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Computer-Based Strategies for Articulate Reflection (and Reflective Articulation)

John Self

In 1993, the last time ICCE was in Taiwan, theories of situated cognition were promising to change the field of educational computing. What has happened since? It seems that many of the superficial interpretations of situated cognition (that thinking is a physical skill, that knowledge cannot be separated from activity, that learning takes place through participation and not in an individual mind) have been sufficiently refined that they may be considered to accord with current emphases on collaborative learning environments. However, the precept that "situated" means coordination without deliberation", which, superficially (and, of course, situationists would attempt to clarify that it is much deeper than this), seems to reduce cognition to unreflective practice does not appear to correspond to current system designs. There is now an increased emphasis on learning systems providing an environment not just for practice but also for articulation and reflection. The reasons for this will be discussed and some strategies for promoting articulation and reflection will be illustrated with reference to four systems: Euclid (for geometry problem-solving), BLS (for understanding floating and sinking), MACo (for group planning) and STYLF (for learning terminology).

Keywords: system design, reflection, articulation

Millennium eLearning: The Next Killer Application Implications for Educators and Information Professionals

Ching-chih Chen

The rapid technological change in the last decade and the fast proliferation in the use of the Internet and World Wide Web have indeed transformed the way we live, work, communicate and learn. With the shifting market and social conditions, our education systems are challenged with providing increased quality educational opportunities to more people who have not been reachable by traditional educational means. To answer this challenge, technology-based distance education has been introduced. On the other hands, with the introduction of the Next Generation Internet, together with powerful web-based systems and authoring tools, many, including commercial entities, have considered eLearning the next killer application. The playing field of higher education has become more and more crowded and muddy. While potentials for this development are obvious, so are many problems and issues. This speaker intends to describe the millennium eLearning development, particularly in the US, and discuss some of the complex problems and issues facing us. Implications for educators and information professionals will be explored in the hope to stimulate more creative use of technology among these professionals in meeting the needs of the learning societies in this new Millennium.