

April 24, 2018

# ISLS Newsletter - Spring 2018

by International Society of the Learning Sciences

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## Message from the President

*Contributed by William Sandoval*

This is an exciting time of year in our community as many of us make plans to convene in London at ICLS2018. The theme of this year's meeting is about making our research count. How we make our research "count" and for whom is a question increasingly on my mind, as here in America, and elsewhere around the world, things get said and done every day that tell us very clearly that not everyone values the ideals we share, that knowledge can bring freedom, learning should be a tool of personal and social empowerment, and social institutions should foster equity and inclusion.

When we ask how can we make our research count, we often seem to have in mind policy makers. Those who make policies are one important audience for our work, and we need to consider how to do and talk about our work in ways that count for them. But learning sciences research does, and should, speak to many audiences, and interacts with many communities. How does our work count for the people who have to enact policies? How does our work count for the learners whose experiences are shaped by policies, and others' interpretations of them?

Many of us were drawn into the learning sciences because we don't simply want to improve education; we want to transform education. We want to transform people's experiences, their lives, and the societies in which we live. I am proud to see that younger generations of learning scientists understand that making our work count toward social transformation requires framing the social and political contexts of the work more centrally than our field

has historically done. You are also transforming our academic Society in ways that make us more relevant and useful.

As I wrap up my presidential year I am grateful for the high level view it has given me of the learning sciences. I remain committed to growing our community, and thus our capacity for social transformation. I urge younger members to seek service roles in ISLS, to seize the reins from those of us who have come before, and keep doing the work to realize the promise of education as a tool for a more just world.

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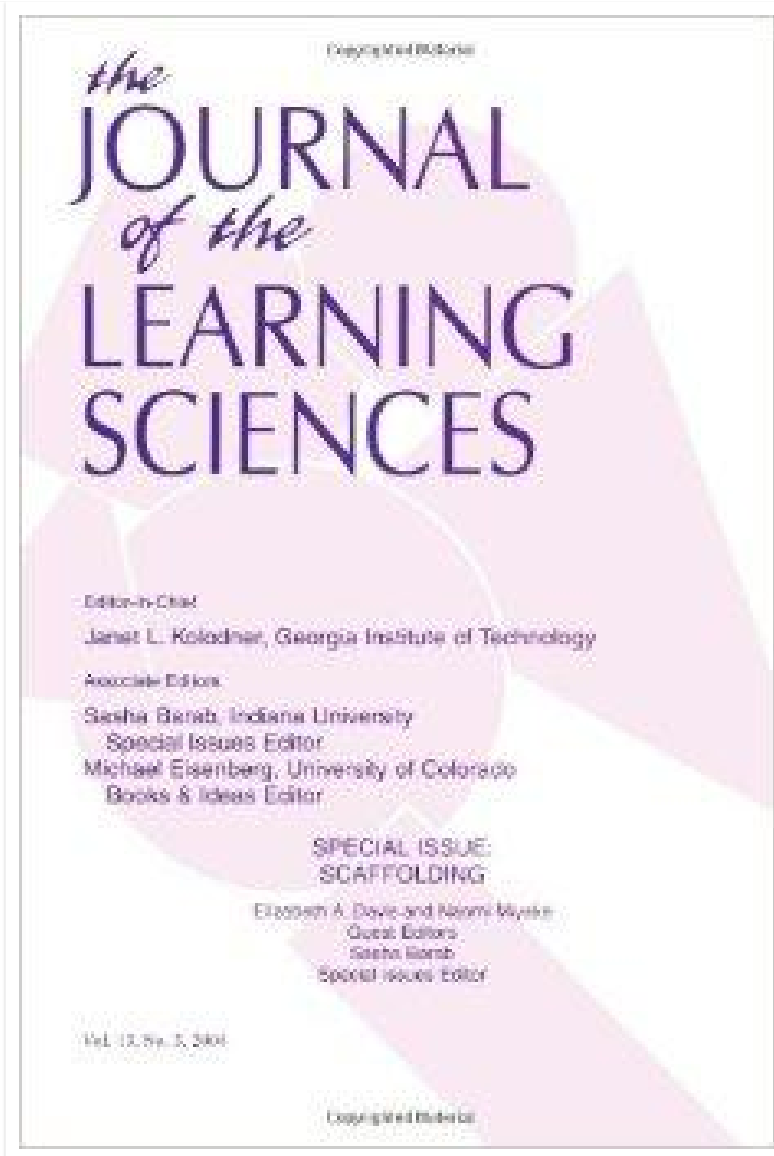
## ICLS 2018 in London



ICLS 2018 will be in London and one of three co-located conferences (*AI in Education* and *Learning@Scale*) that are being brought together as part of the Festival of Learning. ICLS dates are June 23-27, 2018. The conference organizers are Rose Luckin, Judy Kay, Kaśka Porayska-Pomsta, and Manolis Mavrikis. Information is posted at the ICLS official website (<https://icls2018.com>), prepared and managed by this year's conference organizers. This has been an especially competitive year (over 900 submissions for the main conference program, over 100 applicants for the Doctoral Consortium and Early Career Workshop). Remember to register as soon as possible!

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## News from the Journal of the Learning Sciences



ICLS 2018 will continue to have a writing workshop for authors wishing to publish in *JLS* or *ijCSCL*, and this will be continued for future ISLS conferences. Be sure to follow JLS on social media for opportunities to participate in web chats, webinars, and annotation sessions on current articles with authors and commentators.

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## News from the International Journal of Computer-Supported Collaborative Learning

*Contributed by Sten Ludvigsen*

In the new in issue of *ijCSCL* the authors problematize collaborative processes. This problematization is related to three areas: 1) differences among the collaborating participants, who exhibit preferences and biases based on prior experience, 2) the variety of forms of small-group regulation, and 3) the ways collaboration plays out across activities and layers in the classroom.

There is a paradox in the analysis: We know that social interaction between multiple participants can facilitate shared understanding of the task and of task-related processes, and we know that this shared understanding is generally a necessary condition for accomplishing collaborative tasks. However, it is hard to characterize the formal and intentional settings that

evoke such productive interactional processes. Why is it so tricky to analyze? The four papers in this issue shed light on this paradox.

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## News from NAPLeS

*contributed by Daniel Sommerhoff*

Since the last newsletter, there are several new and exciting news from NAPLeS:

- The NAPLeS network has a new member: Boğaziçi University from Turkey. Welcome on board!
- To enhance the NAPLeS website and better communicate what NAPLeS is, what its goals are, and how institutions can become member of NAPLeS, we created a new video introduction to NAPLeS. [Have a look yourself and learn more about NAPLeS.](#)
- We started a project in 2017 to reduce language barriers for people that are interested in the Learning Sciences, but may not be sufficiently proficient in English to watch and understand the NAPLeS videos. For this, members of the Ludwig-Maximilians-University Munich have translated parts of the NAPLeS video resources and uploaded a collection of [NAPLeS videos equipped with German subtitles](#). We would be very happy to add further videos with subtitles in other languages to our collection. If you are interested in working on translations, you may contact the ISLS Educational Committee.
- In its upcoming issue, the Journal of the Learning Sciences is going to publish the paper "[What Do We Teach When We Teach the Learning Sciences? A Document Analysis of 75 Graduate Programs](#)"(open access). The paper might be very interesting for all Learning Scientists, NAPLeS, and ISLS members in general who teach in Learning Sciences programs and are curious how their program compares to other Learning Sciences programs. The paper provides first evidence on the core topics and methods taught within Learning Sciences programs. In particular, it also compares NAPLeS and non-NAPLeS programs, showing a higher homogeneity within the NAPLeS programs.

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## ISLS Workshop in South Africa

*Contributed by Carolyn Rose*

On February 12th and 13th, the ISLS partnered with the University of the Witwatersrand in Johannesburg, South Africa, to run the first ISLS Workshop in Africa to explore the idea of starting an African chapter of the ISLS ([wits.alliancelss.com](http://wits.alliancelss.com)). Representatives of the ISLS gave keynote talks about their research and also represented key aspects of the society. In particular, Cindy Hmelo-Silver represented the International Handbook of the Learning Sciences, Jan van Aalst represented the Journal of the Learning Sciences, Ulrike Cress represented the International Handbook of CSCL, Carolyn Rose represented the International Journal of Computer-Supported Collaborative Learning. Laura Czerniewicz, from the University of Capetown, who was one of the keynote speakers at CSCL last summer, was another keynote speaker at this workshop. Frank Fischer sent a recorded message about NAPLeS. On the second day local researchers presented about their work. There were discussions both days about what it would mean to establish a local chapter and how it would be related to ISLS. 40 or 50 local researchers and practitioners attended and joined in the discussion. In terms of practical steps forward, we discussed how it would be useful to (1) create ways that more practitioner focused work could be published at our conferences and in our journals, (2) create other ways to participate in our journal communities apart from publication in the journals (like through blogs), (3) make videos of talks, such as keynote talks from our conferences, available to members online, and (4) think about a discount membership for members residing in Africa.

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# East Asian Graduate Student Symposium on the Learning Sciences (EAGLS) 2018, Hong Kong

Contributed by Jun Oshima, Ritsuko Oshima, Carol Chan, and Jan van Aalst



Based on a lab exchange program between Univ. of Hong Kong and Shizuoka Univ., Japan that has taken place over the last three years, we had a first-ever LS-related symposium for graduate students as well as young researchers in East Asian countries. Around 40 participants from Hong Kong, Japan, and mainland China presented and discussed their studies. We plan to continue the symposium every year (February or March). For more information, please visit our site: <https://learningsciences.wixsite.com/2018eagls>.

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## Acknowledgments

*The ISLS newsletter is prepared by the Communications Committee. Current members include Victor Lee and Heisawn Jeong (Co-Chairs), Martina Rau, Christopher Williams, Christa Asterhan, Flavio Azevedo, Elizabeth Charles, Irene-Angelica Chounta, Mariana Levin, Kshitij Sharma, Anouschka van Leeuwen, Janet Walkoe, and Jason Yip. To join the committee, contact one of the co-chairs.*

*Follow us on social media!*

