International Conference on Hybrid Learning 2015

and

International Symposium on Educational Technology 2015

CONFERENCE PROGRAMME
(Tentative)

27 to 29 July 2015

WUHAN CHINA
International Conference on Hybrid Learning 2015
and
International Symposium on Educational Technology 2015

CONFERENCE VENUE

Central China Normal University
152 Luoyu Road, Wuhan, China

Conference Venue: Science Hall, Central China Normal University
华中师范大学科学会堂

Conference Banquet: Guiyuan Hotel, Central China Normal University
华中师范大学桂苑宾馆

Accommodation: Guiyuan Hotel, Central China Normal University
华中师范大学桂苑宾馆
## International Conference on Hybrid Learning 2015

and

International Symposium on Educational Technology 2015

### CONFERENCES PROGRAMME

#### 27 July 2015 (Day 1)

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<td>09:30 – 10:20</td>
<td>Keynote Session 4&lt;br&gt;Applying Social Enterprise Concept: Exploratory Study at Bangkok Metropolitan Administration Schools&lt;br&gt;Kongkiti Phusavat&lt;br&gt;Kasetsart University, Bangkok, Thailand</td>
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<td>Keynote Session 5&lt;br&gt;What Really Works in Hybrid Learning: A Cognitive Perspective&lt;br&gt;Jayshiro Tashiro&lt;br&gt;University of Ontario Institute of Technology, Ontario, Canada</td>
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<td>11:40 – 12:30</td>
<td>Keynote Session 6&lt;br&gt;Connecting Dots for Ubiquitous Learning Analytics&lt;br&gt;Hiroaki Ogata&lt;br&gt;Kyushu University, Fukuoka, Japan</td>
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<td>ICHL2015 Paper Session Experience in Hybrid Learning II&lt;br&gt;&lt;i&gt;Chair: Lam-for Kwok&lt;/i&gt;</td>
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## 29 July 2015 (Day 3)

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| 09:00 – 10:20 | ICHL2015 Paper Session  
              | Pedagogical and Other Issues I  
              | Chair: Ivan Lai |
|            | ICHL2015 Paper Session  
              | Learning Styles and Behaviours  
              | Chair: Fati Wu |
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              | Pedagogical and Other Issues II  
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              | Chair: David Chu |
|            | ISET2015 Paper Session  
              | E-Learning and Online Learning III  
              | Chair: Joseph Fong |
| 12:30 – 14:00 | Lunch Break |
KEYNOTE SESSION 1

Resource Sharing Supported by Learning Space: Approach and Experience in China

Zongkai Yang
Central China Normal University
Wuhan, China

Biography. Dr. Zongkai Yang is the President of Central China Normal University, a key comprehensive university directly under the administration of the Chinese Ministry of Education. President Yang is also the director of the National Engineering & Research Center for E-Learning in China, and the committee chairperson of China National Educational Informatization Plan 2011-2020. He has considerable research experience in technology integration and e-learning areas, and has led a variety of educational technology programs. President Yang has been the director of Engineering Research Center for Educational Technology, the director of Education Digitalization Engineering Research Center, and the principle investigator of Educational Digital Media and Visualization Discipline Intelligence Program. Professor Yang received his Bachelor of Engineering in Information and Communication Engineering from Huazhong University of Science and Technology in 1985, Master of Engineering in Information and Communication Engineering from Huazhong University of Science and Technology in 1988, and Ph. D of Engineering in Information and Communication Engineering from Xi’an Jiaotong University in 1991. From 1994 to 2003, he worked as visiting researcher and senior visiting scholar in Korea University, Silicon Valley in USA, Wollongong University in Australia, Nanyang Technological University in Singapore, and University of Michigan.

Abstract. ICT in education is initially used and integrated in China. In order to facilitate the development of ICT in education, we impel the “Connect-SCS” which includes “Connecting Students in Cyber Learning Space” plan. Constructed by government, enterprise and school, the cyber learning space provide personal space for teachers, managers and students, and supply support platform for efficient sharing of high-quality educational resource which obtain certain achievements in practice.
Virtual Reality-based Learning Environments: Recent Developments and Ongoing Challenges

Horace H.S. Ip
City University of Hong Kong
Hong Kong, China

Biography. Professor Horace H.S. Ip is the Vice-President (Student Affairs) and a Chair Professor of Computer Science at City University of Hong Kong. He received his BSc degree in Applied Physics and PhD degree in Image Processing from University College London, United Kingdom. His research interests include multimedia content analysis and retrieval, and virtual reality for education. Professor Ip's research has won many awards including Prix Ars Electronica, and a Gold Medal of the Geneva Salon International Des Inventions. He has published over 300 papers in international journals and conference proceedings. Professor Ip is a Fellow of the Hong Kong Institution of Engineers (HKIE), a Fellow of the UK Institution of Engineering and Technology (IET), a Fellow of the British Computer Society (BCS) and a Fellow of the International Association for Pattern Recognition (IAPR).

Abstract. Virtual Reality (VR) technologies bring new opportunities and challenges to teaching and learning. Virtual Reality Learning Environment (VRLE), a VR-based interactive environment incorporating instructional design for educational purposes, nowadays draws great attention of interdisciplinary scholars. In this presentation, we first introduce the current status of VRLE-based research studies from various perspectives and then summarise the on-going challenges based on previous research studies and our own experience in this research area.
Biography. Dr. Clemo's career in higher education spans more than 20 years: as a faculty member in Oswego's political science department, director of the public administration and policy program, faculty fellow, assistant to the president for special programs and campus communications, and deputy to the president and chief of staff. In addition, she spent a year as an American Council on Education fellow at the University of Rochester where she helped develop a university-wide faculty development and retention program and a reporting and assessment system for evaluating diversity goals. She received her Ph.D. from SUNY Binghamton and has a record of scholarship that includes more than 40 paper presentations and publications and 20 grants.

Dr Clemo was instrumental in crafting SUNY Oswego’s current strategic plan, "Engaging Challenge: The Sesquicentennial Plan" and has lead development of the Global Laboratory network for our Possibility Scholarship program. At the national level, as president of the Faculty Athletics Representatives Association, Dr. Clemo played a leadership role in developing the NCAA’s strategic plan that set into motion academic reform and redefinition of the role of intercollegiate athletics in higher education. Dr. Clemo received the NCAA David Knight Leadership Award in 2008.

Abstract. An overview of technological innovations will be presented for teaching and learning used by the State University of New York (SUNY), which facilities higher education for approximately 640,000 students from all over the world at 64 campuses within New York State, USA. Innovations to be discussed include: the OpenSUNY initiative, Collaborative Online International Learning (COIL), Mobile Learning, and Strategic Global Initiatives.
KEYNOTE SESSION 4

Applying Social Enterprise Concept: Exploratory Study at Bangkok Metropolitan Administration Schools

Kongkiti Phusavat
Kasetsart University
Bangkok, Thailand

Biography. Prof. Kongkiti Phusavat earned his bachelor degree in Industrial Engineering from Texas Tech University, and master and doctoral degrees in Industrial and Systems Engineering from Virginia Polytechnic Institute and State University (Virginia Tech) in the U.S. He is currently working at Department of Industrial Engineering, Kasetsart University. He is also an advisor and sub-committee member to National Reform Council (Thailand’s current legislative body) and Bangkok Metropolitan Administration in the areas of education, human capital development, and life-long learning.

His current research studies and academic work are in the areas of acquisition logistics, productivity measurement, quality and performance management, and a networked government. Dr. Phusavat has published more than 80 articles in the referred international journals. He recently published a text dedicated to productivity- ‘Productivity Management in an Organization: Measurement and Analysis’ and has contributed the chapter to two additional texts in the areas of process management and SMEs development. He has acted as a reviewer for the research agencies in Thailand and Europe, namely Thailand Research Funds, National Research Council of Thailand, Czech Science Foundation, and Austrian Science Funds. Finally, Dr. Phusavat has served as Editor in Chief and editorial board members for several leading international journals such as International Journal of Innovation and Learning, and Industrial Management and Data Systems.

Abstract. The study focuses on examining the opportunity to apply the concept of social enterprise to strengthen teaching and learning for the upper secondary school level. This examination is part of the ongoing reforms in education in which there is need to increase the level of flexibility and external participation when deploying the national curriculum, especially mathematics and sciences. Altogether, a total of nine upper secondary schools in Bangkok Metropolitan Administration (BMA) were visited and examined. Overall findings on the visits are described. Then, possibility of adapting the social enterprise concept to help extend from project-based learning is discussed.
KEYNOTE SESSION 5

What Really Works in Hybrid Learning:
A Cognitive Perspective

Jayshiro Tashiro
University of Ontario Institute of Technology,
Ontario, Canada

Biography. Professor Jayshiro Tashiro received the BA from Kenyon College in 1973, the Ph.D. from Syracuse University in 1980, and the BSN from Northern Arizona University in 1999. Although his early research focused on physiology, in 1986 Professor Tashiro began to study the complex relationships among cognition and learning, with a special focus on how to create and evaluate evidence-based educational environments. A driving interest in his work has been the confounded questions, “What really works in education, for whom, how, why, and with what outcomes.” Early in his career, he was able to study these questions in face-to-face teaching-learning environments, but by 1993 Professor Tashiro had shifted his research to focus on computer-based educational environments. From 2002 to present, Tashiro led research teams in the study of how misconceptions are developed during learning. He built and evaluated educational environments that could track and analyze learners’ cognitive sequelae during learning within hybrid courses. Tashiro continues to work on development of adaptive teaching-learning-assessment systems that can track, analyze, and remediate misconception development during learning.

Professor Tashiro began his academic career in 1980 as a faculty member at Kenyon College. He moved on to Bard College in 1987, and then in 1990 accepted a position at Northern Arizona University. In 2006, Tashiro was invited to assume a Professorship at the University of Ontario Institute of Technology, and in 2010 he also held a guest Research Professorship at University of Innsbruck’s Institute for Informatics.

Abstract. This presentation synthesizes two decades of research focused on understanding what “really works” in education, with a focus on hybrid learning environments. A cognitive perspective approach shaped research on diverse learning environments. All of these learning environments had empirical foundations for improving student learning outcomes. The fundamental conclusion reached is that development of hybrid learning environments must be driven by educational research that would be on the scale and rigor analogous to large clinical trials designed to promote evidence-based practices in healthcare.
KEYNOTE SESSION 6

Connecting Dots for Ubiquitous Learning Analytics

Hiroaki Ogata
Kyushu University
Fukuoka, Japan

Biography. Professor Hiroaki Ogata is a Full Professor at the Faculty of Arts and Science and the Graduate School of Information Science and Electrical Engineering at Kyushu University in Fukuoka, Japan. His research interests include Computer Supported Ubiquitous and Mobile Learning, CSCL (Computer Supported Collaborative Learning), CSCW (Computer Supported Collaborative Writing), CALL (Computer Assisted Language Learning), CSSN (Computer Supported Social Networking), Knowledge Awareness, Mobile and Embedded Learning Analytics, and Computer-Human Interaction.

He was a visiting researcher at Center for Lifelong Learning and Design at University of Colorado at Boulder, and researcher for PRESTO at Japan Science and Technology Agency. He has published more than 300 peer-reviewed papers including SSCI Journals, and international conferences. He has received APSCE Distinguished Researcher Award in 2014, and several Best Paper Awards such as ICCE 2010. Also he gave keynote talks, e.g., at WMUTE2008 in Beijing, IETC2009 in Turkey, Mobile Learning 2009 in Spain, TeLearn2009 in Taiwan, ICCE2010 in Malaysia, NDT2012 in Dubai, KSET2012 at Seoul, and IEEE CRTIT2013 in India. He is an associate editor of IEEE Transactions on Learning Technologies (SSCI), RPTEL (Research and Practice in Technology Enhanced Learning Journal) and IJMLO (International Journal of Mobile and Learning Organization).

Abstract. A Ubiquitous Learning Log (ULL) is defined as a digital record of what a learner has learned in daily life using ubiquitous computing technologies. It allows learners to log their learning experiences with photos, audios, videos, locations, RFID tag and sensor data, and to share and reuse ULL with others. The number of ULLs will keep increasing as the learners keep learning. The sheer volume of ULLs will be accumulated in the ubiquitous learning system called SCROLL. It creates a necessity to analyze the ubiquitous learning logs to provide learners with appropriate learning logs in accordance with their learning abilities, context, time and location. However, researchers on analysis and visualization on ubiquitous learning is very few, and there are not yet previous works that visualize relationships among learning logs on spatial and temporal dimensions. Therefore, this presentation gives an overview of SCROLL, and then describes an innovative visualization system which integrates network visualization technologies and time-map in order to visualize the ubiquitous learning logs accumulated in the SCROLL.
PARALLEL PAPER SESSIONS

ICHL2015: Computer Supported Collaborative Learning I

Potential of Social Media not only in Collaborative Learning: Expectations and Reality Case Study
Miloslava Cerna

Collaborative Learning Using Social Media Tools in a Blended Learning Course
Jeanne Lam

Effectiveness of Collaborative Learning with Complex Tasks under Different Learning Group Formations: A Cognitive Load Perspective
Liming Zhang, Slava Kalyuga, Chee Ha Lee, Cheokpong Lei and Jianli Jiao

Applying Grounded Theory Method in Building a Hybrid Learning Activities Model
Kedong Li

Knowledge Trade and Sharing in Knowledge Management System
Jong Chang Ahn and Soon Ki Jeong

ICHL2015: Computer Supported Collaborative Learning II

Toward a Highly Interactive Model of Flipped Learning
Cheng-Yu Tsai, Chih-Tsan Chang, Jenq-Muh Hsu, Hung-Hsu Tsai, Zhi-Cheng Dai and Pao-Ta Yu

The Impact of Online Discussion Platform on Students’ Academic Performance
Kwan Keung Ng, Ching Hong Luk, Fu Lee Wang and Louise Luk

Hybrid Learning Model of Synchronous Interaction Classroom for Rural School
Li-Hua Lei, Ming-Zhang Zuo and Xin-Fang Sun

A Comparison Study of Student Acceptance of Social Network Services and Mobile Technologies in Hybrid Learning
Lui Lam and Fowie Ng

ICHL2015: Experiences in Hybrid Learning I

Investigating the Effectiveness of the Uses of Electronic and Paper-based Dictionaries in Promoting Incidental Word Learning
Di Zou, Haoran Xie, Fu Lee Wang, Tak-Lam Wong and Qingyuan Wu

Flexible Hybrid Learning: Comparative Study
Katerina Kostolanyova, Radka Jurickova, Ivana Simonova and Petra Poulova

Feasibility Study of Hybrid Learning Strategy in Adult Correspondence Education
Geng Chen, Ronghuai Huang, Cheng Xu and Xiaoli Sun
Exploration of Hybrid Teaching of Software Engineering on StarC
Jiangbo Shu, Beibei Wan, Jiaojiao Li, Zhaoli Zhang, Liang Wu and Hai Liu

ICHL2015 : Experiences in Hybrid Learning II

Research on the Teaching Mode of International Police Cooperation in Law Enforcement Based on Hybrid Learning
Chunliang Shuang

Study on the Application of Hybrid Learning Model in Peacekeeping Police Training
Chunhui Yuan and Yawei Wang

Study about Strategies for Hybrid Learning Based on MOOC
Xinghong Liu, Junxiang Zhang and Lin Zhang

Analysis of Author-journal Network and Co-authorship Network on the Hybrid Learning Theme in China Based on the China Knowledge Resource Integrated Database
Zhou Hui

Learning with Video : The Digital Knowledge Representation and Digital Reading
Wenge Guo, Yang Li and Jie Gao

ICHL2015 : Improved Flexibility of Learning Processes I

The Expanding Online Learning Universe : Applications to Business Education
Owen Hall, Jr, Kenneth Ko, Robert Emrich and Yingxi Lu

Development and Use of A Questionnaire for Evaluating K-12 Smart Classroom
Ronghuai Huang, Junfeng Yang, Yongbin Hu and Xiaochen Wang

Research on Problem-Oriented Instruction Mode Supported by Electronic Schoolbag
Youru Xie, Qinlei Wang, Yaowei Li, Lam-for Kwok, Yang Yang and Fengxi Guo

A Study of an E-schoolbag Supporting Flipped Classroom Model for Junior Mathematics Review Class
Miaoshan Ni, Lam-for Kwok, Lanzhen Zhen, Youru Xie, Haiping Long, Xing Zheng and Wei Li

ICHL2015 : Improved Flexibility of Learning Processes II

A Study on the Development of an XML-based e-Book Authoring System
Joseph Fong, T.Y. Ku and Simon K.S. Cheung

Study on Learner Model in Adaptive Learning System Based on Ant Colony Algorithm
Qingtang Liu, Jingxiu Huang, Linjing Wu, Jian Hu and Min Hu

Research on Application of CD attached with Books in online Platform
Zhao Fengmei
Digital library of e-Textbooks for cross reference indexing
Joseph Fong, Lei Fan and Mok Kin So

The Strategy of Knowledge Management in Hybrid learning
Dingding Xu and Geping Liu

ICHL2015 : Learning Styles and Behaviours
Sequential-Global learning Style Detection based on Users’ Navigation Patterns in the Prerequisite Structure
Yang Yang, Howard Leung, Zhanzhan Liu, Yongzhao Zhan and Lanling Zeng

The Design of Intervention Model and Strategy based on the Behavior Data of Learners : A Learning Analytics Perspective
Fati Wu, Luoying Huang and Rui Zou

Learning Analytics of Cross-University Educational Resource based on THEOL Course Union
Qian Zhou, Xibin Han and Juan Yang

An Investigation of Factors Influencing College Students’ Mobile Learning Behavior
Lin Feng, Xiangyan Kong, Sha Zhu and Harrison Hao Yang

ICHL2015 : Pedagogical and Other Issues I
Districts Performance Evaluation of Informatization of Basic Education based on DEA
Chun Lu, Congcong Li and Di Wu

Involving Students in Mobile Learning Content Development : Successes and Challenges
Shudong Wang, Douglas Jarrell and Jun Iwata

The Comparative Analysis of Teachers’ Inclinations to Problem Enriched Instruction based on Item Response Theory
Lu Wang and Rongxiao Cai

On Teachers' ICT Teaching Ability Development in Vocational Colleges Based on Teaching Video-case
Chengling Zhao, Yunzhen Liang, Zhifang Huang and Jing Du

ICHL2015 : Pedagogical and Other Issues II
Research on E-learning Oriented Micro-resources Organization and Generation Method
Chune Guo, Linjing Wu, Qingtang Liu, Jiaying Qin and Jian Hu

Visualizing and Understanding the Digital Divide
Sha Zhu, Harrison Hao Yang and Lin Feng
How Video Games Enhance Learning: A Discussion of James Paul Gee’s Views in his Book What Video Games Have to Teach Us about Learning and Literacy
Lu Zhang and Junjie Shang

Understanding Learners’ Intension toward Massive Open Online Courses
River Chu, Erdan Ma and Ivan K.W. Lai

A Comparative Analysis on National Quality Courses of Educational Technology
Wu Chen and Yanfei Tian

ISET2015: Blended Learning Practices

Blended learning models for information technology education as general course for College students
Longbao Mei, Linting Qi and Yinyan Zhang

Applying the Mode of Apiral Sudoku Blended Learning in College English Teaching
Wang Qian

An empirical study: hybrid learning performance of logistic engineering
Xiaojun Liu, Qiyi Wu and Ivan Ka-Wai Lai

Student Learning Experience in the Blended Learning Project of a Marketing Module at HKUSPACE Community College
Belinda M. F. Chow and Flora K.C. Chan

Learning from Practice: Improving Blended Learning Strategies in a College Curriculum
Jin Cai, Harrison Hao Yang and Yan-ming Tian

ISET2015: E-Learning and Online Learning I

A Web Page Design Standard Oriented Multi-Terminal Devices
Qingtang Liu, Jian Hu, Linjing Wu and Jingxu Huang

A case study of online course analysis based on Instant Messaging tools
Gang Mao and Qingtang Liu

A Generalized Frame for Designing and Implementing Unicursal Game for Children
Fan Lipeng, Pang Mingyong and Cheng Ruimeng

The Design of Experiential Teaching Mode Based on E-schoolbag in Senior High School Chemistry Course
XiuYu Lv and Yunxiang Zheng
ISET2015 : E-Learning and Online Learning II

Development of School Technology Leadership: Cases in the United Kingdom and United States  
An Wu, Harrison Hao Yang, Yinghui Shi and Sha Zhu

The Design of TAFE Teaching Resource Library Based on Cloud Platform  
Xueshi Wu and Mengneng Wang

Research on the Architecture of Education Cloud for Joint Training Program in Higher Education Institutions  
Xiong Si, Xu Yuanyuan and Shan Qi

Effective online education system for the first year students at the university  
V. Strnadová and P. Voborník

Based on the research of information thinking of network autonomous learning mode  
Bin Zhang, Xiaojun Liu, Xiaomin Li and Sheping Zhuo

ISET2015 : E-Learning and Online Learning III

Research on the problems of E-learning-based Firefighter Training  
Chunliang Shuang

Research on Applications of Haptics Technology in Education  
Binbin Qi, Honghua Chen and Mingyong Pang

Flipping the Classroom: A Gateway to Successful College English Classes  
Liu Hong

A Framework for Outcome-Based eLearning Initiative using Educational Technology  
Brian Siu and Joseph Fong

Translation Teaching Design Based Web-based Corpora  
Yan Wang and Liping Wu

ISET2015 : Instructional Design and Technology

The Case Study of Instructional Interaction of an Elementary Mathematics with the Support of Electronic School-bag  
Xiaojia Zhang

Research on 2.5D Graphics Applications in Teaching  
Wu Lei, Wang Jingjing, Pang Mingyong and Yu Shujuan

Instruction and Evaluation of University Physics Experiment under The Theory of Multiple Intelligences  
Zhixiang Lu
Transforming Vocational School Education through Technology
Wei. Zhao and Ziyun, Hu

**ISET2015: Learning Styles and Behaviors**

Method to Detect Abnormal Learning Behavior Inspired by Artificial Immune Systems
Yang He and Tang Hongliang

Using feedback to improve learning from worked-out examples: Differentiating between correct and erroneous examples
Meng Wang, Zong-kai Yang, San-ya Liu, Hercy N.H. Cheng and Zhi Liu

The Analysis of Students’ Behaviors in Using WeChat / WhatsApp for Language Learning at Diploma Level in Hong Kong: A Pilot Test
David Wai Kee Chu, Kwan Keung Ng, Ivan K.W. Lai and Paul Wai Ming Lam

Students’ Preferences and Intention on Using Smartphone Education Applications
Yan Feng, Maneenate Worrachnananun and Ivan Ka-Wai Lai

Predicting Students Performance in Educational Data Mining
Bo Guo, Rui Zhang, Guang Xu, Chuangming Shi and Li Yang

**ISET2015: Open Education Resources**

The research of online teaching pattern based on MOOC
Dan Luo and Yunxiang Zheng

Research on the Construction of MOOC Learning Community Ecosystem Circle
Qin Shen

The Undergraduate-oriented framework of MOOCs recommender system
Dan Fu and Qingtang Liu and Si Zhang

Impact of Online Teaching Experience on Faculty Members’ Perceptions about the Attributes of Open Educational Resources (OER)
Yan Li, Muhua Zhang and Yuqing Guo

**ISET2015: Peer Learning and Collaborative Learning**

Research on Utilizing Padlet for Online Collaborative Knowledge Building
Qiao Zhi

A Social Network Analysis of social aspects of online Collaborative Learning
Zhao Fengmei and Hu Yong

A Research on Flipped Classroom-based Collaborative Knowledge Building Run on Web-supported Learning Platform
Haixia Zhao
Effects of Changing Study Partners on Pair Learning
Raymond So, Oliver Au and Lap-Kei Lee

A Coursepack eBook with Annotation on Mobile Devices for Peer-to-Peer Learning
Joseph Fong, Titus Lo and Wai Lok Cheuk

ISET2015 : Ubiquitous Learning and Flexible Learning

Work Scene Learning Cooperated with School-Based Learning -- A Case Study of Placement Courses Program for CSIE Undergraduate Students
Fu-Tung Wang, Ta-Wei Lin, Hui-Feng Tsai and Yu-Zhong Lu

Aviation English Learning with a MALL Approach
Liping Wu and Yan Wang

A qualitative study to understand the factors influencing student acceptance of mobile learning
Lui Lam

The Design and Research of Responsive Web Supporting Mobile Learning Devices
Wenhui Peng and Yaling Zhou

A Study on Using Learning Management System with Mobile App
Patrick Hung, Jeanne Lam, Chris Wong and Tyrone Chan