

International Society of the Learning Sciences



Newsletter #5 Fall 2006

www.isls.org

A message from the new ISLS president, Yasmin Kafai

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Upcoming ISLS conferences:

- CSCL 2007, July 16-21, 2007, Rutgers University, New Jersey.
<http://www.isls.org/cscl2007/>
- ICLS 2008, TBA, Utrecht, the Netherlands.
<http://edu.fss.uu.nl/ICLS2008>

Conference watch:

- EARLI conference deadline: November 30, 2006.
<http://earli2007.hu>
- ESERA conference deadline: January 1, 2007.
<http://www.mna.hkr.se/~ll/eseraconf/>

It's my great pleasure to start this presidency, as the ISLS society provides home to a growing and vibrant international community. International indeed. As of this year we count members from over 35 countries and five continents. One of our goals is to grow the society and promote the ideas of the learning sciences. Researchers from the European Kaleidoscope group have just joined and we hope others will follow.

Our two flagship conferences, CSCL and ICLS, have now held meetings on three continents. The last two CSCL conferences in 2003 and 2005 were held in Norway and Taiwan. In 2007, CSCL will return to the United States and will be held at Rutgers University in New Jersey. Please read the update by Cindy Hmelo and Angela O'Donnell, the two conference chairs, for more information about the CSCL 2007 conference theme and call for papers in this newsletter. The deadline for submitting papers is on November 20th.

The next ICLS conference in 2008 will make its first jump across the Atlantic Ocean and take place in the Netherlands. Paul Kirschner and col-

leagues from a university consortium in Utrecht have agreed to host this meeting. This year Indiana University hosted the successful ICLS 2006 conference with over 400 attendees. For those of you who couldn't make it to Bloomington, many of the keynotes and symposia have been recorded and are available on the web, including podcasts! The report from the conference chairs, Sasha Barab, Dan Hickey and Ken Hay, is included in this newsletter.

Both journals have become respected repositories for publishing our work and we are working with the editors to increase international participation. The conferences and journals are important cornerstones in building and expanding this society. In addition, we are seeing efforts at several universities to establish programs or labs of the learning sciences: Northwestern University was the first, followed by Indiana University, University of Illinois at Chicago and the Nanyang Technological University in Singapore. Please inform us about related programmatic developments at your home institutions so that in the next newsletter we can present a



more comprehensive overview to all members.

In addition, we just received notice that the *Cambridge Handbook of the Learning Sciences* (2006) will be translated into Chinese. The Korean Academy of Science and Technology (KAST) invited this November two ISLS members, Ken Koedinger and myself, to present the social sciences in a symposium on learning along with perspectives from the engineering and biological sciences. I see all these developments as promising signs that the ideas of the learning sciences are reaching larger audiences and we will work to continue these trends in the coming year.

Yasmin B. Kafai
Associate Professor
President, International Society of the Learning Sciences

What do you think the education of the future Learning Scientists should include?

The next ISLS newsletter will include a feature piece on what's happening in Learning Sciences programs at universities around the world. In addition, we welcome brief position statements on the training of future Learning Scientists. Please send contributions for both to the newsletter editor at elenakyza@gmail.com.

ISLS Newsletter

ICLS 2006 in Bloomington “Makes a Difference”



Over 450 individuals from all over the world participated in the 7th biennial meeting of the International Conference of the Learning Sciences (<http://www.isls.org/icls2006/>).

The event took place at the historic Indiana Memorial Union, on the campus of Indiana University, and concluded on July 1. The conference was jointly sponsored by the IU Learning Sciences Program and the Center for Research on Learning and Teaching (CRLT). Prior to the conference, some of the most promising young scholars in the Learning Sciences participated in the two NSF-funded pre-conference events. Twenty five new faculty members were invited to participate in the *Early Career Consortium*, which featured extended conversations and in-depth presentations by Barry Sloane, Jim Pellegrino, Ken Tobin, Wolf-Michael Roth, Joe Krajcik, and Janet Kolodner. Sixteen doctoral students were

invited to participate in the *Doctoral Consortium*, organized by Susan Goldman and Claire O'Malley. Additionally, eight exciting pre-conference workshops attracted a total of 138 participants.

Prior to the conference, 129 papers, 65 posters, and 11 symposia were selected from 391 proposals and included in the four-day program. Reflecting the conference theme ***Making a Difference***, one of the invited symposia featured John Bransford, Barbara McCombs, Marlene Scardamalia, and Yasmin Kafai, each describing their particular “project that made a difference” for the Learning Sciences. Plenary speakers included James Spillane, Angela Barton, and John Hedberg; social events included a reception at the IU Art Museum (designed by the noted architect I. M. Pei), a gala dinner, and late-night bowling and billiards in the Memorial Union's own bowling alley. The

program concluded with an invited symposium featuring presenters from all three of the NSF-funded Science of Learning Centers.

Podcasts and streaming video of all plenary presentations and some of the symposia can be accessed from the CRLT home page (<http://crlt.indiana.edu>). The members of the society contributed greatly to review papers, provide needed advice, and to support a productive, critical, and enjoyable gathering. We would especially like to thank the over 450 attendees for making it such a successful conference. We look forward to seeing you in the Netherlands in 2008.

Sincerely,

Conference Co-Chairs

Sasha Barab, Ken Hay, &

Dan Hickey



The ICLS 2008 website

<http://edu.fss.uu.nl/ICLS2008>

will be in the air shortly.

ICLS 2008 in the Netherlands!

Utrecht University is busy preparing for the 2008 International Conference for the Learning Sciences. The theme for the conference is ***International Perspectives in the Learning Sciences***. This conference will attempt to broaden the geographical, cultural, and intellectual scope of the learning sciences community, while maintaining its focus on the innova-

tive consideration of learning as it occurs in authentic contexts.

The conference -chaired by Paul Kirschner- will be hosted by the Research Centre Learning in Interaction at Utrecht University, with assistance of the Open University of the Netherlands and the University of Twente and will be held in the city of Utrecht. As in previous years, the conference pro-

gram will include a lively mix of keynote presentations, paper sessions, poster sessions, submitted and invited symposia, plenary sessions, and exhibitors. The conference will be preceded by the invitational Doctoral Consortium and Early Career Workshop, as well as half-day and full-day workshops open to all conference registrants.

ISLS International membership is increasing!

The ISLS community now counts members from 35 different countries. The following are the latest membership statistics regarding the countries of origin of the ISLS members:

USA-436
Germany-19
UK-18

Singapore-17
Canada-16
Norway-11
Japan-11
Israel-10
Netherlands-9
Australia-7
Finland-7
Italy-7
Sweden-6
China-5

France-4
Taiwan-4
Denmark-3
Ireland-3
Switzerland-3
Chile-2
Cyprus-2
Greece-2
Hong Kong-2
Latvia -2
Nigeria -2

Spain-2
Austria-1
Brazil-1
India-1
Korea-1
Malaysia-1
Mexico-1
New Zealand-1
South Africa-1
Sudan-1



Computer Supported Collaborative Learning conference 2007

@ Rutgers The State University of New Jersey

Rutgers, The State University of New Jersey, has been selected to host CSCL 2007. Cindy Hmelo-Silver and Angela O'Donnell will serve as Co-Chairs of the conference. The event will take place at the New Brunswick campus, which is just 30 miles from New York City, easily accessible by car or rail, and near several international airports.

The conference theme, **Of Mice, Minds, and Society**, denotes the relationship between the technological interface (*of mice*) that supports individual or

group cognition (*of minds*). The theme also reflects the larger societal context in which collaborative activity is valued, promoted, and encouraged (*of society*). The goal of the conference is to sharpen the community's perspectives on how these threads of CSCL are interwoven and how they interactively contribute to an understanding of the nature of learning in technology-supported environments. The theme of the conference reflects our goal to explore how this potential can be achieved.

There will be a student best paper award given at the 2007 Computer Supported Collaborative Learning (CSCL) conference, in addition to the regular best paper award. Papers that are either single-authored by a student or for which the student is first author and has taken major responsibility are eligible. Eligibility should be indicated when the paper is submitted. The best paper will be chosen by members of the CSCL committee of ISLS. The award carries a cash prize of \$1000 US and encouragement to submit to the international journal of CSCL.



CSCL 2007
July 16-21

All CSCL paper submissions are due November 20, 2006.

For further information on the conference, see <http://www.isls.org/cscl2007/>

Kaleidoscope/EARLI SIG on Computer Supported Inquiry Learning

The SIG "Computer Supported Inquiry Learning" aims to bring together expertise in inquiry learning and the design of computer supported inquiry learning environments. As a working definition the SIG has adopted the following short description of inquiry learning: "Inquiry is an approach to learning that involves a process of exploration, that leads to asking questions and making discoveries in the search for new understandings" (taken from "Foundations", Vol, 2, NSF, 2000).

Inquiry learning is not about memorizing facts — it is about formulating questions and finding appropriate resolutions to questions and issues. Inquiry can be a complex undertaking and it therefore requires dedicated instructional design and support to facilitate that students experience the excitement of solving a task or problem on their own. Carefully designed inquiry learning environments can assist students in the process of transforming information and data into useful knowledge. The Computer Supported Inquiry Learning SIG focuses on how technology can be used to create and enhance learning environments that assist students in the processes of formulating investigations intended to create new knowledge and understanding. The interests of

the Computer Supported Inquiry Learning SIG include, but are not limited to, the following topics: Inquiry learning, learning by modeling, scaffolding inquiry learning processes, assessment techniques for inquiry learning processes and their outcomes, implementation of computer supported inquiry learning in the curriculum and the everyday classroom.

The purpose of the Computer Supported Inquiry Learning SIG is to encourage and actively assist researchers and instructional designers interested in inquiry learning to share their ideas and work. In doing this, the SIG aims to:

- Provide a network for dynamic exchange and discussion of research on Computer Supported Inquiry Learning; and,
 - Foster a positive climate for research by organizing programs, symposia, and workshops to make work in progress and cutting edge research more accessible to members.
- Up until now the SIG has undertaken the following main activities:
- The establishment of a website that contains information on research on inquiry learning.

- Organization of a workshop in Genoa (Italy) in May 2005. Following this workshop papers were submitted to be considered for a potential special issue on inquiry learning in the Journal of Computer Assisted Learning (JCAL). After an extensive selection and (partly external) reviewing process, the special issue containing five articles from the workshop is now "in press".
- Organization of a workshop in Twente (the Netherlands), May 2006. The theme of this workshop was "*Inquiry Learning, building bridges to practice*".
- A PhD course on inquiry learning has been given for 16 PhD students from all over Europe in autumn 2006. The course will be continued (most probably bi-annually) as an open course for PhD students.

From August 28 to September 1, 2007 the University of Szeged (Budapest, Hungary) will be the location of the 12th Biennial Conference of EARLI. The Computer supported inquiry learning SIG will host a symposium with the title: "*Recent Developments in the Design of Computer Supported Inquiry Learning Environments*".

Furthermore, plans are being made for a new workshop in 2007, focusing on the design of inquiry learning environments.

If you are interested in joining the SIG please contact Zacharias Zacharia (zach@ucy.ac.cy) or Ton de Jong (A.J.M.deJong@utwente.nl)

The SIG is sponsored by the Network of Excellence Kaleidoscope and is one of the SIGs of EARLI.

Visit the SIG website at <http://kaleidoscope.gw.utwente.nl/SIG-IL/>



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Newsletter #5

The international journal of
Computer-Supported
Collaborative Learning
(ijCSCL)
is now available at
[http://www.springer.com/
journal/11412](http://www.springer.com/journal/11412)

The ISLS newsletter is
published twice a year
(Spring, Fall).
Please send items for
inclusion in the newsletter to
Elena Kyza at
elenakyza@gmail.com.

The Journal of the
Learning Sciences now
accepts manuscripts on line at
[https://
www.editorialmanager.com/jls/](https://www.editorialmanager.com/jls/)

International Society of the Learning Sciences

Job Announcements

☑ SRI International, an independent research and technology development organization, has two job openings in its Center for Technology in Learning (CTL). CTL leads a series of projects that seek to improve K-12 mathematics education. Our signature National Science Foundation-funded project examines the scale up of a technology-based intervention with over 100 7th grade and 80 8th teachers; other projects for federal, foundation and corporate clients seek to define, design, and study interventions that enhance mathematics teaching and enable more students to master important mathematical concepts. We seek a mathematics educator or researcher to participate in all phases of our

development, research and evaluation projects. Apply at: <https://sri.ats.hrsmart.com/cgi-bin/a/highlightjob.cgi?jobid=2971>

If you have an undergraduate or graduate degree in science, or K-12 science teaching experience, CTL also has an opening for a science education researcher to contribute to projects involving science assessment with technology. Duties will include developing assessment items, resources and data collection tools, participating in data collection activities, and analyzing qualitative and quantitative data. Apply at: <https://sri.ats.hrsmart.com/cgi-bin/a/highlightjob.cgi?jobid=3010>

☑ Opportunities for Graduate Study at the University of Illinois at Chicago. Check it out at <http://www.uic.edu/orgs/learningsciences>

☑ The Singapore National Institute of Education (NIE) in Nanyang Technological University invites suitable candidates to join us in the Learning Sciences Lab (LSL). There are faculty and research position openings in the New Media in Education and the Learning Sciences program. For more information, please visit <http://isl.nie.edu.sg>.

The Learning in Formal and Informal Environments (LIFE) Center

An NSF Science of Learning Center

Graduate Internship Program in the Learning Sciences

This is a promising time for those interested in the learning sciences field. New graduate programs are appearing at universities across the globe. New research efforts are leveraging advances in education, psychology, neuroscience, linguistics, computer science, sociology, anthropology, and other allied fields. Future leaders in the learning sciences need deep expertise in a core area of the learning sciences and a general understanding of the many other active areas of research and application. A central goal of the LIFE Center is to provide the necessary breadth of experience for the next generation of researchers in the learning sciences.

The LIFE Center has launched a new Graduate Student Internship Program. The program offers a unique opportunity for United States graduate students to spend a period of 3-5 months

at a LIFE Center location and participate in LIFE research projects to broaden their understanding of the learning sciences.

To this end we will support up to four graduate students to spend several months between either September through December or January through June at the LIFE Center.

Students must be citizens of the U.S. to be eligible for this program. We strongly encourage participation of students attending Minority Serving Institutions. Because we wish to make sure that the students admitted are fully able to benefit from the program while making progress in their own studies, we ask that the student's advisor nominate the candidate student. Students cannot apply to the program directly. Students who wish to participate should ask their advisors to nominate them.

LIFE Center locations and faculty mentors are:

University of Washington, Cognitive Studies in Education (John Bransford, Philip Bell, Reed Stevens, Nancy Vye)

University of Washington, Institute for Learning & Brain Sciences (I-LABS) (Pat Kuhl, Andrew Meltzoff, Maritza Rivera-Gaxiola)

Stanford University, Stanford Center for Innovations in Learning (SCIL) (Brigid Barron, Roy Pea, Dan Schwartz)

Stanford University, Center for the Study of Language and Information (Byron Reeves)

See <http://life-slc.org> for more information about the Center and research interests of the mentors, and for details on the internship and application instructions.

For more job announcements
please visit the news section of
the ISLS website at
<http://www.isls.org/news.html>