APSCE NEWSLETTER

ISSUE 2, August 2006

FROM THE PRESIDENT

Dear Members,

Members of the Executive Committee have been striving to make changes and launch new programs that may help make the Society a striving force for enhancing the research and developments of computers in education in the Asian Pacific region. For instance, in the past few months, there has been a hot discussion on the future of ICCEs, in particular, on the quality of papers submitted to ICCE. Some members suggested changing the conference to a biennial one whereas others suggested lowering the paper acceptance rate. The issue on how to attract more interested parties to join the Society while at the same time keeping a prestigious status as has been established is also discussed.

As the President of the Society, I cordially invite you to email me or any members of the executive committee your comments and suggestions on these or other topics that aim to make the Society a better serving place for members. The Society needs your support and inputs to make it a successful one.

With best wishes

Fong-Lok Lee

IN THIS ISSUE

LATEST NEWS ON INTERNATIONAL CONFERENCE ON COMPUTERS IN EDUCATION (ICCE2006)

Organized annually under the auspices of the Asia-Pacific Society for Computers in Education (APSCE), the 14th International Conference on Computers in Education (ICCE2006) will be held in Beijing from November 30-December 4, 2006. The theme of this year's conference is "Learning by Effective Utilization of Technologies: Facilitating Intercultural Understanding."

ICCE2006 is honored to have 4 prominent professors to deliver keynote speeches. They are Naomi Miyake from Chukyo University, Japan, Ton de Jong from University of Twente, Netherland, Guangzuo Cui from Peking University, China, and Daniel D. Suthers from the University of Hawai'i at Manoa, USA. The titles as well as the abstracts of their presentations are now available via http://www.icce-2006.org/keynote_speakers.htm.

A list of accepted full papers, short papers, posters, and Doctoral Student Consortium papers is available at http://www.icce-2006.org/. A list of accepted workshops and tutorials can be found at http://www.icce-2006.org/workshops_tutorials.htm

ICCE2006 will hold three styles of workshops. These pre-conference workshops at ICCE2006 will be held on November 30 - December 1, 2006, Beijing, China. For more details, check http://www.icce-2006.org/workshops_tutorials.htm

- ■ MINI-CONFERENCE WORKSHOP will include paper presentations and publication of a proceeding.
- ■ DISCUSSION WORKSHOP will include collaborative works discussions of a topic, but doesn't include paper presentations and publication of a proceeding.

- **MINI-COURSE TUTORIALS** include presentations by experts on a specific topic, but do not include paper presentations and publication of a proceeding.

Mini-conference workshops just sent out their call for papers. You are cordially invited to submit papers for the following seven accepted international workshops at ICCE2006. Each of the workshop has their own submission details and important dates. Please check the web pages listed below for more details on workshop description, organizers and programme co-chairs, programme committee members, submission paper format, etc.

W1: ADVANCED IDEAS AND TECHNOLOGIES FOR LEARNING NETWORKS
http://www.swlab.ice.uec.ac.jp/member/watanabe/

W2: PEDAGOGICAL DESIGN OF EDUCATIONAL GAMES---WHAT MAKES A GAME EDUCATIONAL
http://caite.fed.cuhk.edu.hk/game06.html

W3: DESIGN AND EXPERIMENTS OF MOBILE AND UBIQUITOUS LEARNING ENVIRONMENTS
http://www-b4.is.tokushima-u.ac.jp/ogata/MULE.htm

W4: PHENOMENAGRAPHY: THE CONCEPTION OF E-LEARNING IN AN INTER-CULTURE CONTEXT

W5: PROBLEM-AUTHORING, -GENERATION AND -POSING IN A COMPUTER-BASED LEARNING ENVIRONMENT
http://www.watanabe.ss.is.nagoya-u.ac.jp/ICCE2006/

W6: THE INTERNATIONAL WORKSHOP ON AI TECHNOLOGY FOR E-LEARNING
http://io.acad.athabascau.ca/%7Eharris/aitel06/

W7: E-TUTORING IN INTERCULTURAL E-LEARNING CONTEXT
http://www.icce-2006.org/w7index.htm

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

RESEARCH AND PRACTICE IN TECHNOLOGY ENHANCED LEARNING

RPTEL

Research and Practice in Technology Enhanced Learning (RPTEL), the official journal of the Asia-Pacific Society for Computers in Education, 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.

The journal encourages research from theoretical perspectives, research reports of evidence-based practice as well as praxis research work that focuses on the interface between theory and practice and how each can support the other. In addition, the journal strongly encourages reports of research carried out within or involving countries in the Asia-Pacific region.

The journal embraces all forms of technology that may be used to enhance learning opportunities. All aspects of the technology, from design to construction to implementation and evaluation, are of interest. Research contexts addressed include learning that takes place in schools, universities or colleges, in business or government organizations, as well as in informal learning settings. Learning may take place at the individual, group, organizational or societal level. Analyses of learning may apply at multiple levels.

A key focus of the journal is to seek improvement in our understanding of designing for learning in such a way that the learning designs translate successfully into practice. Hence, empirically grounded evaluations of learning are especially important. A complementary focus of the journal relates to the environmental, social, and cultural contexts within which learning design interacts with and translates into practice. The premier issue is available online at:
http://www.worldscinet.com/rptel/rptel.shtml

Call for Papers for a special issue of Research and Practice in Technology Enhanced Learning: Multicultural issues in the design of learning technologies can be found via
http://www.apsce.net/RPTEL/RPTEL_Special_Issue.pdf

SHOWCASE ON RESEARCH CENTERS

Advanced Learning Technologies Research Centre
Massey University, New Zealand
Dr. Kinshuk, Director

The Advanced Learning Technologies Research Centre (ALTRC) aims to advance research on the innovative paradigms, architectures and implementations of learning systems for individualized and adaptive learning in an increasingly global environment. To bridge the gap among different types of learners, the research is targeted to provide support for mobile and life-long learners, just-in-time and on-demand learning, and context adaptation. With respect to these systems, this research includes: Adaptation in web-based learning systems, Intelligent tutoring systems, Life-long learning systems, Context in learning systems, Mobile agents and technologies, Reusability and standardization, Knowledge management based learning systems, Conceptual models in end-user training, and Community informatics: investigating the digital divide. The Centre aims to foster research collaborations with external agencies and work progressively towards strengthening outreach activities.

With the help of external funding, 10 doctoral students, several masters students and collaborations with research centres from all over the world, a number of projects have been initiated under the auspices of ALTRC. Some examples include:

- Agent based intelligent help environment for New Zealand student community
- Collaboration in the e-Learning environment: Models to measure effective student participation
- Cognitive Trait Model for Adaptive Learning Environments
- Mobile adaptation framework
- Meta data schema for divergent data types to be captured at the source
- Distance education model for underdeveloped and developing small island countries
- A knowledge management framework for capturing experts' tacit knowledge
- Learning object metadata interchange
- Profile Transformation in Mobile Educational Systems
- Teacher Model Driven Template Server For On-Line Course Development and Maintenance

For details of publications, projects and further information, we invite you to the centre's website: http://is-alt.massey.ac.nz

Laboratory for Interactive Learning Technologies
University of Hawai`i at Manoa, USA
Dr. Daniel D. Suthers, Director

The Laboratory for Interactive Learning Technologies (LILT), a research group in the Department of Information and Computer Sciences (ICS) of the University of Hawai`i at Manoa, pursues a diverse portfolio of cognitive science, human-computer interaction, and social science approaches to computer-supported learning.

Currently LILT has a strong focus on studying how technology affordances support social processes of learning, ranging from the meaning-making dialogues of small groups to supporting reflective practice in online communities. The Collaborative Representations project, led by LILT director Dr. Daniel Suthers and his student colleague Nathan Dwyer, examines how participants appropriate and are influenced by the affordances of collaborative learning software, and develops strategies for embedding such technologies in educational practice. Dr. Violet Harada and Dr. Suthers co-direct Hawaii Networked Learning Communities (hnlc.org), studying the use of online community software in support of a program of professional development for teachers distributed throughout the islands. Dr. Samuel Joseph leads projects related to wireless and mobile technologies in learning, including second language vocabulary learning and next generation wireless applications. LILT also supports education and outreach efforts related to the marine ecosystems of Hawaii (hawaiianatolls.org, navigatingchange.org).

Situated halfway between North America and Asia, LILT maintains relationships with both geographic communities of researchers. For example, Dr. Suthers is Executive Associate Editor of the APSCE journal Research and Practice in Technology Enhanced Learning and Associate Editor of the International Journal of Computer Supported

Collaborative Learning. He has co-chaired ICCE 2003 in Hong Kong and CSCL 2005 in Taipei, and serves on committees of APSCE, the International Society of the Learning Sciences, and the Computer Supported Collaborative Learning community.

To learn more about LILT and access publications, visit http://lilt.ics.hawaii.edu/lilt/

Mizlab
The Institute of Scientific and Industrial Research
Osaka University, Japan
Riichiro Mizoguchi, Director
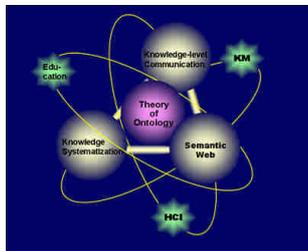
MizLab (full name--Mizoguchi's Lab) has been run under the philosophy that it contributes not only to the promotion of knowledge science but also to the prosperity of the real world by the feedback of the research results to it in the information era. The major goal of this lab is the investigation of Ontological Engineering to establish basic theories and technologies for the next-generation knowledge science. The current research projects include: methodology for ontology design and its support environment, ontology-based next-generation knowledge systems, knowledge sharing and reuse, and intelligent educational systems. Currently, Mizlab webpage is ranked number one among more than 4 million pages by asking Google with the key word "ontology engineering" and one of Mizoguchi's papers (Using Ontological Engineering to Overcome AI-ED Problems) is ranked at the second place in terms of citation ranking by asking Google Scholar with the keyword "ontological engineering."

The major achievements of this lab in the field of Computers in Education include nonmonotonic learner modeling (1994), a generic framework of ITS (1994), opportunistic group formation in CSCL (1997) and theory-based group formation, which contributes to modeling and analyzing CSCL activities (1999-2003). Mizoguchi's 10-year work on functional ontology and its application to the framework of functional structure representation of artifacts has been successfully deployed in a few Japanese companies. On the basis of the success

of the lab, under the direction of Mizoguchi, is now challenging to build a learning/instructional-theory-aware authoring system, whose results will be published together with ontology in the near future. For more information on the lab and Mizoguchi's publications, please link to
http://www.ei.sanken.osaka-u.ac.jp/main/index-en.html

SHOWCASE ON ICCE2005 BEST PAPER AWARDS

Starting from this issue, as a special recognition of researchers' achievement, past ICCE best paper award recipients will be showcased on this newly added section. Recipients are invited to provide the newsletter subcommittee with a write-up, highlighting their award winning work together with any promising leads that have/will emerge from their work. A brief bio-data on the primary author of the awarded paper is placed as a prelude to their write-up. As you can soon clearly see, ICCE2005 best paper award recipients have very different styles when it comes to handling the task. To maintain their personal touch and originality, the newsletter subcommittee decided to present their submitted pieces as follows.

Sustaining Online Collaborative Problem Solving with Math Proposals

by Gerry Stahl

Gerry Stahl directs the Virtual Math Teams research project (mathforum.org/vmt) and teaches HCI and CSCL at the College of Information Science and Technology at Drexel University in Philadelphia, USA, where he is an Associate Professor. He studied computer science and Artificial Intelligence at the University of Colorado, where he was later a research professor. He was program chair of CSCL 2002, is founding Executive Editor of the "International Journal of Computer-Supported Collaborative Learning" (ijCSCL.org) and has published a book on his research and theories: "Group Cognition: Computer Support for Building Collaborative Knowledge." His papers and other information are available at his website (www.cis.drexel.edu/faculty/gerry).

Interviewer: Gerry Stahl, you won a Best Paper Award at ICCE 2005. Could you tell us what the paper was about?

Gerry: It focused on a fascinating moment in an online chat among three young students about a

math problem. Two students were incredibly skilled at making proposals that were taken up by the group in the chat room and that sustained their discussion and exploration of math. The third student had trouble making successful proposals, and this provided us an opportunity as researchers of computer-supported collaborative learning (CSCL) to see how chat contributions have to be structured and situated within the flow of the chat to succeed. The paper goes into some related issues, but the focus is on a detailed look at a particular failed proposal. Recently, I extended the paper considerable; the new version has appeared in RPTEL.

Interviewer: How did you get interested in chat?

Gerry: When I graduated with a degree in artificial intelligence (AI), I decided to shift to CSCL. I built several asynchronous discussion forum systems and studied their use and non-use. When I taught my first fully online course at Drexel University, my students convinced me that synchronous text chat was a potentially much more powerful medium for small groups to build knowledge collaboratively. This evolution in my thinking is documented in my new book on Group Cognition, which discusses the nature of the discourse, shared knowledge and interaction that can take place in small groups.

Interviewer: How do you explore what happens in chat?

Gerry: We just try to look really closely at brief segments of interaction among groups in chat rooms. People are social animals. They have learned over millennia how to interact in small groups using spoken language and body language. Exchanging text messages through a computer is quite different, but people spontaneously adapt their communication techniques to the new media. We can see how they do this by analyzing the record of their chats.

Interviewer: What have you found out about chat already?

Gerry: We have learned a lot about how different chat is from both speech and discussion forums. It has a great potential for collaborative learning, but it needs a lot of supports that we are only beginning to explore. My recent journal papers (see http://www.cis.drexel.edu/faculty/gerry/) discuss deictic referencing, sustaining the collaboration with math proposals and the relation of individual to group cognition. The International Journal of CSCL, which I edit, has been publishing articles on chat as well.

Interviewer: Can people in the Asia-Pacific participate in VMT?

Gerry: My research involves the Virtual Math Teams service at the Math Forum. This is available around the world at http://mathforum.org/vmt/. Individual students are welcome to come here and participate. Teachers and schools should contact us from that website. We are working with researchers in Singapore whom I met with during ICCE 2005 to involve Singaporean students. I am organizing a workshop on chat at ICLS 2006 in Bloomington in June and one on CSCL at ICCE 2006 in Beijing in November.

Interviewer: Thanks for chatting with us!

An Intelligent Agent that Learns How to Tutor Students: Design and Results

by Leen-Kiat Soh & Todd Blank

Leen-Kiat Soh is an Assistant Professor with the Department of Computer Science and Engineering at the University of Nebraska, Lincoln, NE. His research interests are in multi-agent systems, intelligent education systems, computer science education, and image processing. He has been instrumental in a department-wide Reinventing Computer Science Project (http://cse.unl.edu/reinventCS) at the University of Nebraska, where he deployed intelligent education systems and conducted CS education studies. He has developed two intelligent educational applications: I-MINDS (http://cse.unl.edu/~lksoh/cxp+i-minds.html) and ILMDA (http://cse.unl.edu/agents/ilmda). He has also been contributing to NSF-funded projects such as Intelligent Joint Evolution of Data and Information (IJEDI) that applies to hydro-informatics and GIS, and Affinity Learning that deal with concept maps and inventory for instruction and learning. Soh has published more than 80 journal, conference, and workshop papers in the areas of remote sensing, image processing, multiagent systems, machine learning, and education, including IEEE Transactions on Geoscience and Remote Sensing, IEEE Transactions on Education, IEEE Transactions on Image Processing, Computer Science Education, Journal of Autonomous Agents and Multiagent Systems. Soh received his B.S. with Highest Distinction, M.S., and Ph.D. with Honors, all in Electrical Engineering, from the University of Kansas, Lawrence, KS. Soh is currently Director of the National Center for Information Technology in Education (NCITE) (http://ncite.unl.edu).

The award-winning paper at ICCE 2005 reports on the work that Soh and his former MS student Todd Blank have done at the University of Nebraska. The paper describes an intelligent agent that presents different learning content such as tutorials, examples, and problems adaptively to individual students and learns from its interaction with the students how to improve its performance. The end-to-end intelligent tutoring system, called ILMDA, is premised on the above goal, with a graphical user interface (GUI) front-end, an agent powered by case-based reasoning (CBR), and a mySQL database backend. A casebase is used to store the pedagogical strategies, embedded in the individual cases and the similarity retrieval and adaptation heuristics. Each case has situation, solution and outcome parameters. The situation parameters include the students' static and dynamic profiles and the instructional content's characteristics while the solution parameters specify the characteristics of the example or problem to be delivered to the student. A set of CS1 content have also been developed that includes five topics and deployed our system in the laboratories. Results show that when the machine learning mechanism is activated, the agent is able to learn to tutor students more efficiently. This is a key step towards building a self-configuring, self-evaluating intelligent tutoring system that can accommodate diverse student needs and different subject matters.

Soh has since continued to develop ILMDA to embed a self-diagnosing component based on a genetic algorithm with his MS student LD Miller. This component will enable ILMDA to repair faulty reasoning or modeling more accurately, making the machine learning process to be more effective.

An Evaluation Tool for Collaborative Learning Based on Communication

by Noriko Hanakawa & Nao Ikemiya

I am an associate professor of Hannan University. My research area is in Software Engineering; I am interested particularly in the educational aspect of Software Engineering. Nao Ikemiya is my graduate student and he developed the tools that were introduced in this award winning paper.

Initially, we tried the collaborative learning approach in Software Engineering education. However, students' evaluations of "Software Engineering" were not accurate. We found that the students' contributions of assigned tasks were not equal. In other words, there were students who worked on all tasks while other members of the same group did

nothing. Although the contributions of students varied, the evaluations of students in the same collaborative group were found to be the same because the product of the collaborating work was measured in terms of an output. In addition, we recognized the importance of communications among students during the collaborative learning process. We noticed that the qualities of generated products were not high when the communication was poor. For example, if there is little communication among students during the process, the product's quality will be low. It is also found that chats among students, which are not related to the collaborative work, will produce poor products. The occurrence of communications in collaborative work is very interesting. This prompted us to come up with this idea of the monitoring tool based on the communication process. We regard this as an important motivation to conduct the study.

On the other hand, we discovered that we needed a lot of time to check the products such as reports generated during collaborative learning for all twenty groups of students involved in this study. We realized that we needed to reduce the time taken to check the reports. This is the basic motivation of developing the second tool: scoring tool.

Therefore, we developed two tools: the monitoring and scoring tools. Both tools used the natural language technique in Information Technology. In particular, the calculation of similarity between documents is seen as a key technique of both tools. The calculation of similarity requires high technique of programming, especially high performance of programming. In addition, experiments carried out were important to evaluate the usefulness and limitations of the devised tools. However, the natural language technique has some limitations when analyzing communications. We need to explore the limitations of the tools in the natural language technique. Further experiments are needed to clarify the merits and demerits of both tools. The results of analyses carried out from experiments will be extremely useful when teachers use the tools in real world environments such as in the classrooms. Because teachers know the limitations, merits and demerits of the tools developed, they will be able to judge which parts of evaluation of reports should be calculated in both tools while at the same time identify which parts should be executed manually.

We are glad to receive the best paper award of ICCE2005. We intend to improve the performance of these tools. The tools should be further improved to achieve higher performance in natural language technique. We are confident that our tools will be useful in the collaborative learning environment. For that reason, we would like to make the tools popular in the academic environment.

FORTHCOMING ICT-RELATED CONFERENCES

The 4th International Workshop on Wireless, Mobile and Ubiquitous Technologies in Education

Conference Co-Chairs
Demetrios G. Sampson (University of Piraeus and CERTH, Greece)
Tak-Wai Chan (National Central University, Taiwan)

Program Co-Chairs:
Kinshuk (Massey University, New Zealand)
Sherry His (Exploratorium, USA)

This workshop will be held in Athens, Greece on 16-17 November 2006. In today's globally competitive environment, effective wireless, mobile and ubiquitous technologies in education allow new opportunities for users and learners to be intensely connected. WMUTE 2006 will bring together advanced learning theorists, researchers, academics and industry practitioners who are involved or interested in the design and development of Wireless, Mobile and Ubiquitous Learning Technologies in Education. More information about this workshop can be found at http://www.ask.iti.gr/wmute/2006/

The IADIS Cognition and Exploratory Learning in Digital Age Conference

Conference Chair
Pedro Isaías, (Universidade Aberta, Portuguese Open University, Portugal)

Program Co-Chairs
Kinshuk (Massey University, New Zealand)
Demetrios G. Sampson (University of Piraeus and CERTH, Greece)
J. Michael Spector (Florida State University, USA)

This conference will be held in Barcelona, Spain on the 8-10 December 2006 and aims to address the main issues concerning with the evolving learning processes and supporting pedagogies and applications in the digital age. There have been huge advancements in both cognitive psychology and computing that have affected the educational arena. The convergence of these two disciplines has never been faster before and this marriage has affected the very basis of the academia. Paradigms such as just-in-time learning, constructivist approaches, student-centered learning and collaborative approaches have emerged, and are being supported by technological advancements such as simulations, virtual reality and multi-agents systems to name a few. This merger has created both opportunities and areas of serious concerns.

This conference aims to cover both technological as well as pedagogical issues related to these developments. However innovative contributions that do not fit into these areas will also be considered as long as they are directly related to the overall theme of the conference.

More information about this conference can be found at http://www.iadis.org/celda2006/cfp.asp

The 2nd WSEAS International Conference on EDUCATIONAL TECHNOLOGIES (EDUTE 2006)

Conference chair:
Costin Cepisca (Politehnica University of Bucharest, Romania)
Sebastiano Impedovo (Università degli Studi di Bari, Italy)
Damir Kalpic (University of Zagreb, Croatia)
Zoran Stjepanoviè (University of Maribor, Slovenia)

This conference will be held in Bucharest, Romania on the 16-18 October 2006. More information about this workshop can be accessed from http://worldses.org/conferences/2006/romania/edute/

IV INTERNATIONAL CONFERENCE ON MULTIMEDIA AND INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION

m-ICTE 2006, which will be held on November 29 to December 2, 2006 in Seville, Spain, hopes to promote a multi- and inter-disciplinary approach to learning technologies and being a major goal to bring specialists from different areas of expertise together. Researches and professionals of many areas related to education often work disconnected; so, it is necessary to share knowledge and reflection, to create new insights and to expand expertise in such a spread community formed by educational researchers and consultants, teachers, learning material developers, IT specialists, managers and directors of courses, e-learning related company managers, programmers, etc.

This forum also seeks to promote developments in interface areas among Technology, Education and Sociology. By sharing experiences, m-ICTE2006 wants to describe on the one hand, how governments, universities, schools, and other educational and training institutions are using ICTs in different countries and how these technologies are affecting educational, economical and industry-related fields of society. On the other hand, m-ICTE2006 will discuss how national and

supranational governments are developing strategies to promote the inclusion of ICTs in educational contexts based on the different views that they have of future scenarios. m-ICTE2006 aims to cover a range of topics which involve agents with very different approaches to ICTs in Education. Details of this conference can be obtained from http://www.formatex.org/micte2006/

The Fourth IASTED International Conference on COMMUNICATIONS, INTERNET, AND INFORMATION TECHNOLOGY

The IASTED International Conference on Communications, Internet, and Information Technology is an international forum for the exchange of new ideas and practical experience in the areas of communication systems, network management, information systems, and the Internet. This conference provides an opportunity for researchers and practitioners to present and observe the latest research, results, and ideas in these areas. This conference will be held on November 29- December 1, 2006 in St. Thomas, US Virgin Islands. More information can be obtained from http://www.iasted.org/conferences/2006/vi/ciit.htm

E-Learning 2006--World Conference on E-Learning in Corporate Government, Healthcare & Higher Education

The E-Learn Conference series originated as the WebNet World Conference on the WWW and Internet and was renamed to E-Learn since 2002. E-Learning 2006 is the 11th in this series of internationally respected events and will be held in Honolulu, Hawaii on October 13-17, 2006. This annual conference serves as a multi-disciplinary forum for the exchange of information on research, development, and applications of all topics related to e-Learning in the Corporate, Government, Healthcare, and Higher Education sectors. Please visit this website for more information http://www.aace.org/conf/eLearn/default.htm

First European Conference on Technology Enhanced Learning
Program Committee Chairs
Wolfgang Nejdl (University of Hannover, Germany)
Klaus Tochtermann (Graz University of Technology, Austria)

The First European Conference on Technology Enhanced Learning provides a unique forum for all research related to technology-enhanced learning, as well as its interactions with knowledge management, business processes and work environments. It will provide a competitive yet broad enough forum for technology enhanced learning research in Europe and world-wide through specialized workshops and the main conference. The EC-TEL 2006 will provide unique networking possibilities for participating researchers throughout the week and include project meetings and discussions for EU/IST projects funded within the 6th framework program under the action line of "Technology- Enhanced Learning and Access to Cultural Heritage". The EC-TEL will be held in Crete, Greece on October 1-4, 2006. Please visit this website for more information http://www.ec-tel06.org/