

International Society of the Learning Sciences



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Newsletter #8 Spring 2008

Join us for ICLS 2008 in the Netherlands, June 24-28

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ICLS2008

Bulletin Board on the website for sharing and finding

Finally, don't forget to take a look at the bulletin board that we have made available, via the website, for use before, during and after the conference. At the moment, the board can be used to 'look for room-mates' during your stay in Utrecht.

See you in Utrecht – Be there or be square!!

CSCL2009

June 8-13

Rhodes Greece

www.isls.org/CSCL2009

- First call for papers

Report by the ICLS 2008 chair, Paul Kirschner.

We are on the eve of ICLS2008. As you know, Utrecht University will host the 8th International Conference of the Learning Sciences from June 24 to 28, 2008. The theme for the conference is "*International Perspectives in the Learning Sciences*".

The conference organization is proud to announce that the interactive program is available on the ICLS2008 website (<http://www.isls.org/icls2008/>) and we have good hope that the proceedings will be available electronically and as print on demand book by the conference opening!! Interesting workshops are scheduled on Monday, Tuesday and Thursday, which is Game Day. From Wednesday until Saturday, paper presentations, poster sessions, symposia, interactive poster symposia will alternate with fire hose presentations and keynotes. Furthermore a social program with allure and a conference dinner in the historic University Hall (built in 1462!) will make you never forget the Netherlands and this conference.



Participants from all over the World

At this moment it looks as if we will greet between 400 and 500 participants from around the world. While a small majority will be coming from the United States, we will have participants from all over the world, including China, Singapore, Japan, Israel, Canada, South Korea, and Australia, attending. And of course many European countries are present, such as Norway, Finland, Switzerland, France, Italy, Germany, United Kingdom, Cyprus and THE NETHERLANDS.

Visit <http://www.isls.org/icls2008/> for more up to date information.

HIGHLIGHTS: ICLS 2008 Creating a learning world

KEYNOTES



Prominent keynote speakers are coming to the ICLS 2008 in Utrecht. The opening keynote will be given by *Yrjö Engeström* who is the Director of the Center for Activity Theory and Developmental Work Research at the University of Helsinki. The keynote is titled ***Beyond Design Experiments: Interventions for Expansive Learning***.

The other eight keynote speakers are duo-keynotes by:

- Frank Fischer (Internal and external scripts) &
- Shelly Johnson Henson (The Folksemantic Web)
- Constance Steinkuehler (Pop Cosmopolitanism, Cognition, and Learning) &
- Mark Overmars (The Game of the Future)
- Nancy Law (Conceptualizing systemic contextual differences for design research &
- Theo Wubbels (Does the Homo Zappiens Need More Than Just Good Teaching?)

Thursday: Game Day!

On Thursday the theme will be 'games'. A part of all presentations held that day will deal with games and gaming. In the morning are, for example, paper sessions and symposia about new perspectives on learning through game design, epistemic games, gender and digital games and academic learning through open-ended video games. These presentations are followed by a duo-keynote by Constance Steinkuehler and Mark Overmars. Mark will talk about the game of the Future, taking a look at the different initiatives, in particular in the education and training domain. He will also discuss current research developments in game technology and how they will affect the game of the future. In particular he will look at developments in the construction of virtual worlds, virtual characters, interaction techniques, and adaptability of games to individual players. Constance will talk

about multiplayer online games. They have the potential to function as sandboxes for the reconstruction (perhaps, reinvigoration) of a new form of twenty-first century citizenship – a cosmopolitan disposition marked by the willingness to engage in an increasingly globalised and therefore diverse socio-technical world and the development of intellectual practices crucial to successful navigation within it. Research on such contexts, then, has the potential to help us formulate new educational means and ends, ones that lean forward, toward what the world is becoming, rather than backward, toward what the world was like when we were growing up.

In the afternoon different workshops will give participants hands-on experiences with games and game design. For instance the invited

interactive workshop 'Theory-based Educational Game Design, Implementation, and Assessment' will look at techniques and methods for developing game environments based on a theory of learning. Specifically, it will use the development of epistemic games as a jumping-off point for small- and large-group discussions about the processes involved in theory-based game design, implementation, and assessment. The conversations will be appropriate for participants working at any stage in the process of thinking about and working with theory-based educational games.



International Perspectives in the Learning Sciences

Workshops

During the conference thirteen workshops will be held on:

- Multiple modes and multiple representations for science learning.
- Real-time methods for monitoring, evaluating and scaffolding students' reflective inquiry in computer-supported collaborative learning environments.
- Developing a common conceptual and representational framework for CSCL interaction analysis.
- Advancing collaborative practices in the scientific community: creating innovative formats for conferencing.
- The Scalable Architecture for Interactive Learning (SAIL) - New tools and communities for research.
- Four Eyes: Eye tracking methods in collaborative / learning research.
- Design workshops as means to involve teachers and other end-users in the process of CSCL tool development.
- Increasing Participation in ICLS: Mentoring for First Time Attendees.
- Methods workshop: Using

ethnography to further understandings of learning in everyday settings.

- The Missing Chapters: Learning Sciences Beyond the Classroom.
- Games, Learning & Society: Building Centers of Expertise Around Gaming.
- Theory-based Educational Game Design, Implementation, and Assessment.
- Serious Games in the Learning Sciences: Making International Connections.

For more information and registration see www.isls.org/icls2008/.

Meetings

Meetings are planned for a number of committees and societies. Here is a table to help you:

Meeting	Day / Time slot
ISLS Business Meeting	Friday lunch break
CSCL Committee / CSCL2009 Organisers	Friday – 7:30 AM onwards
JLS	Wednesday – 12:30 - 2:30 PM
ISLS Board	Thursday – 7:30 AM onwards
iJCSCl	Thursday – 13:15 PM onwards

Party time

Although ICLS2008 is serious business (serious work, serious gaming), we did not forget to organise some time to have some serious fun and partying. You know what they say: All work and no play makes Jack (M/F) a dull person. In other words we need some scheduled time for fun and to relax.

What's on tap? Well, at the conference opening cocktail party on Wednesday evening which will be hosted by the Mayor of the city of Utrecht you can enjoy a cello duo. On Thursday evening it's time to get into your

seventies outfits and dance to soul, rhythm and blues and rock and roll music of Le Freak (<http://www.lefreak.nl/>). And on Friday you can enjoy a wonderful conference diner at the Academic Hall, a building in the centre of the city next to the old Dom Church that was built in 1462!. There are also excursions that can be booked, partner programmes, and ... Use your imagination!

Also, there will be a getting acquainted reception for the participants (including mentors) in the Doctoral Consortium, Early Career, and First-time work-

shops on Tuesday at the end of the workshops.



51Weeks

During and after the conference we will all be able to make use of *51Weeks* Web2.0 software.

At the core *51 Weeks* is an aggregator that collects and distributes learner thoughts, experiences, and activities that occur during and after a conference. The system draws together interactions as learners write and comment on blog posts, upload pictures to their photo sharing sites, chat with each other during sessions, and arrange to meet after the session or the conference has ended.

HIGHLIGHTS: ICLS 2008 Creating a learning world**ijCSCL Symposium 2008 (ICLS, Utrecht) — Wednesday 2:30 pm****“Productive tensions in the learning sciences:
Socio-cognitive and socio-cultural theory”**

Co-chairs: Gerry Stahl & Friedrich Hesse

The two major theoretical orientations in contemporary learning-sciences research create a tension in the approaches of the ICLS/CSCL research community. For instance, should all cognitive phenomena and processes be analyzed as an interplay of components in a model of the individual human mind or should cognition be studied as irreducibly spread across collectivities, interactions, practices and artifacts situated in specific cultural-historical settings? Can the apparent incommensurability of the approaches be productive in stimulating critical reflection on conceptualizations and methods? Is it possible to bring the two perspectives into a productive relationship that supports collaboration on research and complementarity of results?

The symposium will consist of three half-hour segments:

Part I: A socio-cognitive analysis

An author of an *ijCSCL* paper representing a socio-cognitive approach to learning sciences research will make a brief presentation illustrating the power of this approach. Then a discussant

will question possible limitations of the approach.

Presenters: Ulrike Cress & Joachim Kimmerle, authors of “*A systemic and cognitive view on collaborative knowledge building with wikis*” (*ijCSCL* 3:2).

Available at: <http://www.springerlink.com/content/q509739lp56gk040/fulltext.pdf>

Discussant: Daniel D. Suthers

Moderator: Gerry Stahl

Part II: A socio-cultural analysis

An author of an *ijCSCL* paper representing a socio-cultural approach to learning sciences research will make a brief presentation illustrating the power of this approach. Then a discussant will question possible limitations of the approach.

Presenters: Ingeborg Kränge & Sten Ludvigsen, authors of “*What does it mean? Students’ procedural and conceptual problem solving in a CSCL environment designed within the field of science education*” (*ijCSCL* 3:1).

Available at: <http://www.springerlink.com/content/83w585l5u442v287/fulltext.pdf>

[content/83w585l5u442v287/fulltext.pdf](http://www.springerlink.com/content/83w585l5u442v287/fulltext.pdf)

Discussant: Baruch Schwarz

Moderator: Friedrich Hesse

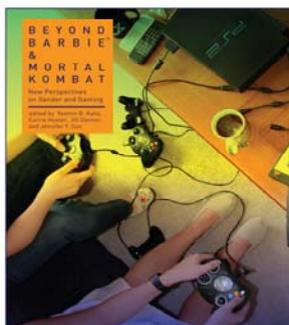
Part III: Resolution

The audience will be challenged to propose ways of bringing the two theoretical approaches together. The question will also be raised—in anticipation of the next year’s symposium—of the extent to which the design of instructional technologies and educational practices should be driven by these theories and research paradigms.

The audience is encouraged to read the two papers prior to the symposium. Springer has made these papers Open Access at <http://www.springerlink.com/content/120055> so that everyone can download them for free, even though everyone who attends ICLS can subscribe to *ijCSCL* as part of their registration and ISLS membership.

ISLS Book Announcements

The MIT Press Forthcoming



BEYOND
BARBIE®
&
MORTAL
KOMBAT

New Perspectives on Gender and Gaming

edited by Yasmin B. Kafai, Carrie Heeter,
Jill Denner, and Jennifer Y. Sun

Ten years after the groundbreaking *From Barbie to Mortal Kombat* highlighted the ways gender stereotyping and related social and economic issues permeate digital game play, the number of women and girl gamers has risen considerably. Despite this, gender disparities remain in gaming. Women may be warriors in *World of Warcraft*, but they are also scantily clad "booth babes" whose sex appeal is used to promote games at trade shows. Player-generated content has revolutionized gaming, but few games marketed to girls allow "modding" (game modifications made by players). Gender equity, the contributors to *Beyond Barbie and Mortal Kombat* argue, requires more than increasing the overall numbers of female players.

Beyond Barbie and Mortal Kombat brings together new media theorists, game designers, educators, psychologists, and industry professionals, including some of the contributors to the earlier volume, to look at how gender intersects with the broader contexts of digital games today: gaming, game industry and design, and serious games. The contributors discuss the rise of massively multiplayer online games (MMOs) and the experience of girl and women players in gaming communities; the still male-dominated gaming industry and the need for different perspectives in game design; and gender concerns related to emerging serious games (games meant not only to entertain but also to educate, persuade, or change behavior). In today's game-packed digital landscape, there is an even greater need for games that offer motivating, challenging, and enriching contexts for play to a more diverse population of players.

Yasmin B. Kafai is Associate Professor at the UCLA Graduate School of Education and Information Studies. **Carrie Heeter** is Professor of Serious Game Design in the Department of Telecommunication, Information Studies, and Media, and Creative Director for Virtual University Design and Technology at Michigan State University. **Jill Denner** is Senior Research Associate at ETR Associates, a nonprofit agency in California. **Jennifer Y. Sun** is President and a founder of Numedeon, Inc., the company that launched Whyville.net, an educational virtual world targeted at children ages 8 to 14.

FORTHCOMING: SEPTEMBER 2008
7 x 9, 352 pp., 36 color illus., 42 b&w illus., \$29.95 cloth • 978-0-262-11319-9

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New book by Stephen Reed: *Thinking Visually*

Stephen Reed's book *Thinking Visually* will be published this spring by Lawrence Erlbaum Associates (Taylor &

Francis group). The book covers many aspects of visual thinking and is written to be accessible to a broad audience. It includes the

Animation Tutor CD to illustrate how instructional software can support mathematics learning.

The 'I' in ISLS: World-wide Membership Representation: Achievements, Goals and Challenges

This report was provided by the ISLS Membership Committee:

- Anthony Petrosino, University of Texas, USA
- Iris Tabak, Ben Gurion University of the Negev, Israel
- Armin Weinberger, University of Twente, The Netherlands

The International Society of the Learning Sciences is now in its sixth year as an official professional society. During the first years, the membership committee focused on increasing membership numbers. We have fared well, and the society has nearly doubled its membership (though, currently our numbers have dropped a bit – so be sure to renew your membership & bring a friend!). Now that we have grown to a comfortable size we are focusing our efforts on more specific goals and challenges. One of our main goals is to increase and diversify the world-wide representation of ISLS members.

As of May 2008, we have a little over 200 members with about 2/3 from North America, and 1/3 from outside North America. We would like this ratio to shift to a larger proportion of members from outside of North America. Moreover, the distribution varies considerably outside of North America. Not surprisingly, the largest representation is from European countries. For example, there are about twice as many members from Europe than from all of Asia. The most underrepresented regions are Africa and South and Central America. There is a surprisingly low number of members from Australia and New Zealand, and we note this in surprise, because these

regions seem to be fairly well represented in NARST and AERA and we would have expected some overlap with these societies.

At the recent CSCL conference hosted by Rutgers The State University of New Jersey, USA, we held a panel to discuss how we would like to shape the identity of the society. One of the central issues that was raised by many of those present was the need to increase the world-wide representation of ISLS. Participants pointed to countries that were disturbingly under-represented. Participants' perspectives were well aligned with the picture reflected in our statistics above: the problem of under-representation is most acute in Africa and South and Central America, followed by Asia.

Participants also raised some of the challenges that colleagues in these regions face that may hinder their ability to join the society. Other than access to information through journal subscriptions, workshops, conferences, etc... that tend to be more prominent in other regions, participants also discussed the difficulties that arise from differences in the type of research questions that tend to be raised and the ways in which they are studied. These differences can place colleagues from outside North

America and Europe at somewhat of a disadvantage in, for instance, competing for conference presentation slots, which in turn, can divert them away from the society.

One reason for such differences in focus, participants noted, might be differences in the availability of research funds and infrastructure. So, for example, studies may be of smaller scope and include data collected primarily through questionnaires that might help identify particular learning phenomena, but are not well equipped to explain mechanisms and processes of learning, which tend to be favored in ISLS venues. One suggestion that was raised during this "Identity Panel" and discussion was to form research partnerships between researchers from highly represented countries, such as in Europe and North America, and from under represented countries, such as Africa and South America.

An additional, and somewhat differing perspective that was raised following the "Identity Panel" at CSCL '07, is a call to adopt a reflexive and critical stance concerning our research and methodological foci, especially with respect to the ways in which they align or misalign with trends in different world regions.

The 'I' in ISLS: World-wide Membership Representation: Achievements, Goals and Challenges

That is, we should question prevailing foci, their world-wide relevance, and the need to give more voice to additional questions and methods. For example, prevailing approaches in the Learning Sciences may reflect a limited set of Western cultures and perspectives, which may fall short of the theoretical and empirical arsenal necessary to minimize bias and effectively explain differences in performance across different

regions. Thus, we are challenged to examine, discuss, and question methods, approaches and results in a larger, multi-faceted, global context.

In closing, the membership committee welcomes your input and suggestions on these issues and on the ways in which we can improve our world-wide representation. Particularly helpful would be names of specific individuals we can contact

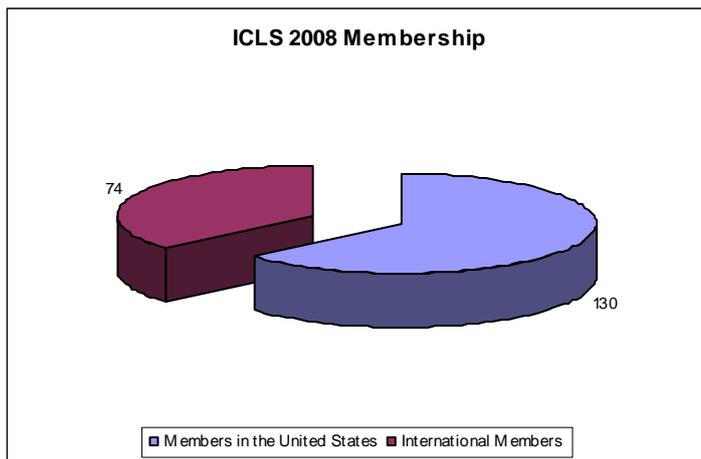
in under-represented countries who might serve as coordinating partners in recruiting membership in those countries or regions.

We are weeks away from the first ICLS conference to be hosted outside of North America, by Utrecht University, The Netherlands, this June. We hope that this upcoming conference will mark a new era for ISLS membership.

** The ISLS Membership Committee gratefully acknowledges Radaphat Chongthammakun, Membership Administrator of ISLS, for compiling and presenting membership information.*



ISLS Membership Representation in Numbers



Australia	1
Brazil	1
Canada	5
China	1
Finland	3
Germany	13
India	1
Indonesia	1
Israel	5
Italy	4
Japan	6
Malaysia	2
Mexico	1
Netherlands	11
New Zealand	1
Norway	2
Singapore	5
South Korea	1
Sweden	1
Switzerland	3
Taiwan	1
Thailand	1
UK	3
USA	130

Announcements

Job Announcement

Research Program Director, SRI International

☑ SRI International is growing and seeks to hire a new Research Program Director. The successful candidate will see this position as an opportunity to address one or more large, important and enduring challenges in teaching and learning by engaging CTL's

unique level of intellectual collegiality and disciplined capacity to manage large, complex projects. This position is for the rare senior leader who wants to go beyond what is possible in a university setting, has the demonstrated capability to bring in the required funding

and thrives by engaging a creative and dedicated professional team towards a mission-driven program of research and development.

For more information, see <https://sri.ats.hrsmart.com/cgi-bin/a/highlightjob.cgi?jobid=3998>

Conference Announcement

CMC2008 - 3rd International Conference on Concept Mapping, Tallinn, Estonia & Helsinki, Finland, Sept. 22-25, 2008

☑ The 3rd International Conference on Concept Mapping will be organized by the University of Helsinki (Finland) and the University of Tallinn (Estonia) from September 22 – 25, 2008. Links to CMC2008 homepages:
CmapTools view: <http://cmc.ihmc.us>
Traditional view: <http://concept-map.org>

On behalf of CMC2008 organizational committee Alberto J. Cañas, IHMC, Mauri Åhlberg, University of Helsinki, Priit Reiska, Tallinn University International CMC2008, the Third International Conference on Concept Mapping has as a purpose bringing together scholars and practitioners interested in the use of the concept mapping tool first developed at Cornell University in 1972. It is being organized by Tallinn University in

Estonia, University of Helsinki in Finland, and the Institute for Human and Machine Cognition. It follows on the success of the First Conference held in Pamplona, Spain in 2004 and the Second Conference held in San Jose, Costa Rica in 2006.

The first two days of the Conference, 22nd and 23rd of September, will be held in Tallinn, with a boat ride on the evening of the 23rd taking all participants to Helsinki, Finland for the last two days of the Conference, the 24th and 25th of September. Yes, two countries: Estonia, a world leader in the use of technology in government and business, and Finland, recognized worldwide for its quality of education.

Join the concept mapping community and visit two countries, know two cultures, visit

Old Town in Tallinn, visit schools and learn about Finland's educational system, and meet concept-mappers from all over the world! The Conference is aimed at all persons interested in the use of concept maps, including, but not limited to: facilitation of learning; eliciting, capturing, archiving, and using "expert" knowledge; planning instruction; assessment of "deep" understandings; research planning; collaborative knowledge modeling; creation of "knowledge portfolios"; and administrative planning and monitoring. We expect participants from a broad range of fields presenting a wide variety of research and applications of concept mapping.

Job Announcements

Joshua Danish Joins Indiana University Learning Sciences Program

After reviewing 60 applicants and interviewing a number of outstanding new scholars, Indiana University's Learning Sciences Program is pleased to announce that Joshua Danish will be joining their faculty in January 2009.

Joshua completed his doctoral work at UCLA where he studied with Noel Enyedy. His dissertation, which received a Spencer Foundation Dissertation Year Fellowship, involved the design of an innovative curriculum to help young students change their representational practices to be more reflective as they learn about honeybees collecting nectar from a complex systems per-

spective. To support this curriculum, Joshua developed BeeSign, a computer simulation that supported students in predicting and observing the behavior of a honeybee hive. He will be teaching advanced courses in the design of educational technologies, as well as the role of interaction and external representations in learning activities. Joshua is currently working on a National Science Foundation funded project to leverage computer-based sensor technologies such as computer vision in order to enhance young students' embodied play activities as a resource to support their learning of basic physics concepts.

LS program head Richard Lesh said "Danish's strengths complement those of a strong research community that we are developing at IU, where our emphasis on mathematics and science learning includes both in-school and beyond-school settings as well as the consideration of social and ethical issues that inevitably accompany scientific inquiry".

Lesh and Search Committee Chair Ken Hay anticipate hiring one additional faculty member to join the 10 full-time faculty member in the IU Learning Sciences program. For more information, email learnsi@indiana.edu.



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Newsletter #8

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

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



Post your announcement on the ISLS website

See many more news and job announcements at <http://www.isls.org/news.html> and <http://www.isls.org/jobs.html>. To submit a position to publish on this page, please send an email with the subject of "ISLS NEWS" to the ISLS webmaster with the following information:

- (1) Title of Announcement
- (2) Applicable dates (please allow one week)
- (3) Brief description (60 words or less)
- (4) URL for further details and/or an email address for contact person.

CSCL09 Call for Papers: 8th International Conference on Computer Supported Collaborative Learning

The CSCL 2009 conference is co-organised by the International Society of the Learning Sciences (ISLS) and the University of the Aegean.

CSCL is a major international event, an official conference of ISLS, which gathers together people involved in all aspects of the field of technology-based collaborative learning, including research, education, training and technology.

The conference theme '**CSCL Practices**' emphasises practices related to technology based collaborative learning in three major areas:

- *Learning in typical educational institutional structures*
- *Learning in every day life, and*
- *Learning in workplace structures.*

You can participate in a variety of sessions such as: paper sessions, interactive sessions, symposia, panels, workshops, seminars, tutorials, educational showcases, posters, demos and exhibitions. You could also benefit from one of the following **Awards**: Senior Best Paper Award, Student Best Paper Award, Technology Design Award, CSCL Practices Showcase Award.

Submission Deadlines

November 1, 2008 Deadline Submission for Papers and Short Papers

December 20, 2008 Deadline Submission for:

- Symposia, Interactive Events, Panels Firehose sessions
- Papers of Doctoral Consortium, Posters, Exhibitions

Pre-conference events

- Workshops
- Education Showcases
- Seminars (to teachers' educators or workplace trainers) and Tutorials





CSCL09

COMPUTER SUPPORTED COLLABORATIVE LEARNING

CSCL Practices

8-13 June 2009, Rhodes, Greece

The theme of the 8th International CSCL conference emphasises "Practices" relating to technology based collaborative learning in three major areas:

- Learning in typical educational institutional structures,
- Learning in every day life
- Learning in workplace structures.

There are a variety of sessions to participate in: paper sessions, interactive sessions, symposia, panels, workshops, seminars, tutorials, educational showcases, posters, demos, exhibitions.

Submissions deadlines:
November 1, 2008 & December 20, 2008

www.isls.org/CSCL2009



**International Society of
the Learning Sciences**



**ΙΑΝΕΙΠΙΣΤΗΜΙΟ ΑΙΓΑΙΟΥ
UNIVERSITY OF THE AEGEAN**