INTERNATIONAL FEDERATION FOR INFORMATION PROCESSING

**DRAFT minutes of Open Annual General Meeting (AGM) 2012 for
Working Group 3.3**

Meeting by e-mail from **Monday 25 June by email** and on Wednesday 4th July 2012 in Manchester, UK.

0. Election of Chair: Mary Webb was elected for a further term of 3 years (to 2015).
1. Apologies (only for those who could neither attend Manchester meeting nor join in online).Nick Reynolds
   In attendance: Kleopatra Nikolopoulou, Andrew Fluck, Mary Webb (chair), Tony Jones, Paolo Rocchi, Christine Bescherer, Johannes Magenheim, Valentina Dagienė, Ann Thompson, Steve Kennewell, Joke Voogt, Margaret Cox, David Gibson, Robert Munro, Clark Quinn, Anne McDougall, Jianwei Zhang, Ulli KortenKamp, Peter Twining, Franziska Spring, Helen Drenoyianni, Wolfgang Mueller, Rosa Maria Bottino, Paul Nleya, Christina Preston, Peer Stechert.
2. Minutes of 2011 AGM in Nashville, USA (http://www.ifipwg3-3.org/Meetings/AGM/AGM2011.htm were approved (MargaretC/TonyJ)
3. Matters arising from minutes - NONE
4. Membership proposals
   4a Proposals for Corresponding Member

Nominee	Institution	Country	Proposer	Seconder	Decision
Margaret Derrington margaret.derrington@kcl.ac.uk	Kings College London	UK	MaryW	JokeV	Approved
Hasan Selcuk hasan.selcuk@kcl.ac.uk	Kings College London	Turkey	Margaret Cox	MaryW/JokeV	Approved
Ali H. Abureesh ahabureesh@uqu.edu.sa	Umm Al-Qura University	Saudi Arabia	Mary Webb (obo Clark Quinn)	Andrew Fluck	Approved

   4b Proposals for Intending Member

Nominee	Institution	Country	Proposer	Seconder	Decision
Douglas Agyei ddagyei@yahoo.com	University of Cape Coast	Ghana	Joke Voogt	SteveK	Approved

   4c Proposals for Member

Nominee	Institution	Country	Proposer	Seconder	Decision
David Gibson david.gibson@globalchallengeaward.org	Arizona State University	USA	Joke Voogt	Andrew Fluck	Approved
Cathy Lewin c.lewin@mmu.ac.uk	Manchester Metropolitan University	UK	Mary Webb	Ulli Kortenkamp	Approved
Donna Gronn Donna.Gronn @acu.edu.au	Australian Catholic University	AU	Margaret Cox		Approved
Debbie Lipson debora.lipson@vu.edu.au	Victoria University	AU	Anne McDougall	Nick Reynolds Margaret Cox	Approved

5. Reports on recent and current WG 3-3 activities (see Annual Report on Ning for details)
   a. Status update on JCAL special issue: this is now online and will be published soon. Members congratulated MaryW, NickR and the authors.

      b. Edusummit 2011

6. Communications

Members discussed various modes of communication. There was general agreement that the website was necessary as an initial point of contact and information, and that the links to other TC3 and WG3.3 sites were important. There was discussion about the format of Yahoo emails, as several members reported difficulties with following long series of messages and in finding attachments. On the other hand there was general satisfaction with the Ning.

SteveK and MargaretC asked whether it was possible to email through the Ning.

JokeV raised the issue of some members not receiving emails because they do not appear to be on the WG3.3 list [addressed by the Secretary].
Mary said that she would review communication with Andrew and Nick

6. Future activities of WG 3.3
    a. Members to report on their relevant research work [done online – very helpful] See Annex 1
    b. WG3.3 at WCCE [hot topics & Call for Papers] Anticipated that discussion about the hot topics would continue online on the Ning and that suggestions for symposia or papers at WCCE 2013 would be made.
    c. A strategic plan for WG3.3: Strategic activities could include continuing to work on the hot topics; reconsidering the use of the acronym ICT in our title and writings (compare with TEL – Technology Enhanced Learning); investigate the possibility of online participation in EduSummit 2013 for Full members.
    d. Suggestion to meet with Working Groups 3.1 and 3.2 at Joint IFIP Conference, University of Potsdam, Germany 7-10 April or July 2014. Slight preference for July.
7. News from IFIP Technical Committee 3 for Education
8. Date and location of next AGM: at WCCE 2013 in Torun, Poland – see call for papers at http://wcce2013.umk.pl/.
9. AOB
    a. JokeV advised the meeting of the low rating of the E&IT journal, which meant that most WG members would not submit articles. Many members are either not permitted to submit to such low rated journals by their institutions or strongly discouraged from submitting. SteveK briefly commented on the process of increasing the rating of a journal. Getting EAIT on to the ISI/ Thompson Reuters list
http://thomsonreuters.com/products_services/science/free/essays/journal_selection_process/
Mary commented that the E&IT journal is on agenda for TC3 meeting and we will raise these issues.

<with many thanks to Tony Jones for notes taken at the Manchester AGM meeting>

Annex 1 **Relevant Research work by members**

Peter Twining's research work
- Professional Development of Teachers – with a particular focus on ICT (e.g. I co-authored the report from the UNESCO EDUsummIT on Teacher Professional Development)
- Developing something called the Education Futures Evidence Hub – a 'social-networking site' to help practitioners, researchers, policy makers and commercial folk to share evidence about what works in education. Based on an engine developed by the Knowledge Media Institute at the Open University. Currently overhauling the user interface to make it more user friendly – planning to launch publicly in September. Initial content will be focussed on mobile devices in school.
- Vital Guides – a series of strategic guides, based on research that we are starting to conduct, on issues related to topics such as: Moving to the cloud; Responsible use policies for mobile phones; Digital Leaders Programmes (pupils who provide leadership within a school for aspects of ICT); 1 To 1 Computing; BYOD (Bring your own device); BYOT (bring your own technology)

I would be particularly keen to hear from folk who are doing work related to the Vital Guides …

Margaret Cox

I will report on this at the actual meeting – not much time to do anything before except for those who don't know about the 4 year project I have been running called hapTEL – haptics in education a useful web article produced by the BBC to find out more information would be

http://www.bbc.co.uk/news/health-13867881

Ulli Kortenkamp

* ODS - OpenDiscoverySpace, see http://opendiscoveryspace.eu and http://i2geo.net, a federated platform for better adoption of electronic resources in teaching and learning, continuing our Intergeo efforts for interoperable interactive Geometry

* Applying Activity Theory to the design of learning environments, in particular on Multi-Touch-Devices

* Starting a research project with an iPad class on the use of such devices for mathematics teaching & learning (in particular grade 5-10)

* Intelligent and computer-based assessment in Mathematics, for example within the SAiL-M project http://sail-m.de

* Interactive Mathematics, see http://cinderella.de and http://mathe-vital.de for examples

If anybody is interested in cooperating on these or similar projects - please just contact me. I just moved to another University, see below.

Martin-Luther-Universität Halle-Wittenberg, Institut für Mathematik, Didaktik der Mathematik D-06099 Halle (Saale)

Jianwei Zhang

I really appreciate having this online part of our AGM, as I will not be able to attend the meeting in Manchester.

I'm currently working on the following project:

1) 2011-2014 Fostering Collective Progress in Online Discourse for Sustained Knowledge Building. Funded by the Cyberlearning: Transforming Education program of National Science Foundation (NSF #1122573)

Classroom innovations to prepare students for creative careers in the 21st century need to engage students in sustained, progressive inquiry by which ideas are continually developed and refined giving rise to higher-level goals.

Students need to learn how to monitor, build on, and advance their collective knowledge in a community —the "state of the art" that has emerged from extended, collaborative discourse. Online learning environments support extended discourse but lack effective representation of collective knowledge progress; student online discourse is thus often disconnected and lacks deepening questions and ideas. To represent and visualize collective progress in online discourse, this project will create a software tool for Inquiry (Idea) Threads Mapping (ITM) that interoperates with collaborative online learning platforms. A set of ITM-aided designs will be tested in elementary science classrooms to foster a sustained, progressive trajectory of inquiry. These designs will focus on (a) collaborative reflection on progress of understanding over time within a community, (b) cross-community build-on for sustained progress mediated through student-created inquiry threads and syntheses, and (c) inquiry threads of productive knowledge-building communities as a resource to support progressive inquiry in emerging communities. Inquiry-based learning requires a sustained, progressive trajectory to be productive. This research will produce conceptual, pedagogical, and technological advances to make sustained, progressive inquiry more achievable among young students and further extend it to a network of classrooms that builds shared knowledge and resources for continual advancement of ideas.

2) The Knowledge Network for Innovations in Learning and Teaching (KNILT) project

This has been piloted as an open knowledge network created for teachers and by teachers to share and advance our collective know-how about productive learning and facilitate innovative teaching practices. Our goal is to produce a suite of professional development resources and opportunities using a wiki-based open space. More than 150 mini-courses and instructional cases have been created through elaborated instructional design processes. These online resources and ongoing interactions leveraged can help educators of different levels to understand new learning approaches, environments, tools, and assessments in support of their efforts for educational improvement. Website: http://tccl.rit.albany.edu/knilt

If you have any comments or see possible ways to connect/collaborate, please let me know.

Kleopatra Nikolopoulou

I am interested to investigate early childhood teachers' perceptions regarding "play" and "computers/ ICT". In case I do not find a relevant questionnaire in literature, I am thinking of compiling one. Any suggestions?

Andrew Fluck
Completed:
- Primary schools with 1:1 laptop and iPad programs (early report on 6 primary schools)
- Calculus in Primary: used mathematics software MAPLE to teach integral calculus to children aged 11 years in 5 schools who then did very well on a first-year engineering degree test.

Ongoing:
- eExams (see www.eExams.org) with new version expected mid-July. Over 1000 candidates have now used computers and the eExam System on USB for university and university-entrance exams.
- First year education students' time and space preferences: Accessing materials online. [to find optimal 'chunks' of learning for students enrolled to study online at a distance].

Proposed:
- Calculus and robotics in primary education: using ICT for a quantum leap in mathematical achievement.
- Transforming learning and teaching through use of information and communication technologies: A longitudinal study of beginning teacher effectiveness [adapting the TPACK model to guide teacher training].
- Reducing Mental Health Problems for Students with a Disability using Assistive Technology [early intervention with iPads and similar assistive and communication aid technologies].