

International Society of the Learning Sciences



www.isls.or



Newsletter #12 Spring 2010

Winds of Change and the Windy City: A Parting Message from ISLS President, Iris Tabak

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Upcoming conferences

ICLS 2010

Chicago, USA

June 29-July 2

www.isls.org/icls2010

EARLI JURE 2010

Frankfurt am Mein

Germany

July 19-22

earli-jure2010.org/

CONSTRUCTIONISM 2010

August 16-20

Paris, France

http://www.aup.edu/news/special_events/constructionism2010.htm

The Spring issue of our ISLS Newsletter is marked by the impending transitions in leadership in the society and in looking forward to our society-sponsored conferences. This year, we will say our thank you's, goodbye's and welcome aboard's at the 9th International Conference of the Learning Sciences in Chicago, hosted by UIC's Learning Sciences Research Institute.

This has been a productive year and I want to thank all of the officio and ex-officio board members and committee members for their role in advancing our society goals. I would like to note a few highlights from our activities this year:

Conference Committee, chaired by Bill Sandoval

- ◆ Communications with ICLS2010 Coordinating committee in helping to organize the upcoming conference.
- ◆ Processing of proposals to host ICLS2012 – we hope to announce the host at the meeting in Chicago.

Education Committee, co-chaired by Frank Fischer and Marcia Linn

- ◆ Inviting chairs and coordinating with ICLS2010 to setup the Doctoral Consortium and the Early Career Workshop at ICLS2010.
- ◆ Constructing a global map of LS programs.
- ◆ Setting up an evaluation program to measure the long-term effects of the Doctoral Consortium and Early Career Workshop

Membership Committee, chaired by Nancy Law, and Outreach Activities

- ◆ Sponsorship of AERA SIG ATL/LS Best Student Paper Award and contribution toward reception at the annual business meeting. This is part of our ongoing efforts toward collaboration and affiliation with sister organizations, and in our ongoing support of early career scholars in the learning sciences.
- ◆ Sponsorship of an ISLS reception at an upcoming ICCE conference which is sponsored by the Asia-Pacific Society for Computers in Education, this is part of our ongoing efforts toward collaboration and affiliation with sister organizations, and to increase our world-wide representation.



Seeking new ISLS Newsletter Editor

ISLS Newsletter Editor appointments run for three years. At the moment, ISLS is on the lookout for a new ISLS Newsletter Editor, as the current newsletter editor has completed her term. The role is akin to a committee chair and is part of the Communications & Technology Committee. It is a great opportunity to learn more about the Society and serve its members in a fun and creative way! To indicate your interest or for clarifications send an email to the current Editor, Elena Kyza at elenakyza@gmail.com

ISLS Newsletter

Publications Committee, co-chaired by Brian Reiser and Martin Wessner, with Chris Hoadley (prior co-chair, transition overlap)

- ◆ Formalizing ISLS publications policy and composing guidelines for members to be posted on our website.
- ◆ Technology & Communications Committee, Elena Kyza (Newsletter Editor), Sadhana Puntambekar (Website), Ravi Vatrpu (Technology Infrastructure).
- ◆ Publish two newsletters a year.
- ◆ Website includes a new ISLS mission statement (coordinator Roy Pea), up to date information on conferences, board members, officers, committees and job postings.
- ◆ Adopting a new technological infrastructure that will offer a new look and feel to our website including Web 2.0 functionality, as well as a unified registration system to all society-sponsored conferences that will be linked to the membership database.

Treasurer, Carolyn Rosé

- ◆ We are financially stable and are up to date on filing our taxes.

An additional locus of activity has been the preparations for ICLS2010. The UIC-based Coordinating Committee has been working very hard for over a year in preparing what promises to be an excellent conference. I thank each and every one of them. I have had the opportunity to note a few individuals' contributions and I would like to mention them here, without detracting from the entire team's individual and collective efforts. Kim Gomez and Josh Radinsky, the program co-chairs, have devoted considerable thoughtful attention to assigning reviewers, conducting reviews, and constructing the program. We especially appreciate Josh's efficient and constructive demeanor in the face of various "surprises" along the way. Participants in the Doctoral Consortium and the Early Career Workshop will appreciate Tom Moher's efforts and accomplishment in securing NSF funding for these events. Leilah Lyons has kept us all up to speed on where, what and when things are happening in her role as communications chair and in managing the website. Thanks to Alison Castro-Superfine we can look forward to receiving our registration bags (with "goodies" inside) and to smooth running logistics aided by the student volunteers. We appreciate Deana Donzal taking on the role of business manager of the conference in addition to her role as Associate Director of LSRI. Finally, many thanks to Susan Goldman and Jim Pellegrino, the conference co-chairs, for...well...just about everything related to the conference!

At ICLS2010 in Chicago we look forward to two sessions central to ISLS:

- ◆ The ISLS Presidential Session (Wednesday June 30, 10:15-11:45, Crystal Ballroom). This session, organized and chaired by Past President Marcia Linn, will provide an opportunity to hear from all past and present ISLS presidents about their perspectives on the accomplishments, challenges and future directions of the society.
- ◆ The ISLS Open Business Meeting and Awards Ceremony (Friday, July 2, 12:00-13:00, Red Lacquer Ballroom). At the open business meeting we will thank our board members and officers who are concluding their roles, and welcome our newcomers. We will also announce and celebrate the Best Paper and Best Student Paper awards. This session will also be the closing ceremony for the conference.

Both sessions include an open discussion with the audience, which is an excellent opportunity for each individual member to be heard and to make a difference in the society. We look forward to your participation!

I'll foreshadow our open business meeting in announcing that after 5 years of excellent service above and beyond the call of duty Nancy Songer will be completing her role as Executive Officer. Sadhana Puntambekar will be taking on this role.

Thank You Nancy Butler Songer!



This June, after five (5!) years of excellent service as Executive Officer, Nancy Butler Songer will be completing her role. Nancy took on this role when ISLS was literally in its infancy and she has gone to great lengths to put many features into place that have served to strengthen and broaden our governance. It was Nancy's vision for how the society should run that has instituted much of how we define and organize our activities.

As presidents have come and gone in yearly terms, it was Nancy who remained as a dependable constant shepherding us into our roles. We are most grateful for her many years of service and her many contributions and wish her all the best as she moves on.

Hope you won't get too bored Nancy!

Welcome, Sadhana Puntambekar!



Please join me in welcoming Sadhana Puntambekar to the role of Executive Officer of ISLS. Our executive officer is primarily responsible for the ongoing operations of the society, including, but not limited to maintaining the membership database, organizing the board meetings, representing the society in contractual obligations, and representing the interest of the society with affiliated organizations.

Sadhana has the privilege of standing on the shoulders of the giants who came before her when the society was newly formed and inventing itself day-by-day. She also faces some exciting challenges as we adopt a new technological infrastructure to support our website, membership database, and conference registration. I have known Sadhana professionally and personally for over a decade and I am confident that we are in good hands.

Sadhana – welcome aboard and we look forward to your leadership!

Thank you for the opportunity to serve as president of the Society, and please join me in welcoming and wishing all the very best to Paul Kirschner, our next ISLS President.

Iris Tabak

Understanding ISLS Publications Policy

The ISLS has developed a publications policy that aims to help scholars disseminate their work widely. In the case of journals, ISLS works with commercial publishers (Taylor and Francis, which acquired Lawrence Erlbaum, for the *Journal of the Learning Sciences*, and Springer for the *International Journal of CSDL*). In the case of conferences, ISLS publishes its own materials.

As part of the conference process, authors are asked to sign a copyright agreement. This document attempts to answer questions about your rights and obligations when you sign the copyright agreement with ISLS for conferences.

Summary

- ◆ When you publish a paper in an ISLS conference, ISLS becomes the owner of your paper when you sign the copyright form or agree online.
- ◆ ISLS gives back to you certain rights, including
 - ◆ the right to make copies of your conference paper for your teaching
 - ◆ the right to include parts or all of the paper in any textbooks you write, or in compilations of your own works
 - ◆ the right to make copies for use in your own institution
 - ◆ the right to put a copy of the paper on your website
- ◆ Other people who want to make copies (for instance, for course readings packs) need to ask ISLS for permission. (You do not need permission to make copies for your own teaching or your own institution.)
- ◆ ISLS owns the words and figures, not the ideas. You do not need to ask permission to reuse the ideas.
- ◆ If you want to resubmit the paper to a journal, publish it in a book, or to write a new paper that includes portions of the old one, you need to ask for permission from ISLS. You do not need to ask permission if you submit to an ISLS journal. Use the 'copy-and-paste test' below.
- ◆ ISLS attempts to get your work to the widest audience. We distribute all papers for free through the ACM digital library, and give permission very liberally whenever people ask for it. We just ask in return that every use of the paper (part or all of it) contains a copyright notice saying that ISLS owns it.

What is copyright?

Copyright relates to laws about who owns specific works. Whenever a book, article, graphic, etc. is created, the creator has specific legal rights about controlling if and how copies of that work can be made. Through national laws and international treaties, a very comprehensive system exists to say who owns what works. All works are owned by somebody when they are created and in most cases for over a century afterwards.

Who owns the copyright when I write a paper?

In most cases, you do. The exceptions fall mostly into two categories. The first is a "work for hire," which is when an author writes something as an agent of somebody else; for instance, if a business contracts with you to write a paper for them as a consultant, they typically own the work. Universities and research organizations typi-

cally do not claim this kind of ownership over work done by scholars they employ.

The other exception relates to government employees. In many countries, including the United States, the copyright of government employees belongs to the government or to the public. In countries with ties to the United Kingdom, this is often called a Crown Copyright.

It used to be, in some countries, that a lot of work had to be done to establish ownership, including putting copyright notices on the paper, filing copies with the government, placing copies in national libraries, etc. But nowadays, copyright comes with simply writing the paper down. (It doesn't count if it's only in your head.)

Does this mean I can't use direct quotes in articles, even if I cite properly where they came from?

There's an exception in copyright law called 'fair use'. If you are using a short quote from somewhere else, for instance for commentary on that other work, you don't need permission to include the material and cite the source. Of course that doesn't mean you can quote an entire paper. See http://en.wikipedia.org/wiki/Fair_use for more information.

After I present it at the conference, I can still turn my conference paper into a journal article, right?

Yes, but you may need ISLS permission for other than ISLS journals. Read on about the 'copy-and-paste test'.

ISLS Publications Policy

What is the 'copy-and-paste test'?

Copyright is different from plagiarism. Copyright is about protecting a creative work expressed in a tangible medium. For books, this means a particular combination of words and figures. Copyright is a legal issue.

Plagiarism is about taking someone's ideas without proper attribution. Naturally this is a major violation of professional ethics of scholarship.

The copy-and-paste test is a way of clarifying the difference between the two. If someone steals your article by copying sentences, paragraphs, or figures from your paper, they are violating copyright, unless you gave them legal permission to do so, and an appropriate copyright notice is included.

If someone writes a paraphrase of your article, and passes it off as their own without citing you, that person is guilty of plagiarism, but technically the person has not violated your copyright, because they didn't use any of your unique combinations of words.

If you write an article, give away copyright to that article, and then write a new article that's a paraphrase of the first one (or an expansion, or simply refers to the same ideas), but none of the unique combinations of words (or specific figures) have been copied and pasted, you're neither violating copyright nor committing plagiarism, since you can't steal an idea from yourself, and nothing literal has been directly copied from the old article.

On the other hand, if you do use copy and paste to make your second article, you're using literal material from the first one without attribution, and you would be violating the copyright on the first one (which you've given away to someone else), unless you get permission.

When do I need to ask ISLS for permission?

If you're writing an article on the same topic of your conference paper, but don't copy and paste anything from the conference paper, you don't need ISLS permission. It would be appropriate however to refer to the ICLS conference paper in your acknowledgements and clarify the relation of the current work to the earlier paper.

If you're writing something and use a short direct quote from your conference paper (or a single figure) that would fit under fair use, you don't need ISLS permission. You simply need to indicate this is a quote and cite the source conference appropriately.

If you're writing something for one of the society journals (ijCSCL or JLS) and you want to reuse parts of your conference paper, you don't need ISLS permission. You should cite the conference paper where appropriate; for instance, you might include a statement in the acknowledgments that states how the paper is based on the earlier conference paper, such as "Preliminary analyses of the studies in this paper were presented at CSCL 2009," or "A preliminary version of these design arguments were presented at ICLS 2010."

In all other circumstances, if you want to copy and paste things out of an article you wrote for an ISLS conference and use them in a journal article, book chapter, (or anything else), you need to ask ISLS for permission to do so, and ISLS will be pleased to grant permission.

How do I ask for permission?

Send an email to the publications committee chair(s), or the executive officer of the society. Remember to tell us what you want to reuse, and where you

want to reuse it. Also remember that once you've got permission, you still need to alert the journal publisher that portions of your new article are owned by ISLS and that they need to include a copyright notice to that effect. If you give us the email address of someone at the publisher that you're dealing with, we can send a copy of the permission letter to them to facilitate this.

Why does ISLS take ownership?

ISLS takes ownership so we have maximum flexibility in trying to get your work out. For instance, we now put our conference papers into the ACM Digital Library, publish them in hard copy through Lulu.com, and publish them on thumb drives or CD-ROMs for conference attendees. Because the society owns the papers, nobody can later claim that they did not give permission for some new use of the papers.

***This report has
been compiled by
the ISLS
Publications
Committee.***

Understanding ISLS Publications Policy (continued)

Why is ISLS making this so complicated for me? I used to turn conference papers into journal articles all the time before.

Even though in many communities it is normal for scholars not to worry about copyright issues regarding their own work, it can cause problems. For instance, let's say an author publishes her paper in an ISLS conference. Later, the author adds some more material, and publishes the paper in a journal. The journal is later acquired by another company. At some point, the publishing company realizes that there are huge sections of their article that are also in the conference paper, and that people are including a link to the free online version of that conference paper. They then sue ISLS, because they think they own the paper. Indeed, they probably have a signed contract with the author saying she owns the paper and is giving full ownership to them. The problem is, she already gave ownership of the parts in the conference paper to ISLS previously. Many authors do this kind of "double dipping" without any ill intentions, but it puts their work into a legal mess of who owns what. The only way to sort it out if people or organizations fight about it is through lawsuits. We don't want that to happen.

Copying your own work may be perfectly ethical, but if you signed away copyright to anyone else, it's not legal.

What if the conference paper I'm submitting to an ISLS conference has portions that have previously been published elsewhere?

Make sure to communicate with the conference chairs and the publications committee chairs. If we can get clean permissions from whoever owns the earlier

publication, it will be fine, but do this before you sign over copyright to ISLS.

I don't remember signing my rights over to ISLS for an old conference paper.

Each conference has done the transfer of copyright differently. In some cases, paper forms were collected; in others, email forms were sent out; and in some, the form was a part of clicking through the online submission process. In addition, to streamline things, in some years we have allowed the lead author to sign one form and promise that all the coauthors had also agreed to the terms.

Why don't you just put everything in the public domain?

If we did that, people could conduct plagiarism, and we would have no legal way to stop them. In addition, there are issues in that 'public domain' doesn't really mean the same thing from country to country, and in some countries it's not actually possible to put something into the public domain.

Why don't you just use creative commons licensing?

The main reason is how creative commons handles commercial licensing. Many people use creative commons to share things, under the condition that someone else shouldn't make money on it, and that their name is associated with it (attribution). This matches scholarly values well. Our problem is that sometimes it's in the best interest of getting the work out to do things that count as commercial use (like publishing a compilation in a book with a commercial publisher). ISLS wants to be able to work with commercial organizations when it's the best way to

get the work out, but we still want to prevent other people from exploiting or profiting unfairly from the work.

Does ISLS make a profit on my work?

No. ISLS is a nonprofit organization, and to date we have never made money on any publication activities. Any income from publication activities (like fees for hardcopies of proceedings) has gone directly into printing costs, or to offset preparation costs for putting out the proceedings.

How do I cite papers from ISLS conferences?

Follow the citation format required by the publication venue.

For example:

APA format

Cakir, M. P., & Stahl, G. (2009). Interaction analysis of dual-interaction CSCL environments. In C. O'Malley, D. Suthers, P. Reimann & A. Dimitracopoulou (Eds.), Proceedings of Computer Supported Collaborative Learning (CSCL) 2009 (Part 1, pp. 3-12). Rhodes, Greece: International Society of the Learning Sciences.

ACM journal format

ENGESTRÖM, Y. 2008. From design experiments to formative interventions. In International Perspectives in the Learning Sciences: Creating a learning world. Proceedings of the Eighth International Conference for the Learning Sciences – ICLS 2008, Part I, Maastricht, Netherlands, June, 2008, P. A. KIRSCHNER, F. PRINS, V. JONKER, G. KANSELAAR, Eds. International Society for the Learning Sciences, 1-3 – 1-24.

ISLS Publications Policy

If the proceedings does not indicate separate editors, use the names of the conference chairs.

How can I get old ISLS proceedings?

Although the process is not yet complete, we are trying to get all old proceedings in the ACM Digital Library. After a free web registration, you should be able to get the papers online from www.acm.org/dl by looking under "publications of affiliated organizations".

If you are looking for hard copies of recent ISLS proceedings (either ICLS or CSCL), check the ISLS store at Lulu.com: <http://stores.lulu.com/isls>

We encourage you to recommend the hard copies to your library; although we love digital distribution through ACM, libraries are better at cataloguing hard copies, and your colleagues and students are even more likely to discover the works.

Who can I talk to if I have questions?

If your question is related to a current or prospective submission to an ISLS conference, contact the conference organizers through the email address they've set up. If your question is related to permissions or other questions after publication, contact the publications committee chair(s) or the executive officer of the society.

Accessing ISLS publications from the ACM DL

ISLS has made the past proceedings of the International Conference of the Learning Sciences and Computer Supported Collaborative Learning available for FREE to the general public via the ACM Digital Library.

If you or your institution already subscribe to the digital library, simply access the ACM DL as you normally would.

If you are not a subscriber, you can still access the past proceedings for free. Simply visit www.acm.org/dl

At the top of the page, you'll see a link to register free for limited service. Once you have registered, login; full text of the CSCL and ICLS proceedings will be available as part of the free limited service.

To browse these proceedings, click the link at the right under

"Browse the Digital Library" for "Publications by Affiliated Organizations". CSCL and ICLS are listed separately under the conference name.

Please note that although our entire back proceedings have been provided to the ACM, there is some delay in getting these scanned and uploaded.

If the volume you are looking for is missing, check back again soon!

GREAT NEWS ABOUT IJCSCL

The "International Journal of Computer-Supported Collaborative Learning" has been selected for coverage in Thomson Reuters products and services.

Beginning with V. 3 (1) 2008, ijCSCL will be indexed and abstracted in:

- Social Sciences Citation Index® / Social Scisearch®
- Journal Citation Reports / Social Sciences Edition
- Current Contents® / Social and Behavioral Sciences

The first Impact Factor will be calculated for 2010, which will be published in June 2011.

What can we learn from related "young" societies?: An introduction to an invited editorial and an invitation for responses and follow-ups

By Iris Tabak

ISLS is unique in many aspects, such as the breadth of research interests on which it draws relative to its size. It is also a rather young society. As such, we are still in the process of envisioning what we would like the society to stand for, what we would like it to mean for its members, and how it might serve its members. For example, we grapple with questions surrounding the role the society should play in influencing policy (thank you Deborah Tatar for kindling some of these discussions), and whether we should play an active role in encouraging particular lines of research. We also wonder about what modes of collaboration we would like to have with other societies.

These and similar questions are considered against the backdrop of our size and footing. What types of activities make sense

for a society with a general member base of under 1000? Are there activities that are better pursued after we have established a longer sustainable tradition of activity?

In order to address these questions in an open forum and in order to benefit from the experience of other "young" societies we have invited a guest editorial.

We invited Costas Constantinou to write a retrospective about EARLI's outlook and growing pains. Costas has been involved with leadership in EARLI and currently holds the role of EARLI Secretary/Treasurer. EARLI, the European Association for Research on Learning and Instruction was established in the mid-eighties as a European forum for educational researchers, and over two decades it grew considerably and established highly

respected journals and conferences. EARLI is similar to ISLS in that it is a relatively young society that focuses on a particular set of topics (learning and instruction) within the field of education, which are akin to the topics of interest to ISLS. At the same time, it is much broader in scope and has a much longer tradition than ISLS (25 years of EARLI, 6 years of ISLS). Thus, we thought we could view it as "an older sibling" society and learn from its experiences.

We further would like to invite our members to contribute follow-up pieces to our upcoming newsletters. These pieces can be similar editorials about other societies, position papers on some of the issues that have been raised, or other comments and responses.

25 years of EARLI: reflections on the development of a scientific community

By Costas Constantinou



Costas Constantinou
is the EARLI
Secretary/Treasurer

The European Association for Research on Learning and Instruction (EARLI) started in 1985 as a small gathering of researchers at the University of Leuven, in Belgium. At that time, research in Europe was organized and supported only at the level of individual states. Language, culture and the different traditions of the various educational systems were widely thought of as barriers for meaningful collaboration or any co-ordination efforts. Since then, EARLI has grown into a dynamic scientific community that has attracted more than 2000 participants from over 40 countries at its 13th Biennial Conference, which took place in Amsterdam in August

2009. Since 1989, *Learning and Instruction* has grown into one of the most influential scientific journals in educational research. Educational Research Review, the second EARLI journal was initiated in 2005 and has been growing into a noteworthy publication forum mainly for scientific review articles but also for position papers on issues that are of interest in educational policy development.

Reflecting back on these 25 years of development for EARLI, provides some useful insights on how scientific communities can develop through sustained initiative, shared values and specific community development activities.

Scientific Community Values

EARLI has relentlessly pursued *academic rigour* as a value that defines the quality of both the procedures and the research outcomes that are reported within the community. At every conference planning committee meeting there are extensive discussions about the review criteria for evaluating submissions, the rejection rate and the quality of prior conferences.

Invited Editorial

Both journals have a sustained 80% rejection ratio and broad panels of reviewers to safeguard the anonymity of the double blind review processes but also the level of expertise required to evaluate a broad range of manuscripts that range from motivation to learning processes, to teaching in diverse contexts and teacher education.

EARLI has promoted a vision for research that is focused, purposeful and relies on *cumulative progress*. The assumption that it is possible to attain cumulative progress in the underlying ideas underpinning the function of social systems has led to a widespread emphasis within the community on the elaboration of theoretical structures and on the design of empirical research with the methodological rigour necessary for validating or refuting theoretical claims.

Finally, the EARLI community has consistently relied on *openness* as an important value that has served the need to seek strength in diversity, to accommodate many languages and cultures and to promote critical evidence-based and clearly argued dialogue across the specific constraints of individual educational systems. Every activity is announced openly to the membership through special calls for proposals or expressions of interest. All review and evaluation procedures for each activity are aligned with the broad mission of EARLI to promote an active research culture in the field of learning and instruction. Among its members, the various management structures have always been open to critical discussion, have encouraged broad participation from the very beginning and have also, over the years, found ways to encourage individual initiative for the benefit of the community. The tolerance of a broad range of theoretical and research paradigms within the community is another feature that has emerged through the value

attached to openness and the strength associated with the continuous evolution that comes with openness.

Sustained initiative, Co-ordination and Management Structures

Over the years, EARLI has developed a set of parallel structures that manage the organization and, on the one hand, provide for the necessary continuity but also safeguard a culture of continuous innovation through sustainable change. There is an elected Executive Committee that is responsible for major policy development and for representing the association to the outside world. Each member of that committee has a specific portfolio of responsibility for their two years of service. There are currently 22 special interest groups, each with two elected scientific co-ordinators. SIGs receive support for specialized activities that take place in the interim year between EARLI conferences.

There is a permanent EARLI Office with a Managing Director and specialist staff who assume responsibility for implementing the decisions of the Executive Committee but also for maintaining the day-to-day communication channels with the membership.

This elaborate management structure has enabled the EARLI community to build scientific socialization processes with broad acceptance and support amongst its members. As a result, EARLI has provided a professional home for researchers across many countries with a commonly shared set of values and broad research goals. It has also fostered many examples of productive scientific collaboration that is totally focused on developing ideas across a broad range of contexts.

Community Development Activities

One of the important achievements of EARLI that has supported its ongoing development as a scientific community has been the ability to initiate new activities at an appropriate time to make them sustainable and worthwhile in terms of adding value as a forum for facilitating scientific endeavour. There are elaborate thought processes that go into designing a new journal, making changes to the structure of the main conference, creating a new award for young or experienced researchers, identifying a topic for a new addition to the book series or developing advanced study colloquia as a forum for focused interaction between experienced and young researchers. The introduction of a new activity has always been extensively debated with respect to the resources, the effort and the support from members required to make it sustainable as well as the extent to which the overall idea is clearly aligned with the broad mission of EARLI. As a result, the numerous activities currently promoted by the association have evolved gradually over the years and have come to support the continuous development of a dynamic community of researchers in Learning and Instruction.

Additional information about EARLI can be found at

<http://www.earli.org>

Information about the EARLI journals and the book series can be found at the following links:

http://www.earli.org/publications/learning_and_instruction

http://www.earli.org/publications/educational_research_review

http://www.earli.org/publications/New_perspectives_on_learning_and_instruction

*Costas Constantinou
EARLI Secretary / Treasurer
University of Cyprus*

The next EARLI Conference will take place between 30 August and 3 September 2011 at the University of Exeter, UK.

The call for proposals has been announced.

Visit the website for submission deadlines and other details

<http://www.earli2011.org/>

Join us for ICLS2010 in the heart of downtown Chicago



The **9th International Conference of the Learning Sciences** will be held June 29 – July 2, 2010 in Chicago, Illinois at the Palmer House Hilton Hotel. It is hosted by the Learning Sciences Research Institute at the University of Illinois at Chicago. The conference theme is *Learning in the Disciplines*, and explores the ways disciplinary perspectives can inform the study of learning in educational settings, workplaces, and other contexts. Keynote speakers include Carl Weiman, Koeno

Gravemeijer, and Pamela Grossman. Preconference workshops and events are scheduled on Monday and Tuesday, with interesting paper presentations, poster sessions and symposia scheduled for Tuesday - Friday. Invited special sessions include a focus on disciplinary preparation, representational practices, identity, geography and computational sciences.

The schedule of sessions is available at <http://www.isls.org/icls2010/schedule.pdf>. The social program includes an

evening of song and dance (including a live band) in the historic, renowned Chicago Cultural Center, the first and most comprehensive free municipal cultural venue in the United States.

To register for the conference, visit <http://www.isls.org/icls2010/>. Also, make sure to book your room at the conference venue, Palmer House Hilton Hotel, located only steps away from Millennium Park, beautiful Lake Michigan, and downtown Chicago shopping. Rooms are still available. Visit <http://www.isls.org/icls2010/lodging.html> to reserve your room! Please join us for what will surely be an exciting conference in downtown Chicago, Illinois, home to Barack Obama and the vibrant cultural center in the heart of the United States!

ISLS reception at the ICCE 2010 conference

As a continuation of ISLS efforts to forge relationships with other international Societies, we are proud to announce a Society Reception at ICCE 2010.

ICCE2010, which stands for the International Conference on Computers in Education, will be

the 18th conference. The conference is being organized by the Asia-Pacific Society for Computers in Education (<http://apsce.net>), and will take place in Putrajaya, Malaysia, between November 29, 2010 and December 3, 2010.

Submissions are still open for certain types of interactive events and the doctoral consortium.

If you are planning to attend ICCE2010 please join us during the ISLS reception!

ISLS newsletter note from Gerry Stahl

Several recent dissertations have been published about the Virtual Math Teams Project at Drexel University, an investigation of collaborative learning of mathematics using an online environment with synchronous and asynchronous media:

Çakir, M. P. (2009). *How online small groups co-construct mathematical artifacts to do collaborative problem solving.* College of Information Science and Technology, Drexel University, Philadelphia, PA, USA.

Litz, I. R. (2007). *Student adoption of a computer-supported collaborative learning (CSCL) mathematical problem solving environment: The case of the*

Math Forum's virtual math teams (VMT) chat service. School of Computer and Information Sciences, Nova Southeastern University, Florida.

Mühlpfordt, M. (2008). *Integration dualer Interaktionsräume: Die Verknüpfung von textbasierter synchroner Kommunikation mit diskreten Konstruktionswerkzeugen. (the integration of dual-interaction spaces: The connection of text-based synchronous communication with graphical construction tools [in German]).* Fakultät fuer Mathematik und Informatik, Fern Universität, Hagen, Germany.

Sarmiento-Klapper, J. W. (2009). *Bridging mechanisms in team-based online problem solving: Continuity in building collaborative knowledge.* College of Information Science and Technology, Drexel University, Philadelphia, PA, USA.

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Summary reports can be found in Stahl, G. (2009). *Studying virtual math teams.* New York, NY: Springer.

New ISLS related dissertations



Dr. Murat Perit Çakır

Dissertation title

How Online Small Groups Co-construct Mathematical Artifacts to do Collaborative Problem Solving

Ph.D. Granting Institution

Drexel University, USA

Advisor

Gerry Stahl

Graduation Year

2009

Abstract

This dissertation investigates how small groups co-construct mathematical artifacts in a virtual environment with multiple interaction spaces. More specifically, the study focuses on the development of interactional practices through which small groups of students coordinate their actions across multiple spaces as they collectively construct and reason with various forms of mathematical artifacts to investigate open-ended math problems online. Based on ethnomethodological case studies of excerpts obtained from online problem solving sessions the dissertation argues that the joint mathematical

understanding of small groups develops through joint recognition of connections among different realizations of the mathematical artifacts group members bring in to bear with their shared task. In particular, representational and referential practices enacted by the users facilitate the coordinated use of multiple realizations of the math concepts relevant to the task at hand and their reification into shared mathematical object(s) for the group.

As of September 2010 Murat will be Assistant Professor Department of Cognitive Science, Informatics Institute, at the Middle East Technical University, Turkey



Dr. Wee Juan Dee

Dissertation title

Reinventing Mathematics Problem Design and Analysis of Chat Interactions in Quasi-Synchronous Chat Environments

Ph.D. Granting Institution

National Institute of Education, Nanyang Technological University

Advisor

Associate Professor
Looi Chee-Kit

Graduation Year

2010

Abstract

The central concern of this dissertation is with reinventing mathematics problem design for practical use in the classroom. The mathematics problem is designed to guide students in discussing topics that are part of a defined school curriculum, rather than having each group go off in different direction of mathematical exploration of a completely open-ended topic.

There are three parts to the research design of this dissertation. The first part involves the utility of students' errors and misconceptions embedded in a

worked solution for the problem construction. The second part of the research design consists of implementing the problem design and administering the VMT. The third part of the research design presents a process-oriented tool known as the *Collaborative Interaction Model (CIM) Framework* to analyze the interactions.

The findings of this dissertation point to several groups processes enacted by the students during problem solving. This dissertation also proposes several recommendations for improving the existing problem design.

Wee Juan is employed as a College Mathematics Teacher .

Please send announcements of recent ISLS Ph.D. to the newsletter editor.

New ISLS-related Ph.D. Dissertations



Dr. Jóhann Ari Lárússon

Dissertation title

Supporting the “collaborative” part of wiki-mediated collaborative learning activities

Ph.D. Granting Institution

Brandeis University, USA

Advisor

Prof. Richard Alterman

Graduation Year

2010

Abstract

Prior research has highlighted the educational benefit of enabling students to participate in collaborative learning activities. Developing technology that extends the physical boundaries of the classroom and enables students to engage in meaningful collaborative learning activities outside class time can be of significant value.

For any computer-supported collaborative learning (CSCL) application, there are two issues to address. Did the students learn? Did the technology adequately support the students' collaboration? The latter question can be referred to as the “collaborative” part of collaborative learning. The collaborative application must create an online intersubjective space that adequately supports the students' collaborations. Building applications that meet this criterion is not a trivial task. The thesis presents the WikiDesignPlatform (WDP). The case is made that the standard wiki, in conjunction with the platform's extensive set of e.g. awareness, navigational

and communicative components comprises a framework that is particularly well suited for custom building collaborative learning applications. The thesis presents evidence showing that because wikis are sufficiently plastic, they afford building applications for a variety of collaborative learning activities that share a common lingua franca of interaction. Students only have to learn one style of interaction and can more readily switch between different collaborative learning activities and applications within a single semester/course. The thesis reports on two case studies that range significantly in how much support was needed for the students' collaborations. The evidence shows that under both conditions, WDP-based learning environments provided a sufficiently rich intersubjective space that adequately supported the students' online collaborations. The evidence also shows that the WDP can support meta-cognitive tasks, like reflection or self/co-explanation.

Jóhann is currently a research scientist at Brandeis University.



Dr. Martin Mühlfordt

Dissertation title

Integration dualer Interaktionsräume: Die Verknüpfung von textbasierter synchroner Kommunikation mit diskreten Konstruktionswerkzeugen.

(The integration of dual-interaction spaces: The connection of text-based synchronous

communication with graphical construction tools [in German])

Ph.D. Granting Institution

Department of Mathematics and Computer Science, FernUniversität in Hagen, Germany.

Advisors

Prof. Jörg M. Haake
Prof. S. Lukosch

Graduation Year

2009

Abstract

Dual interaction spaces—that combine text chat with a shared graphical work area—have been developed in recent years as CSCL applications to support the synchronous construction and discussion of shared artifacts by distributed small groups

of students. However, the simple juxtaposition of the two spaces raises numerous issues for users: How can objects in the shared workspace be referenced from within the chat? How can participants coordinate their multifaceted actions? How can users track and comprehend all the various simultaneous activities? The dissertation presents three steps toward integration of activities across separate interaction spaces: support for deictic references, collecting and display of social awareness information from both interaction spaces, and implementation of a unified history representing the activity flow in the dual interaction space.

Martin is a post-doctoral research fellow at Fern Universität in Hagen, Germany.

New ISLS-related Ph.D. Dissertations



www.isls.org



Dr. Iolie Nicolaidou

Dissertation title

Relating Elementary Students' Process Portfolios to Writing Self-efficacy and Performance

Ph.D. Granting Institution

Concordia University, Montreal, Canada

Advisor

Dr. Steven Shaw

Graduation Year

2010

Abstract

Writing performance is essential for academic success at all levels. To help elementary school students become better and

motivated writers, educators need to help them have functional writing self-efficacy beliefs that slightly exceed what a learner can actually accomplish. A suggested way to achieve this is having students create process portfolios. This multiple case study explored the development of students' writing performance and writing self-efficacy beliefs through a one-academic-year implementation of process portfolios in three fourth grade elementary school classes in Cyprus. Students in two fourth grade classes created paper-based process portfolios, while students in another class created digital portfolios. The study explored how process portfolio affordances, such as a process approach in writing, progress monitoring (goal setting, reflection, self-evaluation), access to peers' work and feedback related to students' writing performance and self-efficacy and how this relationship changed over time. It relied on a mixed method (quantitative and qualitative) research methodology comprised of pre-mid- and post-portfolio implementation students' writing performance and self-efficacy tests, teachers' and

students' interviews on their perceptions of portfolios and a portfolio artifact analysis. While there is much to understand regarding the impact of portfolios on students' writing performance and writing self-efficacy the results of this study produced several important findings and practical implications related to portfolio use and the added pedagogical benefits of portfolio affordances. The key findings revealed that students' writing performance increased over time. Learning gains were also found in students' ability to provide corrective feedback and constructive comments to their peers' work, to set goals, and to provide accurate self-evaluations of their work. Students' writing self-efficacy increased over time and became more accurate as it reflected students' actual performance by the end of portfolio implementation. Implications for practice and guidelines for future large-scale implementation of digital and paper-based portfolios in the future are offered.

Iolie is currently a Research Associate for the FP7 CoReflect project (<http://www.coreflect.org/>) at the Cyprus University of Technology.



Dr. Johann W. Sarmiento-Klapper

Dissertation title

Sustaining Collaborative Knowledge Building: Continuity in Virtual Math Teams

Ph.D. Granting Institution

Drexel University, USA

Advisor

Prof. Gerry Stahl

Graduation Year

2009

Abstract

This dissertation explores the ways that virtual teams overcome gaps in their sustained knowledge building by analyzing sequences of online, collaborative, problem-solving sessions held by virtual teams of secondary students who participated in Virtual Math Teams (VMT) online community at The Math

Forum. In particular, we focused on two sources of discontinuity in the teams' collective work: The discontinuity of their discrete sequence of collaboration sessions and those emerging from the changes in group participation over time. Our analysis aimed at understanding how the teams "bridged" the apparent discontinuity of their collaborative interactions and exploring the role that such bridging activity played in their knowledge building over time.

Johann is currently employed with SAP and is located at the North America headquarters of this global business management software company.

ISLS Newsletter

New LS-related Ph.D. Dissertations

Ilene R. Goldman (Litz), Ph.D., Ed.S.

Dissertation title

Student adoption of a computer-supported collaborative learning (CSCL) mathematical problem solving environment: The case of the Math Forum's virtual math teams (VMT) chat service.

Ph.D. Granting Institution

Graduate School of Computer and Information Sciences, Nova Southeastern University

Advisors

Gerry Stahl, Ph.D. - Drexel University
Ling Wang, Ph.D. - Nova Southeastern University

Graduation Year

2007

Abstract

Numerous studies suggest that collaborative learning enhances the knowledge-building discourse. Emerging literature suggests that students can learn

and understand mathematical concepts in an enriched way when the subject is approached in a discursive, collaborative fashion. In implementation to date, however, carefully designed online collaborative problem solving exercises have been insufficiently supported by student participation. This study examined the experience of one particular CSCL program, Virtual Math Teams (VMT) Project, which uses a collaborative problem-solving approach to mathematics. The intention of this program is to get students to work together online to solve mathematics problems. The distinctive feature of this exercise is a collaborative effort by a group of students to solve a problem. The problem investigated in this study was why students showed resistance to using the Virtual Math Teams (VMT) chat service tools, and what methods may be used to motivate students to engage in these collaborative problem-solving exercises. The goals of this study were to examine The Math Forum's program experience to determine why the collaborative

exercise VMT Chat is beset by student refusal to register and participate, and why the number of registrants and participants in the individually oriented Problems of the Week (PoW) are substantially higher than those of the VMT Chat. This study helped determine what factors motivate students to register and participate in this program.

Four reasons for a lack of participation in the VMT Chat program were found: a lack of teacher encouragement, a lack of integration of the VMT Chat program in math classes, a potentially confusing and difficult to use computer environment for the VMT Chat program, and a lack of available information, advertising, and marketing for the program.

The study contributes to the knowledge of online learning and collaboration by the determination of why participants are resistant to registering and participating in the VMT Chat; and factors that help to motivate users to shift from acting as individually oriented problem solving users to online problem solving collaborators.

New Book Announcement

Thinking Visually —by Stephen K. Reed

Language is a marvelous tool for communication, but it is greatly overrated as a tool for thought.

This volume documents the many ways pictures, visual images, and spatial metaphors influence our thinking. It discusses both classic and recent research that support the view that visual thinking occurs not only where we expect to find it, but also where we do not. Much of comprehending language, for instance, depends on visual simulations of words or on spatial metaphors that provide a

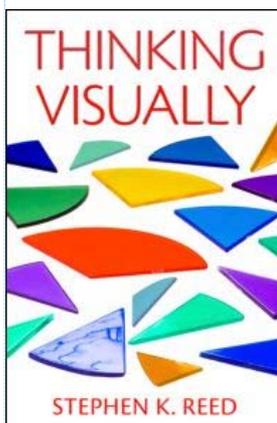
foundation for conceptual understanding. Thinking Visually supports comprehension by reducing jargon and by providing many illustrations, educational applications, and problems for readers to solve. It provides a broad overview of topics that range from the visual images formed by babies to acting classes designed for the elderly, from visual diagrams created by children to visual diagrams created by psychologists, from producing and manipulating images to viewing animations. The final chapters discuss examples of

instructional software and argue that the lack of such software in classrooms undermines the opportunity to develop visual thinking.

The book includes the Animation Tutor™ DVD to illustrate the application of research on visual thinking to improve mathematical reasoning.

ISBN: 978-0-8058-6067-2

Thinking Visually is published by Psychology Press.



Announcements

Doctoral program at the Munich Center of the Learning Sciences

The Munich Center of the Learning Sciences (MCLS) at the University of Munich, Germany draws together accomplished scientists from various disciplines and institutes with the aim of achieving substantial and internationally evident research progress. Altogether, the MCLS unites 34 scientists together with their research teams. Besides members of the Faculty of Psychology and Education, cooperation partners from six further faculties of the LMU, the Technical University, the Bundeswehr University, one 'Max Planck' institute, and two 'Leibniz' institutes are also

involved. The Center research is structured into eight research foci, so-called Center Initiatives, as follows:

- ◆ Neuro-cognitive mechanisms of adaptive control and Plasticity
- ◆ Conceptual development and conceptual change
- ◆ Emotion, cognition and learning
- ◆ Effective instruction
- ◆ Organisational learning and learning social systems
- ◆ Technology-enhanced learning and collaboration
- ◆ Behavioral, affective and cognitive dysfunctions:

Development and intervention
◆ Measuring learning & change

A new international doctoral program in the Learning Sciences has recently began at the University of Munich, under the coordination of Professor Dr. Frank Fischer.

The main goals of the doctoral training program include to offer the best method oriented and interdisciplinary training possible in the Learning Sciences and to integrate the doctoral student into international scientific communities.



MCLS
Munich Center of the Learning Sciences

For more information please visit:

<http://www.en.mcls.uni-muenchen.de>

Faculty Position at the University of Munich

The Faculty of Psychology and Education at the University of Munich invites applications for a professorship (W2 / Associate Professor) (6 years/tenure track/ initially limited to 6 years) for 'Learning Sciences Research Methodologies' commencing as soon as possible.

The holder of this position will be teaching in the Master of Science Program and the Doctoral Training Program "Learning Sciences" as well as - to a smaller extent - in other psychology and educational science programs. Content of teaching are empirical methodologies for research, assessment, and evaluation for different areas that are relevant for the Learning Sciences.

Candidates should have a research focus in the area of measuring processes of learning and change. In addition, the capacity to align his or her research interests to one or more of the research topics in the Munich Center of the

Learning Sciences (<http://www.mcls.lmu.de>) is expected. Excellent mastery of the English language is required.

Prerequisites for this position are a university degree, a doctoral degree, teaching skills at university level and a post-doctoral degree (Habilitation) or equivalent qualification that may have been gained outside the university or may consist in a junior professorship.

The initial appointment will be for six years. After a minimum of three years it may be converted to tenure pending a positive evaluation of the candidate's aptitude for teaching and research as well as the candidate's pedagogical and personal aptitude if all legal conditions are met. In exceptional cases involving candidates with outstanding qualifications, a tenured position may be offered from the outset.

Candidates for this position should be aged 52 or under at the time of appointment. Exceptions thereto may be considered in the case of outstanding candidates.

The University of Munich is an equal opportunity employer and aims to increase the number of female faculty members. Therefore, applications from female candidates are explicitly encouraged. Disabled candidates with essentially equal qualifications will be given preference. The University supports dual career couples.

Please send your applications including curriculum vitae, copies of degree certificates, list of publications and teaching activities to the following address (closing date: **July 2, 2010**):

Dean of Faculty 11, University of Munich, Leopoldstraße 13, D-80802 Munich, Germany, Fax: +49-89-2180-5290

E-Mail: dekanat11@lmu.de

Job Announcement

Instructional Design Position at NATIONAL GEOGRAPHIC

Job Title: Manager, Instructional Design

Job ID: 4160

Location: Education Programs

Summary of Position

- ◆ Work as an integral member of the educational program development team to design materials and manage specific projects that extend National Geographic's mission into formal and informal learning environments.
 - ◆ Advise colleagues on instructional design issues for their own projects, and take the management lead on individual projects as assigned. The management role takes an individual project from conception/brainstorming with colleagues and partners, to program and/or materials creation, through production and distribution.
 - ◆ Project managers work with external partners as needed, and are also involved in the promotion and development of their project through presentations, public events, and professional development opportunities.
 - ◆ Educational materials produced in NGEF range from complete curricula, to collections of lesson plans, activities, teaching posters, family guides, toolkits, and resource lists. Materials are created in print and digital formats and may be prepared for distribution on paper, on CDROM/DVDs, or on the Web via pdf, narrated PowerPoint, videos, and other formats. Programs may be materials or activity-based, and may be designed as in-classroom or outdoor experiences for students, families and communities.
1. Assemble project teams and manage projects as assigned. Serve as lead materials designer for assigned projects. Oversee project timeline/ deadlines, budget, program and/or materials development. Hire and manage contract staff as necessary including scientists, teacher contributors, freelance writers and expert reviewers. Serve as liaison to project partners (internal and external) and manage plans for project publicity, dissemination and training as appropriate.
 2. Develop project material and program content based on research and needs assessment. Design, develop and review instructional and reference content on a variety of geography, science and social studies topics for multiple audiences and age groups (preK-12, families, informal and outdoor) using the resources of the Society including maps, videos, images, research and access to content experts. Develop and deliver professional development for educators, conference and marketing presentations, and other public programs.
 3. Collaborate within EP, Missions and throughout the Society around projects and content. Collaborate with external organizations around their initiatives. Actively seek out opportunities and manage collaboration projects.
 4. Participate in department-wide programs and innovation. Stay current with NGS mission, research, initiatives and media, and assist the team in leveraging these assets. Undertake other duties as requested
 5. Advise colleagues on instructional design issues for their team projects. Supervision. Exercised Interns.

Responsibilities

1. Assemble project teams and manage projects as assigned. Serve as lead materials designer for assigned projects. Oversee project timeline/ deadlines, budget, program

Minimum Education & Experience

- ◆ Bachelor's degree in education, Geography, environmental science, or related field.

- ◆ Master's degree highly preferred.
- ◆ 3-5 years of experience.

Knowledge & Skill Requirements

- ◆ Training and experience in instructional design required. Proven experience in managing materials- and/or program-producing projects (including personnel, budgets, timelines, print production process, fulfillment, distribution, promotion). Experience working under deadlines essential. Workplace or academic background in geography or geography-related disciplines desirable.
- ◆ Excellent project management and organizational skills with a high attention to detail; self-direction and motivation; sensitivity to deadline-driven workflow; ability to handle a variety of projects with changing priorities in a dynamic environment.
- ◆ Excellent oral and written communication skills, proficiency with Microsoft suite, organization and ability to multitask in a fast-paced, deadline-driven business environment. Demonstrated experience in instructional design. Understanding of and connections to the broader education community, including educational, conservation and/or scientific organizations. Strong interpersonal skills, including ability to collaborate effectively with colleagues and project team members with diverse expertise; collaborative, team-oriented work style.
- ◆ Passion for society's mission to inspire people to care about the planet, and for teaching them how to do so.

To be considered for this position applicants must apply online at www.nationalgeographic.com and click on Jobs.

Equal Opportunity Employer.



www.isls.org

Newsletter #12

The ISLS newsletter is published twice a year (Spring, Fall).

Please send items for inclusion in the newsletter or ideas for contribution to the newsletter editor,
Elena Kyza
(elenakyza@gmail.com)