<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning in professional online social network groups</td>
<td>1</td>
</tr>
<tr>
<td>Thomas Argondizza &amp; Doug Wilson, The Pennsylvania State University, United States</td>
<td></td>
</tr>
<tr>
<td>Engaging Learners in the Teaching and Learning of Data Dandling with Spreadsheets as a Cognitive Tool within a Constructivist Context</td>
<td>8</td>
</tr>
<tr>
<td>Rabaitse Deseko &amp; Gladys Nene Lengwasa, University of Johannesburg, South Africa</td>
<td></td>
</tr>
<tr>
<td>Why we Need Distributed, Transformational e-Leadership and Trust in the Fifth Age of Educational Media and Technology</td>
<td>14</td>
</tr>
<tr>
<td>Jill Jameson, Univ. of Grenwich, United Kingdom</td>
<td></td>
</tr>
<tr>
<td>Cyber Peer-Led Team Learning (cPLTL)</td>
<td>29</td>
</tr>
<tr>
<td>Thomas Janke &amp; Pratibha Varma-Nelson, IUPUI Center for Teaching and Learning, United States</td>
<td></td>
</tr>
<tr>
<td>Evening the odds – educational computer games and 21st century coding literacy are girls’ things too</td>
<td>35</td>
</tr>
<tr>
<td>Rebekah Rousi, University of Jyvaskyla, Finland, Finland</td>
<td></td>
</tr>
<tr>
<td>What, Where, When – Anchoring Knowledge In Time And Space</td>
<td>44</td>
</tr>
<tr>
<td>David White, The University of Auckland, New Zealand</td>
<td></td>
</tr>
<tr>
<td>Information and Communication Technology (ICT): The implications for Sustainable Development in Nigeria</td>
<td>50</td>
</tr>
<tr>
<td>Emmanuel Olusola Adu, Olusesan Adelabu &amp; Shadrack John Adjogri, University of Fort Hare, South Africa</td>
<td></td>
</tr>
<tr>
<td>The Contribution of the Innovative Learning Environment on Improving Pupils’ Digital Literacy</td>
<td>59</td>
</tr>
<tr>
<td>Noga Magen-Nagar, Gordon College of Education, Israel; Pnina Steinberger, Orot Israel College of Education, Ashkelon Academic College, Israel</td>
<td></td>
</tr>
<tr>
<td>10 WAYS FOR SUCCESSFUL CREATIVE CLIENT-CENTERED SERVICE-LEARNING PROJECTS</td>
<td>67</td>
</tr>
<tr>
<td>David Reiss, Electronic Media &amp; Film Dept., United States</td>
<td></td>
</tr>
<tr>
<td>Build it and they will use it: A case study in getting bang for your buck in educational technology choices</td>
<td>72</td>
</tr>
<tr>
<td>Nick Baker, University of Windsor, Canada</td>
<td></td>
</tr>
</tbody>
</table>
Jack and Jill of All Trades: The Teacher as Producer-Director ........................................ 150
Helge Hoivik, Oslo and Akershus University College, Norway

Undergraduate Student Performance in an On-Line Academic Reading Program .......................................................... 160
Neal Jost & James Duggan, Dokkyo University, Japan

Building research-based and practical guidelines for ICT use at Finnish schools ............................................................... 161
Marja Kankaanranta, University of Jyväskylä, Finland; Sanna Vahtivuori-Hänninen, University of Helsinki, Finland

Valuation of emerging learning solutions ................................................................................................................................. 168
Marja Kankaanranta, University of Jyväskylä, Finland; Tiina Mäkelä, Faculty of Information Technology, University of Jyväskylä, Finland

Assessment of Computational Thinking Skill among High School and Vocational School Students in Taiwan .............................................................. 173
Greg Lee, Yu-Tzu Lin & Judith Lin, National Taiwan Normal University, Taiwan

Identifying Elements of Social Identity Development for Mathematics Teachers in the Western Cape, South Africa for Professional Online Engagement .................................................. 181
Verona Leendertz & Seugnet Blignaut, North-West University, South Africa

Critical analysis of an Amazon program of Digital Inclusion: The Navegapará in the city of Belém ............................................................................................................................. 192
Waleria Magalhães, Marianne Eliasquevici & Benedito Ferreira, Universidade Federal do Pará- UFPA, Brazil

Electronic Management of Assessment – Critical Success Factors in Institutional Change ............................................................................................................................... 200
Barbara Newland, University of Brighton, United Kingdom; Lindsey Martin, Edgehill University, United Kingdom; Neil Ringan, Manchester Metropolitan University, United Kingdom

How Do Professionals Learn? Designing and Validating an Instrument for Describing the Personal Learning Environments (PLEs) of the last year university students. .......................................................... 204
Mª Paz Prendes, Linda Castañeda & Isabel Gutiérrez, University of Murcia, Spain

Micro-revolutions in the open networks of teachers in Finland ........................................................ 212
Anne Rongas, Finnish eLearning Centre, Finland; Anu Konkarinkoski, Tavastia Vocational College, Finland; Kaisa Honkonen-Ratinen, Finnish eLearning Centre, United States
ICT skills of new teachers in Finnish School ................................................................. 217
Heikki Sairanen, Mikko Vuorinen & Jarmo Viteli, University of Tampere / TRIM, Finland

1:1 Pedagogy in Finnish high school ............................................................................. 223
Mika Setälä, Lempäälään lukio/Lempäälä Senior Secondary School, Finland

FUN: Finland – US Network for the Study of Engagement and Learning in Games ................................................................. 228
Jarmo Viteli & Roope Raisamo, University of Tampere, Finland; Ari Korhonen, Aalto University, Finland; Mikko Vesisenaho, University of Jyväskylä, Finland; Mikael Uusi-Mäkelä, University of Tampere, Finland; , ,

Developing Communication Processes in Emergency Polyclinics with Design Methods .............................................................................................................................. 234
Mira Alhonsuo, Satu Miettinen & Essi Kuure, University of Lapland, Finland

How you search is what you get – Strategies of information seeking with Google ................................................................................................................................ 240
Stefan Aufenanger, Tabea Siebertz & Fiona Lenssen, University of Mainz, Germany

eTutor: Building pre-service teachers’ intercultural competence through an online environment ................................................................................................................................. 246
Nicola Carr & Richard Johnson, RMIT University, Australia

University outreach; a line of work for enhancing students' academic identity within distance education and open universities ............................................................................... 255
Larisa Enríquez, Universidad Nacional Autónoma de México, Mexico

Digital Narratives: Sceneries to Promote Science Education in Primary School .................................................................................................................................................. 261
Cristina Gomes, Escola Superior de Educação de Viseu / CI&DETS, Portugal; Filipa Ramos & Carla Formoso, Escola Superior de Educação de Viseu, Portugal

Designing a web-portal supporting the social inclusion of a specific user group. A case study of the LITERACY-portal ................................................................................................................................. 267
Dominik Hagelkruys, University of Vienna, United States; Renate Motschnig, Universität Wien, Austria

Educational Computer Games for Improved Production Performance ....................... 278
Perttu Heino & Ari Närhi, Tampere University of Applied Sciences, Finland

Formative Evaluation of a Social Networking Platform in an Electric Vehicles Design Contest ........................................................................................................................................... 283
Ryohei Ikejiri, Yuri Isshiki & Yuhei Yamauchi, The University of Tokyo, Japan
Cognitive Benefits of Digital Games for Older Adults ................................................... 289
David Kaufman, Simon Fraser University, Canada; Louise Sauve, Teleuniversité de Québec, Canada; Lise Renaud, Université de Québec à Montréal, Canada; Emmanuel Duplaa, University of Ottawa, Canada

Helping Students become Successful Online Learners: Lessons Learned from Eight Semesters of an Action Research Study ................................................................. 298
Jane Kenney, West Chester University of Pennsylvania, United States; Ellen Newcombe, West Chester University, United States

The Profits of Volatility - a Case Study on Knowledge Co-Construction on a Lecture Course .......................................................................................................................... 304
Mikael Kivelä, University of Helsinki, Institute of Behavioural Sciences, Finland

The Astronomy Educational Project of Remote Observatory of Taipei ...................... 309
Shih-Yi Lin, Taipei Municipal Zhong-Lun Senior High School, Taiwan; Chang-Jen Wu, Taipei Municipal Nan-Hu High School, Taiwan

Examining How Teachers Use Mobile Devices in Their Teaching: A Multiple-Case Study .................................................................................................................................. 315
Min Liu, Cesar Navarrete, Erin Maradiegue & Jennifer Wivagg, The University of Texas at Austin, United States

Using a Game-Based Approach to Design a Rich Media Learning Environment .......................................................................................................................... 326
Min Liu, Jason Rosenblum, Lucas Horton & Jina Kang, The University of Texas at Austin, United States

The Efficacy of Scenario-Based Simulations for Middle and High School Science and Engineering .................................................................................................................. 339
Yiping Lou, Jennifer Hart & Adonis Amparo, University of South Florida, United States

Cross-cultural Expert Evaluation of Two STEM Learning Games for Children .............................................................................................................................. 350
Tuula Nousiainen & Mikko Vesisenaho, University of Jyväskylä, Finland

Acquisition of orthographic competence through a proposal of classroom and social networks learning in high school ................................................................. 356
Rodolfo Ojeda Díaz, Julieta López Zamora, Armandina Serna Rodríguez & Fernanda Rodríguez Perea, Universidad Autónoma de Baja California (Autonomous University of Baja California), Mexico

World Wide Narratives: Amplifying Story-Telling and Listening with Mobile Devices .......................................................................................................................... 365
Shivaani Selvaraj & Heather Hughes, Penn State University, United States
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>NiceDesign4SME: A Video-based Online Training Course</td>
<td>373</td>
</tr>
<tr>
<td>Klaus Stiller &amp; Regine Bachmaier, University of Regensburg, Germany</td>
<td></td>
</tr>
<tr>
<td>Introducing Blended Learning into a Master Program in Nursing Sciences: A first Exploration of a Holistic Evaluation Framework.</td>
<td>384</td>
</tr>
<tr>
<td>Aviva Sugar Chmiel, Institut Universitaire de Formation et de Recherche en Soins (IUFRS), Switzerland; Diane Morin, Université de Lausanne, Switzerland; Daniel Schneider, Université de Genève, Switzerland</td>
<td></td>
</tr>
<tr>
<td>Ludic Engagement and Collaboration in Social Learning Space</td>
<td>390</td>
</tr>
<tr>
<td>Antti Syvänen, Annakaisa Kultima, Kati Alha, Frans Mäyrä &amp; Jarmo Viteli, University of Tampere, Finland</td>
<td></td>
</tr>
<tr>
<td>University OJT-like Learning of the Authoring of Movie Contents: The Case of “Digital Signage Project”</td>
<td>396</td>
</tr>
<tr>
<td>Syouta Takata, Kanazawa Institute of Technology, Japan; Keita Tamatsu &amp; Yoshio Yamagishi, Kanazawa Institute of Technology, Japan</td>
<td></td>
</tr>
<tr>
<td>The Global Classroom: Instructional Technology in a Global Network</td>
<td>401</td>
</tr>
<tr>
<td>Paula Torres &amp; Suzanne Ciprut, New York University, United States</td>
<td></td>
</tr>
<tr>
<td>Lauri Vihma, Unit of Chemistry Teacher Education, University of Helsinki / LUMA Centre Finland, Finland</td>
<td></td>
</tr>
<tr>
<td>Adopting a Phenomenographic Study to Design and Implement Teaching Object-Oriented Programming and Design Online</td>
<td>411</td>
</tr>
<tr>
<td>Li Xu, University of Arizona South, United States</td>
<td></td>
</tr>
<tr>
<td>Students Interaction with E-Learning Environment (Blackboard) at King Saud University.</td>
<td>417</td>
</tr>
<tr>
<td>Noura Alhazzani, King Saud University, Saudi Arabia</td>
<td></td>
</tr>
<tr>
<td>Design and implementation of strategies and artifacts to support ubiquitous computing in and outside the classroom: A reflective case study</td>
<td>432</td>
</tr>
<tr>
<td>Alan Amory, University of Johannesburg, South Africa</td>
<td></td>
</tr>
<tr>
<td>Using Social Networking to Mentor 9th-grade Girls for Academic Success and Engineering Career Awareness</td>
<td>443</td>
</tr>
<tr>
<td>Patricia Carlson, Rose-Hulman Institute of Technology, United States</td>
<td></td>
</tr>
</tbody>
</table>
Integrating a Digital Learning Object Repository with Services that Promote its Use and Maintenance. An Experience ................................................................. 453
F. Javier Díaz, María Alejandra Schiavoni, Ana Paola Amadeo, María Emilia Charnelli, José Schulz & Alex Humar,
Universidad Nacional de La Plata, Argentina

Persistence and Performance of Adult Learners in Blended Business Education ................................................................. 459
Katie Goeman & Nick Deschacht, KU Leuven, Belgium

Developing a Quality Enhancement Framework for Collaborative Online Courses – Building on Constructivism with a Design Science in Information Systems Approach ........................................................................... 480
Ilkka Haukijärvi & Timo Nevalainen, Tampere University of Applied Sciences, Finland

Technology in Professional Training at MGIMO (U) ................................................. 490
Tatiana Ivushkina & Kristina Stepanyan, MGIMO (U), Russian Federation

Integrating Social Media into Vocational Teacher Education in Finland ...................... 494
Maija Kärnä, Pirjo Jaakkola & Päivi Lehtonen, Tampere University of Applied Sciences School of Vocational Teacher Education, Finland

Pedagogical Differentiation for Experienced Educational Leaders .............................. 500
Cathy Kaufman, Indiana University of Pennsylvania, United States

Case study of an online English language course that emphasizes self-assessment of speaking and writing ................................................................. 505
Goh Kawai, Hokkaido University, Japan; Akio Ohnishi, VERSION2, Japan

The Study for the Healthcare Management Educational Technology – A Case Study: Solving Emergency Department Crowding in Emergency Medical Service System ................................................................. 510
Hung-Chang Liao, Department of Health Services Administration, Chung-Shan Medical University, Taiwan

Student Views on Ideal Learning Space: a Case from Upper Secondary Education ................................................................. 511
Mirja Lievonen, University of Jyväskylä, Finland

Researching conditions that embed media in education; Is it really just a ‘matter of time’? ................................................................. 515
Lisa O'Neill, University of Calgary, Canada
A Case for Real World Projects: A Partnership with Penitentiary ........................................ 523
Christian Rogers, Indiana University-Purdue University Indianapolis (IUPUI), United States

Web Fonts Project: A Case Study on Preserving Minorities Preference with Open Sources Software ................................................................. 524
Chi Ming Chan & Shuk Ching Lau, The University of Hong Kong, Hong Kong

Bringing a Public Dataset to Life through a Mobile App .......................................................... 533
Alan Rosselet, University of Toronto at Scarborough, Canada

NextGen Academic Support: From Face-to-Face Tutoring Online to Intelligent Tutoring Systems ................................................................................................................................................. 539
Janice Samuels, Pepperdine University, United States

Using Mobile Learning to Enhance Integrated Multimedia Learning at DeVry Online ................................................................................................................................................................................................................................. 546
Barbara Son, DeVry University Online, United States; Mark Simonian, California State University, Los Angeles, United States

BYOD and Campus Spaces: Group Working, Personal Computing Preferences and Satisfaction .................................................................................................................................................................................................. 553
Antti Syvänen, Kati Alha & Annakaisa Kultima, University of Tampere, Finland

Becoming Creative Creators: Simulating a Global Workplace using Computational Thinking Practices .................................................................................................................................................................................................. 564
Diana Andone, Politehnica University of Timisoara, Romania; Mark Frydenberg, Bentley University, United States

Perceptions of Achievement and Satisfaction as Related to Interactions in Online Courses ........................................................................................................................................................................................................ 572
Kristi Bordelon, Teacher Education University, United States

Implementing eLearning Organisation-wide - The Case of Lapland University of Applied Sciences .............................................................................................................................................................................. 580
Anu Pruikkonen, Lapland University of Applied Sciences, Finland

Support of Video-Based lectures with Interactions - Implementation of a first prototype ........................................................................................................................................................................................................... 582
Josef Wachtler, Institute for Information Systems and Computer Media - Graz University of Technology, Austria; Martin Ebner, Social Learning - Computer and Information Services - Graz University of Technology, Austria
Case Study Examination: Evaluation of Distance Education Course in Terms of Universal Design Principles ................................................................. 592
Suleyman Ari, Anadolu University eskisehir Turkey, Turkey

Teaching Collaborative Problem-Solving for a Ubiquitously Connected Future: The GlobalLab Experience ........................................................................................................ 602
Boris Berenfeld, GlobalLab International, Ltd, United Kingdom; Tatiana Krupa, Arseny Lebedev & Ksenia Semenova, GlobalLab LLC, Russian Federation

NgageCollab: A Gamified Platform to Foster Engagement and Collaboration Amongst Researchers ........................................................................................................ 610
Tenzin Doleck & Susanne Lajoie, McGill University, Canada

"I miss my students"**: Characterizing teachers seeking connection with their students via social networking sites .......................................................... 615
Arnon Hershkovitz, Tel Aviv University, Israel; Alona Forkosh-Baruch, Levinsky College of Education; Tel-Aviv University, Israel; Rebecca P. Ang, National Institute of Education, Nanyang Technological University, Singapore

Teachers’ Role in the SNS-Era: Different points of view from a global perspective ............................................................................................................. 624
Arnon Hershkovitz, Tel-Aviv University, Israel; Alona Forkosh Baruch, Levinsky College of Education, Tel-Aviv University, Israel

Teachers’ Role in the SNS-Era: Different points of view from a global perspective ............................................................................................................. 630
Arnon Hershkovitz, Tel-Aviv University, Israel; Alona Forkosh Baruch, Levinsky College of Education, Tel-Aviv University, Israel

Tablet Computer Applications in Learning Skills for Active Citizenship ..................... 637
Virpi Hirvensalo & Mika Sihvonen, University of Tampere, Finland

A Cross-Cultural Group Activity Using Google Hangouts: Perceived Ease of Use and Usefulness ................................................................................................. 647
Michiko Kobayashi, Southern Utah University, United States

Students’ Attitudes Towards Mobile Learning and Mobile Device Usage in the U.S. and Israel Universities ................................................................. 651
Michiko Kobayashi, Southern Utah University, United States; Iris Reychav, Ariel University, Israel
Design for Learning: Enhancing Participation in Learning through Design Thinking .............................................................. 655
Teemu Leinonen & Eva Durall, Aalto University, Finland; Kai Kuikkanemi, Helsinki Institute for Information Technology, Finland; Teemu Mikkonen, University of Tampere, Finland; Matti Nelimarkka, Helsinki Institute for Information Technology, Finland; Antti Syvänen, University of Tampere, Finland; Tarmo Toikkanen, Aalto University, Finland

Design for Learning: Enhancing Participation in Learning through Design Thinking .............................................................. 659
Teemu Leinonen & Eva Durall, Aalto University, Finland; Kai Kuikkanemi, Helsinki Institute for Information Technology, Finland; Teemu Mikkonen, University of Tampere, Finland; Matti Nelimarkka, Helsinki Institute for Information Technology, Finland; Antti Syvänen, University of Tampere, Finland; Tarmo Toikkanen, Aalto University, Finland

Work and Evaluation Plan (WEP) Performance in Women’s Primary Care Service in Maranhão - Brazil .............................................. 663
Cristina Loyola, UNA-SUS/UFMA, Brazil; Sebastião Rocha, Popular Centre for Culture and Development, Brazil; Ana Emilia Oliveira, Eurides Castro Jr & Mariana Maia, UNA-SUS/UFMA, Brazil

eService-TV – application to produce the home rehabilitation to Finnish war invalids ................................................................. 669
Teija Räihä, Kyyhkylä Rehabilitation Center, Finland

Technologies that Assist in Online Group Work: A Comparison of Synchronous and Asynchronous Collaboration Technologies on Students’ Learning and Community ......................................................... 672
Amanda Rockinson-Szapkiw, Liberty University, United States

Effects of Training with Massively Multiplayer Online Role Playing Game on Alleviating Shyness .................................................. 678
Sachi Tajima, Kanto Gakuen University, Japan; Yumi Matsuo, Kanto Junior College, Japan; Yuki Takei & Akira Sakamoto, Ochanomizu University, Japan

Gender Differences and Middle School Students’ Views of Smartphone and Social Media for Learning, Social Connection, and Entertainment ............................................. 684
Jenny Wakefield & Leila Mills, University of North Texas, United States; Anna Wakefield, Jasper High School, United States

Using QEC Cloud Software to Reflective Writing on Literature Study to Enhance Students’ Critical Thinking and English Language Proficiencies ........................................... 691
Ya-huei Wang & Hung-Chang Liao, Chung-Shan Medical University, Taiwan
International Students’ Perception of Media Literacy in Japan: Focusing on Cell Phones and Smartphones

Shaoyu Ye & Masao Murota, Tokyo Institute of Technology, Japan

A Comparison of Sixth Grade Students’ Reading Comprehension on Two Different Digital Formats

M. Betul Yılmaz, Feza Orhan, Tuba Ugras & Selda Kayak, Yıldız Technical University, Turkey

Infusing instructional design principles into an active student-centred social learning framework

Gail Casey, Deakin University, Australia; Gayle Davidson-Shivers, University of South Alabama, United States

SMEDIA: Designing to create a social and dynamic learning framework

Gail Casey, Deakin University, Australia; Gayle Davidson-Shivers, University of South Alabama, United States

Implementing Metacognition Skills for Learners Studying Computer Programming

Jacqui Chetty & Duan van der Westhuizen, University of Johannesburg, South Africa

Toward a Pedagogy Centering on Computer Programming For Learners in South Africa: An Educational Design Research Approach

Jacqui Chetty & Duan van der Westhuizen, University of Johannesburg, South Africa

If They Can, I Can! Enhancing Learning through (Peer) Modeling in Instructional Video

Luc De Grez, Elke Van Steendam & Mariet Raedts, KU Leuven, Belgium

An Interactive Multimedia Development Life Cycle Model Based on a Cognitive Theory of Multimedia Learning

Nasrin Moradmand, Amitava Datta & Grace Oakley, The University of Western Australia, Australia

Creative Learning Principle: Theoretical Construction about an Application Process

Adriana Margarita Pacheco Cortes, Universidad de Guadalajara, Mexico; Carlos Pacheco Cortes, Universidad de Tartu, Estonia; Elba Patricia Alatorre Rojo, Daniel Montes Ponce, Marco Antonio Pereida Alfaro & Rubi Estela Morales Salas, Universidad de Guadalajara, Mexico

Design principles for an ePortfolio-based learning environment to enhance reflection in pre-service teachers

Pauline Roberts, Murdoch University, Australia
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exergames in Action: Flow, Enjoyment and Motivation for Physical Activity</td>
<td>775</td>
</tr>
<tr>
<td>Tugba Altan &amp; Kursat Cagiltay, Middle East Technical University, Turkey</td>
<td></td>
</tr>
<tr>
<td>Association between Preservice Teachers’ Personal Differences and Their Facebook Use: A Comparative Study in Turkey and the USA</td>
<td>782</td>
</tr>
<tr>
<td>Oguzhan Atabek &amp; Soner Yildirim, Middle East Technical University, Turkey</td>
<td></td>
</tr>
<tr>
<td>Kinect-based Rehabilitation for Young Adults with Cerebral Palsy Participating in Physical Education Programs in Special Education School Settings</td>
<td>792</td>
</tr>
<tr>
<td>Yao-Jen Chang, Chang-Chieh Wang, Yan-Siang Luo &amp; Yu-Chi Tsai, Chung Yuan Christian University, Taiwan</td>
<td></td>
</tr>
<tr>
<td>Implementing Large Scale Mobile Learning School Programs: To BYOD or not to BYOD</td>
<td>796</td>
</tr>
<tr>
<td>Boris Handal, The University of Notre Dame Australia, Australia; Robert Ritter, The University of Alberta, Canada; David Marcovitz, Loyola University Maryland, United States</td>
<td></td>
</tr>
<tr>
<td>USUKO - New Generation School</td>
<td>802</td>
</tr>
<tr>
<td>Jarno Kansanaho, University of Jyväskylä, Finland</td>
<td></td>
</tr>
<tr>
<td>A Comparative Analysis of Tests Using Smartphones and Tablet PCs: Perceptions about the Number of Test Questions and Motivation for Taking the Test</td>
<td>807</td>
</tr>
<tr>
<td>Takeshi Kitazawa, Tokyo Gakugei University, Japan; Kouki Sato, Nagoya University, Japan</td>
<td></td>
</tr>
<tr>
<td>Making Sense of Lecture Capture: A Case Study of Peer and Teacher Influence</td>
<td>813</td>
</tr>
<tr>
<td>Ilkka Kukkonen, Aducate - Centre for Training and Development, University of Eastern Finland, Finland; Outi-Maaria Palo-oja, Business School, University of Eastern Finland, Finland</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Motivational Aspects in Educational Media and Technology</td>
<td>821</td>
</tr>
<tr>
<td>Juvane Marciano, Leonardo Cunha de Miranda &amp; Erica Cunha de Miranda, Federal University of Rio Grande do Norte, Brazil</td>
<td></td>
</tr>
<tr>
<td>An Investigation into the Effect of Group Discussion on Students’ Attitudes toward Online Privacy</td>
<td>829</td>
</tr>
<tr>
<td>Yukiko Maruyama, Hidetaka Shirasawa &amp; Keiji Sakata, Tokai university, Japan</td>
<td></td>
</tr>
<tr>
<td>Developing a Federal Medical Simulation Curriculum System</td>
<td>835</td>
</tr>
<tr>
<td>Gilbert Muniz, Val G. Hemming Simulation Center, United States</td>
<td></td>
</tr>
</tbody>
</table>
Pedagogical Design and Pedagogical Usability of Web-based Learning Environments: Comparative Cultural Implications between Africa and Europe. ........................................ 840
Adewunmi Ogunbase, University of Tampere, Finland, Finland

Usability Evaluation of a Moodle based Learning Management System ..................... 850
Leyla Senol & Hakan Gecili, Kocaeli University, Department of Industrial Engineering, Natural and Applied Science Institute, Turkey; Pinar Onay Durdu, Kocaeli University, Human Computer Interaction Laboratory, Turkey

HCI Design Methods in CBA: Lessons Learned and Recommendations Based on a Concept Map Use Case ................................................................. 859
Katja Weinerth, Vincent Koenig & Salvador Rivas, University of Luxembourg, Luxembourg; Martin Brunner, Free University of Berlin, Germany; Romain Martin, University of Luxembourg, Luxembourg

Recording immediate moments at work ................................................................. 869
Merja Bauters, Aalto University, School of Arts, Design and Architecture, Media Lab, Department of Media, Le group, Finland; Jukka Purma, Aalto University, School of Arts, Design and Architecture, Media Lab, Department of Media, Le group, Finland

The Development of a Video Tool to Support Reflection in Educational Practice ................................................................................................................. 874
Ikuko Gyobu, Ochanomizu University, Japan; Tomohiro Uemura, Tama Art University, Japan; Yoichi Nakano, Dream Garden Software, Japan; Yutaka Sayeki, Tama Art University, Japan

The effects of idealized or non-idealized avatars on players’ behaviors ..................... 880
Yu-chen Hsu, Institute of Learning Sciences, National Tsing-Hua University, Taiwan

Reusable Functional Modules for Supporting Active Learning ................................. 884
Laurent Kirsch, Christian Grévisse, Jean Botev & Steffen Rothkugel, University of Luxembourg, Luxembourg

Design and Development of A Sifteo Cubes Game for Chinese Proverbs Learning ......................................................................................................................... 893
David Tawei Ku, Tamkang University, Taiwan; Eric Huang & Xiaoni Su-Chu Hsu, Tapie National University of Arts, Taiwan

MicroStory Method: A Memorization Assistance Tool for a Digital Textbook ................................................................................................................................. 899
Takashi Nishikawa & Yasushi Ikei, Tokyo Metropolitan University, Japan; Takeshi Kitazawa, Tokyo Gakugei University, Japan

Beginning, Middle and End: Authoring Educational Role Playing Games ............... 904
Vanessa R. M. L. Maike & M. Cecilia C. Baranauskas, UNICAMP, Brazil
Social Flow: Social Media Signage for Academic Community .............................................. 915
Antti Syvänén & Mikko Vuorinen, University of Tampere, Finland

The Influences of Prompts on Paper-based and Mobile Display-based Learning of Learning Material Knowledge (Scientific Study) in Elementary School and University Students .................................................................................................................. 921
HARUHISA YAMAGUCHI, Toyama University, Japan; YUMI YAMAGUCHI, Kansai University of International Studies, Japan; Norio Nunomura & Koji Okino, ITC center university of toyama, Japan; Kisako Ueki, ITC center u-toyama, Japan; Syozo Takai, ITC center university of toyama, Japan; Hiroki Okumura, ITC center university of toyama, Japan; Takashi Kuroda, ITC center u-toyama, Japan

FaceFunda: A Taxi Ride with Teacher-Students towards Social Media Literacy in the Rural Eastern Cape Province of South Africa .......................................................... 926
Seugnet Blignaut & Ronel Bester, North-West University, South Africa

Why and Who Agree on Copy-and-Paste? Taiwan College Students’ Perceptions of Cyber-Plagiarism .......................................................... 937
Yinlan Chen & Chien Chou, National Chiao Tung University, Taiwan

A Practice for Hospitalized Students with ICT and Real Object .................................. 944
Toru FUKUMOTO, National Institute for Educational Policy Research, MEXT, Japan

Investigating the ICT Competencies and Technology Access of Indigenous Dominican Primary School Students .............................................................................................. 948
Paul Walcott & Gail Rolle, The UWI, Barbados

Creating Math Learning Environments for Indigenous Students through E-books .......................................................................................... 954
Ru-Fen Yao, National Chia-Yi University, Taiwan

Digital Learning Environments: Middle School Students’ Attitudes towards a Java Interface Platform on Physics .......................................................... 959
Angelos Emmanouilidis & Mirjamaija Mikkilä-Erdmann, University of Turku, Finland

Educational exploration based on conceptual networks generated by students and Wikipedia linkage .......................................................... 964
Lauri Lahti, Aalto University, Finland, Finland

How to make video lectures more efficient? Hypervideo library as a core of Open Education platform. .......................................................... 975
Anna Manaenkova & Taras Pustovoy, Moscow Institute of Physics and Technology, Russian Federation
Development of an e-Textbook Connected with a Learning Management System and a Study of its Effective Use ................................................................. 979
Takahiro Nakahara, Sangensha LLC., Japan; Toshioki Soga, Hokkaido Bunkyo University, Japan; Yasuyuki Nakamura, Nagoya University, Japan; Masanobu Mitani, Chitose Institute of Science and Technology, Japan; Norihito Kawana, Sapporo International University, Japan

Managing Quality Constraints in Technology-managed Learning Content Processes ........................................................................................................ 985
Claus Pahl & Neel Mani, Dublin City University, Ireland

A SMS with a KISS. Towards a Pedagogical Design of a Metadata System for Adaptive Learning Pathways. ................................................................. 991
Christian Swertz & Alessandro Barberi, University of Vienna, Austria; Alexandra Forstner, University of Vienna, Austria; Alexander Schmödlz, alexander.schmoelz@univie.ac.at, Austria; Peter Henning & Florian Heberle, HSKA, Austria

Development of a Skill Practice Management System (PMS) for Learning Japanese Traditional Craft Tools by Using Smartphones ........................................ 1001
Shota Itagaki & Akinobu Ando, Miyagi University of Education : Technology Education, Japan; Toshihiro Takaku, KAYAC Inc., Japan; Hidetoshi Takeno, Hiroshima Institute of Technology, Japan; Takashi Torii, Sugiyama Jogakuen University, Japan

The Precede-Proceed Model – design to plan, implement and evaluate of eHealth intervention ........................................................................................................ 1010
Teija Räihä, Kyyhkylä Rehabilitation Center, Finland

An E-mentoring Approach that Promotes Doctoral Persistence .................................................. 1016
Amanda Rockinson-Szapkiw, Liberty University, United States

Assessing MOOC Pedagogies .................................................................................................. 1018
Karen Swan, Leonard Bogle, Scott Day & Traci van Prooyen, University of Illinois Springfield, United States; Jennifer Richardson, Purdue University, United States

Remote Experiments Operated with a User-Friendly Device ...................................................... 1027
Mitsugu Terada, Fukuoka University, Japan

Effects of Smart Phones, In Naming of Chemical Compounds .................................................. 1032
Nuray ZAN, Ministry of Education, Turkey; Burcu Umut Zan, University of Karatekin, Turkey; F. Inci Morgil, University of Hacettepe, Turkey

Connecting University Learning Spaces through Distributed Learning ...................................... 1038
Tania Broadley & Andrew Broadley, Curtin University, Australia
Tightening the instructional design belt: Evolution of instructional design processes for an economically feasible model of online education .................................................. 1043
doug reid, Jianfei Guan & Rus Hathaway, Grant MacEwan University, Canada; Nathaniel Ostashewski, Curtin University, Australia

Development of the Smartphone Application “Children’s Own Museum” as an Element of a Family Portfolio ............................................................................................................. 1049
Tomomi Sato, Tokai Gakuin University, Japan; Satoru Konno, Switch entertainment Inc., Japan; Junko Araki, SANNO University, Japan; Shinichi Sato, Nihon Fukushi University, Japan

Dare to change! How replacing the established Virtual Learning Environment (VLE) can work as an accelerator for improved quality of education ........................................... 1054
Geert van der Wijk, Windesheim, University of Applied Sciences, Netherlands

Communication via Twitter in The Field of Science Education ........................................ 1055
Burcu umut Zan, University of Karatekin, Turkey; Nuray Zan, MEB, Turkey

An Ontology-based Learning System based on Semantic Blog Model ......................... 1061
Sook Young Choi, Woosuk University, Korea (South); Kyung-Ah Yang, Electronics and Telecommunications Research Institute, Korea (South)

Openness in Education, Systems Thinking, and the Practitioner .................................... 1065
Anita Zijdemans Boudreau, Pacific University, College of Education, United States

E-learning Quality Assurance Practices and Benchmarks in Higher Education .......................................................... 1072
Fatimah Alsaif, University of Groningen, Netherlands; Arockisamy Clementking, King Khalid University, Saudi Arabia

Learn, Play, and Teach (LPT): A Multifaceted Approach to Anti-Phishing Education ............................................................................................................. 1079
Tenzin Doleck, Columbia University, McGill University, United States

Facilitating Interdisciplinary Studies Using Open-Source Virtual Worlds .................... 1084
Reneta Lansiquot, New York City College of Technology, United States

Rubyric Assessment and Annotation Tool ...................................................................... 1087
Tapio Auvinen & Ari Korhonen, Aalto University, Finland

Development of A Supporting System For Online Peer Activities ............................... 1092
Ryuichi Matsuba, Kumamoto University, Japan; Shin-Ichiro Kubota, Miyazaki University, Japan; Makoto Miyazaki, Kio University, Japan; Yusei Suzuki, Shigakukan University, Japan
Investigation of Methods of Making and Presenting Information of Enrolled Students in Order to Create a Learning Support System that Considers Their Personalities ................................................................. 1098
Toyoji Matsumoto, Information Media Center of Kanazawa University, Japan; Haruhiko Taira, WebClass Japan Ltd., Japan

UTClickr: a Web-based Classroom Response System ......................................................... 1104
Alan Rosselet, University of Toronto at Scarborough, Canada

Measuring performance: Utilizing data to enhance in-class and at-home learning ..................................................................................................................... 1113
Andrew Shewbart, Saybot Information Technology, Co., China

Media Literacy Lab - Project-based Open Online Learning in Media Education ................................................................................................................. 1114
Jasmin Bastian, Tabea Sieberts & Behrend Niklas, Johannes Gutenberg University of Mainz, Germany

A Promising Approach for Supporting Analytic and Synthetic Thinking in Concept Mapping .................................................................................................................. 1121
Thanasis Giouvanakis, TEI of Central Macedonia, Greece; Haido Samaras, Anatolia College, Greece; Evangelos Kehris & Asterios Mpakavos, TEI of Central Macedonia, Greece

How to Revive Building Blocks by Digitization ................................................................. 1131
Martti Havukainen & Keshav Gupta, University of Eastern Finland, Finland; Charl Wohluter, North West University, South Africa; Erkki Sutinen, University of Eastern Finland, Finland

How to Cultivate Global Competencies Through Project-Based Collaborative Learning in University Students ........................................................................................................ 1141
Makoto Kageto, Shinichi Sato & Gary Kirkpatrick, Nihon Fukushi University, Japan

Promoting Critical Thinking in an Online Environment .................................................... 1156
Amy S. C. Leh, California State Univ. San Bernardino, United States

Observing the Observer: Using the Cordtra Analysis With Preservice Teacher Video Observations in an Online Course ............................................................................ 1165
Leslie Lopez, United States

The relevance of participatory experience – a German perspective on participatory learning with social media at school .................................................................................. 1170
Kerstin Mayrberger & Franziska Linke, Augsburg University, Germany
Digital literacies and 21st century skills: The students’ game design and development experience
Cesar C. Navarrete, University of Texas at Austin, United States

The flipped classroom from theory to practice: an Italian project. The teachers’ point of view.
Michelle Pieri & Paolo Ferri, Università degli studi di Milano-Bicocca, Italy

Addressing Contextual Adaptation in the Dissemination of Online Technologies: Using Moodle and WizIQ for Professional Development Training
Lyudmila Smirnova, Mount Saint Mary College, United States; Nellie Deutsch, University of Phoenix, Canada

The Act of Creation: The Value of New Media Production
Marlo Steed, Faculty of Ed, University of Lethbridge, Canada

The role of construction in a technological project base learning
Yair Zadok, Dan School of Hi-Tech Studies - College for Academic Studies in Or Yehuda, Israel

Learning in a Virtual Community of Practice
Hong Zhou, University of Texas at San Antonio, United States

International Online Cooperation among courses in higher Education
Petra Bauer, Johannes Gutenberg Universität Mainz, Germany

50+1 Tools to Augment Your Classroom
Paul Beaudoin, Fitchburg State University, United States

Engaging school leaders to validate novices’ decision-making as expressed in their simulations
Marlena Bravender, Saginaw Valley State University, United States; Nancy Staub, University of Toledo, United States

Sunny Chan, Punggol Secondary School, Singapore

Understanding the usefulness of social and mobile learning applications in a large class-size setting: An empirical analysis
Terence Cheung, Ron Kwok Chi-Wai & Kai-Pan Mark, City University of Hong Kong, Hong Kong

The educ@TIon project of Telecom Italia to enhance cooperative and collaborative learning beyond time & space limits
Giovanna Chiozzi & Giovanni Nassi, Telecom Italia S.p.A., Italy
How can we design learning activities in informal settings? ~Case Study of Cambodia
Collaborative Project~ ................................................................. 1268
Sohei Daifuku, Kansai University, Japan

Methods for the Masses - Learner-Centric Views of a Distance Study Reading Course on Empirical Education Research ................................................................. 1274
Cornelia Eube, Sebastian Vogt & Karin Krey, FernUniversität in Hagen, Germany

Student Learning in the CIS Studio ................................................................. 1282
Mark Frydenberg, Bentley University, United States

The application of Innovative Approaches in Nursing Education ......................... 1289
Mei Hua Kerry Hsu & Ming Liu, Macao Polytechnic Institute, Macau; Wai Yee Joanne Chung, The Hong Kong Institute of Education, Hong Kong; Kwok Shing Thomas Wong, Knowledge Transfer and Consultancy Company, Hong Kong

The Berlin Kompass Language Learning Environment .............................................. 1299
Pekka Kallioniemi, Laura Piikala-Posti, Jaakko Hakulinen, Mikael Uusi-Mäkelä, Markku Turunen, Pentti Hietala, Jussi Okkonen, Sanna Kangas & Roope Raisamo, University of Tampere, Finland

MOOCs Completion Rates and Possible Methods to Improve Retention - A Literature Review ................................................................. 1305
Hanan Khalil, Mansoura University, Egypt; Martin Ebner, Department of Social Learning / Graz University of Technology, Austria

iPad in Crafts teaching –try out at Jyväskylä University Training school, Finland ................................................................. 1314
Mari Kyllönen, Jyväskylä University Training school, Finland

Preliminary Results from a University-Based Incubator for Transmedia Digital Prototypes ................................................................. 1320
Richard Lachman, Ryerson University, Canada

New technologies, new concerns: Negotiated ethics for a research community ................................................................. 1326
Geoffrey Lautenbach & Jacqueline Batchelor, University of Johannesburg, South Africa

Developing Digital Discoveries ................................................................. 1332
Charlotte Lee-Russell, North Carolina State University, United States

Wicked problems in designing open online learning ................................................................. 1347
Margaret Lloyd & Michelle Mukherjee, Queensland University of Technology, Australia
Dialogue Design System in a Mass Lecture Class: Bridging the Cultural Gaps in Pedagogy through Operation Videos .......................... 1361
Yukari Makino, Faculty of Informatics, Kansai University, Japan; Irja Leppisaari, Averko eLearning Centre, Centria University of Applied Sciences, Finland

A Web-Based Peer Interaction Framework for Improved Assessment and Supervision of Students ................................................................. 1371
Michael Mogessie, Giuseppe Riccardi & Marco Ronchetti, DISI – Universita’ degli Studi di Trento, Italy

Collaborative Learner Autonomy and Immersion in Embodied Virtual Language Learning Environment ...................................................... 1381
Laura Pihkala-Posti, Pekka Kallioniemi, Mikael Uusi-Mäkelä, Pentti Hietala, Jaakko Hakulinen, Markku Turunen, Jussi Okkonen, Sanna Kangas, Roope Raisamo & Tuuli Keskinen, University of Tampere, Finland

Educational Innovation Diploma Scholarship Instruction Program. ...................... 1389
FRANCISCO ERNESTO RAMAS ARAUZ & Rosario Freixas, Mexican National Autonomous University, Mexico

On-campus Third Places for Collaborative Use and BYOD .......................... 1395
Jenni Poutanen, Department of Architecture, Tampere University of Technology, Finland; Antti Syvänen, Tampere Research Centre for Information and Media (TRIM) University of Tampere, Finland

An experience of peer evaluation in a b-learning environment ......................... 1403
Eliana Scheihing, Universidad Austral de Chile, Chile; Julio Guerra, Universidad Austral de Chile & University of Pittsburgh, Chile; Sergio Bustamante, Universidad Austral de Chile, Chile

AN INSPIRING OUTDOOR LEARNING MODEL .................................................... 1413
Johanna Salmia & Annika Michelson, HAMK University of Applied Sciences, Finland

Interactive and Engaging Social Learning Spaces for Collaboration .................. 1429
Antti Syvänen, University of Tampere, Finland; Mark Frydenberg, Bentley University, United States; Jenni Poutanen, Technical University of Tampere, Finland; Markku Turunen, University of Tampere, Finland; Graham Walton, Loughborough University, United Kingdom

Interactive and Engaging Social Learning Spaces for Collaboration .................. 1435
Antti Syvänen, University of Tampere, Finland; Mark Frydenberg, Bentley University, United States; Jenni Poutanen, Technical University of Tampere, Finland; Markku Turunen, University of Tampere, Finland; Graham Walton, Loughborough University, United Kingdom

Towards a more detailed understanding of professional learning mediated by educational tools ................................................................. 1441
Madeleine Shanahan, RMIT University; PhD student University of Wollongong, Australia; Lori Lockyer, Macquarie University, Australia; Shane Dawson, University of South Australia, Australia
Study on Collaborative Business and Educational Model with 3 Dimensional data for People with Disabilities - 3D Data Acquisition and Object Reconstruction through Crowdsourcing ............................................................... 1451
Yuto SHIRATORI & Masakazu OHashi, Graduate School of Policy Studies, Chuo University, Japan; Yushi OKAJIMA, College of Economics, Kanto Gakuin University, Japan; Mayumi HORI, Hakuoh University, Japan

Considering Individual Variation in Triadic Interaction among Children with Autistic Features during a Technology-enhanced LEGO® Building Activity ........................................ 1466
Katja Tuononen, Sanni Kiiskinen & Eija Kärnä, University of Eastern Finland, Finland

Designing Edukata: a method for educators to create learner centered activities ................................................................................................................................. 1476
Tarmo Toikkanen & Anna Keune, Aalto University, Finland

Looking Back, Looking Forward – How EdMedia has been shaping my teaching practice ............................................................................................................................. 1480
Gjoa Andrichuk, BC Institute of Technology, Canada

Comparison of the Ability to Analyze Problems and Design of Information Systems Using Collaborative Learning .................................................................................. 1486
Chanin Tungpantong, Suwanna Sombunsukho & Kasemsak Sritarathorn, King Mongkut's University of Technology Thonburi, Thailand

New learning Solutions - Should we finally focus on the learner ................................. 1506
Leena Vainio & Mervi Jansson, Omnia, Finland; Elizabeth Hartnell-Young, ACER Institute, Australia; Pasi Silander, City of Helsinki, Education Department, Finland; Olli Vesterinen, University of Helsinki, Finland

Continuous Development of Social Learning Spaces: a Case Study at Loughborough University Library (UK) ........................................................................................................ 1508
Graham Walton, Loughborough University, United Kingdom

The integration between inside and outside of the classroom: the case study of tablet device usage in Japanese senior high school ................................................................. 1514
Ryota Yamamoto, Graduate School of Informatics, Kansai University, Japan; Tsuneaki Emori, Kansai University Senior High School, Japan; Kenichi Kubota, Faculty of Informatics, Kansai University, Japan

Measures for ICT Implementation in Colleges of Education ........................................ 1521
Alona Forkosh Baruch, Levinsky College of Education, Israel; Orit Avidov-Unger, The Open University, Israel and Achva Academic College, Israel
Development and Pilot Implementation of Online Teaching Style Survey (OTSS) .................................................. 1530
Okan ARSLAN, Middle East Technical University, Turkey; Yasemin GULBAHAR, Ankara University, Turkey; Christian RAPP, Zurich University of Applied Sciences, Switzerland; Kaan Zülfikar Deniz, Ankara University, Turkey

Investigating Technological Pedagogical Content Knowledge (TPACK) in Action: Workshop Design Cases ............................................................................................................ 1536
Evrim Baran, Erdem Uygun, Tugba Altan, Tugba Bahçekapılı & Hatice Cilsalar, Middle East Technical University, Turkey

The challenges of learner-centered teaching in virtual classrooms ..................... 1538
Sarah Cornelius, University of Aberdeen, United Kingdom

Reconceptualizing technology as a social tool: A secondary school student case study ................................................................................................................................. 1554
Karley Beckman & Sue Bennett, University of Wollongong, Australia; Lori Lockyer, Macquarie University, Australia

Cathy Cavanaugh, Aidan McCarthy & Mark East, Microsoft Worldwide Education, United States

Connecting Globally and Giving Back: Using Video Conferencing and iClickers for Academic Service Learning ................................................................. 1561
Kathryn Johnson, Northern Michigan University, United States

Authentic Tasks, Group Work Roles and Gamification: Constructivist Strategies For Teaching and Learning Emancipated Students. .............................................. 1567
Isabel Gutiérrez, Linda Castañeda & José Luis Serrano, University of Murcia, Spain

At-Risky Business: Empowering and Engaging At-Risk Youth Using a Wiki for Academic Service Learning ................................................................. 1574
Kathryn Johnson, Northern Michigan University, United States

Innovative pedagogy: Integration of technology in a Physical Education context using the TPACK framework ................................................................. 1585
Susana Juniu, Montclair State University, United States

Teachers’ Experiences and Perspectives on the Integration of Technology ................................................................................................................................. 1592
Kyte Kristen, Smith County High School, United States; Jeremy Wendt, Stephanie Wendt & Jason Beach, Tennessee Tech University, United States
Introducing 3D Printing to the classroom using inquiry: A case study describing implementation, challenges and successes ................................................................. 1597
Nathaniel Ostashewski, Curtin University of Technology, Australia; Erin Reid, Wayfinder Education, Canada; Doug Reid, MacEwan University, Canada

Talking the Talk: Audio Feedback as a Tool for Student Assessment ..................... 1606
Mitchell Parkes & Peter R. Fletcher, School of Education, University of New England, Australia

B-Level ICT Training Programs: Have They Changed the Way Greek Teachers Face ICTs? ................................................................................................................................. 1616
Alexios Legontis & Vassilios Dagdilelis, University of Macedonia, Greece

Instructional Design for Facilitating University Students’ Metacognitive Organizational Knowledge of How a Productive Organization Functions ........................................ 1631
Ritsuko Oshima & Jun Oshima, Shizuoka University, Graduate School of Informatics, Japan

Active Engaging Video Assisted Physics Studies - Preliminary Results ................. 1636
Sami Suhonen & Juho Tiili, Tampere University of Applied Sciences, Finland

Assessment of a Business Gaming Practice in University based on the Attitude Modification ......................................................................................................................... 1645
Takashi Tachino, Shoin University, Japan; Yuuki Kato, Sagami Women’s University, Japan; Shogo Kato, Tokyo Woman’s Christian University, Japan; Noboru Wakayama, Faculty of Law, Teikyo University, Japan, Japan

Microblogging in Education: An Instructional Tool for Student Engagement .................................................. 1647
Frances Burnett, Johnson & Wales University, United States

Educational blogging as a tool supporting the teachers’ TPACK competencies in crafts ................................................................................................................................. 1655
Matti Pirttimaa, Marja-Leena Röökö, Satu Grönman & Juli-Anna Aerila, University of Turku, Department of teacher education, Rauma unit, Finland

Sustainable Technology Use in Professional Learning Communities: Three Perspectives of Enculturation .................................................. 1664
Tony Rickards & Hanna Teras, Curtin University, Australia

Learning with Mobile Devices Perceptions of Students and Teachers at Lower Secondary Schools in Austria ................................................................. 1665
Margarete Grimus & Martin Ebner, Graz University of Technology, Austria
Evaluating the Nature Tour Mobile Learning Application ........................................... 1675
Jenni Rikala, University of Jyväskylä, Finland

Khan Academy Learning ................................................................................................ 1684
Christopher Devers, Allie Alayan, Cody Reaves & Emily Ragsdale, Indiana Wesleyan University, United States

Giving virtual world learning a pedagogical boost with a gamified authentic learning design ............................................................... 1688
Hanna Teräs, Marko Teräs & Torsten Reiners, Curtin University, Australia

Socio-cognitive and personalised learning on Facebook: Exemplar studies across the disciplines .......................................................................................................................... 1699
catherine mcloughlin, Australian Catholic University, Australia

Using Digital Storytelling to Prepare New Teachers for Multicultural and Digital Natives’ Classrooms .................................................................................................................... 1708
Agnes Chigona, Cape Peninsula University of Technology, South Africa

Do Interactive Whiteboards enrich teaching at schools in Hamburg? ....................... 1728
Jonas Hilbert & Silke Günther, University of Hamburg, UHH, Germany

Do Classroom Management Issues Affect a Student Teacher’s View of the Teaching Profession? .......................................................................................................................... 1733
Betsy Orr, University of Arkansas, United States

Student-Led Learning in the Digital Classroom ........................................................... 1737
Erik Holvig, Scarsdale Public Schools, United States

Transforming learning spaces for 21st Century learners: Implications for Professional Development .................................................................................................................... 1738
Romana Martin & Tania Broadley, Curtin University, Australia

What Factors are Behind the Active and Non-active Use of ICT in Finnish Preliminary Schools? .................................................................................................................. 1751
Teemu Mikkonen & Antti Syyänen, University of Tampere, Finland

Power Streams on Video: Creative Solutions for Wellbeing at Comprehensive School ................................................................................................................................. 1756
Fanny Niemi-Junkola, TAMK- University of Applied Sciences, Finland
Does teaching method affect learning and how meaningful learning is from student perspectives?  Paul Poikela, University of Lapland, Faculty of Education, Centre for Media Pedagogy, Finland; Heli Ruokamo & Tiulikki Keskitalo, University of Lapland, Finland

The Characteristics of Social Networking Site(SNS) for learning and its Benefit for Affective Learning  Young Park & Hyelim Kim, Ewha Womans University, Korea (South)

Exploring the Use of iPads for Engaged Learning in the Elementary Classroom: A Survey of Teachers  Lyudmila Smirnova & Lindsay Bordonaro, Mount Saint Mary College, United States

iPads in special education: Introducing mobile learning devices into skills program environments  Doug Reid, Grant MacEwan University, Canada; John Ewing, University of Alberta, Canada; Sheila Fraser, Blackgold Regional Schools, Canada; Nathaniel Ostashewski, Curtin University, Australia

Delivery Method and Persistence and Performance  Jennifer Thomas, Pace University, United States; Danielle Morin & Samie Ly, Concordia University, Canada

From the Classroom to Keyboard: How Seven Instructors Created Their Online Teacher Identities  Jennifer Richardson & Janet Alsup, Purdue University, United States

Thriving Online Involvement of International Students for Improving Student Services in U.S. Colleges  Xi Yu, University of Minnesota, United States

Embracing 21st Century Literacies in the ELA Classroom  Sherra Robinson, Memorial University of Newfoundland, Graduate Student in Educational Leadership, Canada

How could teachers' professional collaboration in teacher networks be better studied as part of digital competence?  Riina Vuorikari & Barbara Brecko, JRC-IPTS, Spain

Empowering the Learning Event: New Roles for Learning and Teaching  Jarno Tolonen, Tampere University of Applied Sciences, Finland; Amy Sampson, Falmouth University, United Kingdom

Portable Devices, Photo Editing, and Foreign Language: Using PhotoGrid in Chinese Language Instruction  Lih-Ching Chen Wang & Ming-Chian Ken Wang, Cleveland State University, United States
ePLC: Potential and Design of Professional Learning Communities in the Cloud ................................................................. 1838
Cathy Cavanaugh, Microsoft Worldwide Education, United States

Collaborating on Ideas: Tackling Barriers to Open Education .................................................. 1844
Henri Pirkkalainen, University of Jyväskylä, Finland; Jan Pawlowski, Ruhr West University of Applied Sciences, Germany

Designing In-Service Technology Integration Training Program for Vocational Instructors ........................................................................................................................ 1851
Hatice Cilsalar & Evrim Baran, Middle East Technical University, Turkey

CONNECTing with On and Off Campus Students Online in Real Time: Transforming from Didactic Teaching to Engaged Learning .......................................................... 1871
Milena Dunn, Lucy Webster, Maureen Livingston & Marcelle Droulers, Charles Sturt University, Australia

Implementing a Virtual Learning Environment in a Multinational Corporation .......................................................................................................................... 1877
Paula Elsten, 3M-Talent Development & Learning, United States

Online Training for Cooperating Teachers and University Supervisors in Kentucky .............................................................................................................................. 1883
Amanda Goodwin, Asbury University, United States

A Play-Design-Programming Model for the Training of Preservice Teachers’ Education Game Literacy ................................................................................................................. 1887
Tzu-Yuan Hsu & Guey-Fa Chiou, Information and Computer Education, National Taiwan Normal University, Taiwan, Taiwan

Negotiations with New Tools: A Skill-Based Framework for an Online Teacher’s Technology Adoption ...................................................................................................................... 1892
Maarit Jaakkola, University of Tampere, School of Communication, Media and Theatre, Finland

The Shifting Roles and Positions of Students and Faculty Members across the Online Doctoral Education Trajectory .......................................................................................................................... 1901
Tara Lehan, Eva Mika & Heather Hussey, Northcentral University, United States

The Effect of PICTK Knowledge and Instructional TPACK Knowledge on Sense of Empowerment among ICT Instructors .................................................................................. 1903
Noga Magen-Nagar, Gordon College of Education, Ben-Gurion University, Israel; Orit Avidov Unger, The Open University, Israel, Achva Academic College, Israel
The evolution of the EdMedia Protege program at Simon Fraser University
Lisa O'Neill, Simon Fraser University, Canada

A Chaperone: Twitter for Professional Guidance, Social Support and Personal Empowerment in Online Workshops
Efrat Pieterse, The Open University of Israel, Israel; Yehuda Peled, The Western Galilee College, Israel

The Effect on Utilizing CG to Learn Dance Autonomously and Mutually
Katsumi Sato, Associate Professor, Japan; Yoko Usui, student, Japan; Shinichi Watabe, Professor, Japan

Finding a Solution: Solution Focussed Professional Development for a Web Based Lecture Technology
Susan Tull, University of Canterbury, New Zealand

Investigating e-Learning Professional Development within a Blended Community of Online Practice
Susan Tull, University of Canterbury, New Zealand

Reasons underlying adolescent students’ alternative thinking of copy and paste
Chih-ming Chang & Yin-Lan Chen, Institution of Education, National Chiao Tung University, Taiwan, Taiwan; Yun-yin Huang, Department of Teaching and Learning, New York University, United States; Chien Chou, Institution of Education, National Chiao Tung University, Taiwan, Taiwan

Pre-Service Special Education Teachers’ Views on ICT in Education
Virpi Vellonen & Susanne Mäkelä, University of Eastern Finland, Finland

Effective Online Teaching and Learning Environments Captured through Course Syllabi: An Exploratory Quantitative Content Analysis
Noela Haughton & Dawn Sandt, The University of Toledo, United States; Snejana Slantcheva-Durst, University of Toledo, United States

The iPad: Another Gadget or a tool for Constructive Learning?
Linda Colburn & Rana Tamim, Zayed University, United Arab Emirates

Pedagogy for a Digital Age: Barriers and Drivers for the Co-construction of Knowledge in Higher Education
Zarina M. Charlesworth & Natalie B. Sarrasin, University of Applied Sciences and Arts Western Switzerland, Switzerland
<table>
<thead>
<tr>
<th>Title</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research in Online Counseling Courses: A Protocol for an Experimental Study</td>
<td>1974</td>
</tr>
<tr>
<td>Gina Cicco, St. John's University, United States</td>
<td></td>
</tr>
<tr>
<td>What Do They Really Need To Know? Social Media and Student Learning Challenges and Possibilities</td>
<td>1985</td>
</tr>
<tr>
<td>Elaine Correa, Medaille College, United States</td>
<td></td>
</tr>
<tr>
<td>The role of Internet in the learning culture among higher education students</td>
<td>1990</td>
</tr>
<tr>
<td>Norbert Erdmann, University of Turku, Finland</td>
<td></td>
</tr>
<tr>
<td>An Eye-gaze and Perspective-taking Learning Game for Children with Autism Spectrum Disorder</td>
<td>2004</td>
</tr>
<tr>
<td>Vesa Korhonen, Eija Kärnä &amp; Marjo Virnes, University of Eastern Finland, Finland</td>
<td></td>
</tr>
<tr>
<td>Connecting the dots by YouTubing Tutorials</td>
<td>2009</td>
</tr>
<tr>
<td>Halvdan Haugsbakken, NTNU, Norway</td>
<td></td>
</tr>
<tr>
<td>The Good, the Bad and the University: Digital Intellectual Property Flashpoints for 2014</td>
<td>2019</td>
</tr>
<tr>
<td>Joyce Johnston, George Mason University, United States</td>
<td></td>
</tr>
<tr>
<td>Attitude Changes When Using Wikipedia in Higher Education</td>
<td>2024</td>
</tr>
<tr>
<td>Pernilla Josefsson &amp; Olle Bälter, KTH Royal Institute of Technology, Sweden; Katarina Bälter &amp; Stephanie Bonn, Karolinska Institutet, Sweden</td>
<td></td>
</tr>
<tr>
<td>Rethinking Assignment and Assessment using Information and Communication Technologies – A Teacher Perspective</td>
<td>2030</td>
</tr>
<tr>
<td>Helle Mathiasen, Aarhus University, Denmark</td>
<td></td>
</tr>
<tr>
<td>Assessment of Learner’s Constructed Models and Modeling Competence</td>
<td>2034</td>
</tr>
<tr>
<td>Pantelitsa Karnaou, Christiana Nicolaou, Theodora Petrou &amp; Constantinos Constantinou, University of Cyprus, Cyprus</td>
<td></td>
</tr>
<tr>
<td>New Roles of the Teacher and Students in the Digital Technology Era</td>
<td>2040</td>
</tr>
<tr>
<td>Rose Maria Belim Motter, Western State University of Parana - UNIOESTE, Brazil; Araci hack Catapan, Federal University of Santa Catarina- UFSC, Brazil</td>
<td></td>
</tr>
<tr>
<td>Catching Game: A Body Movement Game for Children with Autism Spectrum Disorders</td>
<td>2057</td>
</tr>
<tr>
<td>Vesa Korhonen, Marjo Virnes &amp; Eija Kärnä, University of Eastern Finland, Finland</td>
<td></td>
</tr>
</tbody>
</table>
Promoting study progress with ICT, Case: University of Oulu ........................................ 2062
Titta Koski, Aimo Rahkonen & Sanna Waris, University of Oulu, Finland

Networked Publics in Unofficial School Space ................................................................. 2066
Reijo Kupiainen, University of Tampere, Norwegian University of Science and Technology, Finland

Surfing on the Wearable Tech: challenges for social participation ................................. 2070
Sonia Lara & Concepcion Naval, University of Navarra, Spain

Learning with technology: An assessment of learning design and knowledge construction online ........................................................................................................ 2076
Geoffrey Lautenbach & Alan Amory, University of Johannesburg, South Africa

Towards Multicultural Reflective Authentic e-Learning by Using a Visual Metaphor ............................................................................................................................. 2083
Irja Leppisaari, Centria University of Applied Sciences, Averko eLearning Centre, Finland; Tuire Jäntti & Laura Mustonen, Tampere University of Applied Sciences, School of Vocational Teacher Education, Finland; Ana Cristina Pratas, United Arab Emirates University, UAEU, United Arab Emirates

Towards Understanding Knowledge Construction in Online Learning .......................... 2087
Murat Oztok, University of Pennsylvania, United States

E-textbook as a tool for promoting conceptual learning in science- looking for novel design and empirical evidence .................................................................................. 2092
Mirjamaija Mikkila-Erdmann, University of Turku, Finland

Exploring Serious Mini-Games for Enhancing Computing Students' Colour Selection Skills ......................................................................................................................... 2096
Safurah Abdul Jalil, Beryl Plimmer, Ian Warren & Andrew Luxton-Reilly, Department of Computer Science, University of Auckland, New Zealand

Student experiences on taking electronic exams at the University of Helsinki .................. 2114
Anni Rytönen & Liisa Myyry, University of Helsinki, Finland

Guiding Students in Collaborative Writing of Wikipedia Articles – How to Get Beyond the Black Box Practice in Information Literacy Instruction? ................................. 2122
Eero Sormunen & Tuulikki Alamettälä, University of Tampere, Finland
Assessment of Improvement in Vocabulary Learning with Longitudinal Big Data: Application of the Scheduling Principle Controlling Temporal Dimension Factors to Education ........................................... 2131
Takafumi Terasawa, Okayama University, Japan; Yuka Kawasaki, National Institute of Technology, Kure, Japan

Paradigm Wars in ICT Education Theory - Challenging the False God of Constructivism ........................................... 2140
Juhani Tuovinen, Tabor Adelaide, Australia

The Effect of Metacognitive Prompts on Students Decision Making Abilities in a Socio-Scientific Issue Context ................................................................. 2155
Ying-Shao Hsu, National Taiwan Normal University, Taiwan; Shu-Sheng Lin, Graduate Institute of Mathematics and Science Education, Taiwan

The digital melting pot: 20th century learners in the 21st century ........................................... 2175
Riana Bester, MEd Candidate, University of Johannesburg, South Africa; Geoffrey Lautenbach, University of Johannesburg, South Africa

Mobile Social Media as a Catalyst for Pedagogical Change ........................................... 2187
Thomas Cochrane, Auckland University of Technology, New Zealand

Enriching Formal Learning Environments with Playful Learning Materials: Learning as Engaging and Collaborative ................................................................. 2191
Vilhelmiina Harju, University of Helsinki, CICERO Learning network, Finland

Flip Teaching Materials using Manga on Tablet PCs How to operate the gas detector tube systems ........................................... 2196
Takafumi Daikoku, Doshisha Women’s College, Japan; Tomokazu Yamamoto, Miyazaki University, Japan

STEMLandia – The Nature’s Apprentice Geocaching Adventure Opening the Door for STEM Learning Through Outside Games .................................................. 2198
James Larsen, EdGE at TERC, United States; Daphne Minner, Arnold Arboretum of Harvard University, United States; Elizabeth Rowe, Teon Edwards, Jodi Asbell-Clarke, Erin Bardar & Barbara MacEachern, EdGE at TERC, United States

Exploring the factors that affect intention to use digital textbooks among elementary school students in South Korea .................................................. 2203
Youngju Joo, Ewha Womans University, Korea (South); Jae-Eun Joo, University of Connecticut, United States; Eugene Lim, Ewha Womans University, Korea (South)
Enhancing learning in engineering studies: experiences on short video lecturing ................................................................. 2207
Hanna Kinnari-Korpela, Tampere University of Applied Sciences, Finland; Aki Korpela, Tampere University of Technology, Finland

Strengthening the Narrative of Computing with Learning Communities ................. 2217
Reneta Lansiquot & Candido Cabo, New York City College of Technology, United States

A Study on Relationship between Metacognitive Strategies and Online Learning Behavior ........................................................................................................................... 2220
Yuhui Liu & Lihua Li, College of Foreign Languages, Beijing University of Technology, China

Reducing Novice Programmers’ Cognitive Load and Improving Learning Efficiency by Using Gap-Filled Programming Practice System ......................................................... 2221
Yu-Jen Lo, Ching-Chen Lin, Lily Hou & Jane-Dong Wu, Taipei Municipal Nei-Hu High School, Taiwan; Yu-Chi Feng, National Experimental High School at Hsinchu Science Park, Taiwan; Te-Chin Chu & Greg Lee, National Taiwan Normal University, Taiwan

The Development of a Creation Tool of Report for the Visualization of Thought for Children ........................................................................................................................................ 2223
Hitoshi Nakagawa, The Open University of Japan, Japan; Hironori Suzuki & Jyunichi Morishita, Suzuki Education Software, Japan; Yukie Sato & Masuo Murai, Kanazawa Seiryo University, Japan; Yuki Kobayashi, Kosaka Elementary School, Japan

Teachers’ professional development in online social networking sites .................... 2229
Stefania Manca, Institute for Educational Technology, National Research Council of Italy, Italy; Maria Ranieri, Department of Education and Psychology, University of Florence, Italy

Generalizing the Design Framework of Gaming Materials for “Problem-based Learning” in Mathematics through Developing a New Game ................................................................. 2235
Toshiki Matsuda & Yurie Ito, Tokyo Institute of Technology, Japan

Using Technological-Pedagogical-and-Content Knowledge (TPACK) to Support Universal Design for Learning (UDL): A Case Study ................................................................. 2253
Kimble McCann, kimbleh@hawaii.edu, United States

Cognitive Apprenticeship through Problem-Based Learning ..................................... 2256
Jason Powell & Alicia Stansell, University of North Texas, United States

Universal Design for Learning and Multimedia Technology: Supporting Culturally and Linguistically Diverse Students ................................................................. 2262
Kavita Rao, University of Hawaii at Manoa, United States
A framework to enhance reflection in pre-service teachers ............................................. 2275
Pauline Roberts, Murdoch University, Australia

Measuring Flow in Educational Games and Gamified Learning Environments ................................................................. 2276
David Shernoff, Rutgers University, Piscataway, NJ, USA, United States; Juho Hamari, University of Tampere, Tampere, Finland, United States; Elizabeth Rowe, Educational Gaming Environments (EdGE) group @ TERC Cambridge, MA, United States

Development of a Gaming Instructional Material and Design Framework for “Exploration Activities” in Science ................................................................. 2286
Hodaka Taguchi & Toshiki Matsuda, Tokyo Institute of Technology, Japan

Sharing Secrets with Robots? ................................................................. 2295
Roy Bhakta, Maggi Savin-Baden & Gemma Tombs, Coventry University, United Kingdom

Do Learners Argue with Intelligent Virtual Characters Seriously? ................................................................. 2302
Xuehong Tao & Nicola Yelland, Victoria University, Australia; Zhiqi Shen, Nanyang Technological University, Singapore

Learning Outcomes and Experiences while Learning with an Argumentative Agent ................................................................. 2312
Xuehong Tao & Nicola Yelland, Victoria University, Australia; Zhiqi Shen, Nanyang Technological University, Singapore

The Affordances of Online Learning Augmented by Team Teaching and Animated Pedagogical Agents for Pre-service Teachers ................................................................. 2323
Huay Lit Woo, National Institute of Education, Nanyang Technological University, Singapore

Automatic Generation of English Multiple-choice Cloze Exercises, Based on Learner’s Preference ................................................................. 2339
Toyohide Watanabe, Nagoya Industrial Science Research Institute, Japan

Do You Mind NSA Affair?Does the Global Surveillance Disclosure Impact Our Students? ................................................................. 2346
Martin Ebner, Walther Nagler & Martin Schön, Department of Social Learning / Graz University of Technology, Austria

Subjective Estimation of Risks and Assessment of the Information Included in the Tsunami Warning System by Students in Universities Located Inside and Outside Regions Damaged by the 2011 off Pacific Coast of Tohoku Earthquake in Japan ................................................................. 2349
Erina Gyoba, International Research Institution of Disaster Sciences, Tohoku-University, Japan
Serious game Gademavo: How to enhance students’ ability in taking decisions in a complex world. ................................................................. 2355
Anne-Dominique Salamin, University of Applied Sciences western Switzerland, Switzerland (HES-SO), Switzerland

Integration of Online Applets into Mathematics Teaching: The Case of Quadratic Functions ................................................................. 2368
Mustafa Demir & Rico Reaser, University of Detroit Mercy, United States

Implementing a Reading Course Incorporating Flexibility of Evaluation and Student Choice ............................................................... 2374
Kurt Ackermann, Hokusei Gakuen University Junior College, Japan

Effects of memory ability for high school students to play computer game .......................................................................................... 2405
Wei-Te Liu, Fei-Chuan Chen & Nyan-Myau Lyau, National Yunlin University of Science and Technology, Taiwan; Yui-Ming Lai, National Chushan Senior High School, Taiwan

Can young children learn math through Computer Assisted Instruction: An Evaluation of the Waterford Early Math & Science Program ................................................................. 2415
Haya Shamir & Amy Morris, Waterford Research Institute, United States; Erin Johnson, University of Utah, United States

UPSTART: A Home Based Solution for School Readiness ................................................................. 2423
Haya Shamir, Claudia Miner & Ann Izzo, Waterford Research Institute, United States

Collaborative VOD Platform for Classroom Observation ................................................................. 2427
Hiroki Ishizuka & Ryuichi Yorozuya, Hokkaido University of Education, Japan

Innovating Resilience Resources through BRiTE Online Modules ................................................................. 2432
Tania Broadley, Curtin University, Australia; Caroline Mansfield, Murdoch University, Australia; Susan Bellman, Curtin University, Australia; Noelene Weatherby-Fell, University of Wollongong, Australia

Bringing informal communication to the fore in e-learning: Physicians and health educators opinions on using social media for health and healthcare education ................................................................. 2435
Murat Ertan DOGAN, Cukurova University, Turkey

Collaborative evaluation of Personal Information Management (PIM) tools for learning contexts ................................................................. 2441
Sharon Hardof-Jaffe & Ruthi Aladjem, Tel-Aviv University, School of Education, Israel
Development of Mobile Training Systems for Disaster Evacuation Plans

Hisashi Hatakeyama & Masahiro Nagai, Tokyo Metropolitan University, Japan; Masao Murota, Tokyo Institute of Technology, Japan

Virtual Reality: Adaptive and Branching Scenarios

Mike Jones & Christopher Devers, Indiana Wesleyan University, United States

Can training on one number sense skill be generalized to overall improved number sense? Results from an intervention study with a new tablet game.

Bieke Maertens, Bert Reynvoet, Bert De Smedt & Jan Elen, KU Leuven, Belgium

Re-KAP: the Next ‘Click’ in Classroom Clicker Systems

Thanos Hatziapostolou, The University of Sheffield International Faculty - CITY College, Greece

A Web-based Interactive Scala Environment for Grading Programming Courses

Koji Kagawa, Faculty of Engineering, Kagawa University, Japan

Building open learning opportunities: The Participating in the Digital Age cMOOC design case.

Nathaniel Ostashewski, Curtin University of Technology, Australia; Jon Dron, Athabasca University, Canada; Jennifer Howell, Curtin University, Australia

A Robotic Interactive Learning Environment To Teach Physics

Chandra Prayaga, Aaron Wade, Christopher Varney & Lakshmi Prayaga, University of West Florida, United States; Alexander Whiteside, University of Florida, United States

Measuring Cognition in Computer-Based Instruction Using an EEG: A Review of the Literature

Enilda Romero, University of Tampa, United States

Student Perceptions of a Cloud Assessment Learning Environment

Anthony Rickards, Curtin University, Australia; Aaron Steele, UCOL - New Zealand, New Zealand


Elizabeth Rowe, EdGE @ TERC, United States; David Shernoff, Rutgers University, United States


Elizabeth Rowe, EdGE @ TERC, United States; David Shernoff, Rutgers University, United States
Flow & Learning in Quantum Spectre ................................................................. 2512
Elizabeth Rowe, Jodi Asbell-Clarke & Teon Edwards, EdGE @ TERC, United States

Media Evolution ............................................................................................................... 2523
Alicia Stansell, University of North Texas, United States

InteractiveSchoolWall: A Digitally Enriched Learning Environment for Systemic-
Constructive Informal Learning Processes at School ................................................. 2527
Winkler Thomas, Institute for Multimedia and Interactive Systems, University of Luebeck, Germany; Martina Ide, Institute
for Quality Development of Schools in Schleswig-Holstein (IQSH), Germany; Claudia Hahn & Michael Herczeg, Institute
for Multimedia and Interactive Systems, University of Luebeck, Germany

Tele-Robotics For Online Networking and Telecommunications Courses ............... 2537
Alex Whiteside, University of Florida, United States; Lakshmi Prayaga, University of west Florida, United States

Design and Development the Scratch Curriculum for K1-12 Students ...................... 2541
Lei Chen, School of Educational Technology, Beijing Normal University, China; Feng-Kuang Chiang, Beijing Normal
University, China

Q-Book: multimedia annotation tool for e-books ....................................................... 2543
Heyon Kyeong Hwang & Marco Ronchetti, DISI - University of Trento, Italy

Building Online Educational Games for Seniors: The Bingo Game
Revisited ...................................................................................................................... 2549
Louise Sauve, TELUQ, University of Quebec / SAVIE, Canada; Lise Renaud, UQAM, Canada; Emmanuel Duplâa,
University of Ottawa, Canada; David Kaufman, Simon Fraser University, Canada

Conceptualising technology use as social practice to research student experiences of
technology in higher education .............................................................................. 2567
Sue Bennett, University of Wollongong, Australia

Movie making Methods-based Digital Textbooks ....................................................... 2568
Susumu Sawai, Kenji Asada & Shinji Matsumoto, Cyber University, Japan

A project for transitional education of doctoral applicants in educational
technology ..................................................................................................................... 2574
Barbara Class & Daniel K. Schneider, University of Geneva, Switzerland; Richard Canal, IFIC, Tunisia; Mona Laroussi,
National Institute of Applied Sciences and Technology, University of Carhtage, Tunisia

Utilization of stereoscopic 3D images for social studies class in elementary
school ......................................................................................................................... 2575
Takashi Shibata, Tokyo University of Social Welfare, Japan
<table>
<thead>
<tr>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Search of Educational, Socio-cultural, and Technological Criteria for Localizing Learning Solutions for Varying Cultural Contexts</td>
<td>2592</td>
</tr>
<tr>
<td>Tiina Mäkelä, University of Jyväskylä, Finland; Bradley Young, Zayed University, United Arab Emirates; Jan Pawlowski, Ruhr West University of Applied Sciences, Germany</td>
<td></td>
</tr>
<tr>
<td>In Search of Localization Criteria for Learning Solutions: Examining the localization needs of Finnish learning solutions in the United Arab Emirates</td>
<td>2596</td>
</tr>
<tr>
<td>Tiina Mäkelä &amp; Marja Kankaanranta, University of Jyväskylä, Finland; Bradley Young, Zayed University, United Arab Emirates; Qasim Alshannag, the United Arab Emirates, United Arab Emirates</td>
<td></td>
</tr>
<tr>
<td>Tracing the multi-stabilities of social mobile technologies for learning: from story generators to mediated publics?</td>
<td>2601</td>
</tr>
<tr>
<td>Marianna Vivitsou, Johanna Penttilä &amp; Veera Kallunki, CICERO Learning, University of Helsinki, Finland</td>
<td></td>
</tr>
<tr>
<td>Enabling Individuals with Cognitive Impairments to Autonomously Manage Vocational Tasks through Use of a Mobile Augmented Reality System</td>
<td>2612</td>
</tr>
<tr>
<td>Yao-Sheng Chang, Department of Information Management, Chung Chou University of Science and Technology, Taiwan; Yao-Jen Chang, Department of Electronics Engineering, Chung Yuan Christian University, Taiwan; Chun-Huang Liao, Department of Tourism and Leisure Management, Chung Chou University of Science and Technology, Taiwan</td>
<td></td>
</tr>
<tr>
<td>Investigating Game Player’s Flow Experiences: The Case of First Time Guitar Hero Players</td>
<td>2617</td>
</tr>
<tr>
<td>Tugba Kamali, Okan Arslan &amp; Kürsat Cagiltay, Middle East Technical University, Turkey</td>
<td></td>
</tr>
<tr>
<td>Motivating Learners with Virtual Reality</td>
<td>2631</td>
</tr>
<tr>
<td>Anna Martin, Kent State University, United States</td>
<td></td>
</tr>
<tr>
<td>Embodiment of the Communicative “Other”: Mode of Communication and Social Presence in Educational Virtual Environments</td>
<td>2637</td>
</tr>
<tr>
<td>Nikiforos Papachristos, Ioanna Bellou &amp; Tassos Mikropoulos, The Educational Approaches to Virtual Reality Technologies Lab, The University of Ioannina, Greece</td>
<td></td>
</tr>
<tr>
<td>Using a 3D Role Playing Game to Teach Undergraduate Computer Science Students about Health Management Information Systems</td>
<td>2647</td>
</tr>
<tr>
<td>Paul Walcott &amp; Nadia Corbin Babb, The University of the West Indies, Barbados</td>
<td></td>
</tr>
<tr>
<td>What can your ears do? A systematic literature review regarding the role of non-speech audio</td>
<td>2653</td>
</tr>
<tr>
<td>Azra Tayebi, UEF, Finland; Carolina Islas Sedano, UEF / Ubium, Finland</td>
<td></td>
</tr>
<tr>
<td>Learning &amp; Engaging with Videogames in Engineering Education</td>
<td>2663</td>
</tr>
<tr>
<td>Brianno Coller &amp; David Shernoff, Northern Illinois University, United States</td>
<td></td>
</tr>
</tbody>
</table>
Feedback: On Students’ Requirement for Personal Mentoring Models
Vibeke Bjarno & Helge Hoivik, Oslo and Akershus University College, Norway

Godwin Okeke, University of North Texas, United States

Valuing Teachers' Diverse Attitudes to and use of Social Media
Alison Fox, School of Education, University of Leicester, United Kingdom

Social Media Metaphors of Digital Natives: A Phenomenological Approach to New Generation Learners
Tulay GORU DOGAN, Cukurova University, Turkey

Let’s reflect on MOOCs, Interdisciplinary Collaboration and Community of Inquiry.
Dodzi Amemado, Scholar, United States

Teacher-student relationship in the SNS-era: Ethical issues
Alona Forkosh Baruch, Levinsky College of Education, Israel; Arnon Hershkovitz, Tel Aviv University, Israel

Analysis of Cellphone-Based Cheating on Entrance Exam ~ Sense of Guilt and Degree of Sympathy~
Hiroko Kanoh, Yamagata University, Japan

Self-Representation in Online Learning Environments
Murat Oztok, University of Pennsylvania, United States

An Online Computer Assisted Instruction Development of Electronics Devices Subject for Learning Effectiveness Testing
Suwanna Sombunsukho, Anucha Waprakon & Nithi Buranajant, King Mongkut’s University of Technology Thonburi, Thailand

Gaming motivations and characteristics of Turkish MMOFPS players
Muhterem Dindar & Yavuz Akbulut, Anadolu University, Turkey

Teaching Graduate Courses In The Virtual Classroom
Neal Burns, University of Texas at Austin, United States; Julie LeMoine, 3D Immersive Collaboration Consulting, United States

The Effect Gained by “Reflection” CG in the Leaning of Dance Movements
Yoko Usui, Student, Japan; Katsumi Sato, Associate Professor, Japan; Shinichi Watabe, Professor, Japan