ICEL 2007

2nd International Conference on e-Learning

Columbia University, New York, NY, USA
19-20 July 2007

Conference Chair: **to be confirmed**
Programme Chair: **Dr David Guralnick, Kaleidoscope Learning, New York, USA**
Keynote Speaker: **Dr John Black, Columbia University, New York, USA**

Call for Papers, Demonstrations, Workshops and Tutorials

The International Conference on e-Learning (ICEL) brings together academic research and practical applications of e-Learning from all areas. ICEL brings together varied groups of people with different perspectives, seeking to bring top research and proven best practices together into one location, for the purposes of helping practitioners find ways to put research into practice, and for researchers to gain an understanding of additional real-world problems.

The advisory group for the conference invites submissions of papers on both the theory and practice of all aspects of web-enabled technology in learning and teaching. The conference in July 2007 is seeking qualitative, experience-based and quantitative papers as well as case studies and reports of work in progress from academics, teachers, practitioners, vendors and government departments.

Topics for submissions may include, but are not limited to:
e-Learning design; usability; evaluation; content development; authoring tools, LCMSS, and LMSS; communities of practice; instructional design; e-Learning technology and standards; discussion forums; mobile learning; podcasting; societal and cultural issues in e-Learning; online and computer aided assessments; knowledge management; absolute and relative boundaries of e-Lessons; content management; simulations and virtual learning environments; asynchronous interaction; structural representation of e-Lessons; Learner characteristics; e-Learning portals; course development strategies; new e-Learning methodologies; uses of multimedia in e-Learning; marketing and promoting e-Learning; successful web-based innovative exemplars; student access, diversity, expectation, involvement, motivation and retention; e-Learning adoption; e-Learning implementation; cognitive styles; e-Learning to support communities and individuals; research barriers: use of open-source; blended learning approaches; retention strategies; asynchronous text-based conferencing; e-Learning attrition; social benefits of e-Learning; socio-technical systems; Inter-Institutional education program cooperation; new partnerships to deliver e-Learning; e-universities and other computer-enabled systems in learning and teaching; widening student participation; e-Learning ROI; other/specialist e-Learning topics.

In addition to the main conference, submissions are invited for three mini-tracks:

Mini track on Mobile Learning
Chair: David Guralnick, Kaleidoscope Learning, New York, USA

Mobile devices have become more and more common and varied in recent years. Nearly everyone has a mobile phone, and PDAs, iPods, and other devices are becoming more and more common and more powerful. The increasing availability and power of mobile devices provide new opportunities for mobile learning, or "m-Learning," to be delivered just-in-time, anytime, and anyplace. As a result, new methods of training and performance support are being invented that take advantage of the new devices and their mobility.

Papers for this mini-track are invited from researchers and practitioners studying or implementing mobile devices to enable learning in all areas, including schools, universities, and corporations.

Topics may include, though are not limited to, the following:

- Interface design for m-learning;
- m-Learning across multiple devices;
- Performance support using mobile devices;
- Evaluations of the success of m-Learning programs;
- Pedagogical approaches for m-Learning;

- Uses of mobile devices for community-based learning;
- Blended learning approaches which include mobile devices;
- New tools and technologies for m-Learning;
- The social implications of m-Learning.

Mini track on Innovative developments in blended learning
Chair: Mike Hart, University of Winchester, UK

The concept of blended learning is now well-embedded but some have started to question whether the concept itself is starting to outlive its usefulness. However, important questions remain at the strategic level in which it is necessary to build upon what we already know and how this may be harnessed with existing and developing technologies.

There is a need to address the cutting-edge questions now faced by those who develop blended learning strategies. In particular, do VLEs need to take account of innovative uses of the internet made in the commercial sector such as ebay, amazon and myspace? There are also profound shifts in the ways in which open courseware (such as supplied by MIT) provide new opportunities in course design. At the same time, one has to be aware of the cultural shifts exhibited by a generation of users well versed in accessible modern technologies which are now increasingly accessible.

Papers are invited which reflect and extend these themes such as:
- New skill sets in blended learning
- Re-evaluation of teaching and learning principles
- Workloads and compensation for design of courses
- Cost-effective strategies and examples
- Innovative use of existing and developing technologies

- Design of user-friendly systems
- Embedding of blended learning across the curriculum
- Case studies of new developments in blended learning

A round table discussion concludes the mini track, hoping to set an agenda for further work in this area.

Mini track on Evaluating e-Learning
Chair: Amanda Jefferies, University of Hertfordshire, UK

In the past decade the development for educational use of e-Learning platforms and portals via VLEs (virtual learning environments) and MLEs (managed learning environments) has become widespread in Higher Education institutions. e-Learning is rapidly becoming a ubiquitous part of the higher education scene globally and is being developed for use across primary and secondary education as well.

Our students nowadays have been called the 'Net generation' (Oblinger) and 'digital natives' (Prensky). They have grown up with easy access to technology and the internet both inside and outside the classroom, but how do we know whether the increasing use of e-Learning is of benefit to our students. This mini-track seeks to investigate and share research outcomes showing how access to technology has assisted their learning compared with previous generations. Within the classroom environment what has changed and are traditional classes merely being supplemented with electronic versions of student notes and handouts placed on the web?

What evaluative research into e-Learning has been carried out and how will this ultimately assist our students to learn more effectively? Participants are encouraged to discuss and disseminate their own research into the evaluation of e-Learning.

Topics could include but are not restricted to:
- HCI principles in the development of e-Learning
- Evaluating CAA
- Student expectations and experiences of e-Learning
- Blended learning developments
- e-Learning evaluation

- Accessibility to e-Learning
- e-Learning effectiveness
- User modelling and adaptive student modelling for e-Learning
- Evaluating collaborative on-line learning
- Benchmarking e-Learning

Submission details:

ICEL invites the following types of submissions. Please note that the submission date for all proposals is 8 February 2007.

Product Demonstrations: Please submit an abstract of 200-300 words describing an e-Learning product you wish to demonstrate and the audience it serves. Demonstrations themselves are expected to be approximately 15 minutes in length.

Papers: Please submit an abstract of a minimum of 100 and no more than 300 words including up to five keywords and keyphrases to be submitted via online form and received by **8 February 2007.** Abstracts must include the proposed title for the paper, the full names (first name and surname, not initials), postal addresses and email addresses of all authors and a telephone number for at least one contact author. **Please indicate clearly if the contact author is not the lead author.**

Full papers will be required only when the abstract has been selected and not to be more than 5,000 words including abstract, keywords and references (the Harvard referencing rules need to be followed). Submission date will be no later than **29 March 2007**. Papers should be submitted as .doc or .rtf file attachments by email to the Conference Manager, Elaine Hayne.

Important information:

- The selection panel of the conference committee will consider all paper abstracts received by the submission deadline to ensure that the proposed paper is relevant to the Conference.
- The authors of abstracts that describe a relevant paper will receive a notification of abstract selection.
- All submissions for demonstrations will be reviewed by the conference organisers to ensure that the proposed demonstration is likely to be of interest to the conference participants.
- All full papers will be double-blind reviewed by members of the conference committee to ensure an adequate standard, that the proposed subject of their abstract has been followed, that the paper is of a suitable length, the standard of English is adequate and the paper is appropriately referenced.
- For authors whose first language is not English we request that you have your work proof read prior to submission by a native English speaker (or at least a fluent English speaker). Papers can be rejected due to a poor standard of English.
- Papers that are accepted will be published in the conference proceedings providing at least one author registers and presents the work at the Conference (see the registration section of the conference website for more information about registration).
- Due to the large number of papers expected for this conference, the committee only allows an author to present one paper. Therefore if multiple papers are accepted for presentation different co-authors need to present each paper.

Important dates:

Abstract submission deadline:	**8 February 2007**	*Notification of abstract acceptance:*	**15 February 2007**
Full paper due for review:	**29 March 2007**	*Notification of paper acceptance:*	**10 May 2007**
Final paper due (with any changes):	**31 June 2007**		

Conference Executive:

Hal Christensen, Christensen/Roberts Solutions, NY, USA;
David Guralnick, Kaleidoscope Learning, New York, USA
Mike Hart, University of Winchester, UK
Amanda Jefferies, University of Hertfordshire, UK
Debora Larson, Kaleidoscope Learning, New York, USA
Pascal Pecket, University of Montpelier, Canada,
Michel Plaisent, University of Quebec in Montreal, Canada
Dan Remenyi, Trinity College Dublin, Ireland

Conference Committee:

The conference programme committee consists of key people in the e-Learning community around the world. The following people have confirmed their participation:

Neeti Agrawal, Indira Gandhi National Open University, India; Zahra Al-Rawahi, Sultan Qaboos University, Oman; Abdallah Al-Zoubi, Princess Sumaya University for Technology, Jordan; Berqia Amine, University of Algarve, Portugal; William Ashraf, University of Bradford, UK; Kallol Bagchi, University of Texas at El Paso, USA; Azita Bahrami, Armstrong

Atlantic State University, USA; John Biggam, Glasgow Caledonian University, UK; Luis Borges Gouveia, University Fernando Pessoa, Portugal; Daniele Chauvel, Independent consultant in KM, France; Hal Christensen, Christensen/Roberts Solutions, NY, USA; Lorraine Cleeton, Walden University, NY, USA; Charles Despres, College Polytechnique, France; Ariwa Ezendu, London Metropolitan University, UK; Stephen Farrier, Northumbria University, UK; Omid Fatemi, University of Tehran, Iran; Andrew Goh, International Management Journals, Singapore; Roz Graham, University of Winchester, UK; David Guralnick, Kaleidoscope Learning, USA; Keith Hampson, Ryerson University, Canada; Mike Hart, University of Winchester, UK; Cathy Horrocks, University of Waikato, New Zealand; Rozhan Idrus, Universiti Sains Malaysia; Amanda Jefferies, University of Hertfordshire, UK; Michail Kalogiannakis, ASPETE, Greece; Saba Khalil Toor, T.E.C.H. Society, Pakistan; Yu-Ju Kuo, Indiana University of Pennsylvania, USA; Maria Lambrou, University of the Aegean, Greece; Mona Laroussi, Institut National des Science Appliquees, Tunisia; Debora Larson, Kaleidoscope Learning, New York, USA; Stella Lee, University of Hertfordshire, UK; Christine Levy, Kaleidoscope Learning, New York, US; Sam Lubbe, University of KwaZulu-Natal, South Africa; Chittaranjan Mandal, Indian Institute of Technology, India; Ali Moeini, University of Tehran, Iran; Nurhizam Mohd Satar, Open University Malaysia; Minoru Nakayama, Tokyo Institute of Technology, Japan; William Painter, NCC Education Ltd, UK; Pascal Pecket, University of Montpelier, France; Arna Peretz, Ben Gurion University of the Negev, Omer, Israel;, Selwyn Piramuthu, University of Florida, USA; Michel Plaisent, University of Quebec in Montreal, Canada; Dan Remenyi, Trinity College Dublin, Ireland; Ronald Robberecht, University of Idaho, USA; Melissa Saadoun, INEDIT Institute, France; Ranjit Kaur Sidhu, Institut Bahasa Melayu Malaysia (IBMM), Malaysia; Yeong-Tae Song, Towson University, Maryland, USA; Elsebeth Sorensen, Aalborg University, Denmark; Mark Stansfield, University of Paisley, UK; John Thompson, Buffalo State College, USA; Shruti Trivedi, Ohio University, USA; Steven Verjans, Katholieke Universiteit Leuven, Belgium; Roy Williams, University of Portsmouth, UK; Shirley Williams, University of Reading, UK; Neil Witt, University of Plymouth, UK.

This call for papers and full details of the conference can also be found online at
http://www.academic-conferences.org/icel/icel2007/icel07-call-papers.htm