

International Society of the Learning Sciences



www.isls.org



Newsletter #13 Spring 2011

A word from the old new outgoing president

In this issue

CSCL2011	2-5
Honoring Janet Kolodner	3
Upcoming Conferences	3
CSCL Elections	5
New Ph.D.	6
Membership Committee News	8
Announcements	9, 12
New Books!	10
Jobs	13
Call for papers	16



My original message began:

Hopefully everyone has returned from a fruitful and restful summer break following the incredibly enervating and successful ICLS2010 in Chicago. I must say that I thoroughly enjoyed the conference on at least two levels: academically it was really top quality and thought provoking and socially it was great to catch up with friends and colleagues and "kick out the jams" with Tom Moher and his band. ISLSers are not only top notch academics, but also are top notch party animals. Let's keep up the good work on both fronts.

Unfortunately, for a number of reasons, the Newsletter had some problems this year. So in this final newsletter I'll try to sum up what this turbulent year has brought.

First, it was hard living up to the Iris Tabak benchmark. I tried, but it's up to others to determine whether I achieved parity or whether Iris is the gold-standard that will never again be achieved. In that I wish my successor Susan Goldman lots of luck!!

It has been a great pleasure to have worked with Sadhana Puntambekar, our new Executive Officer who managed to fill the large shoes left by the departing officer Nancy Songer and Carolyn Penstein Rose our society's treasurer and a person who is capable of not only balancing the books, but also sending out all minutes of all meetings within a half hour of the meeting's closing!!

One important action was expanding our membership and influence to new international regions through cooperation and partnerships. We are having discussions with EARLI (European Association for Research on Learning and Instruction) which will be further worked out in Exeter this coming August and we have sponsored events at AERA (Sig ALT/LS) and at ICCE in Malaysia with the goal of building a better relationship with the Asia-Pacific region. ISLS will live up to its name as international society!

A second action point that was near and dear to my heart, is trying to reach out to stakeholders. As scientific society, we are blessed with two excellent and highly ranked journals (JLS and ijCSCL). The problem is that many if not most of our stakeholders - and the groups that we really do our work for - are not aware of what we do and what our research means or could mean to them. This year we were planning to start a grassroots project to reach teachers, administrators, policy makers and let them know what we are doing and why they might want to listen to us and work with us. Unfortunately, the vehicle for this - the new website - has met with a number of problems and while planned for February for beta-testing, it has still not been delivered and hopefully will be up in beta form by CSCL2011 in Hong Kong.

On the consolidation front we have spent a lot of time trying to get our memory as a community set up. We have, through the years, had a great many precedents. When you start something new, almost everything that comes up from journals to conferences to website is a precedent. Based upon these precedents we have also achieved a great deal of (good) practice within the society. This past year we have translated these precedents into functional policy to ensure that we don't continually reinvent the wheel. We have now itemized the charges of the various committees and made them explicit and have started gathering the necessary documents and information needed to set up a community memory in the new website.

ICLS 2012 submissions are now open

www.isls.org/icls2012

OK. This is long enough. I hope to see all of you in Hong Kong this coming July.

Highlights of the CSCL2011 @ Hong Kong

CSCL 2011 is promising to be an exciting event! The theme of this year's conference is *Connecting CSCL to Policy and Practice*, which is addressed by a wonderful array of activities.



<http://www.discoverhongkong.com>

Do not miss this opportunity to participate in the rich array of conference activities in Hong Kong, Guangzhou, Shanghai and Beijing. There will be diverse forms of activities, supporting formal and informal interactions among researchers and education practitioners.

Several events are being planned, including:

◆ **The ISLS Presidential Session at CSCL2011: Honoring Janet Kolodner**

◆ **Keynotes:**
Linking Research and Policy Practice Towards Quality Learning: Why and How? by Gwang-Jo Kim, Director of UNESCO Regional Bureau for

Education in Asia-Pacific
Augmented Social Cognition: How Social Computing is Changing eLearning by Ed H. Chi, Research Scientist, Google Research

On the importance of being open... by Erik Duval, Katholieke Universiteit Leuven

CSCL Opportunities and Challenges in the Context of the US National Educational Technology Plan by Roy Pea, Stanford University

◆ **Pre-conference events (July 4-5)**

Doctoral Consortium
 Early Career Workshop
 4 pre-conference workshops
 3 tutorials

The pre-conference workshops and tutorials will cover the following topics:

- ⇒ Leveraging tool support for the analysis of computer-mediated activities
- ⇒ Introduction to Social Network Analysis theory and its

application to CSCL

- ⇒ Designing Digital Curricula and Visualizations in The New WISE Environment to Facilitate Collaborative Science Learning
- ⇒ How to integrate CSCL in classroom life: Orchestration
- ⇒ Connecting Levels of Learning in Networked Communities
- ⇒ Discussing and Synthesizing Three Positions in Computer-supported Inquiry Learning from a Design perspective
- ⇒ Robotics for CSCL

◆ **Parallel events in main conference**
 14 Symposia, 21 Interactive Events, 71 Full Papers, 58 Short Papers, 75 Posters

◆ **Three parallel strands of interactive events, demonstrations and CSCL-in-practice showcases**

The deadline for online registration and pre-conference workshops and tutorials is June 27, 2011.

Hope you can all join us!

The conference program is now available at http://www.isls.org/cscl2011/upload/Conf_program_final.pdf



Follow the CSCL2011 Facebook group:

https://www.facebook.com/home.php?sk=group_147504758655489&ap=1



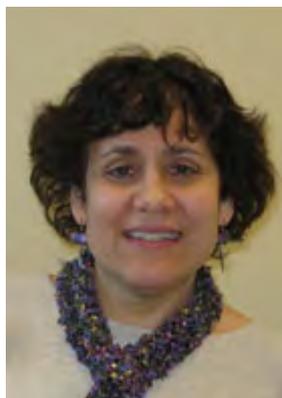
Tweet:

<http://www.isls.org/cscl2011/home.htm>

Interact!

Highlights of the CSCL2011 @ Hong Kong

ISLS Presidential Session at CSCL2011: Honoring Janet Kolodner



Janet Kolodner has contributed significantly to our community through her various activities. Perhaps most notable among them is her role as founding editor of the Journal of the Learning

Sciences, shepherding the journal to its position as one of the leading journals in educational research. She was also among the founders of the International Society of the Learning Sciences and served as ISLS's first Executive Officer.

It gives us great pleasure to devote this year's presidential session to marking her accomplishments and thanking her for her many contributions to the CSCL and LS communities and to ISLS. One of hallmarks of Janet's activities at JLS, ISLS and elsewhere has been her commitment to mentoring and supporting early career researchers. It seemed only fitting that this session comprise of presentations by

scholars who have benefited from her tutelage. The session will include three research presentations by former postdoctoral fellows, and commentary from officers at JLS and ISLS as shown in the session program below:

Co-Chairs

Susan Goldman and Sadhana Puntambekar

Introduction

Paul Kirschner

Presenters

Roland Hubscher: *Interdisciplinary research*

Sadhana Puntambekar: *Digital text to support design*

Cindy Hmelo-Silver: *From PBL to LBD and beyond...]*

Yasmin Kafai: *The Legacy of JLS*

Chris Hoadley: *Community and institution building*

Remarks: Janet Kolodner

Open Discussion

We look forward to having you join us in Hong Kong!

CSCL2011

Please join us in honoring Janet Kolodner!

Thursday, July 7, 2011

13:00 in room IPS900

Upcoming conferences

Conference	Dates	Location	URL
ICLS2012	July 2-6, 2012	Sydney, Australia	http://www.isls.org/icls2012/
EARLI2011	August 30-September 3, 2011	Exeter, U.K.	http://www.earli2011.org
Mobile and Contextual Learning	October 18-21, 2011	Beijing, China	http://mlearn.bnu.edu.cn
ICCE2011	November 28-December 2, 2011	ChiangMai, Thailand	http://www.nectec.or.th/icce2011
Networked Learning	April 2-4, 2012	Maastricht, Netherlands	http://www.lancs.ac.uk/fss/organisations/netlc/call/key-dates.htm

Highlights of the CSCL2011 @ Hong Kong

Post-conference events in Mainland China

<http://www.isls.org/cscl2011/call4post-conf.htm>

To take advantage of the proximity of Hong Kong to Mainland China and the fast development in research and practice in the area of CSCL and Learning Sciences in this area, there will be a week of post-conference events that are co-organized with three local hosting institutions in three major Chinese cities:

Date	City	Post-conference theme	Host organization
11-12, July (Parallel)	Guangzhou	Learning Sciences and Educational Innovation: Policy, Practice and Outcomes	South China Normal University
11-12, July (Parallel)	Shanghai	Learning, Curriculum Transformation and Pedagogical Innovation in the Age of Digital Technology	East China Normal University
14-15, July	Beijing	ICT and Educational Transformation: Roles, Factors and Sustainability	Beijing Normal University

The programs in these three post-conferences draw on national and global exemplars of synergistic advances in CSCL, Learning Sciences research and educational policy and practice to explore and discuss the current state and the way forward for education developments in China and beyond. Conference activities include keynotes from prominent national and international researchers, showcases of CSCL and technology-enhanced learning in schools, roundtables, symposia and panel discussions.



Highlights of the CSCL2011 @ Hong Kong

CSCL Conference dinner (July 7)

This will be a fantastic opportunity to savor sumptuous Chinese food banquet style (vegetarian option available) in a fantastic setting on the Jumbo, a floating restaurant in the Aberdeen harbour! Unlimited drinks, entertainment & fun



Stay updated on CSCL 2011

<http://www.isls.org/csci2011/home.htm>

CSCL Community Elections

The CSCL Community is a strong subgroup of the ISLS membership. It is represented by the CSCL Committee with 12 members chaired by two co-chairs. The committee members are elected by the CSCL Community. The next elections will be held in Spring 2012.

In September 2010 the following colleagues were elected to the CSCL committee for a 2 year term:

◆ Dillenbourg, Pierre

- ◆ Hesse, Friedrich
- ◆ Hmelo-Silver, Cindy
- ◆ Kirschner, Paul
- ◆ Koschmann, Timothy
- ◆ Law, Nancy
- ◆ Miyake, Naomi
- ◆ Reimann, Peter
- ◆ Rummel, Nikol
- ◆ Spada, Hans
- ◆ Stahl, Gerry
- ◆ Suthers, Dan

The committee elected Nikol Rummel and Cindy Hmelo-Silver as the new co-chairs. We would like to thank Hans Spada and Dan Suthers for their dedicated service as co-chairs of the CSCL committee over the past years. They helped create a strong voice for CSCL within the broader ISLS community.

We encourage ISLS members to attend CSCL 2011 in Hong Kong, and to keep an eye out for the call for proposals for CSCL 2013.

New ISLS related Ph.D. Dissertations



Dr. Mark Chen

Dissertation title

Leet Noobs: Expertise and Collaboration in a World of Warcraft Player Group as Distributed Sociomaterial Practice

Ph.D. Granting Institution

University of Washington,
Seattle, WA

Advisor

Philip Bell

Graduation Year

2010

Abstract

Group expertise in socially-situated joint tasks requires successful negotiation and distribution of roles and responsibilities among group members and their material resources such that the group is a network of actors all in alignment on shared tasks. Using ethnographic methods, the author documents the life and death of a player group in the online game *World of Warcraft* as it engaged in a 40-person activity called *raiding*, which consisted of highly coordinated battles against difficult game-controlled monsters. The group took 7 months to master an in-game zone known as Molten Core, defeating all of the monsters within, including the last *boss* monster, Ragnaros. Part of the group's success depended on its members' ability to reconfigure their play spaces, enrolling third-party game modifications and external web resources into their activity. Before joining the group, the players had successfully built-up enough social and cultural capital to be recognized as expert players. Once joining the group, however, they had to relearn and adapt their expertise for this new joint task that required them to specialize, taking on different roles depending on the types of characters they chose to play, and structure themselves for efficient communication and coordination practices. They

also needed to align themselves to new group goals and learn to trust each other. Thus, once-expert players became novices or *noobs* to relearn expert or *leet* gameplay, yet they were not true novices because they had a good understanding of the game system and ways to configure their individual play spaces to be successful players. Rather, they were "leet noobs" who needed to reconfigure and adapt their expertise for new norms of socio-material practice suited for joint venture. After 10 months, the group experienced lulls in performance due to a change in membership, and the group disbanded as members were unable to renegotiate and agree upon shared goals and responsibilities. Their network had been irreparably disrupted. Understanding how group success depends on alignment of goals and responsibilities helps us plan for future collaborative endeavors across both formal and informal settings.

Mark is currently a post-doctoral researcher at the LIFE Center. More about his research can be found on his blog at <http://markdangerchen.net>

New ISLS related Ph.D. Dissertations



Dr. Tamara L. Clegg

Dissertation title

Kitchen Science Investigators: Building Identity as Scientific Reasoners and Thinkers

Ph.D. Granting Institution

Georgia Institute of Technology

Advisor

Dr. Janet L. Kolodner

Graduation Year

2010

Abstract

My research centers upon designing transformative learning environments and supporting technologies. Kitchen Science Investigators (KSI) is an out-of-school transformative learning environment we designed to help young people learn science through cooking. My dissertation considers the question, 'How can we design a learning environment in which children discover the utility of science in their lives and their own scientific capabilities?' I have explored this question in the context of designing and enacting KSI. We designed the environment (i.e., activities, scaffolding, and conversations) so that in the midst of cooking, participants generate personal goals that they need science to achieve. Our design integrates software to promote scientific practices in a real world context.

In my thesis research I analyze how learners are developing identity as scientific reasoners in this environment. I also make recommendations about the design of learning environments and technologies to help with scientific development. My dissertation study is a longitudinal study of individuals in our most recent implementation of KSI. My current analysis of KSI shows significant development of disposition and identity development among focal learners,

as well as a set of causal factors. I found that as learners connected cooking and science, and as they participated in science socially with their friends, they began to increase their scientific participation in and outside of KSI. My findings suggest guidelines for software support, facilitation, and activities for getting learners engaged in scientific inquiry in ways that promote the development of scientific identities.

Tamara Clegg is now post doc at the University of Maryland with the Computing Innovations Fellows program. She is currently focused on developing technology to support life-relevant learning environments, such as KSI. Working with Allison Druin, she is using participatory design with children to design these new technologies and new uses of existing technologies. Her work currently includes extending KSI as well as creating other life-relevant learning environments to understand how identity development happens across life-relevant learning environments in a way that will enable her to draw out design guidelines for life-relevant learning environments in various contexts (e.g., sports, gardening).

ISLS Membership Committee News

As an International Society, ISLS has been making efforts over the years to extend its membership, not only in North America and Europe, but also to regions that our membership is relatively under-represented. Through this, we can expand the impacts and relevancies of the field of Learning Sciences and its exciting potentials for high-quality contributions to transforming the future of learning and collaboration. The ISLS Membership Committee has agreed that an important strategy in this regard would be to establish collaborative relationships with regional academic societies in allied disciplines.

Supportive relationships with APSCE

In the past year, we have achieved important success in establishing supportive relationships with the Asia-Pacific Society for Computers in Education (APSCE, <http://apsce.net/>). ISLS hosted a Society Reception at the ICCE 2010 Conference (<http://www.icce2010.upm.edu.my/>), the flagship conference of APSCE, in Malaysia on November 29. Chris Hoadley, founding president of ISLS, hosted the event. Keith Sawyer, Peter Reimann and Tak-Wai Chan were also present at the reception to represent the Society. Flyers for ijCSCL, JLS, and ISLS (containing the benefits of membership), and a



ISLS sponsored a reception at the ICCE2010 conference in Malaysia

copy of Gerry Stahl's Global Introduction to CSCL were distributed at the meeting. The reception was well attended and possible modes of further collaboration were discussed. To continue this mutually supportive relationship, APSCE has contributed funding towards the breaks for the young researcher events (namely the Doctoral Consortium and the Early Career Workshop) at CSCL 2011 in Hong Kong.

Attracting practitioners to Society Conferences

Making Learning Sciences and CSCL research relevant to practitioners is one of the Society's visions. While there is no practitioner membership category, there were practitioner rates for participants in past conferences

to attract practitioners. In the upcoming CSCL 2011 in Hong Kong, major efforts have been made to build a strong strand of activities that are of interest and relevance to practitioners, comprising of interactive events, demonstrations and "CSCL in Practice" Showcases. There are three parallel sessions in the conference belonging to this strand of activities, which aims to showcase design research of computer-supported collaborative learning involving field-based educators and/or strong university-school partnerships.

The local organizing committee has also successfully gained support from the Hong Kong Education Bureau to fund the participation of up to 100 teachers in CSCL 2011 because of the availability of these events.

Announcements: WISE 4. Free and Available

The Web-based Inquiry Science Environment (WISE) version 4 is now available in open beta format. WISE4 offers teachers and researchers proven science inquiry curriculum units for middle school and high school students. WISE4 is free; to create a WISE4 account, go to <http://wise4.telscenter.org/> --there is no commitment to joining. We will be continuing to add new units over the next year. WISE Classic units remain available at <http://WISE.Berkeley.edu>. WISE is funded by the National Science Foundation in the United States.

WISE units feature powerful,

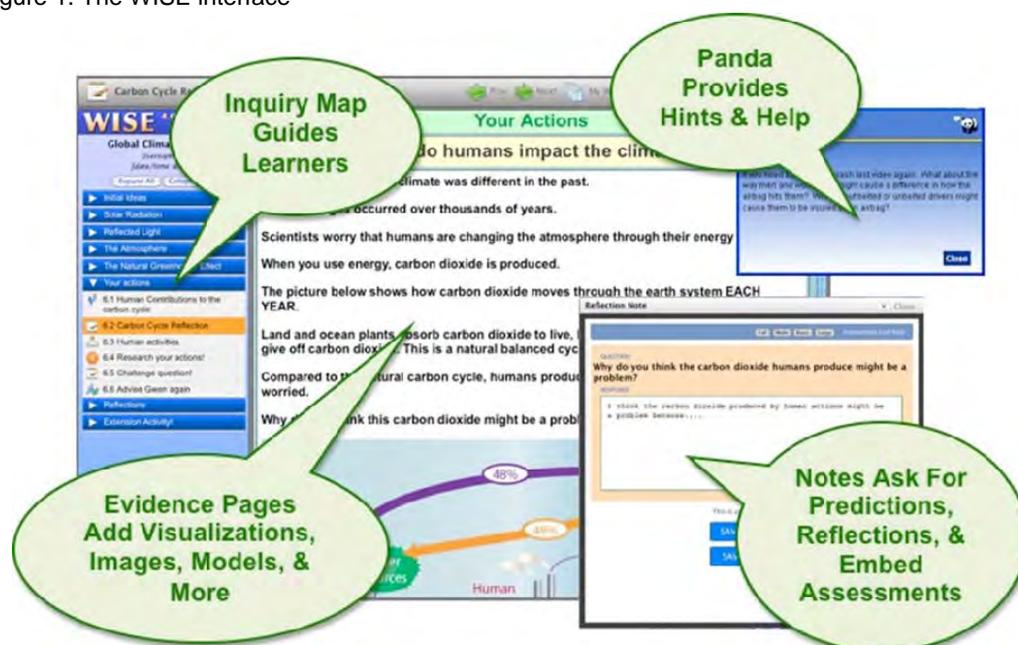
interactive scientific visualizations to illustrate unobservable phenomena such as chemical reactions at the atomic level, large-scale phenomena such as climate change, and phenomena that happen quickly such as collisions. Each inquiry project is organized around a personally-relevant question such as, "What can I do to reduce greenhouse gas emissions?" The WISE units are designed using the knowledge integration framework (Linn & Eylon, in press; Slotta & Linn, 2009). The environment captures student interactions in embedded assessments and offers teachers grading and classroom manage-

ment tools to provide feedback to students, track student trajectories, and monitor student progress.

WISE is open source and useful for researchers and developers. Users can author and customize units using an accessible set of authoring tools. Software designers are encouraged to explore contributing new capabilities to WISE. Teachers and professional developers can customize units based on evidence from student work. Researchers can use WISE units along with assessments aligned with the unit to test alternative educational treatments.

WISE 4 is accessible from <http://wise4.telscenter.org/>

Figure 1. The WISE interface

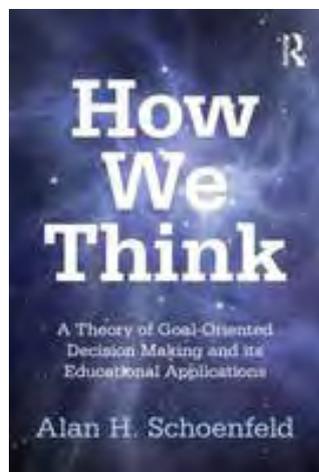


For more information contact us: Marcia Linn (mclinn@berkeley.edu) or Jim Slotta (jslotta@oise.utoronto.ca).

Slotta, J. D. & Linn, M. C. (2009) *WISE Science*. New York: Teachers College Press.

Linn, M. C., & Eylon, B.-S. (2011). *Science Learning and Instruction: Taking Advantage of Technology to Promote Knowledge Integration*. New York: Routledge.

New Book Out!



Alan Schoenfeld's new book, *How We Think: A Theory of Goal-Oriented Decision Making and its Educational Applications*, (Routledge, 2010), is now available.

The book offers a theory of in-the-moment decision making,

which serves to explain how and why people make the choices they do in the midst of complex and often social activities such as teaching, cooking, and medical practice.

About the book

Teachers try to help their students learn. But why do they make the particular teaching choices they do? What resources do they draw upon? What accounts for the success or failure of their efforts? In 'How We Think', esteemed scholar and mathematician, Alan H. Schoenfeld, proposes a groundbreaking theory and model for how we think and act

in the classroom and beyond. Based on thirty years of research on problem solving and teaching, Schoenfeld provides compelling evidence for a concrete approach that describes how teachers, and individuals more generally, navigate their way through in-the-moment decision-making in well-practiced domains. Applying his theoretical model to detailed representations and analyses of teachers at work as well as of professionals outside education, Schoenfeld argues that understanding and recognizing the goal-oriented patterns of our day to day decisions can help identify what makes effective or ineffective behavior in the classroom and beyond.

A note from the Newsletter Editor



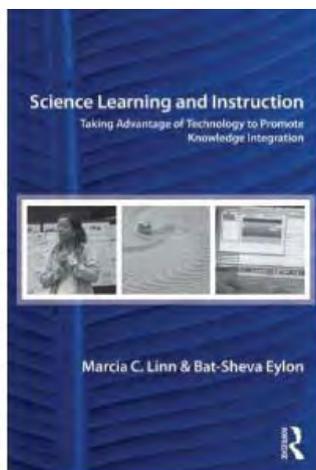
In this issue, we pilot the inclusion of a personal note, to accompany the announcement of books which are of interest to the ISLS community. Authors are invited to provide a brief personal note on their work, which could spark virtual and face to face discussions: at conferences, via email, on the (forthcoming) new ISLS site, in journals, etc.



My book is, not surprisingly, a case study in the way I go about doing research - I build rather detailed models. Why do so? Because it's easy to sell a story (even, or especially, to oneself), and spelling things out in detail forces one to face up to the data. In the case of my current work, the challenge is to explain, in a principled way, everything a person says or does when engaged in teaching or some comparably complex act. Building models guards against ad hoc explanations, which may seem OK locally, but often don't cohere when one steps back and looks at all the reasons proffered for why someone acted the way he or she did. There's also a methodological component involved: I feel an obligation to describe my methods with enough precision so that others can use them, and to provide enough data so that others can analyze the things I analyzed (either by themselves or using my frame and methods), and see if they agree with my conclusions. All this, I'm sure, comes from my training as a mathematician - mathematicians are supposed to do their work in ways that are inspectable. (Of course, the human phenomena we study in the learning sciences are more complex, emergent, and context-bound than things in mathematics, so things are very different, but there's at least the issue of my disposition toward doing rigorous research.) Others, with different training or predilections, go about doing their work very differently. One might ask about the costs and benefits of approaching research the way I do - e.g., the work is slow-going and doesn't (because of the felt need to model) encompass as broad a range of phenomena as one might wish, but the findings are robust. (The way a colleague of mine describes it is that my problem solving book has passed the "25 year flush test".) It would be interesting to have an open conversation about the pluses and minuses of the ways some of us go about the work we do - but, I have no idea what the right venue for such conversations would be! Comments are most welcome!

Professor Alan Schoenfeld is the Elizabeth and Edward Conner Chair in Education at the Berkeley Graduate School of Education. You can reach him at alans@berkeley.edu

New Book out!



Science Learning and Instruction: Taking Advantage of Technology to Promote Knowledge Integration by Marcia C. Linn and Bat Sheva

Eylon (Routledge, 2011) describes how everyone can learn science:

- It juxtaposes the failure of transmitting knowledge with the success of knowledge integration.
- It shows how modern, online learning environments can exploit powerful scientific visualizations and virtual experiments, amplify the effectiveness of teachers, assess students continuously as they learn, and guide students to become lifelong learners.

Science Learning and Instruction:

Offers *students* a synthesis of research on lectures, experiments, science visualizations, collaboration, and professional development.

Prepares *researchers* to identify compelling research questions.

Gives *classroom teachers* efficient strategies for applying the knowledge integration pattern and improving student outcomes.

Helps *test designers* create items and rubrics to measure knowledge integration.

Science Learning and Instruction attacks the intuitive belief that transmitting information is key to learning. Many textbooks, lectures, and even some cookbook-like experiments fail because they are designed to transmit information rather than to help students develop scientific ideas they can use in their careers and lives.



The book challenges the idea that motivating features such as humorous anecdotes, classroom experiments, or competitive games are sufficient to promote coherent understanding. Many educational reforms focus on motivating students to pay attention but then transmit information rather than developing the ability to make sense of complex ideas.

The book argues that eliciting and building on the ideas that students bring to science class is essential for knowledge integration. Many programs aim to eradicate misconceptions and transmit accurate ideas rather than guiding students to sort out alternative ideas and critique the many persuasive messages they will encounter in their lives.

Science Learning and Instruction stresses that active learning (a feature of many educational reforms) is necessary but can only succeed when it enables students to build an identity as a science learner and to feel empowered to make sense of science.

Availability: <http://www.routledge.com/books/details/9780805860559/> [Use discount code: ERJ60]

To send **feedback** on the book post on **Facebook:** <http://tinyurl.com/LinnEylonFacebk> or on **Amazon:** <http://tinyurl.com/LinnEylon>

If you would like to write a review of the book, please let Marcia know at mclinn@berkeley.edu



The “Educating and training Creativity” workshop will take place on 26 September 2011, in Milano, Italy

Workshop Brief

Dates

January 4-7, 2012

Location

Grand Wailea, Maui

Venue

45th Hawaii International

Conference of the System Sciences

Announcements: New Master’s Program

New Master’s Program at Saarland University

Beginning in winter semester 2011, the Department of Educational Technology, Saarland University, will offer a Master's degree in Educational Technology. This interdisciplinary M.S. degree is open to students with a background in education, psychology, or computer science.

The goal of the 4-semester program is to prepare students to design, develop, and evaluate educational technology. Students are encouraged to contribute to the department's research agenda in CSCL scripts, social computing, co-located and computer-mediated collaborative learning, technology-enhanced lecture, mobile computing, etc. To promote an international student body, core classes will be taught in English and course credit will be given for language courses in German or English.

For more information, consult edutech.uni-saarland.de.

Announcements: Educating and Training Creativity Workshop

The annual meeting of the NICK –an international and interdisciplinary scientific network connecting European researchers interested in creativity– is aimed at exchanging the results of recent investigations and interventions.

Presentations by researchers of

the University of Copenhagen (Denmark), Lund (Sweden), Milano (Italy) and Tallin (Estonia) are scheduled.

Speakers include: Alessandro Antonietti, Ingegerd Carlsson, Barbara Colombo, Andrea Gaggioli, Søren Harnow Klausen, Eda Heinla, Eva Hoff,

Farida Rasulzada, Giuseppe Riva, Eha Ryytel, Samuel West.

The meeting is open to all.

Please address inquiries to:

alessandro.antonietti@unicatt.it

Announcements: Learning Analytics Workshop

This workshop will focus on online or technology mediated settings in which learner interaction data can be collected automatically. The growth of this kind of data currently surpasses the ability of organizations to make sense of it. This concern is particularly pronounced in relation to knowledge, teaching, and learning in educational, work place, and informal settings. Learning institutions and corporations make little use of the data learners generate in the process of accessing learning materials, interacting with

educators and peers, and creating new content. Tools that build on theoretical and methodological principles of learning analytics, and that harness the rapidly emerging developments in analytics in general, promise important applications in educational planning, whether for change at course and institutional levels, or for generating insights for the learning sciences. Such applications also extend beyond educational institutions as corporations face pressure for increased competitiveness and productivity, a

challenge that requires important contributions in organizational capacity building from workplace, formal, informal, and non-formal learning.

Submissions should be sent by November 30, 2011 to the lead workshop organizers:

George Siemens (gsiemens@gmail.com) and Dan Suthers (suthers@hawaii.edu)

Read the full Learning Analytics workshop description at http://www.hicss.hawaii.edu/hicss_45/45swt/WS/Learning-Analytics-Web.pdf

Job Announcements

Canada Research Chair (Tier II) in Mobile Learning/Educational Informatics

The Faculty of Education at the University of Ontario Institute of Technology (UOIT) invites applications for a Tier II Canada Research Chair appointment. The Faculty is seeking a candidate with an international profile to provide vision and leadership in Mobile Learning and/or Educational Informatics. The successful Chair will be expected to have a research focus in the area of digital technologies and learning including the use of mobile technology for learning and how this can shape the ways in which learning can be fostered in a variety of contexts such as schools, higher education institutions, and industry, as well as for an inclusive population target. The Chair will join current faculty in the development of an emerging research group in Educational Informatics and the development of a new graduate program in Education and Digital Technology, as well as a projected undergraduate program in Adult education and Digital Technology. Candidates with collaborative and/or interdisciplinary research experience are preferred.

As an innovative university, UOIT delivers a leading-edge learning environment that

uniquely combines academic knowledge, research opportunities, hands-on skills and a vibrant student life. UOIT's more than 7400 undergraduate and graduate students are taught by professors who are experts in their fields from around the world. As Ontario's first laptop-based university, the university offers a diverse array of challenging undergraduate and graduate degree programs through its faculties of Business and Information Technology; Education; Energy Systems and Nuclear Science; Engineering and Applied Science; Health Sciences; Science; and Social Science and Humanities. UOIT's commitment to research excellence has resulted in millions of dollars in grants and awards, including nine Canada Research Chairs. For detailed information please visit <http://www.uoit.ca/uoit11-27>

Applicants should have earned a doctoral degree in a relevant field, and must demonstrate extensive research experience in m-learning and/or educational informatics. Demonstrated commitment to research excellence; ability to develop collaborative research partnerships; ability to conduct a dynamic and

world-class research program; and strong teaching and communication skills are essential. The appointment to this tenured or tenure-track faculty position will be at the Assistant or Associate Professor level, depending on the qualifications of the successful applicant.

Review of applications will begin on July 15, 2011 until a suitable candidate is found. Applicants should submit in electronic format, with their name and the above competition number in the subject line, a curriculum vitae including a list of publications, statements of research and teaching interests, and 3 letters of reference adhering to the CRC format to careers@uoit.ca.

UOIT is an equal opportunity employer and welcomes applications from qualified women and men, including members of visible minorities, Aboriginal peoples and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Canada Research Chairs are subject to review and approval by the CRC Secretariat. Further details on the CRC Program can be viewed at <http://www.chairs.gc.ca>

ISLS Newsletter

Job Announcements

Post-doctoral scholar, University of California , Berkeley

Visualizing to Integrate Science Understanding for All Learners (VISUAL) NSF Funded Project

Cumulative Learning using Embedded Assessment Results (CLEAR)

The Graduate School of Education (GSE) at the University of California, Berkeley, seeks a postdoctoral scholar to join the Visualizing to Integrate Science Understanding for All Learners (VISUAL) and Cumulative Learning using Embedded Assessment Results (CLEAR) projects in science and technology education (see TELSCenter.org for more details).

The postdoctoral scholar will work in a multidisciplinary collaboration funded by the National Science Foundation including leaders in education, technology, and the science disciplines. Leaders are from the University of California, Berkeley (Marcia C. Linn), Concord Consortium (Robert Tinker, Chad Dorsey, Kimberle Koille), ETS (Lydia Liu), Tufts (Hee Sun Lee), the Technion (Yael Kali), Vanderbilt (Doug Clark), and the University of Toronto (Jim Slotta).

The postdoctoral scholar will join researchers who are creating new technologies, developing innovative instructional ma-

terials, designing professional development programs, exploring partnerships with educational organizations including school districts, and researching their impacts. The group builds on previously successful uses of technology such as the Web-based Inquiry Science Environment (WISE). The work both draws on current research on teaching and learning and contributes to a framework to guide future designers.

The scholar will conduct a research program, mentor graduate students, collaborate on the design of new technologies, author instructional materials, collaborate with local schools, and design assessments with input from leaders in the field. The scholar will have the opportunity to learn about advances in technology and education and to contribute to all aspects of the work.

QUALIFICATIONS

Applicants should have a background in the natural sciences, engineering, mathematics, or computer science and a Ph. D. in education, psychology, mathematics, natural science, engineering, computer science, or a related discipline. They should have research experience relevant to the learning sciences. Experience in the

design, implementation, and analysis of science materials and assessments is an asset. Applicants should also demonstrate ability to work on a team, skill in collaborating with practitioners, interest in working in partnerships to develop innovations, and ability to succeed in a school setting.

Start date can be as early as summer 2011, but is negotiable. The position, which has an annual salary of \$49,452, is for one year with possible renewal for a second year.

TO APPLY

Send CV, statement of purpose, one or more academic papers, and a list of people we might contact for letters of recommendation by July 15, 2011 [Applicants should refer their references to the UC Berkeley Statement of Confidentiality found at <http://apo.chance.berkeley.edu/evalltr.html>.]

Send to: Darah Vickery Savitt: dvs@berkeley.edu

The University of California is an equal opportunity, affirmative action employer.

Job Announcements

Research Fellow, Cyprus University of Technology

Applications are invited from candidates who possess the necessary qualifications in order to fill a full-Time Research Fellow position at the Department of Multimedia and Graphic Arts in the field of "Information and Communication Technologies for Learning" (e.g. computer-supported collaborative learning, e-learning, collaboration and social learning in 3D virtual spaces or MMOs, etc.).

Applicants should have:

- ◆ A master's degree (at a minimum) from a Recognized University in a related field (e.g., Educational Technology, Information Science, Computer Science, Multimedia, Internet Studies)
- ◆ Very Good knowledge of English (spoken and written)
- ◆ Experience in qualitative and quantitative research methodologies
- ◆ Organizational skills
- ◆ Excellent computer skills

The following will be considered as an advantage:

- ◆ Programming skills (PHP, MYSQL, AJAX)
- ◆ Experience with customization of open source ap-

plications like WordPress, Moodle, MediaWiki, Tiki-Wiki

- ◆ Experience in preparing, submitting, and managing research projects
- ◆ Possession of a Ph.D. title

In the case of candidates with a Master's degree it may be possible to combine the employment with studies leading to a Ph.D.

The appointment will initially be for a period of one (1) year with an option for renewal. The monthly gross salary for the position will be in the range of €1447 and €1810 depending on qualifications and prior experience. There is no provision for 13th salary.

Applicants should be available for employment beginning **September 1st, 2011**.

Applicants are requested to submit the following in digital (CD/DVD) and printed form:

- ◆ A complete curriculum vitae in Greek or English, including a list of publications
- ◆ A summary (2 pages max) of their research experience (in Greek and English)
- ◆ A proposal (2 pages max) for a topic of their choice within the broad area of

"Information and Communication Technologies for Learning"

- ◆ A copy of their most representative publication
- ◆ Two recommendation letters from university professors
- ◆ Proof of their qualifications
- ◆ Complete contact information

Please note that the original deadline for the submission of the applications was Monday 20 June 2011 which is now extended to Thursday, 30 June 2011. Candidates who have already submitted their application for this position do not need to resend their application.

For further information see

<http://www.cut.ac.cy/university/jobs/academic/departments/mga/description?contentId=14344>

Interested applicants can contact Dr. Andri Ioannou at andri.i.ioannou@cut.ac.cy

Call for papers: The Intersection of the Learning Sciences and Science Learning in Everyday Life

Science Education is seeking papers for a special themed section as part of an international initiative to build research community at the intersection of the Learning Sciences and Science Learning in Everyday Life. Submission Deadline: Rolling, beginning January 2011.

Special Themed Collection

Science Education has a long tradition of publishing theoretical and philosophical articles that push the boundaries of learning research in science, technology, engineering, and mathematics (STEM). To that end, in 2012 and 2013, Science Education will publish a special collection of articles that focus on themes relevant to the intersection of learning sciences research and science learning in everyday life approaches and contexts. The goal is for these articles to collectively speak to issues in which synergies between these two fields that could help generate key theoretical work, methodological innovation, and advancement in educational practice.

The articles in the collection will examine the opportunities, challenges, and barriers that exist at the intersection of theories and research paradigms from the learning sciences and everyday science learning. This collection

in Science Education is part of a U.S. National Science Foundation-funded initiative, Building capacity and collaboration at the intersection of the Learning Sciences and Informal Science Education, designed to develop a research community to advance practice and theory in informal science education and the learning sciences.

The goal is to help build bridges across researchers in order to foster dialogue and synergies that will advance learning research. This call for papers seeks to connect learning sciences research with research on science learning in everyday life. The learning sciences is an emerging interdisciplinary field that seeks to understand the cognitive, social, and distributed nature of learning with the end goal of informing the design of learning environments (e.g., classroom, museum, technology, multimedia). Learning scientists are researchers from education, cognitive science, psychology, communication, computer science, and other fields who bring a variety of approaches to study and design for learning. The goal of learning sciences is to inform both theory and practice using a variety of qualitative and quantitative research methods. Re-

searchers studying science learning in everyday life conduct analytical, interpretative, or philosophical inquiry into the unique qualities of free-choice science learning (also called informal, nonformal, elective or lifelong learning). Everyday life researchers investigate the impacts of experiences in settings such as museums, homes, the Internet, the community, or other non-school contexts across the life span.

It is expected that the arguments and implications of the papers submitted for this special collection address at least one aspect of the following:

1. Is there something different or unique about science learning in everyday life from the perspective of the learning sciences? For example, what counts as science learning in everyday life?
 - Do our ideas about learners, learning, the nature of knowledge, and assessment need to be rethought at the intersection of science learning in everyday life and the learning sciences? If so, what are the assumptions that need to be rethought and why is this rethinking needed?

[continued on next page]

The Intersection of the Learning Sciences and Science Learning in Everyday Life (continued)

2. Much of the learning sciences research currently focuses on school-based science learning. Are there insights from this research that might inform research and/or practice in the science learning in everyday life arenas?

- Related to the design of learning environments?
- About effectively facilitating science learning in everyday life?
- New perspectives about access and equity?

3. There is a growing body of research focused on science learning in everyday life, some of it learning sciences research and some utilizing other research paradigms. Are there insights from this research that might inform research and/or practice in the learning sciences or supporting school-based science learning?

- Insights from everyday science that might inform learning sciences research/practice?
- Insights from learning across the lifespan that could inform school-based science learning?
- New perspectives or synergies that could result from combining research or practice ideas from across sectors?

This is an open call for papers. All submissions will be reviewed through the standard Science Education peer review process. Articles should build on relevant literature and be no more than 40 double-spaced pages in length, including references. The articles in this set will appear one to two at a time in normal print and online issues of Science Education; in addition to the normal published format, these articles also be grouped in a

virtual special issue. A virtual special issue is an additional online venue for articles that are accepted through the normal publishing process. The virtual special issue will also include online-only commentaries and supplemental information. Five to seven peer-review articles will be accepted.

Editors for this paper set are two 'Learning Science in Everyday Life' Section Co-Editors: John H. Falk, Oregon State University and Lynn D. Dierking, Oregon State University and three Invited Guest Co-Editors: Leslie R. Herrenkohl, University of Washington; Sandra Toro, University of Wisconsin-Milwaukee; and Heather Toomey Zimmerman, Pennsylvania State University. Questions should be directed to Falk at: falkj@science.oregonstate.edu.



www.isls.org

Newsletter 13

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

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



International Conference of the Learning Sciences

Sydney 2012

"The Future of Learning"

ICLS 2012 will bring together disciplinary scholars with researchers in the sciences of learning and design to consider ways in which advances in the field might inform the future of learning.

2-6 July, 2012 in Sydney

The University of Sydney is Australia's first university, located just a stroll from Sydney city centre. Sydney is a vibrant international city renowned for world-class arts and entertainment, stunning beaches, and gourmet dining, and also the ideal base to explore Australia.

We welcome submissions for:
Papers, posters, symposia
Pre-Conference Workshops
& Doctoral Consortium
Early Career Workshops

(by 1 Nov. 2011)
(by 18 Dec. 2012)
(by 18 Feb. 2012)

Full details at
www.isls.org/icls2012



Submissions are now open.

To submit go to <http://www.isls.org/icls2012/submit/index.html>