Preface

The International Conference on Computers in Education (ICCE) series aims to foster the creation and dissemination of knowledge about the use of information technology in education throughout the Asia-Pacific region. Since 1995 the ICCE series has been organized by the Asia-Pacific Chapter of AACE (Association for the Advancement of Computing in Education). The Conferences have been held in different Asian countries — Singapore (1995), Malaysia (1997), China (1998), Japan (1999), Taiwan (2000) and Korea (2001). ICCE 2002 was held in Auckland, New Zealand.

Through ICCE 2002, New Zealand aimed to contribute significantly to the valuable experience of the ICCEs and hence to reinforce all the efforts to collaborate for the successful building of the new paradigm of education in the information society. The Conference theme was “Learning Communities on the Internet — Pedagogy in Implementation.”

Some years ago there was a movement in education towards learning alongside peers. The recent increase in accessibility to networks, whether global or local, has provided an enormous impetus to practice and research in which learners study and work together. However, many questions on the effectiveness and efficiency of such learning environments remain unanswered or at least have little empirical or theoretical evidence to provide beyond intuitive responses:

- learners naturally have many misconceptions; would peer learning simply spread such misconceptions?
- learning is personal; why should a co-learner give better help than a professional tutor?
- Internet resources are general; don’t learners need resources designed to meet their specific needs?
- learners’ culture leads them to expect to be taught; why should they have to work more?
- tutors’ culture leads them to expect to teach; why should they change that role?
- and many more…

These are amongst the questions addressed by the Keynote and Invited speakers:

- Social Design and Intelligence in Learning Society
- Technology as a Catalyst for Fostering Knowledge-Creating Communities
- Learning communities on the Internet: thoughts about previous and current communities
- Features and Framework of Information Communication Technology Use in Classes Based on Qualitative Analysis
- The socially interactive pedagogical agent within online learning communities
- The HyperClass: Education in a Broadband Internet Environment
- Peer to peer convergence: designing a pedagogical framework for personal learning networks

The organisers received about 800 submissions and these were rigorously refereed by an international group of 270 academics. After this process, 188 were accepted as full papers, 261 as short papers and 143 as posters. The
accepted contributions represent leading research and innovative practice being undertaken in 36 countries. It is important to recognise that contributions come from large and small, developed and developing countries illustrating the truly global nature of our society and the willingness to share experience and expertise.

The Conference also supported 2 workshops, 6 tutorials, and 2 panels on themes as diverse as concepts and ontologies, pedagogical agents, adaptive systems, and streaming media in education.

Putting together a coherent program of the highest possible quality has not been an easy task. Special thanks go to the organising committee and program committee members. Finally, the conference would not have been a success without the support of the authors. We would like to acknowledge and thank all authors who submitted their research work to the conference, whether the submission made it to the proceedings or not.

Without further ado, we close this introduction and let you go to the real fruit. We hope you will enjoy and benefit as much from this collection as we did while putting it together.

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