goal driven virtual community</td>
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<td>Sumeet JAIN, Tanmay SINHA, Achal SHAH, Chandramouli SHARMA, Carolyn ROSE</td>
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<tr>
<td>#175S: Identifying Issues of a Web Accessibility Service through Examining Its Online Learning Activities</td>
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<td>Ruey-Shyy SHIEH, Yao-Ming YEH, Kuo-Ming HUNG</td>
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<tr>
<th>Session 6-C (CUMTEL-2) / Chair: Chen-Chung LIU, National Central University, Taiwan</th>
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<tr>
<td>#209F: Mobile Campus Touring System based on AR and GPS: a Case Study of Campus Cultural Activity (BOPN, BSPN)</td>
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<tr>
<td>Lei-Si PEI, Su CAI, Peng-Fei SHI</td>
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<tr>
<td>#96S: Facilitating EFL with Storytelling on Tablet PCs</td>
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<tr>
<td>Kuo-Ping LIU, Chen-Chung LIU</td>
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<tr>
<td>#126S: Designing Overseas Fieldwork Using a Mobile Device for Enhancing Students’ Reflective Learning</td>
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<tr>
<td>Makiko KISHI, Takayuki KONNO, Masayuki MURAKAMI</td>
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<td>#164S: Meta-Documentation: The Dissemination of the Tacit Knowledge Inherently Attached to Organisational Documents</td>
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<tr>
<td>Steven COOK, Hiroaki OGATA, Mark ELWELL</td>
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<td>#260S: Research on mobile and web 2.0 learning: A comparative review approach</td>
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<tr>
<td>Ming-Chi LIU, Yueh-Min HUANG, Yu-Lin JENG</td>
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<tr>
<td>Session 6-D (TELL-4) / Chair: Jozef COLPAERT, University of Antwerp, Belgium</td>
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<td>#203F: Promoting students’ cultural context acquisition through Web-based inquiry</td>
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<td>Esther STOCKWELL</td>
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<td>#221F: The Project-based Movie-presentation Course for Japanese EFL learners</td>
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<td>Yuichi ONO, Manabu ISIHARA, Mitsuo YAMASHIRO</td>
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<td>#94S: Phenomena of the Use of Written Language in the Virtual World</td>
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<td>Dede HASANUDIN</td>
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<td>#227S: Enhancing Reading Comprehension and Writing Skills among Taiwanese Young EFL Learners Using Digital Storytelling Technique</td>
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<tr>
<td>Wan-Ting CHUANG, Feng-Lan KUO, Heien-Kun CHIANG, Hui-Ying SU, Yu-Hui CHANG</td>
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<tr>
<td>#234S: Exploring the Capability of Second Grade Students in Peer Response on Writing Revision</td>
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<td>Siou-Lan WANG, Yi-Tai HSIEH, Calvin C. Y. LIAO, Chih-Yuan SHIH, Tak-Wai CHAN</td>
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<td>Nattapol KRITSUTHIKUL, Shinobu HASEGAWA, Cholwich NATTEE, Thepchai SUPNITHI</td>
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<td>#331S: Choosing sides: student preferences for peer vs. expert feedback</td>
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<td>Emily PETIT, Wen-Chi Vivian WU</td>
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Community Building: ALT (C3)  
Facilitator: Kiyoshi NAKABAYASHI  
Gala Dinner (beach BBQ party) (Ticket sales)  
19:00-22:00  
Pandawa Open Stage
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<td>08:30-09:30</td>
<td>Keynote 4: “Motivating to learn or learning to motivate? Examining the relationship between technology and motivation in language learning”</td>
<td>Glenn STOCKWELL, Waseda University, Japan</td>
<td>Agung Room</td>
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<td>Speaker: Glenn STOCKWELL, Waseda University, Japan</td>
<td>Chair: Vivian Wen-Chi WU, Providence University, Taiwan</td>
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<td>09:30-10:30</td>
<td>Panel 4: “E-learning in School Education in the Coming 10 Years: Critical Research Issues and Policy Implications”</td>
<td>Siu Cheung KONG, The Hong Kong Institute of Education, Hong Kong</td>
<td>Rama-Sita Room</td>
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<td>Moderator: Siu Cheung KONG, The Hong Kong Institute of Education, Hong Kong</td>
<td>Panelists: Tai-Wai CHAN, Ronghuai HUANG, KINSHUK</td>
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<td>Session 7-A (AIED-4) / Chair: Gautam BISWAS, Vanderbilt University, USA</td>
<td>Jingyun WANG, Takahiko MENDORI</td>
<td>Legong Room</td>
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<td>#118F: An Evaluation of a Customizable Ontology-driven Language Learning Support System</td>
<td>#241S: Ontological Organization of Academic Emotions toward Knowledge Description and Management about Learners Mental States</td>
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<td>Keiichi MURAMATSU, Kazuaki KOJIMA, Tatsunori MATSUI</td>
<td>#202S: Competence Analyser: A portable GUI tool for modelling domain and learner knowledge</td>
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<td>Simone KOPEINIK, Michael BEDEK, Georg ÖTTL, Dietrich ALBERT</td>
<td>Siu Cheung KONG, The Hong Kong Institute of Education, Hong Kong</td>
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<td>Session 7-B (CSCL-3) / Chair: Ulrike CRESS, Knowledge Media Research Center, Germany</td>
<td>Shigeru SASAKI, Hiroyoshi WATANABE, Kumiko TAKAI, Fumihito FURUKAWA</td>
<td>Pendet Room</td>
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<td>#38S: Face to Face Group Discussion Exercise Support System</td>
<td>#158S: A Case of Equipping Malaysian ESL Undergraduates with 21st Century Skills via Digital Storytelling</td>
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<td>Siew Ming THANG, Najihah MAHMUD</td>
<td>Siew Ming THANG, Najihah MAHMUD</td>
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<td>#159S: Computer-supported training of the mental number line</td>
<td>Korsbinian MOELLER, Hans-Christoph NUERK, Ulrike CRESS</td>
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<td>Korbinian MOELLER, Hans-Christoph NUERK, Ulrike CRESS</td>
<td>Siu Cheung KONG, The Hong Kong Institute of Education, Hong Kong</td>
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<td>Session 7-C (ALT-5) / Chair: Weiqin CHEN, Oslo and Akershus University College of Applied Sciences, Norway</td>
<td>Yasuhisa OKAZAKI, Senju NOGUCHI, Hisaharu TANAKA, Kenzi WATANABE, Atsushi YOSHIIKAWA</td>
<td>Joged Room</td>
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<td>#33s: Eye tracker gaze analysis of learners watching the writing process</td>
<td>#106S: A Private Cloud Environment for Teaching Search Engine Construction</td>
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<td>10:30-10:50</td>
<td>Tea break</td>
<td>Agung’s Foyer</td>
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| 10:50-11:30  | Invited Speaker 3: “Designing Digital Game-based Learning for Enhancing Critical Thinking” (C5)  
Speaker: Ming-Puu CHEN, National Taiwan Normal University, Taiwan  
Chair: Masanori SUGIMOTO, Hokkaido University, Japan | Agung Room    |
| 11:30-13:00  | Lunch                                                                   | Foyer        |
| 13:00-15:10  | Session 8-A (PTP-5) / Chair: Yanjie SONG, The Hong Kong Institute of Education, Hong Kong  
#194F: Bring Your Own Device (BYOD) for Mobile-assisted Seamless Science Inquiry in a Primary School (BOPN)  
Yanjie SONG, Cheuk Lun Alvin MA  
Chaohua GONG  
#341F: Online Learning Community for Teacher Professional Development in Indonesia  
Eunice SARI, Adi TEDJASAPUTRA  
#345S: Territory-wide Readiness for IT Integration into Curriculum Delivery for Learner-centered Learning: The Current State in Hong Kong  
Siu Cheung KONG  
#100S: Using ICT in the teaching of Visual Arts. A situational analysis at secondary level in Mauritius  
Mridula BEEHARRY-KONGLAR  
#189S: Media Usage by Filipino Students – An Empirical Survey  
Ma. Mercedes RODRIGO, Michael GROSCH, Juan Miguel ANDRES  
#197S: Integrating ICT in classrooms – a collaboration between a municipality and a university built on an open learning process  
Niklas KARLSSON, Torbjörn OTT, Anna-Lena GODHE, Berner LINDSTRÖM | Rama-Sita Room |
<p>|              | Session 8-B (AIED-5) / Chair: Riichiro MIZOGUCHI, Japan                 | Legong       |</p>
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<th>Session 8-D (CUMTEL-3) / Chair: Hiroaki OGATA, Kyushu University, Japan</th>
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<td>#206F: Building a Semantic Open Learning Space with Adaptive Question Generation Support</td>
<td>Corentin JOUAULT, Kazuhisa SETA</td>
<td>13:00-13:50</td>
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<tr>
<td>#244F: Interactive Environment for Learning by Problem-Posing of Arithmetic Word Problems Solved by One-step Multiplication</td>
<td>Sho YAMAMOTO, Takuya HASHIMOTO, Takehiro KANBE, Yuta YOSHIDA, Kazushige MAEDA, Tsukasa HIRASHIMA</td>
<td>13:00-13:50</td>
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<tr>
<td>#112S: Fraction Block as a Tool for Learning &amp; Teaching Fraction and Its Experimental Use in an Elementary School</td>
<td>Akimitsu JOYA, Kazushige MAEDA, Tsukasa HIRASHIMA</td>
<td>13:00-13:50</td>
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<tr>
<td>#81S: A Hybrid Recommender System based on Material Concepts with Difficulty Levels</td>
<td>Guibing GUO, Mojisola Helen ERDT, Bu Sung LEE</td>
<td>13:00-13:50</td>
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<tr>
<td>#157S: Designing Effective Feedback for Cognitive Diagnostic Assessment in Web-based Learning Environment</td>
<td>Yuan SUN, Masayuki SUZUKI, Tetsuya TOYOTA</td>
<td>13:00-13:50</td>
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<tr>
<td>#61S: Teacher Approaches to Adopting a Competency-Based Open Learner Model</td>
<td>Matthew JOHNSON, Gabriele CIERNIAK, Cecilie HANSEN, Susan BULL, Barbara WASSON, Carmen BIEL, Kolja DEBUS</td>
<td>13:00-13:50</td>
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<tr>
<th>Room</th>
<th>Session 8-G (GTEL-3) / Chair: Gautam BISWAS, Vanderbilt University, USA</th>
<th>14:00-14:40</th>
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<tr>
<td>#57F: Mobillogue: Creating and Conducting Mobile Learning Scenarios in Informal Settings (BTDPN)</td>
<td>Adam GIEMZA, Nils MALZAHN, H. Ulrich HOPPE</td>
<td>14:00-14:40</td>
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<tr>
<td>#135F: Acculturation in Context: Knowledge Sharing Through Ubiquitous Technologies</td>
<td>Steven COOK, Hiroaki OGATA, Mark ELWELL, Mitsuru IKEDA</td>
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<td>#151F: Mobile Game Based Learning to Develop Ethical Decision Making Skill of Novice Volunteer in Disaster Response</td>
<td>Didin WAHYUDIN, Shinobu HASEGAWA, Tina DAHLAN</td>
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<tr>
<td>#232S: Half-full or Half-empty: Digital Entertainment Games for 21st Century Education</td>
<td>Mark ELWELL, Steven COOK, Michael GUENTER, Makoto ELWELL</td>
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<td>Session 8-E (CSCL-4) / Chair: Sahara MURTHY, Indian Institute of Technology Mumbai, India</td>
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<td>#282F: Program visualization: Effect of viewing vs. responding on student learning</td>
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<td>Gargi BANERJEE, Sahana MURTHY, Sridhar IYER</td>
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<td>#42S: Bridging Campus Courses and Field Experiences in University-based Teacher Education Program Using Online Diaries</td>
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<td>Takeshi KITAZAWA, Toshio MOCHIZUKI</td>
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<td>#242S: Comparing self-learning behavior of low and high scorers with EDIV</td>
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<td>Madhuri MAVINKURVE, Sahana MURTHY</td>
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**14:00-15:00**

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<th>Session 8-F (ALT-6) / Chair: Yukihiro MATSUBARA, Hiroshima City University, Japan</th>
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<td>#225F: Empowering argumentation in the science classroom with a complex CSCL environment</td>
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<td>Wenli CHEN, Chee-Kit LOOI, Wenting XIE, Yun WEN</td>
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<td>#148S: Inorganic Chemistry Learning Support System using AR-based Virtual Environment and Question Recommendation Method</td>
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<tr>
<td>Masaru OKAMOTO, Ryoya SUMIDA, Yukihiro MATSUBARA</td>
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<td>#156S: Virtual Environment for Pulley Experiment using Tablet-PC and Portable Haptic Device</td>
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<td>Naoki HIDANI, Masaru OKAMOTO, Yukihiro MATSUBARA</td>
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<td>15:10-15:30</td>
<td>Tea break</td>
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<td>15:30-16:30</td>
<td>Closing Ceremony</td>
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KEYNOTE AND INVITED SESSIONS
Designing Visualizations and Automated Guidance to Create 21st Century Learners

DATE, TIME, AND VENUE:
AGUNG ROOM, NOVEMBER 20 (WEDNESDAY), 10:30-11:30

Professor Marcia C. LINN
Graduate School of Education, University of California, Berkeley, USA

Abstract
Open source, online learning environments can transform education and support worldwide efforts to promote the capabilities students need for the 21st Century. Recent research suggests promising ways to take advantage of online, dynamic visualizations of complex phenomena such as global climate change. New technologies offer ways to diagnose student progress and provide automated guidance. These environments can use this information to create tools that enable instructors to efficiently monitor student progress and plan coherent lessons. Examples from the Web-based Inquiry Science Environment (WISE), an open source, customizable learning environment featuring a library of curriculum materials, will illustrate designs for instruction, assessment, and teaching tools that develop integrated understanding and provide a firm foundation for future learning. These recent trends have valuable implications for the design of learning environments that provide continuous assessment and guidance for students.
KEYNOTE SPEAKER 2

Intelligent Control Solutions using MATLAB: Laboratory Based Education Experiences for Academic Atmosphere Improvement

DATE, TIME, AND VENUE:

AGUNG ROOM, NOVEMBER 20 (WEDNESDAY), 13:30-14:30

Professor Imam ROBANDI
Department of Electrical Engineering, Faculty of Industrial Technology, Institut Technologi Sepuluh Nopember (ITS), Indonesia

Abstract

Intelligent control application now is rapidly growing in industry. Control System Toolbox of MATLAB provides industry-standard algorithms for systematically searching, analyzing, designing, tracking, observing and tuning linear and nonlinear control systems. MATLAB presents the system as a transfer function, polynomial, conventional algebraic, plotting, state-space, pole-zero-gain, or frequency-response model. The Intelligent controls consist of Fuzzy Logic, Optimal Control (LQR, Linear Quadratic Regulator), Genetic Algorithm (GA), Neural Network (NN), Artificial Immune System (AIS), Bee Colony Algorithm (BCA), Ant Colony Optimization (ACO), Simulated Annealing (SA), Particle Swarm Optimization (PSO), and Bacterial Foreging. The problems in power engineering consists of design, optimization, parameter tuning, and modeling. Step response plot of the power system can be visualized as behavior in time domain and frequency domain. Stability analysis (dynamic and transient) of control can be demonstrated through interactive and automated techniques through MATLAB. Power System as a
MIMO (Multi Input Multi Output) system can be easily modeled in a Linear and Non-Linear System as a state space. The *controlability*, *observability*, and *stability* are mandatory requirements of intelligent control which can be performed by using MATLAB easily.
We Need Mindful and Seamless Learning Technologies

DATE, TIME, AND VENUE:
AGUNG ROOM, NOVEMBER 21 (THURSDAY), 08:30-09:30

Professor Marcus SPECHT
Centre for Learning Sciences and Technologies, Open University of the Netherlands, Netherlands

Abstract
Seamless technologies are with us everyday. We use personal technologies that link our physical reality and environment with digital friends, media, discussion groups. Public display technologies become more and more present in our everyday environments and woven into everyday activities from riding a train to a visit in the zoo or a museum. Digital and real worlds are more and more merging and our perception and focus sometimes is blurred and we are distracted by the one or the other. This has an important societal impact that the generation of mobile natives is becoming aware of.

Some key components of learning are curiosity, focus, flow, endurance, or the framing of new knowledge in relation to earlier experiences and knowledge. New technologies enable some of these but they also hinder some of these. The keynote will give some ideas on how to design seamless learning technologies in a mindful way to enable focus, avoid distraction, foster endurance and curiosity, or enable framing of experiences. The affordances of new technologies will therefore be mapped on how they can facilitate best conditions for learning, ranging from linking of real world
activities and curricular structures to the usage of mobile notifications for reflection or awareness in acting and learning.
Motivating to Learn or Learning to Motivate? Examining the Relationship Between Technology and Motivation in Language Learning

DATE, TIME, AND VENUE:
AGUNG ROOM, NOVEMBER 22 (FRIDAY), 08:30-09:30

Professor Glenn STOCKWELL
Graduate School of International Culture and Communication Studies, Waseda University, Tokyo, Japan

Abstract

From the early days of computer-assisted language learning (CALL), there has been discussion of how technologies can play a role in motivating learners in learning a language (e.g., Warschauer 1996), and as technologies have become more sophisticated, the growing range of uses of technology in and out of the classroom increases the potential for enhanced motivation. As Dörnyei (1999, p. 525) very rightly argues, “motivation is one of the most elusive concepts in applied linguistics and indeed in educational psychology in general.” While motivation in language learning has been a consistently recurring theme over the past half a century or more, the last few years has seen a renewed interest in motivation in the field, and a number of books have appeared recently laying testimony to its importance (e.g., Dörnyei & Ushioda, 2011; Murray, Gao, & Lamb, 2011). Increased motivation has often been given as the justification for the introduction and use of technology in language learning environments, but what is the nature of the relationship between motivation and technology, and
what are the characteristics of the motivation for using technology for learning a second language?

This presentation looks at how technology can be used in language learning contexts, and the relationship between technology and motivation in language teaching and learning. It begins with looking at general issues associated with technology and motivation, including a brief discussion of the so-called inherent motivational benefits of using technology, including the related concept of learner autonomy. It then considers the issue of motivation for using technology from both the teacher’s and learner’s perspective, followed by an overview of communication technologies that have come into the mainstream in English language teaching and learning, and how these can impact motivation. These include writing for a real audience through blogs and social networking tools (e.g., Lee, 2009) and the potential benefits of anonymity that may be seen in different types of communication tools such as virtual worlds (e.g., Deutschmann, Panichi, & Molka-Danielsen, 2009). The presentation continues with an examination of mobile technologies for language learning, and explores the concept of private and studying spaces (cf., Stockwell, 2010). The presentation concludes by examining the local and global issues associated with using technology for language learning, and how motivation may be affected by the technologies that are available in both more and less technologically advanced regions.
Standards as Enabler for Innovation in Education – a Reality Check

DATE, TIME, AND VENUE:
AGUNG ROOM, NOVEMBER 21 (THURSDAY), 13:30-14:10

Professor Tore HOEL
Learning Centre and Library, Oslo and Akershus University College of Applied Sciences, Norway

Abstract
Standardization is seen as static, while innovation is dynamic. Still standards could play a positive role for innovation though providing information, compatibility, variety reduction and quality assurance. In education, standardization meets a strong need for openness, which has become a key driver for innovation in Learning, Education and Training (LET). Open data, open access, open educational resources, open education, and lately, MOOCs are significant global trends. Formal standardization, based on a closed business model, could be seen as the direct opposite to openness and therefore fail to support innovation in education. This presentation will explore contradictions and paradoxes of standardization in LET. What organizations are active in our domain, and how innovative are they? What are the potential of formal vs. consortia standardization? What are the roles of different stakeholders? Could all development be left to the market?

The presentation draws on personal experience as an expert in European and international standardization bodies (CEN and ISO), and as an observer of consortia standardization (e.g., IMS Global, W3C, IDPF, Daisy). The success of these bodies within the LET domain varies a lot. What are the
success factors and how do we assess the quality of a standard? Recently European pre-standardization experienced a major setback due to lack of understanding by formal standardization of the needs of the educational community. The presentation will conclude with a proposal for a revitalized process, bringing stakeholder needs, LET technology trends and the need for harmonized understanding of the basic concepts and models closer together.
Abstract

Recently, game-based learning has become an effective cognitive tool to enable learners to actively construct knowledge by playing, maintain higher motivation and apply acquired knowledge to solve real-life problems. The game-based learning process can be employed to provide a rich learning context to help learners construct higher level knowledge and skills through ambiguous and challenging trial and error practice. During game-playing, learners engaged in higher order cognitive activities that promote attention, selection, activation and retention. Through a pedagogically meaningful process of game-play, content, skills and attitudes can be integrated in the gaming context to engage learners and enhance learning by playing. However, what an effective game-play is consisted of, what critical phases are involved and what sequences of game-play are pedagogically meaningful to the learners still need to be further studied. In this presentation, a game-play cycle based on the perspective of knowledge transformation is introduced to facilitate novices’ critical thinking by game-playing. Implications and related issues of the proposed game-play cycle are discussed. The assertion that effective game-based learning can be achieved...
by means of deliberate design of the processes of game-play is contended and supported. It is concluded that a pedagogically meaningful game-playing process can be employed as a prospective means to facilitate the development of higher order thinking skills.
Cultivate Creative Knowledge Practices through Principle-Based Design

DATE, TIME, AND VENUE:
AGUNG ROOM, NOVEMBER 21 (THURSDAY), 10:50-11:30

Professor Jianwei ZHANG
School of Education at the University at Albany, State University of New York, USA

Abstract
Classroom innovations to cultivate creative knowledge work currently rely on prescriptive designs that specify a set of procedures to achieve preset goals, with limited creative engagement of teachers and students in the design process. In this talk, I will present a more adaptive, principle-based approach to learning design: teachers work with their students to co-regulate and co-improvise knowledge-building practices in light of a set of principles. They come up with productive configurations and strategies to address their knowledge goals that continually deepen as progress is made, with computerized tools providing feedback on their collaboration and progress. I will discuss the feasibility and advantages of this approach based on my analyses of a set of knowledge-building communities equipped with Knowledge Forum and highlight implications to teacher development. This principle-based approach sheds light on new designs of technology to leverage idea interaction and development, feedback on progress, and inform deeper opportunities for sustained knowledge building.
SPECIAL INVITED SPEAKER

The Implementation of ICT to Enhance Student Learning Activities

DATE, TIME, AND VENUE:
RAMA SITA ROOM, NOVEMBER 22 (THURSDAY), 16:00-16:40

Dr. Herman Dwi SURJONO
College of Engineering and the Graduate School of the Yogyakarta State University, Indonesia

Abstract
As the use of Information and Communication Technology (ICT) for delivering instruction materials increases, the term of e-learning has become widespread. Many educational institutes and universities in Indonesia have tried to adopt the e-learning system as parts of their efforts to foster teaching and learning processes. The quality of student activities can be enhanced through the effective use of e-learning. The Yogyakarta State University (YSU) Indonesia has been implementing the e-learning system called BESMART since 2006. It was developed using the Learning Management Systems of Moodle. The implementation of the e-learning system in some schools and universities in Indonesia has several obstacles such as low bandwidth of internet connection, lacks of teacher’s computer skills, limited numbers of accessing terminals, no supporting policy for implementing e-learning methods and other administrative stuff. The problems could be solved by the implementation of a blended learning.

In my speech, I will discuss about the integration of ICT into teaching and learning process by the implementation of blended learning in order to increase the quality of student learning activities at the YSU Indonesia. The blended learning is a combination of e-learning and traditional classrooms. It
can be the accommodation of the best elements of e-learning contents consisting of items like simulations, virtual laboratory, and online discussions into a face-to-face learning. The student activities that can be enhanced by the effective use of blended learning include online collaboration and discussion, online quizzes and assignments, online inquiry and explorations, as well as any individual activities such as e-reflections, e-journal, blogs, e-portfolios. Other conventional face-to-face activities can still be incorporated in the blended learning such as tutorials, practicum, project work and laboratory work.
7 PANELS
PANEL 1  Ideating Cross-Pollination: A Marriage in the Making between Technology-Enhanced Learning and the Learning Sciences

At the turn of the 21st century, the field of educational research has forayed more into the realm of creating learning environments that harness social intelligence as well as foster a new culture of self-regulated learning, critical thinking and creative thinking skills. Notwithstanding overlapping foci, scholars from the nascent research paradigms of technology-enhanced learning (TEL) and the learning sciences are tinkering with the stated issues using diverse research inquiries and methodologies which culminated in varied research outcomes. In essence, the TEL field emphasizes on developing and evaluating innovative ways of employing the InfoComm Technologies (ICT) to improve educational process and outcomes. On the other hand, the learning sciences field places its interest in (re-)discovering the nature of ‘learning’ and then make use of the renewed understanding to design new interventions with the intention of transforming the learning culture and learning ecologies. Rather than polarizing the two fields as incongruous camps of academic studies, they should be more constructively viewed as two distinct but potentially complementary approaches that contribute to the common goal of enabling the reform of the education system. One interesting question which could possibly facilitate the inter-discourse between the two fields is: Could and how could learning technologists and learning scientists attain a greater level of mutual understanding and perhaps subsequently work in tandem to enable cross-pollination of perspectives?

This panel aims to provide a platform for the invited panelists (young researchers who are acquainted in both research paradigms) to share their insights and concerns on the topic with respect to their research experiences, thus eliciting a dialogue among the ICCE participants on the future directions of the two fields of study.
DATE, TIME AND VENUE

RAMA SITA ROOM, NOVEMBER 20 (WEDNESDAY), 14:30-15:40

PANEL MODERATOR

Lung-Hsiang WONG, Nanyang Technological University, Singapore

PANELISTS

Wenli CHEN, Nanyang Technological University, Singapore
Tzu-Chien LIU, National Central University, Taiwan
Hiroaki OGATA, Kyushu University, Japan
Jianwei ZHANG, University at Albany, State University of New York, USA
PANEL 2  Technology and Vocabulary Learning

The purpose of this panel is to discuss a number of ways in which technology can be used in the teaching of vocabulary to learners of a second language. The symposium is comprised of five parts. It will begin with an overview of how technology has been used in the teaching of vocabulary. This will be followed by three example studies describing different ways in which vocabulary has been taught using different technologies and approaches in a Taiwanese context, the first through reading, the second through dedicated software, and the third through social interaction. It concludes with a description of how theories of SLA and motivation can be applied to the learning of vocabulary. Interaction from participants will be invited.

DATE, TIME AND VENUE
RAMA SITA ROOM, NOVEMBER 21 (THURSDAY), 09:30-10:30

CHAIR
Glenn STOCKWELL, Waseda University, Japan

PANELISTS
Glenn STOCKWELL, Waseda University, Japan
Feng-lan KUO, National Changhua University of Education, Taiwan
Hui-Chin YEH, National Yunlin University of Science and Technology, Taiwan
Yu-Chuan CHAO, Providence University, Taiwan
Jozef COLPAERT, University of Antwerp, Belgium
Student Generated Designs (SGDs) embody principles for the design of learning environments that promote students as critical knowledge consumers and knowledge producers. Unlike 20th century learning which highlights the mastery of expert knowledge, SGDs leverage students’ ideas as the basis for designing teaching and learning environments.

Putting students’ ideas at the center of the classroom work communicates to students that their ideas matter to others and that they have a position of responsibility in contributing to the community’s knowledge advancement. Further, centering on the students’ inquiry is intended to support students in learning how to take control of the learning process. In this way, students not only learn about the subject matter, but also come to understand the means for working with and creating knowledge (e.g., finding problems, locating resources, testing ideas through experimentation, developing skills in argumentation and the critique of various perspectives, etc.).

Our proposed panel discussion on designing SGDs is built on a strong foundation of projects at the Learning Sciences Lab (LSL), National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore, which creates classroom innovations for 21st century learning. Projects carried out in a varied set of contexts (formal and informal), domains (mathematics, science, language learning, etc.), technologies (computer-mediated communication, web-based learning tools, mobile technology, gaming software, etc.), and schools present an opportunity for building invariant meta-design principles across the variant particulars of the projects. Our panel discussion represents an effort to share the core design principles around SGDs projects. In doing so, we will also be able to distill what is common and what is unique about each individual project that contributes to important components of 21st century learning.
DATE, TIME AND VENUE
RAMA SITA ROOM, NOVEMBER 21 (THURSDAY), 11:30-12:30

CHAIR
Manu KAPUR, Associate Professor and Head, LSL

PANELISTS
Wenli CHEN, Associate Professor, NIE
Manu KAPUR, Associate Professor and Head, LSL
Ronnel KING, Research Scientist, LSL
John OW, Teaching Fellow, LSL
Lung-Hsiang WONG, Senior Research Scientist, LSL
The advocacy of learner-centered learning and the emergence of digital classrooms lead to the demand for transformation of pedagogical design, with the goal of supporting learners to effectively develop twenty-first century skills through domain knowledge learning supported by digital technologies. The Theory and Practice of Pedagogical Design for Learning in Digital Classrooms International Research Network (IRN) under World Educational Research Association (WERA), which is a professional network newly established in December 2012, with 15 active scholars in the field of technology enhanced learning from 11 cities/countries across five continents, aims for collaborative endeavors of practice-driven research for building theories that inform and direct the pedagogical design conducive to effective orchestration of e-learning in digital classrooms.

The panel session aims to link this newly established IRN with the APSCE community for academic sharing with researchers, policy-makers, practitioners and graduate students in the field of computers in education. The panel session is committed to serve as a platform for discussing the critical issues and future directions into practice-driven research and government official policies on realizing the trend toward e-learning in digital classrooms across school education sectors over the world in the coming 10 years.

DATE, TIME AND VENUE

RAMA SITA ROOM, NOVEMBER 22 (FRIDAY), 09:30-10:30
MODERATOR

Siu Cheung KONG, Hong Kong Institute of Education, Hong Kong

PANELISTS

Tak-wai CHAN, National Central University, Taiwan
Ronghuai HUANG, Beijing Normal University, China
KINSHUK, Athabasca University, Canada
PRE-CONFERENCE TUTORIAL

How to Publish Your Work in High Impact CSCL Related Journals: An Interactive Dialogue with the ijCSCL (International Journal of Computer-Supported Collaborative Learning) Editorial Board

DATE, TIME AND VENUE

PENDET ROOM, NOVEMBER 19 (TUESDAY), 13:30-17:00,

ABSTRACT

Inter-society relationship between Asia-Pacific Society for Computers in Education (APSCE) and the International Society of the Learning Sciences (ISLS) has been embraced for years to improve learning related research around the world. This tutorial is intended as a further step forward for a productive and sustainable relationship between the societies. Through the publication of our works in both societies, we would share more effectively our academic resources and be more cognizant of the many perspectives that should be taken into consideration in international or intercultural
research.

The International Society of the Learning Sciences has two official journals: the Journal of the Learning Sciences (JLS), and the International Journal of Computer-Supported Collaborative Learning (ijCSCL). Both journals are internationally well known and prestigious in the educational research field with high impact factors (3.036 for JLS and 1.717 for ijCSCL in 2012). They welcome researchers in the Asia-Pacific region to submit their work for publication. We will introduce in this tutorial the aim and scope of the journal based on our experience of serving on the ijCSCL editorial board, and share ideas with participants who are interested in getting their research published in the journal.

TUTORIAL FORMAT

The proposed tutorial session is composed of two parts. The first component includes the introduction of this tutorial session, general description of the journal (ijCSCL), and three presentations by the proposers to demonstrate what types of contributions the journal searches for. In the proposers’ presentations, they would use articles recently published in ijCSCL to clarify the issues that editorial board members and reviewers place a high value on in deciding the articles’ contributions.

The second component is designed as an intensive mentoring activity in which participants can chat (or discuss) with ijCSCL editorial board members about their work in
progress. Participants are encouraged to bring brief reports or drafts that they wish to publish in ijCSCL. We would not be able to discuss all the materials brought to the tutorial, but participants will be able to work in small groups to select and scrutinize one or two ideas with the editorial board members.

Finally, for wrap-up, we will have cross-talk among the different groups to share the ideas emerging from the group discussions, facilitated by the tutorial proposers.

**ORGANIZERS**

*Jun OSHIMA, Shizuoka University, Japan*
*Ulrike CRESS, Knowledge Media Research Center, Germany*
*Thérèse LAFERRIÈRE, l’Université Laval, Canada*
WORKSHOP W1  
Technology Enhanced Language Learning

The aim of this workshop is to provide a forum where international participants can share knowledge on the technology enhanced language learning (TELL). With the integration of pedagogy theories and careful design, TELL has the capability of providing learners with favorable conditions for language learning, such as independent and targeted skill practice, immediate corrective feedback, portability, social interactivity, context sensitivity, connectivity, individuality, and immediacy. As various kinds of exploration and implications have been emerging, more efforts should be devoted to make further understanding about the reasonable integration of language learning theories and latest technology development. The two-hour workshop will provide a forum where international participants can share knowledge, experiences and concerns on related issues in TELL, understand new era trends and strategies, as well as explore directions for future research collaborations.
DATE, TIME AND VENUE

SITA ROOM, NOVEMBER 19 (TUESDAY), 13:30-17:00

WORKSHOP ORGANIZERS

Ching-Kun HSU, National Taiwan Normal University, Taiwan
Yu-Ju LAN, National Taiwan Normal University, Taiwan
Tzu-Chien LIU, National Central University, Taiwan

WORKSHOP URL

http://mail.cyvs.cy.edu.tw/~kung/tell/workshop.htm

ACCEPTED PAPERS

W01-01
From a Perspective on Foreign Language Learning Anxiety to Design an Affective Tutoring System
Ching-Ju CHAO, Hao-Chiang Koong LIN

W01-02
Learner Attitude and Satisfaction in Chinese Vocabulary Learning under CALL
Hong-Fa HO & Jing-Jenq WU

W01-03
The Effect of Learning Community for Game-Based English Learning
Chih-Hung LAI, Wu-Jiun PENG, Wei-Hsuan Chen, Rong-Mu LIN

W01-04
Effects of the Concept Mapping and Reflection Strategies on Motivations of EFL Learners
Ching-Kun HSU
W01-05
Designing a Mobile Chinese Learning System with Speech Recognition for Foreign Students
Wei-Tung TANG & Shwu-Ching YOUNG

W01-06
Apples and Oranges? Second Life vs. OpenSim for Language Learning
Mark G. ELWELL, Jean-Christophe TERRILLON, and Steven A. COOK

W01-07
Szu-Yun WANG, Yu-Ju LAN, Yau-Ming YEH, Jen-Shing LIN, Yao-Ting Sung
Workshop  W2  4th International Workshop on “Technology-Transformed Learning: Going Beyond the One-to-One Model?”

The workshop is a follow-up of the last three ICCEs’ workshops of the same title. The advancement of personal computing devices, from personal computers to mobile devices, has been gradually changing the landscape of the technology-transformed learning. This facilitates the incorporation of one-to-one computing into education and opens up endless possibilities of the design and enactment of innovative teaching and learning models (or the enhancement of pre-existing models), such as perpetual and ubiquitous learning, personalized learning, authentic and contextualized learning, seamless learning, rapid knowledge co-construction, among others. This leads to the further empowerment of the learners in deciding what, where, when, and how they would learn, and whom they would learn with/from. After the initial hype, however, there have been voices within the researcher community to reassess the notion of one-to-one computing in classroom and informal learning, such as whether one-to-one settings may impact peer collaboration and teachers' roles, the issues of student and social readiness, as well as the explorations of alternative or hybrid settings of many-to-one, one-to-many, many-to-many, and one-to-one configurations.

The aim of this workshop is to provide a forum where international participants can share knowledge, experiences and concerns on the one-to-one technology-transformed learning and explore directions for future research collaborations.

DATE, TIME AND VENUE

LEGONG ROOM, NOVEMBER 19 (TUESDAY), 09:00-12:30
WORKSHOP ORGANIZERS
Lung-Hsiang WONG, Nanyang Technological University, Singapore
Yanjie SONG, Hong Kong Institute of Education, Hong Kong
Ching-Kun HSU, National Taiwan Normal University, Taiwan

WORKSHOP URL
http://cumtel.weebly.com/our-workshop--icce.html

ACCEPTED PAPERS

W02-01
Bridging the Past and the Future of the Research in Seamless Learning
Lung-Hsiang WONG

W02-02
Mobile Supported Flipped Instruction and Learning
Wan NG

W02-03
Analysis of Ubiquitous Learning Logs in the Context of Science Communications in a Museum
Hiroaki OGATA, Kousuke MOURI, Mayumi BONO, Ayami JOH, Katsuya TAKANASHI, Akihiro OSAKI, Hiromi OCHIAI, Yuko MORITA

W02-04
Developing a Professional Development Model for Science Teachers to Implement a Mobilized Science Curriculum
Daner SUN, Chee-Kit LOOI, Yen Lin Jenny LEE, Jessy Pui Shiong NG

W02-05
Enhancing outside-class learning using ubiquitous learning log system
Noriko UOSAKI, Hiroaki OGATA, Mengmeng LI, Bin HOU, Kousuke MOURI
W02-06
Teacher Thinking and Affordances of TouchPad Technology: An Ongoing Study of Teacher Adoption of iPads in Higher Education
Daniel CHURCHILL, Jie LU, Tianchong WANG
Science, technology, engineering, and mathematics (STEM) involves the study of various academic disciplines. It has been advocated that STEM education is becoming even more important to preparing students for work in the technologically advanced world. Also, STEM education is vital for the nation’s competitiveness in the global economy.

Therefore, in the recent years, STEM education has been recognized as one of the central parts in the education reform movement. To make STEM education effective, the use of innovative technologies, such as online interactive learning environments, digital games, augment reality (AR), simulations and robots in STEM education should be an important research issues.

To address this important issue, this workshop aims to explore the application of innovative educational technologies in STEM education.

DATE, TIME AND VENUE

PENDET ROOM, NOVEMBER 19 (TUESDAY), 09:00-12:30

WORKSHOP ORGANIZERS

Huei-Tse HOU, National Taiwan University of Science and Technology, Taiwan
Ying-Tien WU, National Central University, Taiwan
Pei-Di SHEN, Graduate School of Education, Ming Chuan University, Taiwan

WORKSHOP URL

http://140.118.56.80/ICCEWS_STEM2013/

ACCEPTED PAPERS

W03-01
Improving Student Engagement through a Blended Teaching Method Using Moodle
Richard LAI, Nurazlina SANUSI

W03-02
Embedding Collaboration into a Game with a Self-explanation Design for Science Learning
Chung-Yuan HSU, Feng-Chin CHU & Hung-Yuan WANG

W03-03
The Development and Evaluation of a 3D Simulation Game for Chemistry Learning: Exploration of Learners’ Flow, Acceptance, and Sense of Directions
Huei-Tse HOU, Shu-Ming WANG & De-Shin TSAI

W03-04
Pre-service teachers’ learning and frustrations during the development of serious educational games (SEGs) for learning biology
Mei-En HSU, Meng-Tzu CHENG

W03-05
Criteria and Strategies for Applying Concept-Effect Relationship Model in Technological Personalized Learning Environment
Patcharin PANJABUREE & Niwat SRISAWASDI
W03-06
The Development and Evaluation of the Science Reading and Essay Writing System
Li-Jen WANG, Yu-An CHEN, Chen-Min LAI, & Ruo-Han CHEN, Ying-Tien WU

W03-07
Effect of Simulation-based Inquiry with Dual-situated Learning Model on Change of Student’s Conception
Niwat SRISAWASDI, Sunisa JUNPHON & Patcharin PANJABUREE

W03-08
Exploring the Effect of Worked Example Problem-based Learning on Learners’ Web-technology Design Performance
Chun-Ping WU & Hao Jie YONG
Solving problems/questions is one of the most indispensable and important components in the teaching and learning process. Problems/questions with adequate quality in various testing conditions are believed to enable teachers to assess individual students' capability and readiness of transfer in specific domain knowledge. Despite this, there are still many areas in need of systematic investigation to promote knowledge and skills on problems/questions-centered learning approach, including learning by problem solving and/or generation. For instance: what criteria constitute as adequate test item quality (in addition to frequently cited psychometric index like item difficulty, discrimination index); how to best assess learner's capability with appropriate quality level within constrains (e.g., an optimal number of items, time limitation, etc.); any feasible metadata heuristics and/or techniques for problems/questions selection; any promising alternative strategies for compiling a sufficient amount of number of problems/questions; any scaffolding techniques for question-generation implementation and instructional diffusion and so on.

In ICCE2006 and 2007, 2009, 2010, and 2011, we held a series of workshops where we paid special attention to "questions/problems" in technology-enhanced learning. This is the 6th workshop focusing on the same topic. This continuous workshop will provide a good and timely opportunity to present and share the results and issues about "problems/questions" in ICCE community. We cordially invite presenters and participants who are interested in further exploring the many facets and potential uses of "problems/questions" in education/learning from a technological, computational, pedagogical, psychometrics, theoretical, sociological and administrative point of views. We are also planning to propose a special issue on "technology-based problem-posing" for Research and Practice for
Technology Enhanced Learning (RPTEL) based on this workshop.

DATE, TIME AND VENUE

RAMA ROOM, NOVEMBER 18 (MONDAY), 09:00-13:30

WORKSHOP ORGANIZERS

Tsukasa HIRASHIMA, Hiroshima University, Japan
Tomoko KOJIRI, Kansai University, Japan
Kazuaki KOJIMA, Teikyo University, Japan
Tanja MITROVIC, University of Canterbury, New Zealand
Fu-Yun YU, National Cheng Kung University, Taiwan

WORKSHOP URL

http://web.ucgw.teikyo-u.ac.jp/~kojima/iccews/icce2013workshop.html

ACCEPTED PAPERS

WS04-1
How to Construct an Assessment System for Engineering Courses
Yu-Hur CHOU & Hsin-Yih SHYU

WS04-2
Adaptive Question Generation for Student Modeling in Probabilistic Domains
Nabila KHODEIR & Nayer WANAS

WS04-3
Facilitating Creative Cognition by Embodied Conversational Agents
Yugo HAYASHI
WS04-4
Preliminary Assessment of Online Student-Generated Tests for Learning
Fu-Yun YU

WS04-5
Empirical Study on Errors of Mathematical Word Problems Posed by Learners
Kazuaki KOJIMA, Kazuhisa MIWA & Tatsunori MATSUI

WS04-6
The Design Principles of the Worked Examples
Chun-Ping WU & Pi-Han LO
The aim of this workshop is to present and discuss various topics on skills. Here, a skill means human’s ability to make something or to play something using his/her hands or bodies. For example, to play sports, to draw paintings, to play musical instruments, and to cook something are examples of such skills. A human repeats interactions with environments to do something as the skill. One cycle of the interaction consists of recognition of objects or environments, Selection of appropriate action, and execution of the action. A learner repeats these processes when he/she learns skills and trains skills. In this workshop, analyses of such skills are important issues. In addition how to learn skills or how to train skills are also important issues. Moreover, designs or developments of learning environments or training environments for skills are also important topics. Not only completed research papers but also ongoing research papers are welcome.

Participants in this workshop will be able to know various aspects of skills and also various approaches for skill learning research. Fruitful discussions on skill learning and training are expected in this workshop. Hopefully, this workshop will contribute to develop new skill learning studies.

DATE, TIME AND VENUE

LEGONG ROOM, NOVEMBER 19 (TUESDAY), 13:30-17:00

WORKSHOP ORGANIZERS

Masato SOGA, Wakayama University, Japan
Kenji MATSUURA, Tokushima University, Japan
Naka GOTODA, Japan Institute of Sports Sciences, Japan
Yukie MAJIMA, Osaka Prefecture University, Japan
Yasuko MAEKAWA, Osaka Prefecture University, Japan
Yurie IRIBE, Toyohashi University of Technology, Japan

WORKSHOP URL

http://www.wakayama-u.ac.jp/~soga/sogalabhp/SKALTES2013/

ACCEPTED PAPERS

W5-01
Design of Tennis Training with Shot-timing Feedback based on Trajectory Prediction of Ball
Naka GOTODA, Kenji MATSUURA, Koji NAKAGAWA & Chikara MIYAJI

W5-02
Training-Course Design for General Purpose of Motor-Skill Learners on a Web
Kenji MATSUURA, Hirofumi INUI, Kazuhide KANENISHI & Hiroki MORIGUCHI

W5-03
Feedback of Flying Disc Throw with Kinect: Improved Experiment
Yasuhisa TAMURA, Masataka UEHARA, Taro MARUYAMA & Takeshi SHIMA

W5-04
Electroencephalogram Analysis of Pseudo-Haptic Application for Skill Learning Support System
Hirokazu MIURA, Keijiro SAKAGAMI, Yuki SETO, Shumpei AKO, Hirokazu TAKI, Noriyuki MATSUDA & Masato SOGA
Nowadays there is a large consensus that inquiry based approaches to learning science incorporating students’ active investigation and experimentation are necessary to motivate students for science and that, therefore, inquiry should be part of the curriculum also because inquiry skills have a value on their own. Inquiry is the process in which students are engaged in scientifically oriented questions, perform active experimentation, formulate explanations from evidence, evaluate their explanations in light of alternative explanations, and communicate and justify their proposed explanations. There is also accumulating scientific evidence that inquiry leads to better acquisition of domain (conceptual) knowledge.

Contemporary Technology Enhanced Learning (TEL) approaches to science learning provide students with ample opportunities for inquiry. TEL environments that offer simulations, games, data sets, and/or remote and virtual laboratories are significant in this respect. In these environments technological affordances are directly used for pedagogical purposes in that inquiry calls for non-linear, manipulable, and interactive content which technology is able to offer. Large-scale studies show that TEL inquiry environments provide students with genuinely effective learning opportunities. These promising results, however, only hold when the inquiry process is structured and scaffolded. Scaffolds thus play a pivotal role in inquiry learning. Scaffolds come in many kinds. Examples are tools to create hypothesis, data analysis tools, and tools to save and monitor experiments.

The Go-Lab project focuses on designing learning environments around (combined) remote and virtual (online) labs and integrates them with supportive structure and scaffolds (guidance). The topic of the interactive event is the design of guidance for inquiry learning with online laboratories.
DATE, TIME AND VENUE

SITA ROOM, NOVEMBER 19 (TUESDAY), 09:00-12:30

WORKSHOP ORGANIZERS

Ton de Jong, University of Twente, the Netherlands
Marcus Specht, Open University, The Netherlands

WORKSHOP URL

http://go-lab-project.eu/workshop/icce-2013-interactive-event
In response to the emerging research diversity, the SIG on Development of Information and Communication Technology in the Asia Pacific Neighbourhood—DICTAP is organising a workshop on ICT Trends in Emerging Economies. The developmental growth of ICT in the Asia Pacific countries has been phenomenal in recent years as the Government of these countries have embarked on various ICT initiatives. Despite these efforts, the ICT development rate of each country has not been the same among countries from the low-income, lower-middle-income and upper-middle-income economies within the Asia Pacific region (hitherto referred to as emerging economies).

In general, the ICT growth in these countries is only at the emerging or development stage. The workshop invites contributions from researchers who are from emerging economies* or those who are working on issues related to emerging economies* to share scholarly findings and professional insights in ICT development in the field of education. WICTTEE 2013 is planned as a full day workshop to be held either on the 18th or 19th November 2013.

DATE, TIME AND VENUE

RAMA ROOM, NOVEMBER 19 (TUESDAY), 09:00-17:00

WORKSHOP ORGANIZERS

Su Luan WONG, Universiti Putra Malaysia, Malaysia
Muhammad LUKMAN, University of Muhammadiyah Prof. Dr. Hamka, Indonesia
Ahmad Fauzi Mohd AYUB, Universiti Putra Malaysia, Malaysia
Chien-Sing LEE, Universiti Tunku Abdul Rahman, Malaysia
WORKSHOP URL
https://sites.google.com/site/wicttee2013/

ACCEPTED PAPERS

W7-01
Increasing Students’ Mathematical Creative Thinking Abilities through Realistic Mathematics Education Using ICT and Deduction
*Miftahul SAKINAH & Sigid Edy PURWANTO*

W7-02
Exploring Teachers’ Cultural Perception of ICT in Nigerian Schools through a Qualitative Approach
*Arit Uyouko UYOUKO & Su Luan WONG*

W7-03
Do Teacher Related Factors Play a Role in Laptop Use for Teaching-Learning?
*Su Luan WONG & Priscilla Moses*

W7-04
Developing Learning System in Pesantren: The Role of ICT
*Syaiful ROHIM & Lina YULINDA*

W7-05
Factors Affecting ICT Integration among Teachers and Students
*Ying GUO*

W7-06
Classroom Action Research: Using Interactive Learning Media to Improve Students’ Colligative Solution Learning Outcome
*Yusnidar YUSUF, Endy Syaiful ALIM, & Tyas Hermala ANINDITA*
W7-07
The role of epistemic agency and progressive inquiry in the transfer of Mathematical thinking
Chien-Sing LEE, Tsung-Chun HO, Ping-Chen CHEN, Tak-Wai CHAN & K. Daniel WONG
Information and communication technologies (ICTs)—which include various forms of media, as well as new digital technologies such as computers and the Internet—have been recognized as potentially powerful enabling tools for educational use. When used appropriately, ICTs are expected to expand access to teaching and learning. Recently, the probable impacts of ICTs on adult education have been receiving much attention from educational researchers. Although the targeted areas of adult education may be diverse, such as higher education, teacher education or continuing education, researchers and practitioners have focused on the related issues in such fields, such as facilitating professional development, encouraging life-long learning, designing distance education programs, and other related issues.

However, a successful usage of ICTs is not always a simple thing to achieve, and it needs researchers and practitioners to scrutinize, plan, and implement it with caution. Therefore, this workshop will emphasize a wide spectrum of research or practical topics related to the usage of ICTs in enhancing adult education or continuing learning.

DATE, TIME AND VENUE

RAMA ROOM, NOVEMBER 18 (MONDAY), 13:30-17:00

WORKSHOP ORGANIZERS

Jyh-Chong LIANG, National Taiwan University of Science and Technology, Taiwan
Min-Hsien LEE, National Sun Yat-sen University, Taiwan
WORKSHOP URL

http://140.118.35.112/ICCE/ICCE2013/index.html

ACCEPTED PAPERS

W8-01
Exploring the Changes in In-service Teachers’ Perceptions of Technological Pedagogical Content Knowledge and Efficacy for ICT Design Thinking
*Ching Sing CHAI, Joyce Hwee Ling KOH, Pei-Shan TSAI, Normalah ISMAIL & Erwin ROHMAN*

W8-02
The Relationships between Child-Parent Shared Mobile Augmented Reality Picture Book Reading Behaviors and Children’s cognitive attainment
*Kun-Hung CHENG & Chin-Chung TSAI*

W8-03
Strategies for Leveraging Learning Game Data for Middle School Mathematics Instruction
*Micahel A. EVANS & Jordan PRUETT*

W8-04
Examining the effects of integrating technological pedagogical content knowledge into the preschool teachers’ professional development regarding science teaching: using digital game-based learning as an example
*Chung-Yuan HSU, Yi-Ching SU & Jyh-Chong LIANG*

W8-05
Development of the Chinese Pre-service Teachers’ Technological Pedagogical Content Knowledge Scale
*Guoyuan SANG, Yan DONG, Ching Sing CHAI & Ying ZHOU*
Effect of graphic design on E-book reading: A pilot eye-tracking study
Tse-Wen PAN, Yu-Hsuan CHANG, An-Hsuan WUA & Meng-Jung TSAI

W8-07
The relationships between master degree students’ online academic information search behaviors and online academic help seeking
Ying-Ju CHIU & Chin-Chung TSAI

W8-08
Graduate students’ online academic information search behaviors in Taiwan
Jui-Chi WU & Jyh-Chong LIANG

W8-09
The Relationships between Taiwan University Students’ Internet Attitudes and Their Preferred Teacher Authority toward Internet-based Learning Environments
Tzung-Jin LIN & Min-Hsien LEE

W8-10
Promoting Second Language Writers’ Error Corrections with Corpus: A Case Study
Hui-Hsien FENG & Ying-Hsueh CHENG

W8-11
Using Internet as Research Tool: An Example of Meta-Analysis Study
Shih-Hsuan WEI

W8-12
Development questionnaire about High school students learning science and technology in the 21st century
Chih-Hui LIN & Jyh-Chong LIANG
W8-13
Exploring the differences of the Internet-specific epistemic beliefs between Taiwanese undergraduates and high school students
Yen-Lin CHIU & Chin-Chung TSAI
Workshop W9  Enhancing Learning through Digital Games & Intelligent Sensor Toys

Over the last decade, technologies have changed considerably the way how people learn. Among the technologies, digital game and intelligent toy with sensors and recognition technology enhanced learning is becoming popular in academic research and commercial companies. More and more successful cases and projects are reported in using games and toys in learning. Educators, researchers as well as game-based learning designers believe that digital games and intelligent toys can strongly enhance learning because children are so engaged when they play games and toys. They also find that using game and toy in learning can enhance learning performance and creativity. However, the opposite opinions from the addiction researchers and part of parents express the hesitation in applying digital games and toys in learning. The positive and negative opinions leave a gap in using digital game and intelligent toy in learning, which needs more discussions and interactions to cover. This workshop will be pertinent to the ICCE 2013 participants because digital games and intelligent toys have sparked much interest among interdisciplinary researchers in recent years.

DATE, TIME AND VENUE

LEGONG ROOM, NOVEMBER 18 (MONDAY), 13:30-17:00

WORKSHOP ORGANIZERS

Ben CHANG, National Central University, Taiwan
Tsung-Yen CHUANG, National University of Tainan, Taiwan

WORKSHOP URL

https://googledrive.com/host/0BxQLK_llQZHTjB6bkZHlViV4YW8/index.html
ACCEPTED PAPERS

W09-01
The Effect of Challenging Game on Students’ Motivation and Flow Experience in Multi-touch Game-based Learning
Cheng-Yu HUNG, Chih-Yuan Jerry SUN & Pao-Ta YU

W09-02
Learning Application with Collaborative Finger-Touch Game-Based Learning - A Study of iPad app in Mathematics Course
Cheng-Yu HUNG, Chih-Yuan Jerry SUN & Pao-Ta YU

W09-03
A Courseware Developed with Toy-like Interactive Interfaces
Ping-Lin FAN, Hsueh-Wu WANG, Su-Ju LU, Chi-Shan YU & Wei-Hsien WU

W09-04
Investigating Students’ Sequence of Mathematical Topics in an Educational Game with a Curriculum Map
Hercy N.H. CHENG, Charles Y.C. YEH, Hui-Wen WU, Calvin C.Y. LIAO, Andrew C.-C. LAO & Tak-Wai CHAN

W09-05
Tailored RPG as a Supplementary Reading Pedagogy for Teaching English
Mira Luxita SARI & Cheng-Ting CHEN

W09-06
The Interactive Building Projection on Heritage Based on Game-Based Learning—A Case of “Red Building in National University of Tainan”
Wen-Lin HONG, Yi-Hsin CHANG, Hen-Yi CHEN & Hao-Chiang Koong LIN
W09-07
The Evaluation Framework for the Group Development Process of Adventure Education Game
Chang-Hsin LIN, Ju-Ling SHIH, & Yu-Jen HSU

W09-08
The Instructional Application of Augmented Reality in Local History Pervasive Game
Jyun-Fong GUO, Ju-Ling SHIH

W09-09
Designing a Farming Game with Social Design to Support Learning by Reciprocal Questioning and Answering
Yih-Ruey JUANG
The availability of mobile access everywhere is promising to augment learning space, as it provides learners a new way to communicate, collaborate, and interact. Therefore, computer-supported ubiquitous learning is an emerging trend to acquire or share knowledge. Through a variety of digital devices, learners can easily turn anywhere outside the classroom into an informal learning space. As learners become increasingly digitally literate, education needs to be reshaped by considering the innovation and support of virtual learning spaces. As foreseen, innovative design of learning space has a great potential to enhance learning, especially for escalating motivation and engagement. We expect to receive those studies relevant to innovative design of learning software, applications or evaluation methods for learning spaces.

DATE, TIME AND VENUE

LEGONG ROOM, NOVEMBER 18 (MONDAY), 09:00-12:30

WORKSHOP ORGANIZERS

Yueh-Min Huang, National Cheng Kung University, Taiwan
Shu-Chen Cheng, Southern Taiwan University of Science and Technology, Taiwan
Maiga Chang, Athabasca University, Canada
WORKSHOP URL

http://ilearning.csie.stust.edu.tw/ICCE2013workshop/

ACCEPTED PAPERS

W10-01
The effect of the Mozart music on learning anxiety and reading comprehension on Chinese storybook reading
Yen-Ning Su, Chia-Cheng Hsu, Chia-Ju Liu, Yueh-Min Huang & Yu-Lin Jeng

W10-02
Using Augmented Reality to Assist an Interactive Multi-Language Learning System in an Elementary School

W10-03
A Study of Pragmatics Applied to Teacher – Parent Communication
Ching-Feng CHEN, Cong-Xun XIE, Shein-Yung CHENG, Wen-Yi Zeng, Wei-Fu Huang & Jia-Sheng HEH

W10-04
Enhancing Learning Achievement Using Affective Tutoring System in Accounting
Ya-Ping HSUEH, Hao-Chiang Koong LIN & Meng-Shian OU
W10-05
Evaluating the Users’ Continuance Intention and Learning Achievement Toward Augmented Reality e-Learning with User Experience Perspective
Yu-Ling LIU, Po-Yin CHANG & Chien-Hung LIU

W10-06
Establishing an Innovative Plant Learning Platform with Expandable Learning Materials Using Wiki Software
Shu-Chen Cheng, Chien-Ming Shao
This workshop explores the design challenge of two aspects of teaching and learning: (i) classroom enactment and (ii) teacher learning community with fidelity to the knowledge building approach (principles) for technology supported collaborative learning environment (Scardamalia & Bereiter, 2006).

The introduction of collaborative technology into a didactic culture of learning tends to result in it being appropriated into old ways of learning, resulting in the “lethal mutation” of the designs (Brown & Campione, 1996, p. 291). This negates the actual potential of the technology in creating a shift in learning. This is an important issue to tackle as many countries have vested interest as well as investment in technology-supported learning environment to develop students for the 21st century knowledge-based economy. The fact is, technology alone will not result in a shift of classroom practice. We propose a deliberate attention to the design of necessary social infrastructure, namely cultural beliefs, practices, socio-techno-spatial relations, and interaction with the “outside world.” (Bielaczyc, 2006) consistent with the principle-based approach (Zhang, et al, 2010) of knowledge building classroom that underlies technology supported collaborative learning.

In this workshop we focus on expounding the ‘practices’ dimension of a socio-cultural infrastructure. This dimension includes “sequence of practice and participation structure needed to build up the skills and knowledge necessary to work in a technology-supported learning environment” (Bielaczyc, 2006, p 323). The main purpose of the workshop is to bring together teachers, researchers and designers to discuss the design challenge of principle-based classroom practice and its related teacher learning community. Questions such as: What does it mean to use knowledge building principles work in classroom design? How do such classrooms look like? What is the role of
teachers in such classroom? How do we sustain such practice among the teachers? (Chan, 2008; Teo, 2012; Ow & Bielaczyc, 2012).

This workshop introduces case studies on knowledge building work from teacher communities in Singapore, Hong Kong and Toronto classrooms as a basis for the design challenge to be discussed and seek to collectively identify essential mode of implementation that brings about critical consciousness of participants within the community, in ways that results in the transformation of practice.

DATE, TIME AND VENUE

SITA ROOM, NOVEMBER 18 (MONDAY), 13:30-17:00

WORKSHOP URL

https://sites.google.com/site/principlebaseddesign/home

WORKSHOP ORGANIZERS

Chew LEE, Ministry of Education, Singapore
John OW, Nanyang Technological University, Singapore
Eddy LEE, Raimondi College, Hong Kong
Richard MESSINA, University of Toronto, Canada
Martin CHAN, Pingyi Secondary School, Singapore
Wei Ling LIM, Pingyi Secondary School, Singapore
The development of advanced information technologies has opened up new opportunities in the area of computer supported learning environments. A key aspect of this work lies within the fact that students can access learning material at any time and any places. As a result of such convenience, a wide range of people have begun using computer supported learning environments for supporting instruction. Thus, it is important to ensure that such computer supported learning environments can accommodate diverse students’ needs.

To address this issue, it is necessary to incorporate personalization into the development of computer supported learning environments. Personalization is acknowledged as a useful approach to develop added value services in computer supported learning environments. It can help students with different characteristics, backgrounds and needs to get different types of content presentation and navigation support. In this context, a deep understanding of personalization is essential for the development of computer supported learning environments.

This is also the purpose of this workshop. The workshop provides opportunities for the cross-fertilization of knowledge and ideas from researchers in the many fields that make up this interdisciplinary research area. We hope that the implications of findings of each work presented in this workshop can be used to improve the development of Computer-Supported Personalized Learning environments.

DATE, TIME AND VENUE

SITA ROOM, NOVEMBER 18 (MONDAY), 09:00-12:30
WORKSHOP ORGANIZERS

Sherry Y. CHEN, National Central University, Taiwan
Gwo-Haur HWANG, Ling-Tung University, Taiwan

ACCEPTED PAPERS

W12-01
Development and Evaluation of a Problem Solving Oriented Game-Based Learning System
Hsin-Yi LIANG, Song-Yu MEI, Yu-Syuan WANG, Jhih-Liang JIANG, Gwo-Haur HWANG & Chen-Yu LEE

W12-02
Planning and Design of Personalized Dynamic Assessment for Linux Learning
Hsin-Chih LIN & Cheng-Hong LI

W12-03
Personalized Game-based learning and Mobile learning: The app game “The Adventure of The Ch’ingDynasty Treasures”
Sheng-Chih CHEN, Po-Sheng TIEN, Yi-Chin YANG, Fu- Hsin PENG, Kuan-Ying WU, Wei-Lin CHEN, & Yi-Jia HUANG

W12-04
Learning Experience of Game Poetry: A New Approach for Poetry Education
Hsin-Yi LIANG & Sherry Y. CHEN

W12-05
Students’ Motivation of Science Learning in Integrated Computer-based Laboratory Environment
Niwat SRISAWASDI, Rungtiwa MOONSARA & Patcharin PANJABUREE
W12-06
Guideline for the Development of Personalized Technology-enhanced Learning in Science, Technology, and Mathematics Education
Patcharin PANJABUREE & Niwat SRISAWASDI

W12-07
Stimulating Self-Regulation for High and Low Achievers in a Self-Directed Learning Environment
Andrew C.-C. LAO, Mark C.-L.HUANG & Tak-Wai CHAN

W12-08
Cognitive Styles and Hybrid Mobile Systems
Chen-Wei HSIEH & Sherry Y. CHEN
Since human society has entered the 21st century, information technology has penetrated to the economic development and all aspects of social life. There has never been a more pressing need to transform our educational system, and there has never be a better time to act. Education for all, quality education, personalized learning and lifelong learning have become some of the most important characteristics in the information age. ICT in education has gained global attention for improving the talent quality and enhance the national innovative capacity. However, the experience of trying to introduce different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential for educational benefits of ICTs is not automatic. The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, are among problems we are faced with. Collaborative innovation through different areas, different regions, and different countries will enhance the research and practice of ICT in education.

DATE, TIME AND VENUE

PENDET ROOM, NOVEMBER 18 (MONDAY), 09:00-12:30

WORKSHOP ORGANIZERS

Ronghuai HUANG, Beijing Normal University, China
KINSHUK, Athabasca University, Canada
Jon PRICE, Intel Corporation Corporate Affairs Group, USA
WORKSHOP URL


ACCEPTED PAPERS

W13-01
Collaborative Problem-Solving Learning Supported by Semantic Diagram Tool: From the View of Technology Orchestrated into Learning Activity
*Huiying CAI, Bian WU & Xiaoqing GU*

W13-02
Comparative Research of ICT in Elementary Education Development Strategy in Developed and Developing Countries
*Chun LU, Sha ZHU & Di WU*

W13-03
Diffusion of ICT in Education: Behavior Subjects, Dynamic Diffusion Model and Enhance Methods
*Jinbao ZHANG*
10

INTERACTIVE EVENTS
Event 1  Using Tablets as an Active Teaching & Learning Tool

(Due to unforeseen circumstances, this event has been CANCELLED!)

As tablets sales supersede PC sales. Number of applications for teaching and learning for tablets are in millions. There is high demand for 21 century teacher to equip with these devices and tools. This half day tutorial will empower participants on how they can use IOS and Android tablets more effectively for learning, sharing, communicating, collaborating, creating and publishing their e-learning content and activities using a range of essential applications. Participants will learn a lot of tips on how to use mobile devices to engage their students in and beyond the classroom.

Learning Outcomes:

After completing this interactive tutorial, participants will be able to:

- Download and install applications from Apple store/ Google play (Apps Store)
- Download and annotate presentations/articles/notes.
- Use social media to connect and collaborate with others.
- Create and publish online interactive video tutorials.
- Use a variety of apps to engage students in and beyond the classroom.

DATE, TIME AND VENUE

PENDET ROOM, NOVEMBER 18 (MONDAY), 13:30-17:00

EVENT ORGANIZER

Hasnain Zafar BALOCH, International Medical University, Malaysia

WORKSHOP URL
Event 2  How to add Creativity to Digital: Digital Ideation System of VIP Center in Samsung Electronics

In the past, we are focusing on the individual creativity because of the perception that superior individual fed the group. But the change speed of IT industries, it’s too fast to depend on one individual. So recently we are moving a gaze to the group creativity. In this session, we will find out how we can increase the creativity from future digital education environment, through our brand new collaboration tool well-mated with this digital age.

- Our approach: From Analog post-it WS to Digilog (Digital Ideation) System
- Reduce non-value time to collect, retrieve, and evaluating ideas
- Provide real-time sharing of whole ideas just after WS
- Refer last ideas very easily and add on
- Use unlimited tools and resources as a creativity booster

DATE, TIME AND VENUE

LEGONG ROOM, NOVEMBER 20 (WEDNESDAY), 15:40-18:00

EVENT ORGANIZER

Dongjin LEE, Samsung Electronics, South Korea
Mijeung SONG, Samsung Electronics, South Korea
Eunyoung CHO, Samsung Electronics, South Korea
DOCTORAL STUDENT CONSORTIA

GROUP 1

DATE, TIME AND VENUE

JOGED ROOM, NOVEMBER 19 (TUESDAY), 13:30-15:00

MENTORS  Marcia LINN, Richiro MIZOGUCHI, Imam ROBANDI

STUDENTS  Corentin JOUAULT, Budi HARTANTO, Kohei OGAWA

ACCEPTED PAPERS/PRESENTATIONS

DSC-C2-01
Adaptive Question Generation Support in Semantic Open Learning Space
Corentin JOUAULT

DSC-C2-02
Incorporating Anchored Learning in a C# Intelligent Tutoring System
Budi HARTANTO and Jim REYE
C2
Mathematical model for collaborative learning: acquiring hierarchic-structured knowledge
Kohei OGAWA
GROUP 2

DATE, TIME AND VENUE
JOGED ROOM, NOVEMBER 19 (TUESDAY), 15:30-17:00

MENTORS  Nian-Shing CHEN, Tore HOEL, Marcus SPECHT

STUDENTS  Steven COOK, Lei-Si PEI, Didin WAHYUDIN

ACCEPTED PAPERS/PRESENTATIONS

C4
Acculturation in Context: Knowledge Sharing Through Ubiquitous Technologies
Steven COOK

C4
Mobile Campus Touring System based on AR and GPS: a Case Study of Campus Cultural Activity
Lei-Si PEI

C5
Mobile Game Based Learning to Develop Ethical Decision Making Skill of Novice Volunteer in Disaster Response
Didin WAHYUDIN
GROUP 3

DATE, TIME AND VENUE

JOGED ROOM, NOVEMBER 19 (TUESDAY), 09:00-10:30

MENTORS Ming-Puu CHEN, Hiroaki OGATA, Glenn STOCKWELL

STUDENTS Wilawan INCHAMNAN, Vanessa MAIKE, Wai Ying KWOK

ACCEPTED PAPERS/PRESENTATIONS

C5 The Creative Process Components: Puzzle Gameplay Experience
Wilawan INCHAMNAN

C5 An Authoring Process for Educational Role Playing Games: From the Paper to the Web
Vanessa MAIKE

DSC-C7-03 Exploring Pedagogical Synergy of Peer Assessment and Social Learning Platform for Fostering English Grammar Learning
Wai Ying KWOK
GROUP 4

DATE, TIME AND VENUE

JOGED ROOM, NOVEMBER 19 (TUESDAY), 11:00-12:30

MENTORS  Gautam BISWAS, Fu-Yun YU, Jianwei ZHANG

STUDENTS  Wen-Si YANG, Mei Lick CHEOK, Arit UYOUKO

ACCEPTED PAPERS

DSC-C7-01
Teacher’s Attitudes towards Informational Technology (IT) Immersion in Singapore’s Childcare Classrooms
Wen-Si YANG and Pei-Wen TZUO

DSC-C7-02
Predictors of Teacher Trainees’ Satisfaction in Using the Learning Management System in Teacher Training Institutes
Mei Lick CHEOK and Su Luan WONG

DSC-C7-04
An Evaluation of a Customizable Ontology-driven Language Learning Support System
Jingyun WANG
POSTERS

C1: AIED; C2: CSCL; C3: ALT; C4: CUMTEL; C5: GTEL&S; C6: TELL; C7: TPED
WIPP : Work-in-Progress Posters

DATE, TIME AND VENUE:
AGUNG’S FOYER (CANOPY) 20 November, 2013 (Wednesday), 15:40-18:00
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