MESSAGE FROM THE PRESIDENT

Dear APSCE Members and Student Members,

I would like to extend my warmest regards to all members of the Society.

After two years of dedicated service President Yano has passed me the torch. This presidency, in addition to being a great honor, will be an incredible challenge for me. It will not be easy to meet the high standards set by past presidents and EC members. As president I hope to, with the assistance of the elected executive members, create a vision for the future of our society by launching new programs that will improve the professional wellbeing of our nearly 300 members, who hail from 28 countries across four continents.

I am happy to report that after a rigid election process eight acting members, each with exceptional academic credentials and a long-standing history of serving the research community, were elected to positions as EC members. Also, in order to ensure that the Society’s affairs are well planned and executed, we formed eight subcommittees (Membership, Outreach & Publicity, Elections, Conference, Newsletter, Publications, Student and Research Advice, SIG, Award) with the approval of 26 EC members. Each subcommittee is responsible for conceptualizing versatile and effective strategies for achieving their respective functions as defined in the Society’s Constitution or APSCE EXECO meeting Appendix. You can also help our Society continue to improve and evolve by submitting your ideas to the appropriate subcommittee(s), or to the APSCE Newsletter, which is a dedicated open forum for all members to share visions of, and ideas about, the future of computers in education.

Finally, let me take this opportunity to thank Siu Cheung Kong, the Program Coordination Committee and Local Organizing Committee Chair of ICCE2009, for a very successful ICCE2009 at the Hong Kong Institute of Education. The proceedings of ICCE 2009 are available from the conference Web page (http://www.icce2009.ied.edu.hk/). As you can see, some highlights and information about ICCE2010, as well as much more interesting information, are included in this issue.

With best wishes
Fu-Yun Yu
REPORTS FROM THE RECIPIENTS OF THE MERIT AWARD

This issue includes the reports of the four winners of the APSCE Merit Scholarship Award in 2009 who were awarded USD500 each. They share with us their experiences gained from ICCE2009.

Bin Hou is a Master student at the University of Tokushima. His research area is ubiquitous learning, and his supervisors are Yoneo Yano and Hiroaki Ogata.

Chen-Wei Chung is a PhD student at the National Central University. His advisor is Chen-Chung Liu. His research interests include computer supported collaborative learning, mobile learning and classroom HCI.

David Thomson is a MSc student at the University of Canterbury, New Zealand. His research interests are student modeling and adaptive systems, and his supervisor is Professor Tanja Mitrovic.

Mengmeng Li is a Master student at the University of Tokushima. His research area is adaptive mobile learning, and his supervisors are Hiroaki Ogata and Yoneo Yano.

Dear Editor,

As a foreign student in Japan, it is really a precious learning opportunity for me to attend the international conference - ICCE 2009. What's more, this is my first time to attend the international conference abroad, and I am very pleased to receive the merit scholarship. My research is ubiquitous learning on supporting language learning with sensor network. I participated in the CUMTEL track of both workshop and main conference. When I attended the workshop on the first day, I learned a lot of knowledge of ubiquitous and mobile learning by other researchers' presentations. The whole session were going on in the happy and relaxed atmosphere. My presentation was assigned to the last but one in this session. When it came to my turn, I introduced the system and evaluation experiment of our research on supporting language learning with sensor data. Perhaps because it is my first presentation on international conference abroad, I felt a little nervous and could not control the time well. At the mutual interlocution, I was also asked some question on our system, and had a friendly discussion with other researchers. This workshop not only gave me a chance to have an academic exchange with other researchers' presentations, but also helped me find lots of faults on my presentation in order to prepare a better presentation in the main conference. In the main conference, with better preparation, the time of presentation was controlled better than that in workshop, and made a better presentation. But actually, I think I...
should improve my English to get better communication with other researchers.

I also attended the keynote presentations and learned lots of frontier technology in computers in education. After this conference, I have had a discussion with my supervisors and my partners about current research. Finally, we introduced some new functions in the current system by learning from something useful from other researches. Overall, I benefitted a lot from the participation at ICCE2009. I learned lots about frontier researches in the world on the ubiquitous learning, and how to make the research better. Besides, I also learned how to do the academic exchange with other researchers. Moreover, this conference also gave me a better understanding of academia and encouraged me to contribute to the community in the future.

Yours sincerely,

Bin Hou

Dear Editor,

The 17th International Conference on Computers in Education was held in Hong Kong for 5 days in the duration between November 30 and December 4, 2009. The conference took place at Hong Kong Institute of Education. The surroundings of Hong Kong Institute of Education have impressed the participants with a strong feeling of academic atmosphere.

On November 30th, I helped organize the doctoral student consortium. This meeting comprises 5 themes; i.e. AIED/ITS & Adaptive Learning, CSCL & Learning Science, Advanced Learning Technologies, CUMTEL & DIGITEL, and Emerging Research in Computer-enhanced Learning. A deeper and thorough discussions on these themes conveyed the idea that the study of computer science is important not only in the implementation in linking the computer technology and pedagogy together but also more importantly in exploring the result of impact and influence on the learning of students, and in knowing how to put the educational theory and pedagogy closely together, so as to support learning activities of the teachers and students in their formal and informal learning. I also had a face-to-face opportunity to interactive with Prof. KINSHUK who is an expert in Adaptive Learning and CUMTEL. Prof. KINSHUK gave me many useful comments and suggestions to my research work. It is a great experience to me.

In the morning of December 1st, Prof. Gerry STAHL gave us a keynote speech, which presented the discourse analysis methodology in collaborative learning activities. This speech showed many important examples and how students learn in collaborative activities. It is a very impressive speech, which could help us to understand how students think and learn in computer supported collaborative learning activities. In the afternoon of December 2nd, I had the opportunity to introduce the essay under the subject of “Contributing, Exchanging and Linking for Learning: Supporting Web Co-Discovery in One-to-One Environments”. Many scholars showed their interests in this topic and had had the discussion with us and further gave us their opinions which are very valuable to our research team.

In this conference, I was able to get great benefit from the most important experience and opinions with the prominent scholars. Especially, as a developing of one-to-one environment, I come to realize that it is important not only in the study of technology devices and pedagogy design, but also more importantly in the further study of the interaction between learners.

It is really very delightful that I had had the opportunity of joining this kind of meaningful and beneficial event which enriched my knowledge, and which make it possible for me to share the new idea that world-wide prominent scholars do have in their mind at present and for future. I also do take this opportunity in thanking APSCE whose major support in funding is really a great encouragement to me.

Yours sincerely,

Chen-Wei Chung

Dear Editor,

I am very privileged to have been awarded the APSCE Merit Scholarship for ICCE2009. I am very grateful to the ASPCE Merit Scholarship Program Chairs for recognising my work, and to my supervisor Prof. Tanja Mitrovic for the continual support.

Hong Kong is a unique city, and with a population of about twice that of the country I come from, in a single city, was a very interesting experience. Everything from the size of the airport and the size of the buildings to the mix of green wilderness and concrete constructions made for an enjoyable first trip to an Asian country. The food was also quite excellent.

The conference itself was well run and organised, with a good variety of speakers. The 1-1 mentoring session was especially useful, as provided me with some very good feedback before my presentation, which allowed me to adjust my talk slightly. The feedback from the mentoring session and my presentation encouraged me to continue working on my project, and gave me lots of ideas. The conference was very welcoming to new students, and was not overwhelming. The campus where
the conference was held very nice, and the facilities were excellent. The transport to and from the conference was also very useful.

The activities around the conference were also very good. The provided lunches were very nice, as was the dinners. The conference dinner was very enjoyable, and a good time to socialise and meet other people in a relaxed environment. The opening ceremony showcased some interesting Hong Kong talent.

Since attending ICCE2009 I believe the quality of my work will increase significantly, both in my written work and my presentation skills. ICCE2009 has motivated me to continue my academic studies, and I look forward to going to many conferences in the future. Once again, I thank the ASPCE for their very generous assistance.

Yours sincerely,
David Thomson

Dear Editor,

It is nearly two months since the 17th International Conference on Computers in Education (ICCE 2009) was over. As this was the first time for me to participate in such a big international conference, I want to say I really enjoyed it and gained a lot. Those five days gave me a very nice and meaningful experience. I think its effect will last for my whole academic career.

During five days of the conference I was quite busy. On the second day of the conference, I was very lucky to be selected to participate in the new component of ICCE2009 Doctoral Student Consortiums called "Mentoring Session for Theme", where I met the famous Professor Kinshuk and two other excellent students. All of them gave me many wonderful comments and suggestions after I shared my research with them. That afternoon I was honored to give a presentation in the workshop of CUMTEL. Several famous professors asked me questions after my presentation and those questions made me to think more deeply about my research. With the their valuable comments and questions, I prepared my presentation for the main conference again and on the fourth day when I finished my final presentation, I earned a lot of applause and it made me feel very proud. Among all the suggestions given by these professors, I remembered one of them from Professor Kinshuk very clear. He told me that maybe I should consider building a model for adaptive mobile learning system instead of building a useful system merely, because only to build a model can make my research to be reused by the other researchers and it can make more sense. It is a real inspiration for me.

Besides these activities, I also listened to many keynote speakers like Agnes Kukulska-hulme, Kinshuk, Gerry Stahl and some others. Their wonderful presentations were so impressive and interesting that I have more respect for them. Another wonderful thing is that during the coffee-breaks and the lunch time I had many chances to talk with these professors. They are very easy to approach and very kind to share their views about my research. I made so many friends with them through this conference who came from all over the world. It is really a nice thing. Another experience I want to mention is about Hong Kong which is one of the best places I have been. No matter the view, the food or the people’s kindness is my favorite.

Finally, I want to express my thanks to the Asia-Pacific Society for Computers that supported me to participate in ICCE2009 by giving me the APSCE Merit Scholarship and I promise to contribute more to the community.

Yours sincerely,
Mengmeng Li

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RESEARCH AND PRACTICE IN TECHNOLOGY ENHANCED LEARNING (RPTEL)

RPTEL is the official journal of APSCE

http://www.worldscinet.com/rptel/rptel.shtml
RPTEL is a multidisciplinary refereed journal devoted to disseminating rigorous research on all aspects of the use of technology to enhance learning. The journal seeks to be a catalyst for multidisciplinary dialogue amongst researchers and practitioners worldwide in the fields of learning and cognition, education, and technology, with a view towards improving practice and achieving real-world impact in technology enhanced learning.

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Daniel Suthers, University of Hawai'i at Manoa, USA (suthers@hawaii.edu)

Associate Editors:
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Antonija Mitrovic, University of Canterbury, New Zealand
Peter Reimann, University of Sydney, Australia
Su Luan Wong, Universiti Putra Malaysia, Malaysia
Yoneo Yano, University of Tokushima, Japan
Fu-Yun Yu, National Cheng Kung University, Taiwan

Submissions should be received by the end of the month of May for consideration this year. Submissions are also invited for 2011. The editors welcome suggestions for special issues in 2011. Contributions to RPTEL are to be submitted (MS Word and PDF format) via email to the Executive Editor (suthers@hawaii.edu).

Next issue, Volume 4(4), will be a special issue on Inquiry and Technology, edited by Jim Slotta, Niels Pinkwart and Sascha Schanze. The papers are currently under review.

The best paper nominees from ICCE 2009 have been solicited and are under review for publication in the first issue of RPTEL for 2010.

Contents of Vol. 4 (3), November 2009

Special issue on Understanding complex learning environments: Integrating multiple data sources

Guest editors’ introduction
R. Medina, Lei Lu & D. Suthers

Convergence of data sources in the analysis of complex learning environments
S. P. Lajoie, G. Gauthier & J. Lu

Learning in technology mediated learning environments is a complex process that varies across individual and group contexts. Complex learning environments that are mediated by technology require distinct concurrent methodologies that reveal when and where learning may occur. This paper describes the analysis of two technology-mediated problem-solving environments, one that uses concurrent methods to identify expertise, and the other that examines the influence of technology in collaborative learning situation. The first example examines individual problem solving in the context of a stand-alone environment, BioWorld, whereas the second example examines the joint production of medical decisions with traditional and interactive whiteboard technology in a medical classroom. These examples demonstrate how concurrent methods add to our understanding of individual learning as well as the co-construction of knowledge in the context of clinical reasoning using technology.

Integrating collaboration and cognitive tutoring data in evaluation of a reciprocal peer tutoring environment
E. Walker, N. Rummel & K. Koedinger

Intelligent tutoring systems have been successful at increasing student mathematics learning, but may be further improved with the addition of collaborative activities. We have extended the Cognitive Tutor Algebra, a successful intelligent tutoring system for individual learning, with a reciprocal peer tutoring activity designed to increase conceptual learning. While using our peer tutoring environment, students take on tutor and tutee roles, and engage in both problem-solving actions and dialogue. In a classroom study, we randomly assigned 62 participants to three conditions (adaptive assistance to peer tutoring, fixed assistance to peer tutoring, and individual learning). All conditions yielded significant learning gains, but there were no differences between conditions in final outcomes. There were significant process differences, however. We assessed student interaction using problem-solving information logged by the intelligent tutoring system and collaborative dialogue captured in the chat window. Our analysis integrated these multiple data sources in order to better understand how collaborative dialogue and interactions and problem-solving actions might lead to conceptual learning. This rich data sheds light on how students benefitted from the reciprocal peer tutoring activity: Peer tutors learned when they reflected on tutee problem-solving actions, and tutees learned when the tutor’s help was responsive to those actions.

Visual representations of a multidimensional coding scheme for understanding technology-mediated learning about complex natural systems
C.E. Hmelo-Silver, L. Liu, & R. Jordan

Understanding how people learn requires that we consider how moments fit together: the actions learners take, the conversations they engage in and the representations that they use. The goal of this article is to describe a data visualization technique in the context of a specific research project involving a computer-supported complex system modeling environment. The goal of this project was to understand the relationship between the students’ epistemic practices of science inquiry, collaborative processes, and the content of what they were learning as indicated by their structure-behavior-function reasoning. To accomplish this research goal, we used Chronologically-oriented Representation for Discourse and Tool-related activity (CORDTRA diagrams) technique to conduct a contrasting case analysis. The discourse of two groups was coded for collaborative activity, epistemic practices and the mention of structures, behaviors and functions. These three coding schemes were juxtaposed on single timeline in a CORDTRA diagram. The analysis of the CORDTRA diagrams provided some suggestions for how different patterns of activities may be more or less indicative of productive engagement. This case study provides an example of CORDTRA in use, but it can be used more generally to integrate across multiple sources of data and multiple coding schemes as well as allowing researchers to study sequential activity at both large and small grain sizes. We argue that, in comparison to other techniques, this kind of representation can be a powerful way of understanding complex technology-mediated learning environments.

Using a contingency graph to discover representational practices in an online collaborative environment

R. Medina & D. Suthers

People implicitly negotiate use of representations during learning, even in distributed online settings, but due to the temporally and spatially distributed nature of interaction, special analytic tools are required to uncover the development of representational practices in such settings. In this paper, we show how logs of online activity can be analyzed using specialized tools to recognize patterns in the participants’ use of representations and show how negotiated representational practices affect how learning collaborate and influence each other.

NEWS FROM APSCE MEMBERS

New Book Published

E-book at:
http://dx.doi.org/10.1007/978-1-4419-0228-3

Gerry Stahl, who is Executive Editor of the International Journal of CSCL and a Program Chair of CSCL 2011 to be held in Hong Kong, has published the latest volume in the CSCL book series at Springer, Studying Virtual Math Teams. The volume includes 10 chapters by Stahl covering the VMT research project he directs: its CSCL technology, explorative-math pedagogy, interaction-analysis methodology and group-cognition theory. It also includes 18 chapters by researchers from around the world, including in Suthers’ and Looi’s research teams. The book is a tour de force of CSCL research, containing many detailed case studies of small groups of students discussing math in an integrated chat environment with shared whiteboard and wiki. Conceived as a major design-based-research effort to explore group cognition in a CSCL setting, the VMT Project is described, analyzed and reflected upon from many perspectives in this stimulating volume.

For more details: http://GerryStahl.net/vmt/book

EU-funded project on workplace learning

Vladan Devedzic and Jelena Jovanovic from the University of Belgrade participate in IntelLEO, a 3-year European Framework Programme 7 (FP7) project aimed at developing intelligent technologies to support learning and knowledge-building (LKB) activities in Intelligent Learning Extended...
Organisation (IntelLEO), a new paradigm representing a community that emerges as a temporal integration of two or more different business and educational communities and organisational cultures (industrial, research and educational). The project will develop a series of Web services to support such a collaborative learning process, including:

- provision of learning resources
- management of social interactions
- provision of the most appropriate LKB path for individuals/groups
- scaffolding of the learning process of individuals in accordance with organisation objectives & policy

The project has started in February 2009 and some preliminary results are already available. For more information, see http://www.intelleo.eu/.

The 18th International Conference on Computers in Education
November 29, 2010 - December 3, 2010
Putrajaya, Malaysia.

Organized by the Asia-Pacific Society for Computers in Education http://apsce.net/

Hosted by the Faculty of Educational Studies, Universiti Putra Malaysia, Malaysia. http://www.educ.upm.edu.my

The Faculty of Educational Studies, Universiti Putra Malaysia proudly announces that it has won the bid to host the 18th ICCE. It is an honor to collaborate with the Asia Pacific Society of Computers in Education to host this major international event in Putrajaya, Malaysia.

ICCE 2010 will be a meta-conference for researchers in the Asia-Pacific region to connect with international research communities for the worldwide dissemination and sharing of ideas for research in the field of Computers in Education. Six coherently interrelated sub-conferences, of each is organized by its own program committee on a specialized theme, will be arranged in the five-day Conference. Researchers and graduate students are welcome to participate in paper presentations (8-page full papers, 5-page short papers and 3-page poster papers), workshops, open forums, tutorials, doctoral student consortia, panel discussions and interactive sessions under the following six themes:

C1: ICCE Conference on Artificial Intelligence in Education/Intelligent Tutoring System (AIED/ITS) and Adaptive Learning
C2: ICCE Conference on Computer-supported Collaborative Learning (CSCL) and Learning Sciences
C3: ICCE Conference on Advanced Learning Technologies, Open Contents, and Standards
C4: ICCE Conference on Classroom, Ubiquitous, and Mobile Technologies Enhanced Learning (CUMTEL)
C5: ICCE Conference on Digital Game and Digital Toy Enhanced Learning and Society (GTEL&S)
C6: ICCE Conference on Technology, Pedagogy and Education

The six theme-based sub-conferences will foster the building of research communities in the field of Computers in Education. The meta-conference is anticipated not only allowing researchers to enhance their identity in the thematic research communities, but also bringing them the open-mindedness and inspiration for their future research.

The submission deadlines for the scholarly work for the Conference are listed below.

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<tr>
<th>Date</th>
<th>Type of Submission</th>
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<tr>
<td>May 2010</td>
<td>Conference Papers</td>
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<td>June 2010</td>
<td>Workshop Proposals</td>
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<td>Open Forum Proposals, Tutorial Proposals, Panel Proposals, Interactive Sessions Proposals</td>
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<td>August 2, 2010</td>
<td>Doctoral Student Consortium Papers</td>
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<td>August 16, 2010</td>
<td>Workshop Papers</td>
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Putrajaya is a truly remarkable city. It is a city in a garden that is inspired by nature. Putrajaya is well known for its lush greenery and beautiful botanical...
gardens, surrounded by magnificent lakes and wetlands. Come and join ICCE 2010 and acquire rich academic and cultural knowledge. We look forward to your participation in this important event in Putrajaya, Malaysia.

Yours truly,
Su Luan WONG
Faculty of Educational Studies
Universiti Putra Malaysia
For and on behalf of the Organizing Committee of the 18th ICCE

Dissemination of news and knowledge sharing has been one of the goals of APSCE’s newsletter. Personal news about community members (such as job changes, promotions, etc), research developments (e.g., new centers, books, software), recent academic activities and articles on the latest edtech buzzwords, successful classroom applications of theories, techniques, and tools…etc are more than welcome to be emailed directly to Tanja Mitrovic, tanja.mitrovic@canterbury.ac.nz.

Acknowledgement: Clip art graphics found in the newsletter were downloaded from http://clipart-for-free.blogspot.com/2009/09/free-graduation-clipart.html