

International Society of the Learning Sciences



www.isls.org



Newsletter #9 Fall 2008

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Conference Watch

ESERA 2009

August 31-September 4

Istanbul, Turkey

<http://www.esera2009.org/>

Submission deadline:

January 16, 2009

AIED 2009

July 6-10

Brighton, U.K.

<http://aied.inf.ed.ac.uk/aiedsoc.html>

Submission deadline:

January 15, 2009

COGSCI 2009

Amsterdam

The Netherlands

July 29-August 1

Submission deadline:

February 1, 2009

A message from the new ISLS President, Marcia Linn

Thank you for the opportunity to serve as President of ISLS. My goal, as our organization grows, is to ensure that we welcome newcomers, retain our collegial character, streamline our organizational procedures, and revisit our vision.

We have several promising ways to welcome newcomers. At ICLS 2008 we held the largest-ever Early Career and Doctoral Consortium events. We also held a very successful initial First Timers workshop. I want to especially thank Hans Spada who championed this idea and has agreed to lead the First Timers workshop for CSCL 2009. The leaders and mentors in Utrecht were fantastic. They deserve thanks from all of us. Mentors included: Jane Bowyer, Elizabeth Davis, Janet Kolodner, Naomi Miyake, Anne Meyer, Hans Spada, and Iris Tabak. Comments from the participants included:



My motivation for being here was to get to know the field of learning sciences (I have a computer science background). Especially the individual mentor-mentee session contributed a lot to that. The questions my mentors asked gave different/new perspectives on my research.

In my view, it was a perfect start into the conference. I especially appreciate to communicate one by one with experienced researchers, something that is completely missing at other large conferences.

It helped me gain a better perspective on the questions and research problems that motivate the ICLS community. The mentoring session was very useful to gain specific feedback on my research and raise questions that my particular perspective on the problem may not have raised. Get to meet people who are in a similar position as mine, and also experts in the field who had great guidelines for first timers.

Thank you all so very much for having the ICLS First Timers Workshop. I believe this was a very beneficial program and really, really helped me to better understand how to write a proposal and create a good conference poster. Coming from a discipline which is much more artistic than academic it is nice to finally have someone sit down with me and tell me what works best in the learning sciences, since at school I believe much of this information is assumed I already know.

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CSCL 2009 Submissions

Submissions are still open for symposia, interactive events, panels, firehose sessions, and many more. Visit www.isls.org/cscl2009 for more information!

A message from the ISLS president -Continued from page 1

As noted on this page, I have initiated an ISLS Task Force on Community Building. This task force will help retain our collegial character and support our efforts to welcome all members to the organization. Indeed, many of the comments from the First Timers workshop included interest in preconference and post conference discussion boards. The Task Force will consider ways to make this effective.

We all owe a considerable debt of gratitude to Nancy Songer, our Executive Officer for spearheading the process of putting our organization on a professional level. Under her leadership the organization has merged and sorted out data-

bases, regularized the process of renewing memberships, improved the web site, begun the process of maintaining our institutional memory, and organized the finances.

All of these activities point to the importance of revisiting and refining our collective vision for ISLS. We are planning an ISLS board retreat to begin this process the day before the 2009 conference starts in Rhodes.

At the retreat we will especially consider ways to:

- Stimulate emerging themes in the learning sciences
- Increase international

interactions and exchanges

- Strengthen alliances with related organizations
- Experiment with new practices and technologies to nurture and broaden research conversations

I encourage all members of ISLS to send their thoughts about ways to improve the organization as ISLS grows and matures. One place to share your ideas is at the CSCL blog hosted by Gerry Stahl at <http://cscl-community.blogspot.com/>.

Marcia Linn

Call for Nominations for the 2008 Jan Hawkins Award

Dr. Jan Hawkins (1952-1999) was a developmental psychologist with a cognitive, cultural, and social-interactionist orientation, and was well known for her respectful, humanistic conceptions of appropriate roles for using technology in K-12 learning environments. Her work illustrates the balance that can be achieved in recognizing the innovative, emergent properties of new technologies while simultaneously respecting the individuals and conditions of the learning environments in which these new technologies are being used. She also was concerned with how complex social systems interact with emerging technologies to provide or prevent access to information for various groups of people based on gender, race, and cultural and ethnic background. Her work helped researchers, practitioners, and policy makers alike to think critically about technologies and learning, encouraging them not to seek out technology as a panacea or avoid it as a determi-

nistic influence. She was also exemplary in her nurturing of young research scholars in learning technologies, and has been a model for them through her research and leadership.



This award recognizes an early-career individual or small collaborative team that is engaged in research that combines practice and advocacy. While research must play a central, informative role in the work of the nominee, the nominated individ-

ual or group may include practitioners, directors of innovative educational programs or individuals in informal or non-traditional educational environments.

The award is intended to recognize a body of work that:

- Explores and demonstrates powerful new ways to think about technologies in contexts of learning and education, and uses innovative research methods to understand the impact of those technologies
- Places young people and/or practicing educators at the center of the problem-solving process by making their meaning-making process, their needs and constraints, and their priorities central to the project
- Strikes an effective balance between *innovation* -- inventing new approaches to K-12 learning with technologies -- and *understanding* -- examining existing educational environments and changes that occur when technologies are introduced
- Uses technology to bring about broad improvements in educational systems with a focus on issues of diversity, equity, and learning for all.

The deadline is February 6, 2009.

Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies, AERA Division C

The submission deadline is Friday February 6th, 2009.

For more details on the nomination process and award, see http://www.aera.net/divisions/Default.aspx?menu_id=68&id=352

TASK FORCE ON ISLS COMMUNITY BUILDING

ISLS has established a task force to sustain and enrich the collegial, interactive, and supportive character of the organization. The task force will identify ways to use community tools, including those emerging from our own research to make our work more efficient and effective. ISLS is already using some promising community tools. Both the Early Career and Doctoral Consortium have experimented with online community building activities and passed lessons learned on to the new leaders. The task force will review the ongoing uses of community tools, synthesize findings, identify new directions, start some initiatives, and spur others to take leadership roles.

The task force is important for several reasons. The task force will determine ways that community tools are succeeding and suggest new ways for these tools to improve our organization. We can capitalize on our own research about community tools. We can publicize the community building tools that meet the needs of the organization and support usage of the most promising approaches.

We clearly need this task force, at least to publicize and coalesce our ongoing approaches to community building. To illustrate, when I looked for the community tools that we already have, I decided to start a Facebook group for ISLS. I soon learned that an ISLS Facebook group existed—started by a member of our research group at Berkeley, Turadg Aleahmad. We are now merging the TWO ISLS groups. In addition, I found a CSCL group and several other related groups.

Current community tools

A partial list of the community tools developed for ISLS is below. If you know of others, please let me know. As you can see from my story above, we probably have many approaches that are being used by various members of the organization.

- We have an ISLS home site at ISLS.org, conference sites linked from the home page, and related sites. We are creating a location on the site to point to all the related community-building activities.
- We have two fantastic journals.
- We have a wonderful newsletter edited by Eleni A. Kyza. Email her at: elena-kyza@gmail.com
- Chris Quintana has set up an ISLS wiki to capture our institutional memory. Each ISLS committee has a page where they can record information about their committees. Please add information at <http://isls.pbwiki.com>. You will need to set up a free account to access the wiki.
- Gerry Stahl hosts a CSCL blog at: <http://cscl-community.blogspot.com/>
- Several members have started our Wikipedia entry. Please visit to verify current information and extend the entry at: http://en.wikipedia.org/wiki/International_Society_of_the_Learning_Sciences
- Many ISLS members have started Facebook groups. The original ISLS group called ISLS International Society of the Learning Sciences is at:

<http://www.facebook.com/n/?group.php&gid=2421094217>

There is also a CSCL group called CSCL - Computer Supported Collaborative Learning.

- Doug Holton has created a learning sciences discussion/announcements group here: <http://groups.google.com/group/learning-sciences>
- On Flickr there are over 500 photos tagged ICLS2008.

Task Force Participation

We have a wonderful group of ISLS members who have agreed to serve on the ISLS community building Task Force:

- ◆ Marcia Linn
- ◆ Turadg Aleahmad
- ◆ Ulrike Cress
- ◆ Frank Fischer
- ◆ Eleni A. Kyza
- ◆ Nikol Rummel
- ◆ Jim Slotta
- ◆ Gerry Stahl
- ◆ Susan Yoon
- ◆ Nancy Songer [ex-officio]

If you are interested in participating in this initiative, know of other existing efforts, or wish to help with ISLS community building, please contact Marcia Linn at mclinn@berkeley.edu.



A new editorial team for the *Journal of the Learning Sciences*

After the founding and excellent



stewardship of Janet Kolodner for these last 19 years, the editorial leadership of JLS is transitioning to Yasmin Kafai and Cindy Hmelo-Silver. Our vision of the *Journal of the Learning Sciences* is an ambitious agenda to broaden the field and make it more inclusive to serve an international learning sciences community. What will not change is the focus on important ideas about learning and research excellence, broadly defined across different research paradigms.

Our primary goal is, of course, to continue the tradition of excellent editorial overview, to mentor young scholars in the learning sciences, and to broaden the learning sciences community now that JLS is under the umbrella of the International Society of the Learning Sciences. To that end, we will work with the publisher and ISLS to set up an online discussion forum that uses upcoming or published JLS articles as a starting point for

discussion. Given the growing research in out-of-school settings such as museums, games, and virtual worlds as spaces for learning, the editorial team saw a need to open a new strand. As with the other existing strands on design research, complex systems and transfer we have chosen this format to allow for an ongoing conversation in the learning sciences community. Check the Editor Notes in upcoming JLS issues for more information. Finally, we have recruited new members to the editorial leadership and board.

We are pleased to announce that Cynthia Carter Ching from UC Davis and Peter Reimann from the University of Sydney will join as associate editors. William Sandoval and Sadhana Puntambekar will be editors of the Design Research strand and Kevin Crowley from University of Pittsburgh will edit the new strand on Learning Outside of School. In addition, we have recruited several new Editorial Board members: Rainer Bromme from Universität Münster (Germany), Richard Duschl from Pennsylvania State University, James Greeno from University of Pittsburgh, Richard Halverson from University of Wisconsin Madison, James Pellegrino from University of Illinois, Chicago, Mike Sharples from University of Nottingham (United Kingdom), Bruce Sherin from Northwestern University, Constance Steinkuehler from University of Wisconsin, and

Susan Yoon from the University of Pennsylvania.

We will continue to take a broad and eclectic view of what research is in the learning sciences. Perhaps the defining feature of such research is that it stays close to the learning and has both theoretical and practical implications. Articles published in JLS may be quantitative, qualitative, or involve the use of mixed methods. Most important is that the method is appropriate to the questions asked and that the questions are important to advance our theories of human learning and instruction. JLS could not have an impact without the contributions of the researchers in the learning sciences, our fine editorial team, and the reviewers of the *Journal of the Learning Sciences*. We look forward to working with the learning sciences community as it continues to move forward over the next five years of our term as editors.

Yasmin Kafai
University of
Pennsylvania



Cindy Hmelo-Silver
Rutgers
University



Worldwide Membership representation: Continuing the conversation

Contributed by Benjamin Kehrwald

The International Society of the Learning Sciences newsletter #8 (May 2008) highlighted recent trends in membership in the ISLS, including the goals, achievements and challenges of cultivating membership in an international professional society. As a relatively new member (from Oct 2007) and one who had failed to secure the necessary funding for the trip to ICLS 2008 in the Netherlands, I read the breakdown of membership by location with interest. I had hoped to find evidence of an active cohort of likeminded ISLS members in my own backyard. Alas, it appears that I am the only member in New Zealand and one of only a handful in the region (one each in Australia, Indonesia and Taiwan; two in Malaysia and five in Singapore). As noted by the ISLS membership committee, the low representation of this region in the membership of ISLS is surprising given the relative activity of Australasian researchers in other professional organisations and events.

This report foreshadows broad questions about how an 'international' society operates and how it views its activity on local and regional level. There are related questions as to why membership in this region is low and an interest in increasing membership in this and other parts of the world. From the perspective of individual members in the region, there are questions about the meaning of membership, participation in the ISLS and

the value of ongoing association with the society. In the interests of continuing the conversation started by the membership committee, I have highlighted a handful of issues which confronted me as I read the membership report.

First, regarding the society and membership, while I enjoy reading both of the society's journals and am always happy to extend my professional networks, the location and timing of conference events has left me feeling far removed from the goings-on of the society. Given the cost of international travel, conference attendance for ISLS events in Europe or North America is likely to be infrequent, perhaps only once in 3 or 4 years. I don't expect the society to change quickly in that respect, but it occurs to me that developing membership in the Australasian region (and other regions) is going to require a different value proposition than the one currently offered by the society. The future of a global professional organisation may well include stronger connections between distributed member groups via virtual events or interactions online, ISLS relationships with local organisations, a visible ISLS presence at local events, and the inauguration of regional ISLS events which cater to local interests. Also, it seems to be in the interest of an 'international' society to gain a more international flavour to its events and publications. I note that the May 2008 newsletter is the 'Spring' issue. It is a

small thing, but one which give the newsletter a distinctly northern hemisphere feel and may unintentionally emphasise the current North American and European leanings of the society.

Second, there is a question of participation and how I, as an ISLS member, can participate in and contribute to the society. Frankly, I find this question more difficult to answer. I have valued the conversations with the membership committee which have resulted from my response to the recent report. I have also appreciated being invited to join the membership committee. For my part, I have begun to link with other national and regional professional groups and have encouraged my colleagues to consider joining the ISLS. Progress is slow, but I am optimistic that we can increase membership in this region. However, returning to the original issue, I confess that I do not feel any closer to attending CSCL or ICSL in the next couple of years. Therefore, it seems that there is much more to do in expanding our membership in this region. It also seems that there is opportunity to continue to discuss how we think about 'membership' and 'participation' and the direction of the ISLS as we move forward in the years to come.

I have no doubt that there is more to consider and much to be added to this conversation. If you are interested in joining this conversation, I encourage you to contact a membership committee member and add your voice to the mix.



Ben Kehrwald is a senior lecturer at Massey University, New Zealand

Cre8ing a learning world in Utrecht, The Netherlands

The Netherlands is basking in the afterglow of success. In the week of June 23 – 28, 2008, over 500 learning scientists gathered in Utrecht, The Netherlands, for the International Conference for the Learning Sciences (<http://www.isls.org/icls2008>). It was the first time that ICLS took place outside of the USA, so the local organising committee (Utrecht University, University of Twente, and The Open University of The Netherlands) was waiting anxiously to see whether the American learning scientists were willing (and able, seeing the sorry state of the American dollar) to cross the Atlantic to attend the ICLS. They were.

The theme of the conference, *International Perspectives in the Learning Sciences: Cre8ing a learning world*, fit well, because the conference attendants flew in from all over the world with nearly a 50-50 spread between the US and the rest of the world. There has never been such a level of participation of learning scientists from outside of the United States. Only Africa and Eastern

Europe were underrepresented, probably also due to a lack of funding, so it is a challenge for the ISLS to make sure that these parts of the world will soon be eager participants in our scientific community.

As usual, the ICLS started with workshops on Monday and Tuesday about various topics, such as interaction analysis, scalable architecture for interactive learning, eye tracking, and ethnography. There were

shops were well appreciated, with an average evaluation score above 4 on a 5 point Likert scale.

Also special were the twin keynotes, in which two internationally renowned educational scientists from two different parts of the world addressed a challenging and inspiring topic in half an hour each. Nancy Law (University of Hong Kong) and Theo Wubbels (Universiteit Utrecht) discussed *Learning*

sciences and teaching, Shelley Johnson (Utah State University) and Frank Fischer (University of Munich) *Learning Sciences and technology*, Hank Levin (Columbia

Duo Keynotes



also the usual and highly valued workshops for the doctoral students and those in their early career. This year, the Society also added a new pre-conference workshop for 'first timers' to coach those "on the cusp" of the quality needed to present at ICLS. On Thursday afternoon, three invited workshops dealing with the specific day-theme about games and learning took place. The work-

University) and Richard Desjarbins (Danish University of Education) the *Effects of learning and education on society*, and Mark Overmars (Universiteit Utrecht) and Constance Steinkuehler (University of Wisconsin-Madison) about *Games in Education and Society*. The relatively short keynote addresses kept up the pace of the conference.



Looking back on the ICLS



This report was
written by
Frans Prins &
Paul Kirschner

The Opening keynote, with the title *Beyond design experiments: Interventions for expansive learning*, was held by Yrjö Engeström (University of Helsinki). All PowerPoint presentations of the keynote addresses are still available on the ICLS 2008 website as are the videos of the presentations (special split screen videos with speaker and PowerPoint)

which can be used in your own educational practice since all of the speakers graciously signed Creative Commons waivers for educational, non-commercial use as long as there is attribution. Furthermore, it was notable that the whole Thursday was dedicated to Games and Learning, with keynotes, paper sessions, and workshops about games. During four

days, there were:

- 13 thematic workshops
- 3 Doctoral, 2 Early Career, 1 First-timer workshops
- 127 papers
- 222 symposia
- 77 posters

All* Activity Theory Assessment Case Study
Cognitive Load Theory Collaborative
Learning Design Experiment Example based
Learning Games Informal Learning Inquiry
Learning Language Math Methodology Modeling
Motivation Problem solving Science Simulation
Situated cognition Teaching Technology
Visualization Web 2.0 Workplace Learning

Thursday night, a large part of the conference attendants met for a big conference party in the

dancing not long after that with it going on until 1 AM when the last party beasts left. Friday



Courtesy: Foo Keong Ng, Singapore

center of Utrecht, with a 70s-80s band that wailed, free drinks that flowed richly and lots of dancing. The party started at 8 PM, and the

night was reserved for a nice and quiet diner in the 400 year old University Hall (Academiegebouw).

At the final session, two awards were presented for best paper and best student paper. The winners were:

- Melissa Gresalfi for the student paper entitled *Designing for dispositions*
- Sandra Okita for the paper entitled *Mere belief of social action improves complex learning*

The local organising committee can now – five months later – contentedly look back at ICLS 2008. Not only were we positive about the conference, but this was also the case for the participants: 282 of whom completed an online evaluation form and rated the conference as one of very good quality and very well organised.



Access all
ICLS2008
keynotes at
<http://131.211.194.110/site1/Catalog/?cid=5db9d5a1-952d-420b-9a40-d6d97c6cdd46>



Cre8ing a learning world in Utrecht, The Netherlands



Jane Bowyer, Marcia Linn, and Willem Hendrik Gispen,
ex Rector Magnificus of Utrecht University



ICLS 2008 workshops were full of lively interactions!



Wouter van Joolingen (Netherlands), Janice Gobert (USA), &
Georgia Michael (Cyprus) are busy during a pre-conference workshop

Looking back on the ICLS 2008



Cre8ing a learning world in Utrecht, The Netherlands

I feel like I have found a special kind of peer group in the learning sciences.

Comment by an early faculty participant

The Early Career Workshop at ICLS 2008 is intended for Learning Scientists who are within five years of receiving their doctorate, and are in a position whether as an assistant professor, a postdoctoral researcher, a staff researcher, or a researcher in industry. This year we had 16 participants of which 11 were assistant professors, 4 were in post-doctoral research positions, and 1 consultant. Reflecting the international nature of this conference, we had a mix of non-US citizens with positions in the US (4) and abroad (2), as well as US citizens with positions in the US (8) and abroad (2). As one participant said:

Continuing to develop my understanding of a US national

The 1.5-day workshop started on Monday afternoon with introductions and a poster session for the participants and more senior Learning Scientists (referred to as “mentors”) to get acquainted with each other’s work. The second day consisted of four sessions, some of which were panel discussions led by mentors and some were breakout sessions where participants could interact at a more personal level with each other and with the mentors. The topics included: developing a research program and finding funding; research area breakout groups; writing and publishing; and teaching and mentoring graduate students. During the final portion of the day, breakout groups reflected on the workshop activities,

participants. In this article we briefly review the workshop and encourage you to login to our Wiki to get detailed notes from each session generously provided by volunteer note takers.

As mentioned earlier, the workshop started with a poster session designed primarily to provide participants the opportunity to display their work and discuss it with senior faculty and other colleagues. After the poster session several participants and mentors met over dinner where informal conversations ranged from tricks for publishing and how to run a research group, to the best beers and wines to try in the Netherlands. The afternoon session on the second day “writing and publishing”

Detailed notes on individual workshop sessions are available at the wiki <http://iclsearlycareer.pbwiki.com>.

You can contact Aditya Johri (ajohri@vt.edu) to get permission to participate in the wiki in case you did not receive an invitation.



vs. an international perspective was a very important part of the value of the Early Career workshop and also an important aspect of having the main conference in Holland instead of the US.

providing the organizers with suggestions for improvement to be shared with the CSCL 2009 and ICLS 2010 organizers. To wrap up the workshop, a common reception was held with the “doctoral consortium” and “first-timers” workshop partici-



garnered a lot of interest given the pressure on young faculty to publish their work. In this session journal editors discussed the process of journal publications including reviewing for journals.

The ICLS 2008 Early Career Workshop

The eclectic panel comprising three distinguished editors (Hilda Borko, Janet Kolodner, and Gerry Stahl) made this session unique. The editors represented the two flagship journals of the International Society of the Learning Sciences (JLS and ijCSCL) as well as the Journal of Teacher Education, American Educational Research Journal, and Educational Researcher.

Overall, the editors emphasized that one should make sure that the manuscript and the direction of the journal are a good match, that the manuscript is of good quality, and that authors should expect to go through several rounds of revisions. All editors emphasized that good writing is hard and that although authors should not submit articles that are too green, they should also not wait to reach perfection as the editorial and review process is meant to provide feedback and direction. One suggestion was to have colleagues provide feedback before sending a manuscript to a journal, and the Early Career workshop could provide a set of peers to do just that. Suggestions were also made on how to incorporate graduate students in the writing process and the sharing of authorship. Hilda noted that one approach to scaffolding students' writing is for the faculty member to initially write the introduction. In the session on teaching and mentoring

graduate students, the primary recommendation was that the research group should be run as a "lab." Frequent interaction was recommended rather than waiting for the students to magically produce a publishable manuscript. Peer interaction among the students, especially senior students and the new members, was seen as a positive move.

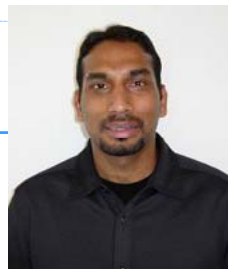
One approach is for all students working with a faculty member to meet with the faculty as a group once every week or two weeks and if the faculty thinks it is important then they should meet with the students individually. Students should be asked to submit something in writing and they should go over it. The panelists also suggested that the number of students to work with depends on funding as well as personal aspirations and capabilities of young investigators.

In the final session of the day participants got into groups to discuss what they had learned during the course of the Early Career workshop and to make suggestions for improvement. All groups agreed that networking with fellow early career colleagues and with senior mentors was the most productive outcome of the workshop. Publication advice and pointers on how to get funding were also rated high on the list of useful outcomes. Several participants suggested that to improve the workshop it might be

prudent to make use of electronic resources such as Wikis to post material that can be shared before participants meet face-to-face. In this manner they could then ask questions that arise from their reading of the material making the use of face-to-face time more efficient. The Wiki is an outcome of this advice and we are hopeful that it will be used as a resource for the next early career workshop to be organized at either of the ISLS conferences.

What to look for at the next Early Career workshop: funding for international participants (hopefully!), meeting your early career peers before the workshop (virtually), more time to talk about your own research (face-to-face), and more networking with your peers and senior mentors.

The Early Career workshop at ICLS 2008 was organized by Brigid Barron, Naomi Miyaki, Jody Underwood, and Susan Yoon. Mentors included Roy Pea, Marcia Linn, Susan Yoon, Diane Jass Kettlehut, Gerry Stahl, Janet Kolodner, and Hilda Borko. You can see a list of participants and other notes from the workshop on the Wiki: <http://iclsearlycareer.pbwiki.com>. We wish to thank the Wiki contributors for sharing their notes and photographs.



This report was written by Aditya Johri & Jody S. Underwood





ICLS2008@Utrecht (from left to right): Nancy Law, Friedrich Hesse, Hans Spada, Gerry Stahl

Indiana University's Learning Sciences Ph.D. program adds 10 students in 2008

☑ IU's Learning Sciences Ph.D. program received a large and varied pool of applications for 2008. Eleven new students joined the program. With the ten current full time doctoral students, this effectively doubled the size of the program. One them, Michael Filsecker is a Fulbright Scholar from Chile. For him, "The innovative ways to see the learning process and the role of assessment in it has been an amazing discovery for me. Its object of study and methodological approach forces you to be quite creative and push you to give your best, adequately supported by a really good community of faculties and students. I am quite pleased with the choice I made. "

Another new student, Heidi Davis (a double major in LS and

Arts Education) said "working with Kylie Peppler and her fascinating work with new media contexts has been an outstanding opportunity for me to begin developing my own vocabulary and identity as a learning scientist and art educator". Sinem Siyahhan, who joined the program in 2006 observed "I am really enjoying having all of these new perspectives and ideas. There is now a big group of us working with Sasha Barab on Quest Atlantis, and we also enjoying all of the socializing and having fun."

The other new doctoral students include Dustin Beasley, Rosh Dhanawade, Dianne Glosson, Aaron Haltom, Burair Kothari, Patrick Pettyjohn, Maria Salomou, Charlene Volk, and Caro Williams. All of the students are involved in one or more re-

search projects underway with LS faculty, and enrolled in both elective and core LS courses. Program Chair Ken Hay who is teaching the core Intro to Learning Sciences course remarked that "It is great to have such a large and diverse group starting all together with a shared goal of becoming first rate learning scientists." Assistant Professor Melissa Gresalfi remarked "This is why I choose to join IU Learning Sciences in 2006. It is just great to have such a cohesive and enthusiastic group."

For more information on IU Learning Sciences, visit www.indiana.edu/~learnscli. To learn more about the students and friends of Indiana University Learning Sciences, check out their user group at FaceBook.

Job Announcements

Senior Level Learning Scientist, SRI

☑ SRI's Center for Technology in Learning (CTL) is growing and seeks to hire a new senior level Learning Scientist. 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 and to apply contact

jeremy.roschelle@sri.com



www.isls.org

Newsletter #9

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)

Learning and Adolescent Development in Community and Non-School Contexts

Assistant Professor Position, School of Education, University of California, Davis

☑ The School of Education at UC-Davis seeks an innovative scholar whose work examines adolescent learning and development in non-school community contexts, and/or across multiple learning environments. We are seeking candidates whose teaching and research translates an understanding of learning in non-school contexts to inform how to best facilitate learning in all education contexts. Focal areas may include socially and culturally situated perspectives that address the connection between literacy in and out of school, and/or learning in community-based organizations, neighborhoods, home environments, after-school programs, youth-based media and technology groups, as well as other informal contexts that inform adolescent development.

Disciplines and fields of study may include one or more of the following: education, learning science, anthropology, psychology, linguistics, sociology, communications, urban and com-

munity studies, and critical theory/cultural studies.

Responsibilities: Conducting and maintaining a productive research program; publishing; teaching graduate and undergraduate courses; advising masters and doctoral students; developing connections with formal, informal, and non-formal educational institutions and other campus faculty; and serving on School and University committees.

Requirements: An advanced degree, Ph.D. or Ed.D., is a requirement. Preference will also be given to those with research expertise in exploring youth learning in diverse community and non-school contexts; teaching, mentoring, or leadership experience in culturally and linguistically diverse communities and non-school contexts; and demonstrated ability to engage teachers, school leaders, community leaders, and/or policymakers in meaningful discussions of ways (a) to understand learning as it

occurs beyond school walls; and (b) to extend and rethink school learning.

Salary range: Competitive and commensurate with experience and qualifications.

Academic Setting: The UC Davis School of Education exercises its responsibility for research, teaching, and service through a distinctive and innovative array of programs. For more information visit our website at <http://education.ucdavis.edu/>.

Application Process: Applications are being accepted now and will be reviewed beginning November 15, 2008, with review continuing until the position is filled. Submit 1) a letter of interest outlining qualifications, experience and career goals; 2) a curriculum vitae; and 3) names and addresses of three professional references. For more information visit <http://education.ucdavis.edu/employment/positions.lasso>

CSCL2009 submissions still open!

December 20, 2008

Deadline Submission for:

Main conference program:

- 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

Rhodes



www.thegreektravel.com



<http://www.phys.psu.edu/>



International Society of
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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

Charles Goodwin, University of California at Los Angeles, USA

Pierre Dillenbourg, Swiss Federal Institute of Technology in Lausanne, Switzerland

Rose Luckin, London Knowledge Lab, Institute of Education in London, UK

CSCL2009 Keynote Speakers

For more up-to-date information please visit <http://www.isls.org/cscl2009>