

November 10, 2020

ISLS Newsletter Fall 2020

by International Society of the Learning Sciences



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Statement from the ISLS President

Contributed by Victor Lee



Three months into my term as ISLS President, so much has happened and is underway – in the world and within our academic society. I am grateful that the organizers of ICLS 2020, Lani Horn and Melissa Gresalfi especially, were able to make a rapid pivot that enabled online participation in the conference. We have learned a lot from that experience and future conference organizers will apply those lessons as we move forward. While online conference participation was already on the horizon for us and many other professional academic societies, we are now accelerating toward a model for it under the steady leadership of the ISLS 2021 organizing team led by Nikol Rummel and Ulrich Hoppe. The combination of having both conference programs for learning sciences and for computer-supported collaborative learning for the first time along with online participation is going to mean a lot of innovation and experimentation will be underway. However, Nikol and Ulrich are doing a terrific job with the assistance of Astrid Wichmann and the numerous other members of the conference leadership and support teams.

This year, the society has two main areas of focus: broader engagement and meaningfully advancing work towards equity and justice. To broaden our engagement, ISLS is piloting an affiliates program with groups from Brazil and Japan that have self-organized around interest in learning sciences and have members in their leadership teams who are also involved in ISLS. Over the course of two years, the ISLS Board of Directors will receive a report on the activities of these two groups and determine how an affiliates program would best develop the learning sciences in consequential and regionally appropriate ways. Following some student initiative from the previous year, we are seeing progress in the development of the International Learning Sciences Student Association (ILSSA). The society has also established a new Equity & Justice Committee, chaired by Kris Gutierrez and Shirin Vossoughi, who will be helping the society maintain an ongoing focus on issues of equity and justice that impact communities around the world. I also want to thank Matthew Lira who has taken the initiative to work with the NAPLeS team to develop a list of readings for faculty to use to modify their syllabi so that they are more representative of the breadth of scholars contributing to the learning sciences. A new ISLS website is coming soon and should allow for exciting new ways for learning scientists and members of the computer-supported collaborative learning community to interact. There are some other exciting projects that are in progress, and I am really looking forward to sharing them in future announcements.

Many of you are in the midst of trying to navigate life in 2020. This may include adjusting to remote work and remote learning, as a teacher, parent, or caregiver. You may be having to reimagine or suspend projects that rely on face-to-face interaction, rethinking funding at your organization given the unexpected changes we are seeing, adjusting timelines for studies or

promotion, and anticipating or navigating an uncertain job market. Certainly there are other unexpected challenges we are facing beyond what I can list here. I admit that I have had periods of doomscrolling through the news and social media and feeling anxiety about the wellbeing and futures of friends, loved ones, and institutions. The same may hold true for you. If so, please know that you are not alone in feeling this way and in experiencing this stress. As I tell my graduate students, we need to remember that we are humans first, researchers later. Sometimes, in our lines of work, we behave as if that order is reversed. In my opinion, now is especially the time to make sure we get that order right. It is absolutely okay and appropriate to be tired and to be getting less work done now, especially with so much more to manage in our day-to-day lives. I sincerely hope that every one of you is taking care of yourselves and those important to you and that if you are in a position to do so, you are providing accommodations and support for others. To the extent that is possible, those of us in society leadership positions are doing what we can to be supportive in this moment. Read more below to see some of the hard work that is being undertaken now.

Stay safe and take care of yourselves!

Equity & Justice Committee

Contributed by Kris Gutiérrez

Equity and Justice are our miner's canary. The extent to which equity and justice thrives in institutions is not only a moral question, it is also a measure of the health and well-being of an organization as a whole. The history of how an institution has addressed issues of equity and justice vis-à-vis its members is indexed in its policies and practices—from its leadership and membership to what, how, and whose knowledge is taken up. These are historical and structural issues that help shape institutions such as ours, that help shape disciplines and fields of study.

Toward this end, a new committee, the Equity & Justice Committee, has just been formed as a standing committee of the Society. As part of its charge, the Equity & Justice Committee will assist ISLS in fulfilling its commitment to a justice orientation, supporting the Society in all engagements with the scholars, communities and broader publics with whom we work. The Committee will work with all other ISLS Committees to identify and address specific issues related to diverse representation, the systemic marginalization or erasure of particular voices, and justice-oriented scholarship. Its membership includes members of the Board, representatives from each existing standing committee, from current ad hoc committees (e.g., the Nominations and Finance Committee), and representatives from the two new affiliates in the society: a Brazilian and a Japanese Affiliate. The composition of the committee sought broad representation, in terms of theoretical and methodological perspectives, geography, and racial, ethnic, gendered, and social identities.

The learning sciences, as a field, should be concerned with how conceptions of justice are integral to learning. Building on a long history of learning sciences research on culture, identity and social relations, the formation of this committee reflects the growing attention to issues of justice as fundamental rather than peripheral to the design and study of human learning. It also reflects the expansion of social movements for racial and economic justice, related calls for institutional rather than symbolic change, and inquiry into how these movements are themselves key contexts of learning.

Addressing this multifaceted and dynamic conception of learning and expanding the foundational interdisciplinarity of the field should be a key concern of the Learning Sciences. This committee, then, will work with the leadership and membership of the society to recognize the importance of deepening connections with justice-oriented theories and methodologies such as critical social theories, participatory methodologies of research and design, and heterogenous perspectives from both minoritized communities and communities in the Global South. The long history of research in this Society underscores that these connections are crucial to rethinking theories and methods that reproduce normative

conceptions of learning based on exclusively dominant populations or understand non-dominant populations only in deficit terms.

The Equity and Justice Committee thus will serve a resource to and thought partner with the Society as it more consciously attends to these critical issues in its policies and practices, and its aim to provide leadership on scholarship and inquiry that advances the field and the social good. The Committee will address opportunities for members of the Society to participate and contribute in meaningful ways in the immediate future.

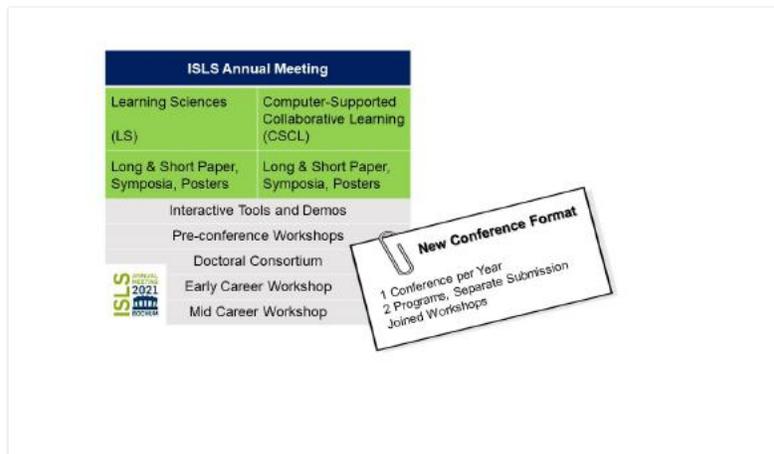
- Kris D. Gutiérrez, University of California, Berkeley, Co-Chair
- Shirin Vossoughi, Northwestern University, Co-Chair

Committee Membership:

- Kris D. Gutiérrez, University of California, Berkeley, Co-Chair
(gutierrezk@berkeley.edu)
- Shirin Vossoughi, Northwestern University, Co-Chair
(shirin.vossoughi@northwestern.edu)
- Chris Ostrowdun, University of Calgary, ILSSA
- Tanner Vea, Penn State College of Education, Communications
- Paulo Blikstein, Teachers College, Columbia University, Brazil Affiliate
- Jun Oshima, Shizuoka University, Japan Affiliate
- Sherice Clarke, UC San Diego, Publications
- Rita Kizito, University of Witwatersrand, Membership
- Joe Polman, University of Colorado-Boulder, Nominations
- Joel Wiebe, University of Toronto, Technology
- Susan Jurow, University of Colorado-Boulder, Conference
- CSCL
- Crina Damsa, University of Oslo, Education
- Joshua Danish, Indiana University, Finance

ISLS Conference 2021

Contributed by Nikol Rummel and Ulrich Hoppe



This is an exciting year for the International Society of the Learning Sciences as well as for the conference organizers of ISLS Annual Meeting 2021. Since the beginning of this year planning and organizing has started for the ISLS Annual Meeting 2021, which will take place 7-11, 2021 fully virtually from Bochum Germany.

Next year's conference will follow a two-program format: The Annual Meeting of the ISLS will be organized with two programs: Learning Sciences (LS) and Computer-Supported

Collaborative Learning (CSCL). Each program will keep publishing its own proceedings, maintaining the traditions and building on established scientific recognition. The types of submissions and formats for submissions follow past practices of ICLS and CSCL programs, i.e., symposia, full papers, short papers, and posters as well as demonstration sessions. The [Second Call for Papers](#) is out now and proposals are due Nov 13th, including the calls for next year's workshops and special events together with the corresponding co-chairs:

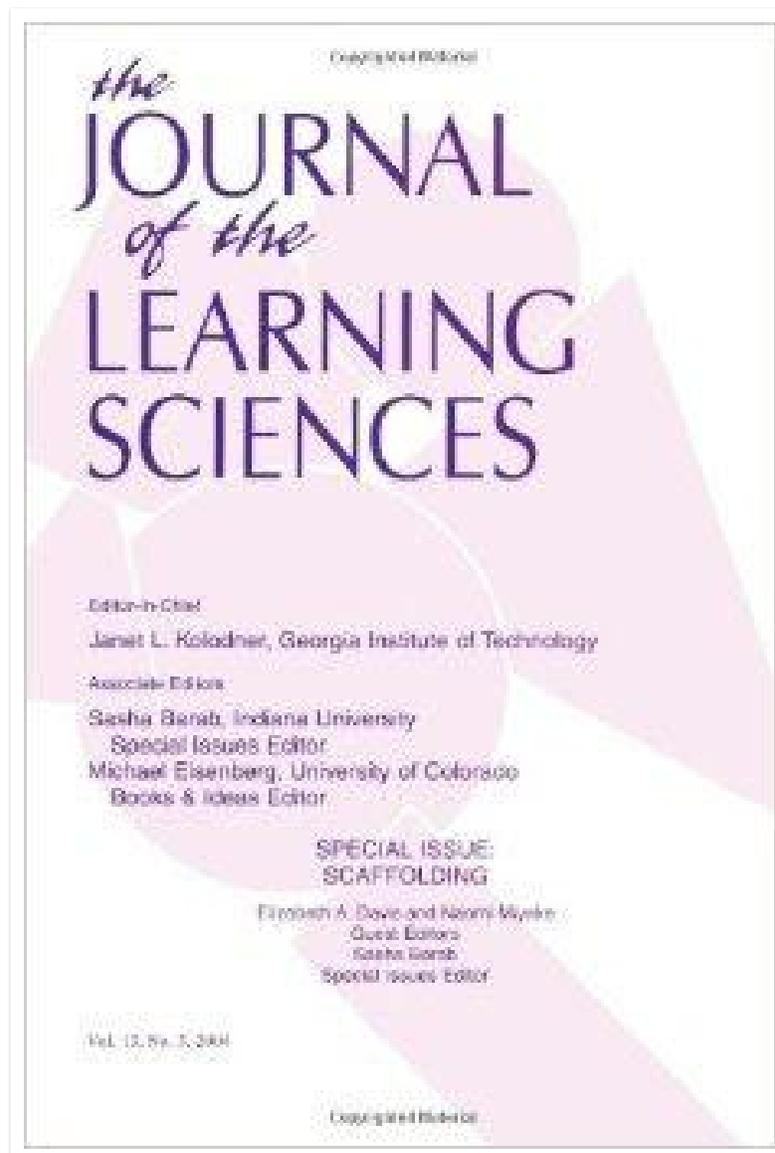
- Call for Papers, Posters & Symposia (LS: June Ahn, Yotam Hod, Erica de Vries | CSCL: Bram de Wever, Cindy Hmelo-Silver, Jun Oshima)
- Pre-Conference Workshops & Tutorials (Irene-Angelica Chounta, Thomas Herrmann, Mike Tissenbaum)
- Interactive Tools and Demos (Katharina Loibl, Lina Markauskaite, Dimitra Tsovaltzi)
- Doctoral Consortium (Anouschka van Leeuwen, Chen-Chung Liu, Joseph Polman)
- Early Career Workshop (Marcela Borge, Julia Eberle, Roberto Martínez-Maldonado,)
- Mid Career Workshop (Sahana Murthy, Armin Weinberger, Alyssa Wise)

More information can be found on our Conference Website [link to: <https://2021.isls.org/>] and Twitter [link to: <https://twitter.com/isls2021>].

We look forward to welcoming and “embracing” you at the first edition of the ISLS Annual Meeting next year!

Journal of the Learning Sciences

Contributed by Susan Yoon and Jan van Aalst



The JLS editors thank all authors and reviewers for their support during the COVID-19 pandemic. The number of submissions so far this year is up about 25% from previous years. The journal's impact factor continues to be high, currently at 3.588 for 2019. The best paper prize for 2019 went to "Designing for rightful presence in STEM: The role of making present practices" by Angela Calabrese Barton and Edna Tan. Congratulations to these authors!

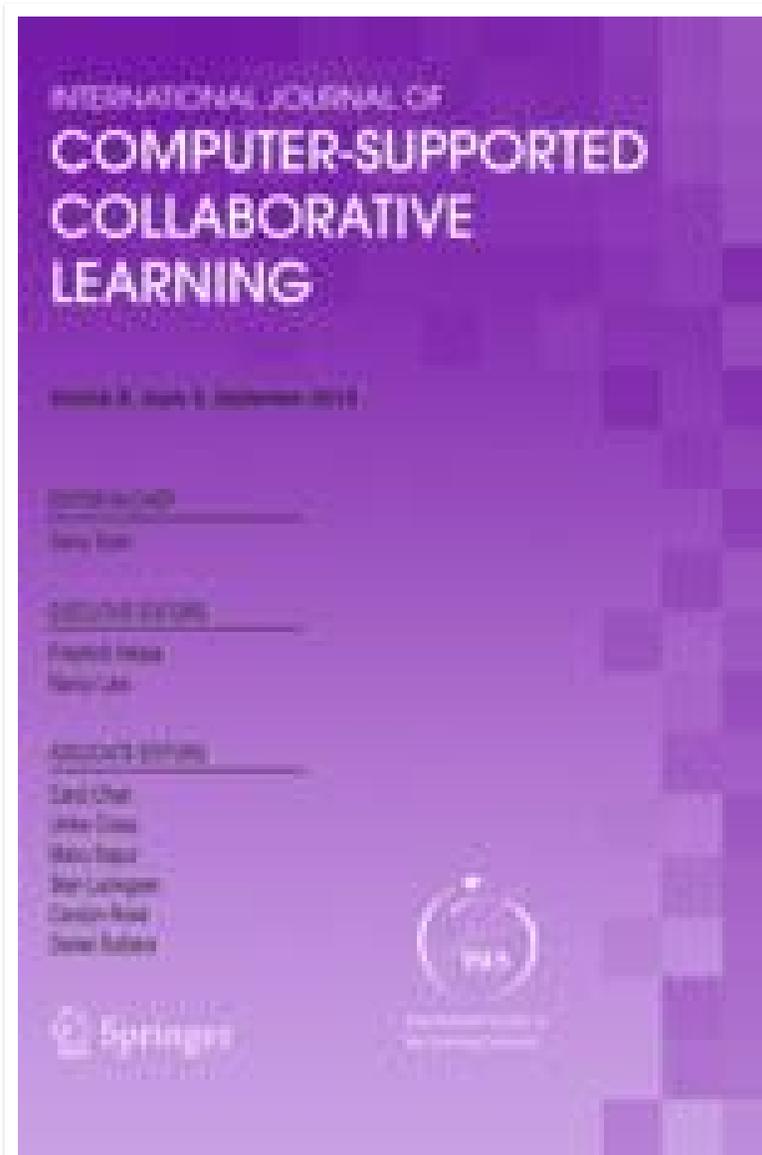
The next call for special issue proposals will be posted toward the end of October. Please consider submitting a proposal.

ISLS completed a search for the Editors-in-Chief for 2021-24, and appointed Susan Jurow and Jianwei Zhang. Both have been eminent associate editors and authors. Congratulations Susan and Jianwei! Jurow additionally is guest editor (along with Joe Curnow) for a special issue on learning in collective action and social movements, to appear as the first issue of 2021.

Please continue to submit articles and agree to review and follow JLS on Facebook and Twitter.

International Journal of Computer-Supported Collaborative Learning

Contributed by Carolyn Rosé and Sanna Järvelä



The *International Journal of Computer-Supported Collaborative Learning (IJCSCL)* fosters a deep understanding of the nature, theory, and practice of computer-supported collaborative

learning (CSCL). The journal serves as a forum for experts from various disciplines, such as education, computer science, information technology, psychology, communications, linguistics, anthropology, sociology, and business. Our articles investigate how to design the technological settings for collaboration and how people learn in the context of collaborative activity. In all, we want to advance the field of collaborative learning. Currently, we call for strong empirical research with multidisciplinary methodological and theoretical perspectives, and we have an open call for a special issue:

<https://docs.google.com/document/d/1WgHmO6Ip6b0JaJcgqujeshccTwmIAaHtMlfGKZ9rw4/edit>

Chief Editors:

Sanna Järvelä, University of Oulu, Finland

Carolyn Penstein Rosé, Carnegie Mellon University, US

ISLS Technology Committee - New Website

Contributed by Jim Slotta

After nearly two years of planning and development, there is a new Website ready to roll out for the ISLS. Our goals in designing this site were to support the various committees, journals, conferences and working groups within the society, but also to engage a greater level of knowledge building and resource exchange. To that end we have included a new social space for groups who share in research topics or other common interests. We have built new spaces for *JLS* and *ijCSCL*, building on successful models established by *JLS* in recent years, as well as a new homepage for the CSCL community. The new site aims to more fully integrate the ISLS annual meeting experience, including proceedings and repository of papers. We have also integrated news features, job postings and other services that can hopefully bring more activity to the site, and allow for more dynamic exchanges throughout the calendar year. The site will go live in early November, using the same URL as the current site: <https://www.isls.org>. If you have an active membership on the site, you will be able to log in using your same username or email address, and we encourage you to update your member profile and connect with fellow members. If you do not have an active membership, you have the opportunity to sign up to receive free access to the online digital versions of *JLS* and *ijCSCL* from now until the end of 2021. This will also allow you to register for the 2021 ISLS Annual Meeting. Finally, new websites are never perfect, and the Tech committee expects to receive feedback, bug reports, and recommendations from the membership over the coming year.

Rapid Community Reports

Contributed by Sherice Clarke, David Stroupe and Jeremy Roschelle

Rapid Community Reports (RCRs) are brief, informative, peer reviewed, citable, open access publications that contribute to both the research community and broader audiences. One example is the workshop outcomes report, [Weaving the Fabric of Adaptive STEM Learning Environments Across Domains and Settings](#), which recommends a set of design principles relevant to STEM learning that is "life wide" or at least across several contexts. We [invite](#) publications of primers, workshop outcome, and design reflection reports. This new publication opportunity is a joint effort of the ISLS publications committee (contact Sherice Clarke or David Stroupe) and the CIRCLS research center (contact Jeremy Roschelle).

In addition, we invite primers, workshop outcome reports, and design reflections on the topic of Anti-Racism. The ISLS Publications Committee, in conjunction with the ISLS Equity and Justice Committee and the CIRCLS team at Digital Promise, announce a call for Rapid Community Reports (RCRs) on the topic of Anti-Racist approaches in

the Learning Sciences -- these are tools, designs, or methods that would be instrumental and action-oriented in achieving more equitable learning in the Learning Sciences. [Call for Papers](#)

NAPLeS

Contributed by Daniel Sommerhof and Freydis Vogel

Thanks to the tremendous efforts of Dan Hickey, Daniel Sommerhoff, and Jim Slotta, NAPLeS conducted an online House Party as a serious social event at ICLS 2020. A huge Thank You to all who participated and contributed to the success of this event. Various NAPLeS members programs hosted online rooms on different topics and welcomed conference participants to join, socialise and discuss. Kudos to the people who hosted the following rooms:

From Ludwig-Maximilians-University of Munich, Daniel Sommerhoff welcomed everyone who entered in the lobby with a cosy fireplace and guidance to the other rooms in the house.

From the University of Toronto, Jim Slotta and his group hosted a room in which issues about Scripting and Orchestration for Learning Communities were presented and discussed.

A group from the University of California, Berkeley with Marcia Linn, Libby Gerard, Sarah Bichler, and Jenn King Chen held brief presentations about the research of young scholars in the Berkeley Learning Sciences Program on the topic of learning analytics and how it can be applied to support teachers using online instruction.

Mike Tissenbaum and Robb Lindgren presented the different research groups on the topic of Hybrid Spaces for Learning available for interested postgraduate students at the University of Illinois, College of Education.

The Indiana University Learning Sciences Program with Joshua Danish, Cindy Hmelo-Silver, and Dan Hickey, as well as Zack Ryan, president of the IU Learning Sciences Graduate Student Association offered a conversation about What Learning Scientists do, which was particularly insightful for new ISLS members and students interested in Learning Sciences.

For those more interested in advanced topics in supporting young scholars in the Learning Sciences, Lina Markauskaite, Peter Reimann, and Dwayne Ripley from the University of Sydney offered a presentation and discussion space to explore the question: How could we prepare Learning Sciences graduates to lead learning and change at scale?

It has been great to see the NAPLeS community being well represented and welcoming long standing and newly interested Learning Scientists from many different parts of the world throughout the event. Amazingly, the event has been well received as a social event despite the huge differences in the time zones of presenters and participants. We are looking forward to conducting similar events in the future with NAPLeS member universities.

International Learning Sciences Student Association

Contributed by Tuğçe Aldemir and Joey Huang



Our new logo is released (see above)

Successful student mini-presentation events at ICLS 2020

Follow us on social media -- Twitter: @ISLS_ILSSA, FB: International Learning Sciences Student Association - ILSSA

We are planning student events for ISLS 2021, and we have Joey Huang as the student representative of ILSSA for ISLS 2021 and Tuğçe Aldemir serves as the student

representative of ILSSA for the yearly ISLS Conference Committee