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Dear APSCE Members and Student Members,

Welcome to the October 2009 issue of the APSCE Newsletter!

First of all, I would like to update you on the latest development of the upcoming ICCE 2009. The local staff at the Hong Kong Institute of Education are working very hard in preparation of the coming conference. We are very fortunate and blessed to have Siu Cheung Kong as the organizing chair who has been working tirelessly to ensure that everything is in proper order. I am extremely pleased that our conference received an overwhelming response in terms of paper submissions. Approximately three hundred papers were submitted to ICCE 2009 for the six sub-conferences. I am delighted to announce that five distinguished keynote speakers and six theme-based speakers will be sharing their latest research and experiences with us for this year's ICCE. The latest information is available at the official website of ICCE2009. Please visit http://www.icce2009.ied.edu.hk/keynote_speakers.html.

The EC members have been kept busy throughout the year with several issues. In the first half of this year, our EC members had in-depth discussions through e-mails about how the society's Constitution could be reviewed to benefit the actual situation and activities of APSCE. One of them was to make the EC nomination process more flexible in order to encourage promising academics and researchers to serve as EC members. It was agreed upon that a nominee who does not meet the requirements can still be selected as an EC

member with the approval of the President and more than two thirds of the EC members. The subcommittee organization was also reshuffled according to the status of their activities and the achievement of the mission. These modifications will be formalized in the face-to-face EC Meeting to be held during ICCE 2009. Currently discussions are ongoing about the future of APSCE's official journal, Research and Practice in Technology Enhanced Learning (RPTEL). Concrete steps are now being taken to ensure high quality papers presented in our conference will eventually be published as extended journal papers in RPTEL.

In April 2009, the Award subcommittee comprising several EC members announced the call for nomination for the two newly established prestigious APSCE awards --Distinguished Researcher Award (DRA) and Young Researcher Leader Award (YRLA). The subcommittee received five nominations for the DRA and six nominations for the YRLA. The nominees for both awards had come from four different countries. All the nominees were highly qualified and this made it extremely difficult for the Award subcommittee to reach a final decision. However, based on a very fair and strict selection process, two nominees emerged winners for the DRA while one nominee was selected for the YRLA. The awardees were those who had obtained more than two thirds of the EC votes based on their equal contribution to the society and research accomplishments. The awardees will be announced at a ceremony during ICCE2009. I sincerely hope that this award will spur more individuals to contribute to the further development of APSCE.

See you all in Hong Kong!

With best wishes
Yoneo Yano

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

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

LETTERS TO THE EDITOR

We received five e-mails from the winners of the APSCE Merit Scholarship Award who were awarded USD500 each. They share with us their experiences gained from ICCE2008. We are pleased to highlight the last two e-mails from Joe Chun-Te Lee and Song Yanjie for this issue.

Joe Chun-Te Lee is a Ph.D student at the Computer Science Department, National Tsing Hua University (NTHU), Taiwan. His research interests include e-learning (metadata annotation and ITS design), data mining and machine learning. He is currently doing research on metadata annotation integrating pedagogical aspects.

Song Yanjie, is a PhD student at the Division of Information Technology Studies, Faculty of Education, University of Hong Kong and researches on mobile technology educational applications in higher education.

Dear Editor,

I would like to thank the selection committee for selecting me as one the awardees for this prestigious award. I would also thank my advisor, Professor Von-Wun Soo for his guidance throughout my research studies. I would also like to thank Professor Shelley Shwu-ching Young who has taught me so much on e-learning through her e-learning course at the National Tsing Hua University, Taiwan.



I'd like to share this phrase with everyone -- A fish can't survive if it is out from the water. In the same aspect, IT can't live solely without the supported pedagogy. During ICCE 2008, I was glad to learn many important issues in this area. The pioneer researchers addressed many insights from their research results. They inspired me in many ways and I gathered many good ideas to try out in my further research. There are three

areas that I've learnt so much through my participation at this conference:

Cultures. Cultural differences are important aspects in research. In Japan, people like to use mobile phones to learn new information, and to communicate with one another; however, in Hong Kong, even in Taiwan, people prefer to use the PC as a learning media. So, in order to facilitate these cultural divide, *personalization* in the e-learning systems or ITSs should be taken into consideration.

Standards. SCORM 2004 separates the content design from the platform aspects while they are two faces of the same thing. This separation raises many *inconsistencies* for the understanding and interoperation among learning objects. A possible solution is to insert an object layer as a middleware to construct possible paths from content provider down to platform designer, or vice versa. Professor Nakabayashi and colleagues from Japan have already proposed an object-oriented architecture for extensible learner-adaptive environment. In our common vision, we will make every effort to fulfill the design and implementation of this interface. Thanks to Professor Naka who kindly shared his paper and slides with me. After further discussions, we may embark on a project soon.

Talk. The most impressive invited speaker in my opinion is Professor Jimmy Lee from Hong Kong. He talked about games in education and education in games enthusiastically. I really enjoyed his talk. It inspired me a lot to think of many related issues in the game-based learning. Someday, I wish I can stand in front of distinguished audience and talk about my research insightfully and fluently in English like he did in ICCE 2008.

As a novice researcher, I know I still have a long way to go. But this scholarship has proven that I can do my research well. Also, it motivates me to burn the midnight oil to overcome any difficulties in the future. Thanks again for awarding me this scholarship as I would not have been able to participate ICCE 2008 without this funding.

*Yours sincerely,
Joe Chun-Te Lee*

Dear Editor,

It is my great honour to obtain the ASPCE Merit Scholarship Program Award. It would not be possible for me to receive the award without the opportunities that ICCE 2008 Committee members offered for students to be involved in the rigorous academic community; it would not be possible for me to receive the award without the recognition of my work from the ASPCE Merit Scholarship Program Chairs: Professor Yoneo Yano, Prof. Fu-Yun Yu and Prof. Su Luan Wong, and Doctor Student Consortium Chairs: Dr. Hiroaki Ogata, Dr. Chen-Chung Liu and Dr. Baohui Zhang; it would surely be not possible for me to receive the award without supervision and recommendation of my advisor Prof. Robert Fox.

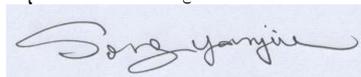
What impressed me the most during ICCE 2008 is the “stage” prepared for students to “perform” on. It is the first conference I have ever attended that put so much focus on nurturing students. This “stage” encouraged me to work harder on my research study, deliberate on my writing of the research report, and help organize the Doctor Student Consortium. Though my “performance” had many weak points, the audience from distinguished scholars and other students were quite tolerant, paid much attention to it and made many insightful suggestions and comments on it. This helped me improve my research study and organizing skills in order to perform better and make greater contributions to the interactive community in the future.

This “stage” provided opportunities for distinguished scholars to organize varied workshops and interactive sessions, deliver theme-based talks and hold invited forums. These brilliant “performances” widened my vision, provoked my thinking, and inspired me to work on the “right track”.

The social activities organized by the ICCE were also impressive. The grand event on the boat was romantic, and memorable. Students enjoyed the event without asking them to pay extra fees. Few international conferences offered students such a privilege.

Before concluding my reflections on ICCE 2008, I would like to extend my heartfelt thanks to the organizers of the conference as well as the teacher and student helpers to make such a wonderful academic conference happen in Taipei, Taiwan. I consider myself part of the friendly, interactive and rigorous community. I would like to be involved in the community and make whatever contributions I can to it in the long run.

Yours sincerely,



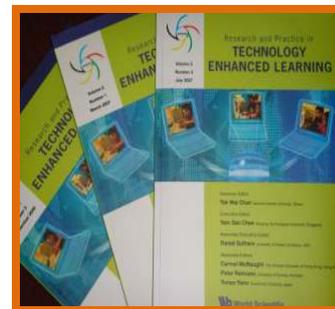
Song Yanjie



Yanjie (second from L): Enjoying the river cruise with new found friends

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.

Contributions to *Research and Practice in Technology Enhanced Learning* are to be submitted (MS Word and PDF format) via email to the Executive Editor, Daniel Suthers (suthers@hawaii.edu)

Contents of Vol. 4 (2), July 2009

Providing group knowledge awareness in computer-supported collaborative learning insights into learning mechanisms

J. Dehler, D. Bodemer, J. Buder & F.W. Hesse

In collaboration, group knowledge awareness (i.e., being informed about the partners' knowledge) is used to effectively communicate and to efficiently coordinate interaction. Computer-mediated collaboration impairs the establishment of group knowledge awareness. Technological support for group knowledge awareness can compensate for this shortcoming and is realized in a group knowledge awareness tool that visualizes the collaborators' self-assessed knowledge. In an experimental study, we varied the availability of the group knowledge awareness tool and investigated the mechanisms of collaborative learning with and without the tool by adopting a contrasting cases approach. Comparing dyads selected for their notably low or high learning outcome in both experimental conditions revealed distinct learning mechanisms with and without the tool: more individual elaboration was found in high compared to low outcome dyads in the control condition, while more collaborative elaboration was found in high compared to low outcome dyads in the group knowledge awareness condition. Using the tool for coordination, that is, distributing activities according to the knowledge distribution, set high outcome dyads apart from low outcome dyads, when they were provided with the tool. Implications for the design and practical use of group knowledge awareness tools are discussed.

Key aspects of computer assisted vocabulary learning (CALV): Combined effects of media, sequencing and task type

S.R.H. Joseph, Y. Watanabe, Y.-J. Shiung, B. Choi & C. Robbins

This paper reviews the software design guidelines from the field of Computer Assisted Language Learning (CALL) and empirical results from the field of vocabulary acquisition. We categorize the empirical evidence in terms of three key aspects of instructional software for vocabulary teaching: task type, media and scheduling. We describe how design of an online adaptive vocabulary teaching system incorporated each of these aspects. This paper also presents a study that investigates the effectiveness of this system in comparison with a self-paced vocabulary learning system designed without the benefit of optimal task types, media or scheduling. Twenty-six adult English as Second Language (ESL) learners were assigned to a month-long vocabulary learning study that included 250 vocabulary items from the Academic Word List (AWL). Multiple choice and recall vocabulary quizzes were administered at pre-, post-, and delayed posttests. Results showed statistically significant advantages for the participants using the system designed to optimize task-type, media and scheduling. Effect sizes above 1.0 were observed favoring the experimental condition for both the pre vs. post and pre vs. delayed gain scores and in both the recall and multiple choice question tests. The large effect sizes indicated that the combination of the three CALV aspects was constructive and that they likely derive benefit from different underlying cognitive mechanisms.

Wise technology lessons: Moving from local proprietary system to a global open source framework

J. D. Slotta & T. Aleahmad

WISE is a software platform that enables easy authoring and exchange of educational materials amongst learning science researchers. This paper charts the recent evolution of the WISE technology, sharing lessons learned and describing a new open source framework called SAIL. We identify key challenges and design principles for technology-enhanced learning environments, and describe how we applied these principles to help WISE move from a single-developer codebase to an international open source codebase shared among multiple technology projects. Finally, we discuss the new types of community this transition fosters.

Special Issue Call for Papers

International Perspectives on Inquiry and Technology

Papers are solicited for a special issue of *Research and Practices in Technology Enhanced Learning (RPTEL)* on *International Perspectives on Inquiry and Technology*. Research and development in the field of computer-supported collaborative inquiry learning is a multifaceted domain in which diverse approaches have evolved, with an interesting array of research foci, methods and materials. Many

researchers in this area develop tools such as technology-enhanced learning environments for supporting students or delivering curriculum. These tools can be difficult to compare (i.e., between projects) and even more challenging to combine (e.g., within a single collaborative research project). Such barriers between technologies are paralleled by an interesting spectrum of theoretical perspectives about inquiry, which entail distinct forms of learning and instruction. Variations are also related to the international complexion of the research community, where scholars are working within distinct cultures of schooling. This special issue invites submissions of papers that capture this rich variety of theoretical perspectives about inquiry and the research materials and technology environments they entail. Specifically, the topics of interest for this RPTTEL special issue include:

- Foundational issues: Inquiry learning principles within or across cultures, and their implications for learning technology;
- Systems and technology design: System design principles and technologies that have successfully been applied for building inquiry learning environments;
- Empirical studies: Experiences from classroom or lab studies with educational technology in inquiry learning contexts.

We especially invite papers that combine these perspectives (e.g., a theoretically motivated design that has been evaluated; or a theoretical review that is grounded in prior cited empirical work by the author and others) or serves to overcome the difficulties of comparing or connecting different solutions. Authors of accepted papers will be asked to discuss relations to each others' work in the revision phase.

Submissions

Journal paper submissions should be in both MS Word and PDF formats. They should be forwarded via email to the guest editors (see below for addresses). The length of a paper is typically in the order of 15–30 journal pages. Authors are required to use the APA publication style, although figures and tables may be embedded in the document rather than placed at the end. Manuscripts for review should use 12-point Times or Times New Roman font and double line spacing. Please include author information on a cover sheet only; this information will be removed when the manuscript is sent out for review. Information for the preparation of final accepted manuscripts and an MS Word template file can be found in the zip file at http://www.apsce.net/Download/210-rptel_doc.zip.

Timeline

1 December 2009: Full paper submissions due
15 February 2010: Authors notified of results
1 April 2010: Revised accepted papers due

Guest editors:

Jim Slotta, Ontario Institute for Studies in Education,
University of Toronto, Canada,
jslotta@oise.utoronto.ca

Niels Pinkwart, Computer Science Institute,
Clausthal University of Technology,
niels.pinkwart@tu-clausthal.de

Sascha Schanze, Institute for Science Education,
Leibniz Universität Hannover, Germany,
schanze@chemiedidaktik.uni-hannover.de

APSCE MERIT SCHOLARSHIP 2009



To assist in fulfilling one of the goals of the Asia-Pacific Society for Computers in Education (APSCE)—fostering and sustaining a vibrant community of young researchers within the region, a financial aid and scholarship program has been set up since 2007 by the Society. The program intends to award potential young leaders among the student community, who have no adequate funding to attend ICCE2009. Important information on qualifications, documentation, selection criteria, notification and submission deadline are listed below.

Qualifications

1. First-authors or presenters of accepted papers of ICCE2009 (i.e., theme-based conference papers, workshop papers or DSC papers);
2. Applicants whose papers received overall favorable ratings from the reviewers (e.g., fall in the “inclined to accept” or “definitely accept” category);
3. Graduate students who are in need of financial support to attend ICCE2009.

Documentation

The following documents must be included in the application:

A cover page with your full name, contact information, a copy of the acceptance letter from the ICCE2009 theme-based conference PC chairs/co-chairs (including information on the

overall ratings of the accepted paper), the name and contact information of your advisor/supervisor, and the SIG(s) you are involved in or will be involved in.

A brief description highlighting your past contribution to the research community in general and/or the APSCE in particular. For those who have not had the opportunity to do so yet, please highlight how you can contribute to the community in the near future. Information on your prior experience participating in previous ICCEs in any forms (e.g., authors, presenters, volunteers, reviewers) is welcome.

A letter of recommendation from your advisor/supervisor endorsing your contribution to the community in the past and substantiating the current status of your financial situation. If you are not the first-author of the accepted paper, but will be the presenter of the paper, your supervisor/advisor must clearly state this.

Selection Criteria

Only applicants who have met the aforementioned qualifications are eligible to apply. Priority will be given to those who have contributed as an individual to the research community in any form or have participated in prior ICCE(s). Applicants whose papers have been recommended by the paper review panel for Best Student Paper Award/Best Paper Award will have an added advantage. Special attention will be given to self-financed students of their postgraduate programs. In addition, priority will be given to students whose papers have been accepted for the theme-based conference, followed by workshop and lastly DSC papers. Those who have not received subsidized support through APSCE for attending past ICCEs will also be given priority.

Submission deadline
October 12, 2009 (Monday)

Number and Amount Awarded

A maximum of six recipients will be awarded the amount of USD 500 each to help students attend ICCE2009. The award will be given at an open ceremony (e.g., welcome party, open ceremony or closing ceremony). **Awardees who are unable to attend the ceremony for which they were selected to receive this award must forfeit their award.** Awardees are required to attend all possible sessions of the conference.

Notification

Applicants will be notified via e-mail of the outcome of their applications. Successful applicants will be required to submit a report (suggested length: 500 words) indicating how

they had benefited from the participation at ICCE2009 one month after the conference. The report will be published in a reserved section of the APSCE Newsletter.

Submission and queries

Complete applications should be e-mailed to **APSCE MERIT SCHOLARSHIP PROGRAM** Chairs: Su Luan Wong and Fu-Yun Yu
Su Luan Wong, Associate Professor, Universiti Putra Malaysia (wsuluan@gmail.com) and;
Fu-Yun Yu, Professor, National Cheng-Kung University, Taiwan (fuyun.ncku@gmail.com)

Any queries can be directed to Su Luan Wong or Fu-Yun Yu

NEWS ABOUT APSCE MEMBERS

Congratulations to Dr. Lisa Cheung



Congratulations are due to Dr. Lisa Cheung, who was awarded her PhD (Applied Linguistics) in August from the University of Birmingham with a thesis on "Merging corpus linguistics and collaborative knowledge construction". She was supervised by Professor Wolfgang Teubert (Professor of Corpus Linguistics) and Dr. Geoff Barnbrook.

Her PhD research relates corpus-driven discourse analysis to the concept of collaborative knowledge construction. It demonstrates that the traditional synchronic perspective of meaning in corpus linguistics needs to be complemented by a diachronic dimension. The fundamental assumption underlying this work is that knowledge is understood not within the traditional epistemological framework but from a radical social epistemological perspective, and that incremental knowledge about an object of the discourse corresponds to continual change of meaning of the lexical item that stands for it. This stance is based on the assumption of the discourse as a self-referential system that uses paraphrase as a key device to construct new knowledge. Knowledge is thus seen as the result of collaboration between the members of a discourse community. Her PhD thesis presents, in great detail, case studies of asynchronous computer-mediated communication that allow a comprehensive categorisation of a wide range of paraphrase types. It also investigates overt and covert signs of intertextuality linking a new paraphrase to previous

contributions. There are also chapters discussing ways in which these new insights concerning the process of collaborative knowledge construction can have an impact on teaching methodologies.

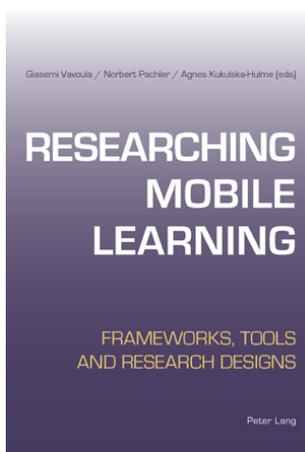


Dr. Cheung has presented at various international conferences, both overseas and local, including *Corpus Linguistics Conference, ICCE Conference, Asia TEFL International Conference, International*

Symposium on Teaching English at Tertiary Level, and to name but a few. Her current research interests include corpus linguistics, collaborative knowledge construction, CALL, and self-reflection in language learning. Since 2001 she has joined her alma mater, the University of Hong Kong, where she previously completed her undergraduate degree in Translation and an MA in Applied Linguistics. She works full time in the Centre for Applied English Studies. In terms of additional academic responsibilities, Dr. Cheung is the Book Review Editor of *Birmingham Journal of Literature and Language* and serves on the Editorial Team of *Hong Kong Journal of Applied Linguistics*. She is a recipient of Teaching Development Grant (TDG) in Hong Kong.

New Books Published

Agnes Kukulska-Hulme, Professor of Learning Technology and Communication, Institute of Educational Technology, The Open University, UK has co-edited a book, **Researching Mobile Learning: Frameworks, Methods and Research Designs**.

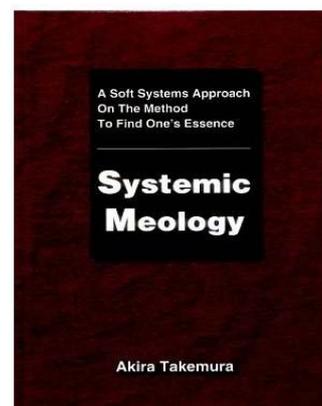


Vavoula, G., Pachler, N. & Kukulska-Hulme, A. (eds) (2009) *Researching Mobile Learning: Frameworks, Methods and Research Designs*, Peter Lang, Oxford. Available to purchase from Amazon or from the publisher's website: <http://www.peterlang.com/>

Learning with mobile technologies is an emerging field with a developing research agenda and many questions surrounding the suitability of traditional research methods to investigate and evaluate the new learning experiences associated with mobility and support for increasingly informal learning. This book sets out the issues and requirements for mobile learning research, and presents recent efforts to specify appropriate theoretical frameworks, research methods and tools. Through their accounts of particular mobile learning projects, leading researchers in the field present their experiences and approaches to key aspects of mobile learning research such as data capture and analysis, and offer structured guidance and suggestions on adopting and extending these approaches.

Dr. Akira Takemura, Professor of Environment and Humanity, Faculty of Human Development, University of Toyama has published a book, "Systemic Meology" -A Soft Systems Approach on The Method to Find One's Essence.

In this book, the author tried to arrange hypothetical experiments to find one's essence. He first searched for a hypothesis that brings about the conscious amenity deficiency, set up an "uncertainty of one's essence" as a catch phrase, constructed a conceptual model of personalization (Cognitive Metabolic Syndrome), and thought of and carried out a new feasible and desirable behavioural experiment model of self-study.



For more details:

<http://www.kaibundo.jp/syousai/ISBN978-4-303-72472-6.htm>

FORTHCOMING ICT-RELATED CONFERENCES



WCES 2009
Istanbul, Turkey
4 to 8 February 2010
<http://www.wces2010.org/>

Submission Deadline: 22 October 2009



8th IASTED INTERNATIONAL CONFERENCE ON WEB-BASED EDUCATION
Sharm El Sheikh, Egypt
15-17 March 2010
<http://www.iasted.org/conferences/home-688.html>
Submission Deadline: 30 Oct 2009



The 2nd INTERNATIONAL CONFERENCE ON COMPUTER AND AUTOMATION ENGINEERING
Singapore
26-28 Feb 2010
<http://www.iccae.org/>
Submission Deadline: 10 October 2009

Special Announcement

IEEE Transactions on Learning Technologies
Special Issue on Intelligent and Innovative Support
Systems for CSCL

AIMS

Computer-Supported Collaborative Learning (CSCL) is an interdisciplinary research field that gathers researchers around one common goal: to facilitate the designing, conduction, and analysis of collaborative learning (CL) activities where students and instructors are supported by advanced information and communication technologies.

The emergence and widespread adoption of the so-called Web 2.0 technologies that allow people to collaborate anytime and anywhere at an unprecedented scale have opened numerous new opportunities for CSCL. In addition, technologies based on Artificial Intelligence (AI) have reached the level of maturity that allow for them to be successfully applied for supporting collaborative learning in innovative and intelligent ways. To accomplish the development of innovative and intelligent systems for CSCL, we need to rethink what is considered as state-of-the-art in AI technologies and push the research trends in CSCL towards the new generation of technologically sophisticated systems/methods capable of enhancing/improving CL.

TOPICS

- Topics of interest include, but are not limited to:
- Architectures, frameworks and systems for CSCL
 - Tools and languages to support CSCL scripts
 - Web 2.0 technologies applied in CSCL
 - Innovative ways for analyzing students' interactions
 - New approaches for group/individual assessment
 - User modeling, personalization and adaptation for CSCL
 - Semantic Web technologies to support CL
 - Leveraging Social Semantic Web in CL
 - Intelligent (authoring/tutoring) systems for CL
 - Agent and multi-agent technology for CL
 - Data mining in CSCL context
 - Distributed systems to support CL
 - Novel user interfaces to support CL

IMPORTANT DATES

- 30/Mar/2010 Submission deadline
- 15/Jun/2010 Authors notification
- 16/Jul/2010 Submission of revisions
- 10/Aug/2010 Final decision
- 11/Sep/2010 Submission of final versions

SUBMISSION

Authors should follow the author guidelines at
<http://www2.computer.org/portal/web/ilt/author>

GUEST EDITORS

Seiji Isotani, Carnegie Mellon University
Jacqueline Bourdeau, TELUQ-UQAM
Riichiro Mizoguchi, Osaka University
Barbara Wasson, University of Bergen
WeiQin Chen, University of Bergen
Jelena Jovanovic, University of Belgrade

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

Acknowledgement: Clip art graphics found in the newsletter were downloaded from <http://clipart-for-free.blogspot.com/2008/08/free-graduation-clipart.html>