Exploring the Material Conditions of Learning
11th International Conference on Computer Supported Collaborative Learning

Gothenburg, Sweden
June 7th - 11th
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WELCOME

We welcome you to CSCL 2015, the 11th International Conference on Computer Supported Collaborative Learning. The conference is a major international event, organized biennially by ISLS, which gathers together people involved in all aspects of the field of technology-based collaborative learning, including research, education, training and technology. CSCL concerns the nature of collaborative learning in technologically supported environments from empirical, theoretical, conceptual and design based approaches.

Within the learning sciences, the field of CSCL has continually raised the importance of the material conditions of learning. Reinvigorating this focus in this time of rapidly expanding forms of social, cognitive and technical mediation is particularly important. The conference theme this year is: Exploring the material conditions of learning: Opportunities and challenges for CSCL. The proliferation of digitized information, the affordances of digital technology and the current changes in the media ecology affect society at all levels. Not only do these material conditions influence the way we learn or what is considered relevant knowledge in the many social contexts of our lives, but they also set the premises for how knowledge is formed, how it is organised, made use of and communicated. Changing patterns of collaboration, authority and legitimacy of knowledge in society and its institutions have important implications for learning and cognitive processes and outcomes, and these changes are consequential for education, production, social administration and the public.

Given the high quality work that will be presented, we are confident that this will be a very a rewarding conference.

Welcome to the University of Gothenburg!

Oskar Lindwall and Sten Ludvigsen, Conference Chairs
COMPUTERS AND INTERNET

Wireless Network

If your home organisation/university is part of the eduroam community and your computer is set up for using the eduroam network, you should be able to connect to the internet the same way you do at home using our wireless network called eduroam.

In most campus areas you will also have access to the university wireless network. Connect your computer to the wireless network called GoteborgsUniversitet and login via a web browser using the id and password that are printed on the sticker that can be found on the inside of the cover of this program.

Computer Room

In room B1 115, there are 18 computers with internet access that are available for delegate use.

Opening hours:
Monday, June 8th: 13.00–16.00
Tuesday, June 9th: 10.30–12.00 and 13.30–15.00
Wednesday, June 10th: 10.15–11.45 and 13.00–14.30
Thursday, June 11th: 10.30–12.00

Lecture Rooms

All the lecture rooms are equipped with a computer, a projector and speakers.

Use of computer in the lecture room

The computer – a desktop PC – is connected to the internet and has Windows XP or Windows 7 and Microsoft Office 2010 installed. You need to have your presentation on a pc-formatted USB stick if you are using this computer.

Use of your own laptop

If you prefer to use your own laptop, you need to bring an adaptor that fits the Swedish power socket 230 V.

To connect your computer to the projector it must have a VGA port, either on board, or via an adapter. If your laptop does not have a VGA port you must bring an adapter.
PRACTICALITIES

Registration Desk

The registration desk is situated at Pedagogen A, entrance floor, and will be open all day, throughout the conference.

Cloakroom

The cloakroom is situated at Pedagogen A, basement floor, room AK 2138, and will be accessible throughout the conference. It will be staffed in the mornings, during lunch breaks and in the afternoons. For access at other times, please contact the registration desk.

Printing and Photocopying

Please go to the registration desk for help.

Conference Room

Can be booked at the registration desk.

IMPORTANT PHONE NUMBERS

<table>
<thead>
<tr>
<th>Phone</th>
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<tbody>
<tr>
<td>SOS</td>
<td>112</td>
</tr>
<tr>
<td>Sahlgrenska University Hospital</td>
<td>+46 (0)31 342 10 00</td>
</tr>
<tr>
<td>Dentist, Folktandvårdens akuttandvård</td>
<td>+46 (0)10 441 88 00</td>
</tr>
<tr>
<td>Taxi Göteborg</td>
<td>+46 (0)31 650 000</td>
</tr>
<tr>
<td>Taxi Kurir</td>
<td>+46 (0)31 27 27 27</td>
</tr>
<tr>
<td>Doris Gustafson, Chief Administrator</td>
<td>+46 (0)708 72 99 65</td>
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CONFERENCE VENUE

The conference venue consists of two sites: Pedagogen A and B. At the main conference, there will be four rooms with tiered seating: BE 014, BE 015, and BE 036 with 100 seats in each and Kjell Härnqvist Hall with 300 seats. In addition, there are three rooms with more flexible seating: BE 016 and B1 114 with 40 seats, BE 026 with 25 seats and AK 2134+2135 with a total of 80 seats. The opening of the conference and the keynotes will also be telecasted to the adjacent room AK2 137.

Venue Addresses

Pedagogen A, Västra Hamngatan 25 (official entrance)
Pedagogen B, Läroverksgatan 15
Restaurang Valand, Kungsportsavenyn 19
River Side Café, Dockpiren

Maps

You will find maps on the official website.
http://www.isls.org/cscl2015/maps.html
PEDAGOGEN BE – ENTRANCE FLOOR

Coffee/Lunch June 9–11

Publisher Display

Entrance
PEDAGOGEN B1 – FIRST FLOOR
WELCOME RECEPTION

An informal welcome reception will be organised by the City of Gothenburg with drinks and finger food. This event will follow the final sessions on Monday June 8th between 18.45–20.00 at the restaurant Valand.

The reception is free of charge to all registered conference delegates. Please observe that you need to have registered for the reception when registering for the conference. You will find two tickets together with your conference badge. These tickets will allow you two drinks at the bar. There will also be the possibility to buy additional drinks.

The Welcome Reception will take place at Restaurang Valand, Kungsportsavenyn 19.

VALAND

Getting there

By foot
We will have guides that walks us the short distance to Valand (app. 10 min. walk). You can find the guides outside Pedagogen B.

Taxi
Call Taxi Göteborg: +46 (0)31 650 000 or Taxi Kurir: +46 (0) 31 27 27 27.
BARBEQUE

On the evening of June 9th between 19.00–20.30, there will be a barbecue at the Faculty of Education. Drinks will be served by the legendary Jazz club Nefertiti, which is situated in the basement of Pedagogen C. Nefertiti will stay open after the BBQ and there will also be a DJ playing music.

In the conference bag, there are two tickets that can be used for drinks. It is also possible to buy drinks from the bar. Please note that according to Swedish alcohol regulations, you are not allowed to take the drinks away from the place that you bought them – you cannot bring them back into the University.

CONFERENCE DINNER

The Conference Dinner will take place on June 10th between 19.30-22.00 at River Restaurant on the Pier. Busses will take participants to and from the Conference Dinner. (see page 4.) Busses leave at 19.00 from Pedagogen and 22.30 from the restaurant.
PRESENTATION FORMATS

Paper Sessions
There are two presentation formats for the paper sessions: a traditional format and an interactive format.

Interactive Format
In the interactive sessions, each of the four presenters gives a brief presentation. The individual presentations are then followed by a more interactive format – for instance, a common discussion at the end of the session or 3 or 4 extended round-table discussions with subgroups changing every 20 minutes. In some cases, the authors bring questions to discuss with members of the audience or they might bring supplementary materials for people to see, touch, and play with at their station. The room that is used has 42 chairs and 21 small tables. Both chairs and tables have wheels and can easily be reorganised to configurations that suit different formats.

Traditional Format
In the “traditional” paper sessions, each of the four presenters give a 15 minute talk followed by a 5 minute discussion. Given that the total length of the sessions is 90 minutes, this also means that there is room for a 10 minute general discussion in the end. There is a person assigned as chair to each session. These presentations take place in lecture rooms with tiered seatings that have room for 100 persons.

Symposia
Symposia are for conveying larger ideas or results about a specific issue. Discussion among members of the symposium and with the audience are moderated to focus on certain positions or controversies.

Poster Sessions
The posters are presented at two different sessions that takes place at the ground floor of the Faculty of Education, House B. These sessions provide both the presenters and the audience an opportunity to engage in discussions about the presented research.
Interactive Events

These events enable participants to experiment with new interactive devices and environments for teaching and learning, explore designs for collaborative activities, or to try out and compare methods for research and practice. There is a particular interest in recently developed technologies as well as existing interactive technologies that support an innovative pedagogical model of collaborative learning.

Data Sessions

CSCL research in the Nordic countries has often featured various forms of interaction analysis. In a special track of data sessions, an organizer will present an excerpt of CSCL interaction (e.g., a video clip and a detailed log). During the sessions, the audience discuss how the material conditions of CSCL interaction can be seen at work in the excerpt.
Steve Woolgar

**Mundane Governance – Government by Stealth?**

Popular conceptions of “government” tend to rely on a notion of politics which involves how people and institutions behave towards each other. Yet another, quite different, and much more pervasive form of government is often overlooked. This has to do with the way in which our lives are increasingly regulated in relation to very ordinary objects and everyday technologies. These aspects of daily life are mundane in the sense that they are ordinary, routine, unremarkable, run-of-the-mill, even boring. More interestingly, they are also mundane in the etymological sense of the term (Latin: mundus: the world): these ordinary things seem to be just what they are: they are “of the world”. Our research focused on three main areas of contention about ordinary objects and technology: the organisation and categorisation of different varieties of waste and recycling; the ways in which vehicles are subject to speed monitoring and parking regimes; and the management of passenger flow through airports. In short, we studied trash, traffic and transit.

We found a growing disquiet, often marked exasperation, about the increasing complexities of ordinary stuff. Now more than ever we seem to be governed through the small everyday routines, actions and objects by which we are surrounded. The problem gains particular significance when we notice that the same ordinary things are treated quite differently in different places, councils, regions and countries. This then is the government you don’t realise is all around you. Increasingly, it seems, ordinary, unremarkable stuff carries with it requirements for correct action and behaviour. Can we call this “government by stealth”? This description rather too easily implies a form of conspiracy theory; it suggests concerted and coherent strategies on the part of faceless bureaucrats eager to control the unknowing populous. Instead, our observations of mundane governance in practice reveal a striking degree of mess and muddle. So instead of a coherent system of government conspiracy, we find a chaotic amalgam of shifting uncertainties and complexity. Regulation in relation to ordinary things is, at best, a mess. To understand this we need a different approach to politics. Politics can no longer be thought of as simply antecedent to objects which are fixed and known; instead, we need a conception of politics which recognises the crucial importance of understanding how ordinary objects and things come to seem what they are.

June 8, 17.00-18.15, Kjell Härnqvist Hall AK 2155
and telecasted in AK 2136
Karrie Karahalios

Understanding and Encouraging Communication with Visualization

Face-to-face communication requires a complex orchestration of various communicative channels that include gaze, gesture, expression, and vocalization. Visualization can highlight this invisible dance; it can also encourage and discourage specific communicative behaviors.

In this talk, I will present a trajectory of visualization work starting with the visualization of vocalization and moving towards the visualization of coordinated communicative behavior. In doing so, I will discuss the challenges faced when aggregating disparate streams of data, discuss when visualization is helpful, and pose the question: how does visualization translate to cognition?

June 9, 08.45-10.00, Kjell Härnqvist Hall AK 2155
and telecasted in AK 2136

Yvonne Rogers

Suspense Matters

Piaget is often cited for writing that when you teach children something you take away forever their chance of discovering it for themselves. This observation is profound in view of the modern academe’s push towards ever more personalized learning, where the focus of much technology development is on measuring, rectifying and rewarding activity completion. How can we bring back the ‘not knowing’ in learning where suspense is what matters?

In my talk, I will consider how new technologies and interfaces can be designed to enable children to discover for themselves, through mindful engagement, awareness, conversation and reflection.

June 10, 08.30-09.45, Kjell Härnqvist Hall AK 2155
and telecasted in AK 2136
WORKSHOPS & TUTORIALS 08.30–17.00

Doctoral Consortium
Cindy Hmelo-Silver (co-chair), Heisawn Jeong (co-chair), Erno Lehtinen (co-chair), Jan van Aalst (mentor), Kai Hakkarainen (mentor), Rebecca Cober, Suzanne Rhodes, Jennifer K. Olsen, Aditi Kothiyal, Ruth Boelens, Lorenzo Lucignano, Melanie Erkens, Mina Shirvani Boroujeni, Sven Heimbuch, Abigail C. Evans, Sania Zahra Zaidi, Lenka Schnaubert

Early Career Workshop
Ulrike Cress (co-chair), Nancy Law (co-chair), Jianwei Zhang (co-chair), Gerry Stahl (mentor), Alyssa White (mentor), Jennifer Pei-Ling Tan, Alan Hackbarth, Margarida Romero, Mike Tissenbaum, Michael Tan, Matthew Gaydos, I-Han (Sharon) Hsiao, Melanie E. Peffer, Michael M. Rook, Oliver Ferschke, Bodong Chen, Ninger Zhou, Jason C. Yip

Mid-Career Workshop
Sean Goggins (co-chair), Kristine Lund (co-chair), Susan Yoon (co-chair), Eleni Kyza (mentor), Carolyn Penstein Rosé (mentor), Sadhana Puntambekar (mentor), Hanni Muukkonen, Steve Rutherford, Dimitra Tsovalti, Jakita O. Thomas

The Orchestrated Collaborative Classroom: Designing and Making Sense of Heterogeneous Ecologies of Teaching and Learning Resources
Luis P. Prieto, Yannis Dimitriadis, Andreas Harrer, Marcelo Milrad, Miguel Nussbaum, James D. Slotta

Designing Futures for Learning in the Crowd: New Challenges and Opportunities for CSCL
Marisa Ponti, Niclas Hagen, Thomas Hillman, Dick Kasperowski, Christopher Kullenberg, Igor Stankovic

Tutorial on CSCL in Vocational Education and Training (VET): The Current Critical State and Future Solutions
Raija Hämäläinen, Beat A. Schwendimann, Alberto Cattaneo

Crowd-Sourced Learning and Assessment in MOOCs
Sandra Milligan, Ulla Lunde Ringtved
WORKSHOPS & TUTORIALS 08.30—12.00

Doctoral Consortium
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Isa Jahnke, Teresa Cerratto-Pargman, Anniken Furberg, Sanna Järvelä, Barbara Wasson

Supporting Synchronous Collaboration in K-12: Initial Experiences Using TheWeCollabry App Suite
Cathie Norris, Elliot Soloway

The Learning Sciences and CSCL: Past, Present, and Future
Keith Sawyer

Verbal Data Analysis Workshop: Introducing Geisler’s Systematic Coding of Text, Talk, and Other Verbal Data
Lixiao Huang, Michael A. Evans

Programme | June 8

REGISTRATION 12.00–16.15
Entrance Floor

ISLS MEETINGS 12.00–16.00

- Closed – ISLS Education Committee Meeting (12.00–13.00)
  A1 314
- Closed – CSCL Committee Meeting (12.00–13.00)
  A1 334
- Closed – ISLS Technology Committee Meeting (12.00–13.00)
  A1 338
- Closed – JLS Board Meeting (13.00–14.00)
  A1 314
- Open – ISLS Technology Committee Meeting (13.00–13.30)
  A1 338
- Open – CSCL Community Meeting (14.00–15.00)
  AK 2316
- Open – NAPLES Meeting (15.00–16.00)
  A1 338
- Open – ISLS New Members Session (15.00–16.00)
  AK 2136

OPENING SESSION 16.15–17.00

Oskar Lindwall, Sten Ludvigsen, Conference Chairs
Roger Säljö, Dean of Faculty, Head of LinCS, University of Gothenburg

Kjell Härnqvist Hall AK 2 155 and telecasted in AK 2136

KEYNOTE LECTURE 17.00–18.15

Mundane Governance – Government by Stealth?
Steve Woolgar, Linköping University, Sweden and Said Business School, University of Oxford, UK

Kjell Härnqvist Hall AK 2 155 and telecasted in AK 2136

WELCOME RECEPTION 18.45–20.00

Informal gathering sponsored by the City of Gothenburg, see page 10

Restaurang Valand
REGISTRATION 08.00–08.45
Entrance Floor

KEYNOTE LECTURE 08.45–10.00
Understanding and Encouraging Communication with Visualization
Karrie Karahalios, University of Illinois, USA
Kjell Härnqvist Hall AK2 155 and telecasted in AK2 136

COFFEE BREAK 10.00–10.30
Café area

PARALLEL SESSIONS 10.30–12.00

SYMposium
Artefacts Mediating Practices across Time and Space: Sociocultural Studies of Material Conditions for Learning and Remembering
Åsa Mäkitalo (chair), Erno Lehtinen (discussant)

Building Space-Time Frames and Shared Understanding in a Media Design Task
Giuseppe Ritella, Beatrice Ligorio, Kai Hakkarainen

Learning in a Material World: Reflection in Science Education as Embodied Practice
Hans Christian Arnseth, Alfredo Jornet Gil, Ingeborg Krange

“I was Shocked and Embarrassed by the Results”: Carbon Footprint Calculators as Mediators of Tangible Information and as Resources for Knowing and Reasoning about Emissions
Géraldine Fauville, Annika Lantz-Andersson, Roger Säljö

Documentary Practices in Transformation: Follow-Up Consultations with Patients and Health Care Staff in Hypertension Care
Mona Lundin, Åsa Mäkitalo

SYMposium
Technology-Enhanced Learning Communities on a Continuum between Ambient to Designed: What Can We Learn by Synthesizing Multiple Research Perspectives?
Yael Kali (co-organizer), Adi Kidron (co-organizer), Paul A. Kirschner (chair), Christopher Hoadley (discussant)

The Role of Social Network Tools in the Integration of Immigrant Students into Academic Life
Meital Amzalag, Nelly Elias, Yael Kali
Designing Future Learning Spaces Based on Ambient Analysis of Epistemic Socialization
Uzi Brami, Iris Tabak

Designing Network Support for Online Discourse Based on Ambient Group Communication Studies
Carmel Kent, Esther Laslo, Sheizaf Rafaeli, Ayelet Baram-Tsabari

Scientific Literacy in Public Media Reader Comments as Interpreted Using Curricular Lenses
Esther Laslo, Ayelet Baram-Tsabari

Promoting Teacher Professional Growth for Technology-Enhanced Outdoor Inquiry Teaching
Keren S. Levy, Yael Kali, Tali Tal

Tracing the Emergence and Growth of Epistemic Norms in a Designed TEL Community
Sarit Barzilai, Dani Ben-Zvi, Oshra Duek

Dimensions of Collaboration on a Tabletop Interface for Children with Autism Spectrum Disorder
Patrice L. (Tamar) Weiss

AK 2134 and AK 2135

MOOCs: PAPER SESSION, TRADITIONAL FORMAT

Materiality of Online Students’ Peer-Review Activities in Higher Education
Teresa Cerratto-Pargman, Ola Knutsson, Petter Karlström

Looking AT versus looking THROUGH: A Dual Eye-tracking Study in MOOC Context
Kshitij Sharma, Daniela Caballero, Himanshu Verma, Patrick Jermann, Pierre Dillenbourg

Resource Usage in Online Courses: Analyzing Learner’s Active and Passive Participation Patterns
Sabrina Ziebarth, German Neubaum, Elias Kyewski, Nicole Krämer, Ulrich Hoppe, Tobias Hecking, Sabrina Eimler

Fostering Discussion across Communication Media in Massive Open Online Courses
Oliver Ferschke, Iris Howley, Gaurav Tomar, Diyi Yang, Yu Liu and Carolyn Penstein Rosé

BE 015

DATA SESSION

Bodily-Material Resources in CSCL: Children’s Embodied and Multimodal Collaborative Learning of Scale around Touchscreens
Jacob Davidsen, Thomas Ryberg

BE 026
LUNCH 12.00–13.30
Café area

ISLS MEETING 12.15–13.30
Closed – ISLS Board Meeting

PARALLEL SESSIONS 13.30–15.00

▷ INVITED SYMPOSIUM ◁
Research Trends on Design and Computational Aspects of CSCL Environments
Yannis Dimitriadis (chair), Carolyn Penstein Rosé (discussant)

Architectural and Design for Learning Facets of CSCL Environments
Yannis Dimitriadis

Learning Analytics in CSCL
H. Ulrich Hoppe, Andreas Harrer

Current Trends and Directions in Design of Mobile CSCL
Chee-Kit Looi, Lung-Hsiang Wong

Collaborative Learning, Orchestration, and new Ways of Distributing Technologies in the Classroom
Yvonne Rogers

Synthesis and Discussion
Carolyn Penstein Rosé

▷ SYMPOSIUM ◁
Researching and Designing for the Orchestration of Learning in the CSCL Classroom
Emma Mercier (chair), Nikol Rummel (discussant)

Learning Analytics and Teachers’ Awareness in the CSCL Classroom
Roberto Martinez-Maldonado

Live Content Updates and Teacher Intervention in Collaborative Groups
Emma Mercier

The 3R Orchestration Cycle: Fostering Inquiry Discourse in a CSCL Classroom
Cresencia Fong, Rebecca Cober, Richard Messina, Tom Moher, Julia Murray, Ben Peebles, James D. Slotta
Exploring Teacher Behaviour Prior to the Initiation of Mini-Plenaries During Collaborative Group Work
Andrew Joyce-Gibbons

Supporting Collaborative Interactions during Computing in K-5 Classrooms
Maya Israel

Ready, Able, and Willing to Adopt CSCL Practices
Karin S. Forssell

Teachers’ Reflections on Implementing Collaborative Learning in Classrooms
Saadeddine Shehab

BE 014

A Multivocality Approach to Epistemic Agency in Collaborative Learning
Jun Oshima, Ritsuko Oshima, Wataru Fujita

Examining the Real and Perceived Impacts of a Public Idea Repository on Literacy and Science Inquiry
Camillia Matuk, Marcia C. Linn

Fostering Sustained Knowledge Building through Metadiscourse Aided by the Idea Thread Mapper
Jianwei Zhang, Mei-Hwa Chen, Dan Tao, Yanqing Sun, Jiyeon Lee, Darlene Judson

“That’s What Everyone Else Is Saying...”: Collaborative Reflection-in-Action during Creative Activities
Michael P. Downton

BE 015

Connected Biology: A Usability Study of Web 2.0 Tools
Silvia d’Apollonia, Suzanne Kunicki, Murray Bronet

Playing with Gameful Activities and Assessments: Avatars and Experience Points in a Graduate Course
Beaumie Kim

Investigating Collaborative Reflection with Peers in an Online Learning Environment
Qiyun Wang, Choon Lang Quek

Navigating Connected Inquiry Learning with ScienceKit
Daniel Pauw, Tamara Clegg, June Ahn, Elizabeth Bonsignore, Jason Yip, Judith Uchidiuno

BE 016
DATA SESSION

Overcoming Limited Access to Assessables at a Game Award: Jurors Envisioning of Limitations of a Potential Nominee for “Best Innovation”

Ulrika Bennerstedt

BE 026

COFFEE BREAK 15.00—15.30

Café area

PARALLEL SESSIONS 15.30—17.00

SYMPOSIUM


Kate Thompson (co-organizer), Lucila Carvalho (co-organizer)

Background and Framework
Kate Thompson, Lucila Carvalho

Analysis of Scaffolding Using a Discursive Psychology Approach
Michael A. Evans, Lixiao Huang

Conversation Analysis and the Impact of Position on Social Interactions
Maryam Khosronejad, Peter Reimann, Anindito Aditomo

Multimodal Interaction Analysis (MIA) of the Role of Inscriptions in Design
Dewa Wardak, Kate Thompson, Lucila Carvalho, Peter Goodyear

Synthesis
Kate Thompson, Lucila Carvalho, Gregory Dyke, Michael A. Evans, Lixiao Huang, Maryam Khosronejad, Peter Reimann, Anindito Aditomo, Dewa Wardak, Peter Goodyear

Reflections on the process
Entire Panel

NEGOTIATION: PAPER SESSION, TRADITIONAL FORMAT

Dialogism: A Framework for CSCL and a Signature of Collaboration
Mihai Dascalu, Stefan Trausan-Matu, Philippe Dessus, Danielle S. McNamara

Learning about Team Members’ Preferences: Computer-Supported Preference Awareness in the Negotiation Preparation of Teams
Daniel Thiemann, Tanja Engelmann, Friedrich W. Hesse
Emergent Roles and Collaborative Discourse Over Time
Catherine Dornfeld, Sadhana Puntambekar

Meaning-Making in Collaborative Activity: Effort toward Coherent, but Not Shared, Interpretations of the Problem
Lisa Hardy, Tobin White

KNOLEDGE BUILDING 2: PAPER SESSION, TRADITIONAL FORMAT

Grappling with the Not-Yet-Known
Christoph Richter, Heidrun Allert, Julia Albrecht, Elisa Ruhl

How Did a Grade 5 Community Formulate Progressive, Collective Goals to Sustain Knowledge Building Over a Whole School Year?
Dan Tao, Jianwei Zhang, Yue Huang

The Development of Productive Vocabulary in Knowledge Building: A Longitudinal Study
Bodong Chen, Leanne Ma, Yoshiaki Matsuzawa, Marlene Scardamalia

Scaffolding Scientific Epistemologies through Knowledge-Building Discourse and Epistemic Reflection
Feng Lin, Carol K.K. Chan

TABLET-BASED COLLABORATION: PAPER SESSION, INTERACTIVE FORMAT

Orchestration Challenges Raised by Transposing a Paper-Based Individual Activity into a Tablet-Based CSCL Activity: An Example
Patrick Wang, Pierre Tchounikine, Matthieu Quignard

How Learners Employ Semiotic Resources for Collaborative Meaning-Making in Outdoor Mobile Learning
Esther Tan, Hyo-Jeong So

Tarzan and Jane Share an iPad
Jochen Rick, Daniel Kopp, Lara Schmitt, Armin Weinberger

Promoting Interaction by Integrating a Question and Answer Forum with a Digital Textbook
Erin Walker, Rohit Chakravarthi, James Rodriguez, Ruth Wylie

DUAL LAYER MOOCs (1/2): INTERACTIVE EVENT

Challenges and Opportunities of Dual-Layer MOOCs: Reflections from an edX Deployment Study
Carolyn P. Rosé, Oliver Ferschke, Gaurav Tomar, Diyi Yang, Iris Howley, Vincent Aleven, George Siemens, Matthew Crosslin, Dragan Gasevic, Ryan Baker
ISLS MEETING 17.15–18.00

Open – ISLS Business Meeting

POSTER SESSION 1 18.00–19.30

Visualization of Progressive Idea Development in a Knowledge Building Community
Derya Kici

The Teacher’s Conception of Technology and Its Impact on the Possibilities for Inclusion
Laura Emtoft

Tracing the Change in Discourse in a Collaborative Dynamic Geometry Environment: From Visual to More Mathematical
Diler Oner, Gerry Stahl

Towards Using Influence Diagram on Social-Network Based Analysis for Managing Students’ Collaborations
Antonio R. Anaya, Jesús G. Boticario, Emilio Letón, Félix Hernández-del-Olmo

Mapping Wiki User Contribution Types to Motivations for Participation: a Case Study
Oluwabunmi Adewoyin, Kewen Wu, Julita Vassileva

Conceptualizing, Analyzing, and Visualizing Massive Data on Student Engagement in MOOCs: A Literature Review
Shiyan Jiang, Ji Shen, Yu Sun

The Evolution of TrACE: Integration of a Collaborative Learning Platform in Flipped Classrooms
Suzanne L. Dazo, Adam Stankiewicz, Robert M. Gibbs, Brian Dorn

How Collaborative Successes and Failures Become Productive: An Exploration of Emerging Understanding and Misunderstanding Turning Points in Model-Based Learning with Productive Failure
Alisha Portolese, Lina Markauskaite, Polly K. Lai, Michael J. Jacobson

The Development of Collaborative Practices in Introductory Engineering Courses
Emma Mercier, Saadeddine Shehab, Jingjing Sun, Natasha Capell

Exploring the Interplay of Various Support Forms in CSCL Settings
Irina Engeness, Anniken Furberg

University Students as Networked Learners? Evaluation of a cMOOC in Higher Education
Nina Kahnwald, Daniela Pscheida
Use of a CSCW Platform in Reunion Island University
Jean Simon

Paper-Based Tabletop Application for Collaborative Chinese Character Learning
Yun Wen, Luis P. Prieto, Pierre Dillenbourg

Individual Preparation and Argumentation Scripts in Social Networking Sites
Dimitra Tsovaltzi, Raluca Judele, Thomas Puhl, Armin Weinberger

Characterizing the Identity of Three Innovative Teachers Engaging in Sustained Knowledge Building
Barbara M. Vokatis, Jianwei Zhang

Examining Teachers’ Support of Students’ Learning of Dynamic Geometry in a CSCL Environment
Arthur B. Powell, Muteb M. Alqahtani, Stephen Weimar

Investigating the Relations between the Learning Styles, the Collaborative Roles and the Learning Outcomes of the Students Playing a Mobile-Assisted Chinese Character Game
Lung-Hsiang Wong, Ting-Chia Hsu, WenLi Chen, Ching-Kun Hsu

Assessing the Quality of Students’ Arguments in Yammer
Yann Shiou Ong, Marcela Borge

A Study of Developing Students’ Scientific Argumentation Skills in a Computer-Assisted Project-Based Learning Environment
Pi-Sui Hsu, Margot Van Dyke, Yan Chen, Thomas J. Smith

The Theoretical Products of Design Research
Matthew W. Easterday, Daniel Rees Lewis, Elizabeth M. Gerber

Exploring the Role of Social Media and Knowledge Management Processes in Organizational Learning
Cong Qi, Ho Ching Leung

SSRL Scripts to Facilitate Student Regulation of Collaborative Learning
Jun Oshima, Ritsuko Oshima, Jin Michael Splichal

What Are Zombies Teaching Our Children? Video Games and Moral Reasoning in the Dialogical Classroom
Filipa De Sousa

Engaging Parents as Creative Learning Partners in Computing
Ricarose Roque, Karina Lin, Richard Liuzzi

Designing for Collaborative Learning Expeditions by Using Wearable Technology and Smart Glasses
Eva Mårell-Olsson, Thomas Mejtoft, Isa Jahnke
Engaging Citizen Scientists in Model-Based Reasoning
Cindy E. Hmelo-Silver, Rebecca C. Jordan, Whitney E. Novak, Joey Huang, David Mellor, Steven Gray, Alycia Crall, Greg Newman

Embracing Cultural Diversity: A CSCL Inspired by an Internally Persuasive Discourse
Yifat Ben-David Kolikant, Sarah Pollack

CSCL Opportunities with Digital Fabrication through Learning Analytics
Daniel Spikol, Katerina Avramides, Eva-Sophie Katterfeldt, Emanuele Ruffaldi, David Cuartielles

Appropriation of Tablet PCs by Non-Tech Savvy Seniors: Options and Obstacles of Sustainable, Practice-Based Learning in the Elderly
Claudia Müller, Dominik Hornung, Theodor Hamm, Volker Wulf

Using Epistemic Synchronization Index (ESI) to Capture the Knowledge Elaboration Process Students’ in CSCL
Ning Ding

Using Persuasive Design and Social Learning to Support Adult Learners’ Metacognitive Development
Kathryn Wozniak, José Zagal

Science Classroom Inquiry (SCI) Simulations for Generating Group-Level Learner Profiles
Melanie E. Peffer, Maggie Renken

Exploring How Students Construct Scientific Explanations During a Classroom Discussion after Implementation of an Immersive Virtual Environment
Kelly Mills, Diane Jass Ketelhut, Uma Natarajan

“What Would Experts Say About This?”: An Analysis of Student Interactions outside MOOC Platform
Hiroki Oura, Yuki Anzai, Wakako Fushikida, Yuhei Yamauchi

An Emerging Educational Technologist Role in Changing Organizational Structures
David Woo, Nancy Law

Drawing on Interactive Tables: Examining Students’ Flow, Collaborative Process and Learning Outcomes
Hannie Gijlers, Lars Bollen, Hanna Järvenoja, Arttu Mykkänen, Sanna Järvelä

The Potential of Collaborative Mobile Learning: Experiences from a Design-Based Research Cycle in Singapore Schools
Ivica Boticki, Mia Carapina, Jelena Baksa, Peter Seow, Chee-Kit Looi

The Effect of Task and Collaboration Support on Learning Processes and Learning Results in a CSCL Environment
Angelique Egberink, Hannie Gijlers, Nadira Saab
Exploring the Limits of Priority Awareness for Improving Performance in Integrative Negotiations  
Richard Kolodziej, Friedrich W. Hesse, Tanja Engelmann

Computer-Supported Collaborative Word Acquisition for Language Learners  
Haoran Xie, Di Zou, Fu Lee Wang, Tak-Lam Wong

Learning Analytics to Support Teachers: Theoretical and Empirical Findings  
Anouschka van Leeuwen, Jeroen Janssen, Gijsbert Erkens, Mieke Brekelmans

Developing an Interactive Tabletop Application for ‘Creative Interpretation’ in Art Museums  
Raquel Barros Pinto, Palmyre Pierroux, Nelson Zagalo, Lia Oliveira

Exploring the Relationships Between Group’s Self-Regulative Behaviors and Its Collective Performance during Computer-Supported Collaborative Lesson Design Activities  
Han-Ju Tsai, Huang-Yao Hong, Ching Sing Chai, I-Ting Yang

Reconsidering the Value of Gamers’ Experience in the Mathematics Classroom: A perspective of Game Transfer Phenomena  
Tieh-huai Chang, Fei-Ching Chen

Towards a Teaching and Learning Model for Transition in the Pre-Service Teaching Community  
Paul Flynn, Tony Hall

Gaze Awareness in Collaborative Problem Solving: An Approach for Gaze Sensitive Interaction and Analysis  
Philipp Schlieker-Steens, Christian Schlösser, Andreas Harrer, Andrea Kienle

University Students’ Learning Culture Concerning Collaborative Tools in the Net  
Norbert Erdmann, Mirjamaija Mikkilä-Erdmann

Relating Entrainment, Grounding, and Topic of Discussion in Collaborative Learning Dialogues  
Nichola Lubold, Erin Walker, Heather Pon-Barry

A Learning Analytics Framework for Practice-Based Learning  
Giacomo Dabisias, Daniel Spikol, Emanuele Ruffaldi

Young Adults’ Use of Semiotics in Science News Infographics  
Engida Gebre, Joseph L. Polman

BARBEQUE 19.00—20.30

Nefertiti and Faculty Yard, see page 11

Pedagogen C
REGISTRATION 08.00–08.30
Entrance Floor

KEYNOTE LECTURE 08.30–09.45
Suspense Matters
Yvonne Rogers, University College London, UK
Kjell Härnqvist Hall AK2 155 and telecasted in AK2 136

COFFEE BREAK 09.45–10.15
Café area

PARALLEL SESSIONS 10.15–11.45

SYMPOSIUM
Knowledge Construction in the Instrumented Classroom: Supporting Student Investigations of Their Physical Learning Environment
Tom Moher (co-chair), James D. Slotta (co-chair), Kylie Peppler (discussant)

Location Matters: The Use of Classroom Space in RoomQuake
Tom Moher, Alessandro Gnoli, Brenda López Silva

Expanding the Pedagogical Design Space with Indoor Spatial Technologies
Anthony Perritano, Alessandro Gnoli, Tom Moher

Spatial Mapping of Inquiry Discourse in the Classroom Through Knowledge Visualization
Cresencia Fong, Rebecca M. Cober, Tom Moher, James D. Slotta

Using Maps to Support Investigations of Animal Behavior in our Schoolyard
Rebecca M. Cober, Alisa Acosta, Tom Moher, James D. Slotta

Consideration of the Physical Environment when Selecting and Instrumenting Sites for Field Investigations
Alexandra Silva, Chandan Dasgupta, Brenda López Silva, Tom Moher

SCRIPTING: PAPER SESSION, TRADITIONAL FORMAT
A Long-Term View on Learning to Argue in Facebook: The Effects of Group Awareness Tools and Argumentation Scripts
Thomas Puhl, Dimitra Tsovaltzi, Armin Weinberger
Enhancing Teacher Education Students’ Collaborative Problem-Solving and Shared Regulation of Learning
Piia Näykki, Johanna Pöysä-Tarhonen, Sanna Järvelä, Päivi Häkkinen

Internalization of Physics Concepts and Relationships Based on Teacher Modeling of Collaborative Prompts
Amanda L. Evenstone, Sadhana Puntambekar

Fostering Argumentation Skills in Mathematics with Adaptable Collaboration Scripts: Only Viable for Good Self-Regulators?
Freydis Vogel, Ingo Kollar, Stefan Ufer, Elisabeth Reichersdorfer, Kristina Reiss, Frank Fischer

Beyond Pedagogical Challenges: Addressing the Social Aspects around the Use of Digital Resources in University Education
Chiara Rossitto, Patrik Hernwall, Jonas Collin

Research Questions and Research Methods in CSCL Research
Heisawn Jeong, Cindy E. Hmelo-Silver

Social Interaction, Constructivism and their Application within (CS)CL Theories
Christian Hartmann, Jennifer Angersbach, Nikol Rummel

Activity Design Models to Support the Development of High Quality Collaborative Processes in Online Settings
Marcela Borge, Yann Shiou Ong, Carolyn Penstein Rosé

Algebra Learning through Digital Gaming in School
Jan Arild Dolonen, Anders Kluge

AutBlocks: Using Collaborative Learning to Develop Joint Attention Skills for Children with Autism Spectrum Disorder
Bryan Boyle, Inmaculada Arnedillo-Sanchez, Aejaz Zahid

Students’ Design Decisions in Collaborative Design of Location-Based Games for Learning
Jo Dugstad Wake, Frode Guribye, Barbara Wasson

Design in Game-Based Learning
Matthew Gaydos, Mingfong Jan
Challenges and Opportunities of Dual-Layer MOOCs: Reflections from an edX Deployment Study
Carolyn P. Rosé, Oliver Ferschke, Gaurav Tomar, Diyi Yang, Iris Howley, Vincent Aleven, George Siemens, Matthew Crosslin, Dragan Gasevic, Ryan Baker

LUNCH 11.45–13.00
Café area

ISLS MEETINGS 11.45–13.00
Closed – CSCL Editorial Board Meeting
Closed – ISLS Membership Committee Meeting

PARALLEL SESSIONS 13.00–14.30

INVITED SYMPOSIUM
Learning Analytics of and in Meditational Processes of Collaborative Learning
Dan Suthers (organizer), Alyssa Friend Wise, Bertrand Schneider, David Williamson Shaffer, H. Ulrich Hoppe, George Siemens

GAMES 2: PAPER SESSION, TRADITIONAL FORMAT
Concept Mapping Narratives to Promote CSCL and Interdisciplinary Studies
Reneta D. Lansiquot, Candido Cabo

From Lurking to Participatory Spectatorship: Understanding Affordances of the Dota 2 Noob Stream
Chris Georgen, Sean C. Duncan, Lucas Cook

Learning Resilience in the Face of Bias: Online Gaming, Protective Communities and Interest-Driven Digital Learning
Gabriela T. Richard, Christopher Hoadley

Impacts on Student Understanding of Scientific Practices and Crosscutting Themes through an NGSS–Designed Computer-Supported Curriculum and Instruction Project
ORCHESTRATED LEARNING 1: PAPER SESSION, TRADITIONAL FORMAT

Design Features for Computer-Supported Complex Systems Learning and Teaching in High School Science Classrooms
Susan A. Yoon, Emma Anderson, Jessica Koehler-Yom, Eric Klopfer, Josh Sheldon, Daniel Wendel, Ilana Schoenfeld, Hal Scheintaub, Murat Oztok, Chad Evans

The Burden of Facilitating Collaboration: Towards Estimation of Teacher Orchestration Load using Eye-Tracking Measures
Luis P. Prieto, Kshitij Sharma, Yun Wen, Pierre Dillenbourg

Mixing In-Class and Online Learning: Content Meta-Analysis of Outcomes for Hybrid, Blended, and Flipped Courses
Lauren E. Margulieux, W. Michael McCracken, Richard Catrambone

Peer Scaffolding to Learn Science in Symmetrical Groups Collaborating Over Time
Nicole D. Martin, Dana Gnesdilow, Sadhana Puntambekar

EMBODIMENT: PAPER SESSION, INTERACTIVE FORMAT

Boundary Interactions: Resolving Interdisciplinary Collaboration Challenges Using Digitized Embodied Performances
Virginia J. Flood, Michael Neff, Dor Abrahamson

Science Through Technology Enhanced Play: Designing to Support Reflection Through Play and Embodiment
Joshua A. Danish, Noel Enyedy, Asmalina Saleh, Christine Lee, Alejandro Andrade

Assessing Young Children’s Cognition through Multi-Modal Interviews
Asmalina Saleh, Joshua A. Danish, Noel Enyedy, Christine Lee

“This Is the Size of One Meter”: Children’s Bodily-Material Collaboration and Understanding of Scale around Touchscreens
Jacob Davidsen, Thomas Ryberg

DATA SESSION

Tracing Sequential Video Production
Kathrin Otrel-Cass, Saifuddin Khalid

COFFEE BREAK 14.30—15.00

Café area
PARALLEL SESSIONS 15.00–16.30

SYMPOSIUM

CSCL and Learning Analytics: Opportunities to Support Social Interaction, Self-Regulation and Socially Shared Regulation
Alyssa Friend Wise (co-chair), Roger Azevedo (co-chair), Frank Fischer (discussant)

Collective and Individual Discussion Analytics: Connecting Learning Intentions, Discourse Patterns and Responsive Action
Alyssa Friend Wise

A script theory of guidance perspective on learning analytics for CSCL
Karsten Stegmann, Carolyn Penstein Rosé, Jin Mu

Do collaborative groups benefit from a shared regulation tool? Sequential analysis of actualized regulation in social interaction
Jonna Malmberg, Hanna Järvenoja, Sanna Järvelä

Do learners benefit from socially-regulated learning provided by artificial pedagogical agents? Implications for data analytics in supporting social interactions during complex learning
Roger Azevedo, Nicholas Mudrick, Michelle Taub, Seth A. Martin, Jesse Farnsworth

Discourse analytics to support persistent participation in MOOCs
Carolyn Penstein Rosé, Miaomiao Wen, and Diyi Yang

ARGUMENTATION: PAPER SESSION, TRADITIONAL FORMAT

The Development of Situational-Misconceptions in Math Problem Solving
Rotem Abdu

Designing Automated Assessment FOR Collaborative Argumentation in Science Classroom: A Pilot Study
Wenli Chen, Chee Kit Looi, Wenting Xie, Yun Wen

The Use of Visual Evidence for Planning and Argumentation
Rebecca Cober, Alisa Acosta, Michelle Lui, Tom Moher, Alex Kuhn, Chris Quintana, Jim Slotta

Dragging as a Referential Resource for Mathematical Meaning Making in a Collaborative Dynamic-Geometry Environment
Murat Perit Çakır, Gerry Stahl
COMMUNITIES OF PRACTICE: PAPER SESSION, TRADITIONAL FORMAT

Co-construction of Knowledge Objects in Computer Engineering Education
Crina Damşa

Constructing Knowledge: A Community of Practice Framework for Evaluation in the VMT Project
Michael Khoo, Gerry Stahl

Epistemography and Professional CSCL Environment Design
Golnaz Arastoopour, David Williamson Shaffer

Using Situated-Action Networks to Visualize Complex Learning
Alejandro Andrade

ORCHESTRATED LEARNING 2: PAPER SESSION, INTERACTIVE FORMAT

The 3R Orchestration Cycle: Fostering Multi-Modal Inquiry Discourse in a Scaffolded Inquiry Environment
Cresencia Fong, Rebecca M. Cober, Richard Messina, Tom Moher, Julia Murray, Ben Peebles, James D. Slotta

Principle-Based Guidance to Foster Adaptive Teaching Practice
Huang-Yao Hong, Ching Sing Chai, Guo-Tsai Hung

Beyond and Within Classroom Walls: Designing Principled Pedagogical Tools for Student and Faculty Uptake
Elizabeth S. Charles, Nathaniel Lasry, Chris Whittaker, Michael Dugdale, Kevin Lenton, Sameer Bhatnagar, Jonathan Guillemette

‘Re-mediating’ Learning
Kemi Jona, Lauren Penney, Reed Stevens

DATA SESSION

Examining Power Relations in an All-Girl Robotics Learning Environment
Florence R. Sullivan, P. Kevin Keith, Nicholas C. Wilson

POSTER SESSION 2 16.45–18.15

Promoting Sustainability: Learning New Practices through ICT
Tarja Susi, Jessica Lindblom, Beatrice Alenljung

Student Experiences with Social Annotation Tools in a MOOC Environment
Selen Turkay, Tiffany L. Wong, Michael Friedman, Meghan Morrissey, Junjie Liu
Bedside Manner Experience Development (BedMED): Supporting the Development of Bedside Manner through Game Design
Jakita O. Thomas, Jaycee Holmes

Changing Patterns of Knowledge Compartmentalization, Social Organization and Power Structures to Promote Interdisciplinary Learning
Adi Kidron, Yael Kali

Obstacles Supporting Expansive Learning
Sara Willermark

Investigating Recognition Systems in a Collaborative, Programming-Oriented Affinity Space
Sean C. Duncan, Joey Huang, Chris Georgen, Lucas Cook

Supporting Transition between Personal and Collective Activity through a Tablet-Based CSCL System
Hideyuki Suzuki, Hideo Funaoi, Yoshihiko Kubota

Bridging the Cultural and Pedagogical Gap with Seaweed
Murray Bronet, Petra Turkewitsch, Silvia d’Apollonia

Lernanto: An Ambient Display to Support Differentiated Instruction
Erik van Alphen, Saskia Bakker

Collaboration in the Age of Personalised Mass(ive) Education
Vivien Hodgson, Thomas Ryberg

Maps, Mobile Tools, and Media Boards: Digital Technologies for Learning About Pawnshops
Laurie Rubel, Vivian Lim, Maren Hall-Wieckert, Sarah Williams

Knowledge Community and Inquiry about Big Data among High School Students with Interactive Orchestrated Learning Space
Einat Gil, James D. Slotta

Peer Feedback Content Quality: The Added Value of Structuring Peer Assessment
Mario Gielen, Bram De Wever

Pioneer Valley Citizen Science Collaboratory: A CSCL Approach to Designing Citizen Science Projects
Timothy D. Zimmerman, Hedieh Najafi, Alisa Acosta, James D. Slotta, Meagan O’Hara, Armin Krauss

Enculturating Enculturation: A Meta-Synthesis of the Learning Sciences’ Discourse and Designs
Yotam Hod, Ornit Sagy

Developing a Framework to Enhance Creativity and Creative Collaboration via Video Self-Reflection
Dani Ben-Zvi, Yotam Hod, Patrice L. (Tamar) Weiss

Automating Detection of Good Reflective Responses in Discourse
Jenny Saucerman, Michael Tscholl, David Williamson Shaffer

Learning with Friends: Exploring Socially Motivated Participation in a MOOC
Karin Forssell, Hilda Borko, Anne Friedlander

It Is Not (Only) Personal: Technology Enhanced Collaborative Reflection Processes
Shiri Mor-Hagani, Dani Ben-Zvi
It’s My Turn: Using Rotating Leadership to Visualize Collective Cognitive Responsibility in a Knowledge Building Community
Leanne Ma, Yoshiaki Matsuzawa

Retrospective Tagging in Online Discussions as a Method for Collaborative Reflection and Learning
Patrik Lilja, Johan Lundin

Exploring Constructive Learning Activity in Online Programming Discussion Forums
I-Han (Sharon) Hsiao, Piyush Awasthi

Youth Posting Behavior and Metacognitive Acts: Using Social Network Forums to Enhance Metacognition in Design-based Science-learning Environments
Lixiao Huang, Michael A. Evans

Orchestrating Visualization Tools for Supporting Collaborative Problem Solving in the Classroom: A Case Study
Huiying Cai, Xiaoqing Gu, James D. Slotta

Collaborative Learning in Online and Offline Makerspaces
Parisa Khanipour Roshan, Kayla DesPortes, Rebecca Grinter, Betsy DiSalvo

Thinking Within and Between Levels: Exploring Reasoning with Multi-Level Linked Models
Arthur Hjorth, Corey Brady, Bryan Head, Uri Wilensky

Young Children Reading iPad App Books Together: Reading Approaches, Meaning Making, and Changes Over Time
Tanya Christ, X. Christine Wang

Exploring the Effect of Technology-Supported Collaborative Writing on Individual Learning of the Italian Language
Eftychia Xerou, Eleni A. Kyza

Measuring Group Progress through a Complex Computer-Supported Design Task: Identifying the Effects of Scaffolds on Learners’ Activity
Kate Thompson

Implementing a Digital Learning Environment in the Middle School: Lessons Learned from the Pilot Study
Mirjamaija Mikkilä-Erdmann, Angelos Emmanouilidis, Norbert Erdmann

The Emergence of Norms in a Technology Enhanced Learning Community
Jacqueline Basil-Shachar, Yotam Hod, Dani Ben-Zvi

Interactive Visible Light Communications: Using Human-Light Interaction in Learning Contexts
Jari Laru, Marcos Katz, Sanna Järvelä, Juha Hääkkänen

Visualising Socio-Material Practices in Knowledge Creation
Natalie Spence

Trust, Technology Affordances and Feedback in Peer Assessment Frameworks in MOOCs
Ulla Lunde Ringtved, Sandra Milligan

Temporal and Material Conditions for Instruction in Simulation-Based Maritime Training
Charlott Sellberg, Hans Rystedt

A MOOC for Teachers: Network Connections that Facilitate Collaboration and Dialogue for Learning?
Niklas Karlsson, Anna-Lena Godhe

Monoplant: Developing an Innovative CSCL Application for Teaching Photosynthesis Using Multiple Representations
Hani Murad, Anders I. Mørch, Jo Herstad, Sjur Seibt, Morten Kjelling

Using Students’ Speech to Characterize Group Collaboration Quality
Cynthia M. D’Angelo, Jeremy Roschelle, Harry Bratt

Finding Productive Talk Around Errors in Intelligent Tutoring Systems
Jennifer K. Olsen, Nikol Rummel, Vincent Aleven

Collaborative Media-Making as Agent for Identity and Learning

Active Learning Spaces: Blending Technology and Orchestration
Elizabeth S. Charles, Chris Whittaker

Broken Windows in Online Public Spaces: A Challenge to Literacy Educators
Francesco Caviglia, Manuela Delfino

Through the Looking Glass: Using a Classroom Discourse Visualizer to Support Teacher Reflection on Practice
Sherice N. Clarke, Gaowei Chen, Donna DiPrima Bickel, Jennifer Zoltners Sherer, Lauren B. Resnick

Using Real-time Trace Data to Predict Collaboration Quality and Creative Fluency in Design Teams
Ninger Zhou, Lorraine Kisselburgh, Senthil Chandrasegaren, S. Karthik Badam, Niklas Elmqvist, Kylie Peppler, Karthik Ramani

Designing PyTutor: A Social Tutor to Support Computer Science Education Through Collaborative Study
Matthew X. Curinga, Katy Auchter

Coordinating Tools and Talk in a Tangible Tabletop Game
Amanda G. (Hall) Willis, Alyssa Friend Wise, Alissa Nicole Antle

Creative Collaboration and Flow: Validating the Use of Trace Data to Measure Dynamics of Creative Flow in Collaborative Design Teams
Lorraine Kisselburgh, Ninger Zhou, Senthil Chandrasegaren, S. Karthik Badam, Niklas Elmqvist, Kylie Peppler, Karthik Ramani

Proposing an Alternative Framework for the Assessment of Collaborative Problem Solving
Hajime Shirouzu, Sayaka Tohyama, Masayuki Yamada, Takeshi Kitazawa, Hiroyuki Masukawa

CONFERENCE DINNER 19.30—22.00

Busses from Pedagogen (between the buildings, see page 4) leaves at 19.00.

River Restaurant on the Pier
REGISTRATION 08.00—08.30

Entrance Floor

Pedagogen A

PARALLEL SESSIONS 08.30—10.00

INVITED SYMPOSIUM

Regulated Learning in CSCL: Theoretical Progress for Learning Success
Sanna Järvelä (organizer, chair), Paul A. Kirschner (organizer, discussant), Allyson Hadwin (discussant)

Socially Shared Regulation of Learning in CSCL: Understanding and Prompting Individual and Group Level Shared Regulatory Activities
Sanna Järvelä, Allyson Hadwin, Hanna Järvenoja, Jonna Malmberg

Should the Script Theory of Guidance Become more Social?
Ingo Kollar, Karsten Stegmann, Frank Fischer

Shared Workspaces and Multimedia for Regulating Learning in CSCL
Jeroen Janssen, Femke Kirschner, Anouschka van Leeuwen, Gijsbert Erkens, Mieke Brekelmans

Computer Supported Tools for Co-Regulation: Supporting Teachers and Learners in Problem Based Learning Activities
Susanne P. Lajoie, Lila Lee, Eric Poitras, Cindy Hmelo-Silver and Peter Hogaboam

ASSESSMENT ISSUES: PAPER SESSION, TRADITIONAL FORMAT

Assessment and Collaborative Inquiry: A Review of Assessment-Based Interventions in Technology-Enhanced K-14 Education
Yuqin Yang, Jan van Aalst

The Mediating Role of Interactive Learning Activities in CSCL: An INPUT-PROCESS-OUTCOME Model
Anne Deiglmayr, Nikol Rummel, Katharina Loibl

Assessing Collaborative Problem Solving with Simulation Based Tasks
Jiangang Hao, Lei Liu, Alina von Davier, Patrick Kyllonen

Collaborative or individual Learning within Productive Failure: Does the Social Form of Learning Make a Difference?
Claudia Mazziotti, Katharina Loibl, Nikol Rummel

Best Student Paper Nominee

Thursday
LEARNING ANALYTICS: PAPER SESSION, TRADITIONAL FORMAT

Online Knowledge Communities as Student-Centered Open Learning Environments: How Likely Will They Be to Integrate Learners as New Members?
Nicolae Nistor, Mihai Dascălu, Christian Tarnai, Nicolas Bresser, Ștefan Trăușan-Matu

Using Differences to Make a Difference: A Study on Heterogeneity of Learning Groups
Sven Manske, Tobias Hecking, Angelica Chounta, Sören Werneburg, H. Ulrich Hoppe

Modeling Performance in Asynchronous CSCL: An Exploration of Social Ability, Collective Efficacy and Social Interaction
Wanli Xing, So Mi Kim, Sean Goggins

Tools for Tracing the Development of Concepts through Discussions Mediated by a CSCL Environment: A Case Study
Gülgün Afacan Adanır, Murat Perit Çakır

TANGIBLES 1: PAPER SESSION, INTERACTIVE FORMAT

Common Ground and Individual Accountability in Literature Selection of Groups: Three Different Group Learning Techniques
Michael Schubert, Jürgen Buder, Roman Rädle, Friedrich W. Hesse

Comparing the Benefits of a Tangible User Interface and Contrasting Cases as a Preparation for Future Learning
Bertrand Schneider, Paulo Blikstein

Fostering and Reflecting on Diverse Perspective-Taking in Role-Play Utilizing Puppets as the Catalyst Material under CSCL
Toshio Mochizuki, Ryoya Hirayama, Takehiro Wakimoto, Hiroshi Sasaki, Yoshihiko Kubota, Hideyuki Suzuki

Discovery Versus Direct Instruction: Learning Outcomes of Two Pedagogical Models Using Tangible Interfaces
Bertrand Schneider, Engin Bumbacher, Paulo Blikstein

DATA SESSION

The Dialogic Construction of Knowledge in Science Education: Cultural Resources and Topical Orientation in Interaction
Hans Christian Arnseth, Anniken Furberg, Ingvill Rasmussen
COFFEE BREAK 10.00–10.30

Café area

PARALLEL SESSIONS 10.30–12.00

CSCL 2015 PRESIDENTIAL SESSION

Grand Challenges in Technology-Enhanced Learning
Eleni A. Kyza (chair), Carolyn Penstein Rosé, Cindy Hmelo-Silver, Cynthia D'Angelo, Katherine Maillet, Ben du Boulay, Beverly Woolf, Dragan Gasevic, Christopher Hoadley (commentator)
Kjell Härnqvist Hall, AK 2155

MOTIVATION: PAPER SESSION, TRADITIONAL FORMAT

The Role of Time, Engagement, and Self-Perceived Leadership on Peer-Nominated Emergent Leadership in Small Group Online Collaborative Learning
Kui Xie, Zhiru Sun, Lin Lu

Maximizing Benefit of Peer-Feedback to Increase Feedback Uptake in Academic Writing
Astrid Wichmann, Alexandra L. Funk, Nikol Rummel

Designing Simple Tools for Socially Shared Regulation: Experiences of Using Google Docs and Mobile SRL Tools in Mathematics Education
Jari Laru, Jonna Malmberg, Hanna Järvenoja, Vesa-Matti Sarenius, Sanna Järvelä

Immersive Simulation on Collaborative Learning about a Complex Dynamic System
Fengfeng Ke, Peter Carafano

TANGIBLES 2: PAPER SESSION, INTERACTIVE FORMAT

Learning about Collaborative Design for Learning in a Multi-Surface Design Studio
Roberto Martinez-Maldonado, Peter Goodyear, Yannis Dimitriadis, Kate Thompson, Lucila Carvalho, Luis Pablo Prieto, Martin Parisio

3D Tangibles Facilitate Joint Visual Attention in Dyads
Bertrand Schneider, Kshitij Sharma, Sébastien Cuendet, Guillaume Zufferey, Pierre Dillenbourg, Roy Pea

What Kind of World Do You Want to Live In? Positive Interdependence and Collaborative Processes in the Tangible Tabletop Land-Use Planning Game Youtopia
Alyssa Friend Wise, Alissa Nicole Antle, Jillian Warren, Aaron May, Min Fan, Anna Macaranas

Thursday

Best Design Paper Nominee
CLASSROOM IMAGING: INTERACTIVE EVENT

ClassroomImaging: A Tool to Code and Visualize Complex Classroom Learning Processes
Ingo Kollar, Andreas Harrer

CLOSING SESSION 12.10–12.40
Oskar Lindwall, Sten Ludvigsen (conference chairs)

LUNCH 12.40–14.00
Café area