

International Conference on Blended Learning 2018

and

International Symposium on Educational Technology 2018

CONFERENCE PROGRAMME

31 July to 2 August 2018

OSAKA · JAPAN

INTERNATIONAL CONFERENCE ON BLENDED LEARNING 2018

ABOUT THE CONFERENCE

The International Conference on Blended Learning (ICBL) is an annual international conference with the main focus on blended learning – an integration of the traditional learning with innovative means, such as e-learning and open online learning, in order to create a new learning environment to enhance learning effectiveness and enrich learning experience. The purpose of ICBL is to bring together researchers and developers from education and computer science to advance the research of blended learning.

This year, ICBL 2018 is the 11th conference of the ICBL conference series. The main theme is *Blended Learning : Enhancing Learning Success*. Accepted papers are included in the conference proceedings published by Springer under its Lecture Notes in Computer Science series (LNCS), as volume 10949. Selected papers will be recommended to the Journal of Computing in Higher Education (SSCI listed, impact factor 1.440), the Journal of Computers in Education (ESCI listed), and the International Journal on Innovation and Learning (ESCI listed).

Commencing in 2008, ICBL with its predecessors the International Conference on Hybrid Learning (ICHL) had attracted delegates from many countries, including China, Hong Kong, Macau, Taiwan, Malaysia, Singapore, Thailand, Japan, Australia, Czech Republic, France, Germany, UK, Canada, and USA. All the conference proceedings have been published by Springer under its LNCS series. Previous conferences are highlighted below.

<u>Conference</u>	<u>Venue</u>	<u>Date</u>	<u>Publication</u>
1 st ICHL 2008	City University of Hong Kong	13-15 August 2008	LNCS vol. 5169
2 nd ICHL 2009	University of Macau	25-27 August 2009	LNCS vol. 5685
3 rd ICHL 2010	Beijing Normal University	16-18 August 2010	LNCS vol. 6248
4 th ICHL 2011	SPACE, University of Hong Kong	10-12 August 2011	LNCS vol. 6837
5 th ICHL 2012	South China Normal University	13-15 August 2012	LNCS vol. 7411
6 th ICHL 2013	University of Toronto	12-14 August 2013	LNCS vol. 8038
7 th ICHL 2014	East China Normal University	8-10 August 2014	LNCS vol. 8595
8 th ICHL 2015	Central China Normal University	27-29 July 2015	LNCS vol. 9167
9 th ICBL 2016	Peking University	19-21 July 2016	LNCS Vol. 9757
10 th ICBL 2017	City University of Hong Kong	27-29 June 2017	LNCS Vol. 10309

INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2018

ABOUT THE SYMPOSIUM

The International Symposium on Educational Technology (ISET) is an annual international symposium with the main focus on a wider scope of educational technology. The purpose of ISET is to bring together researchers and developers from education and computer science to advance the research and application of information and communication technology in education.

ISET 2018 is held together with ICBL 2018. Topics of interests broadly cover instructional technology, blended learning, e-learning and online learning, flipped classroom, learning analytics, MOOCs, open educational resources, and smart learning environment, with an aim to enhance learning outcome and enrich learning experience through the effective and innovative use of technology. Accepted papers are included in the symposium proceedings published by IEEE Computer Society Conference Publishing Services (CPS). Selected papers will be recommended to the Journal of Computers in Education (ESCI listed), and the International Journal on Innovation and Learning (ESCI listed).

The Symposium series started in 2015. ISET 2015 was held on 27-29 July 2015 at the Central China Normal University, Wuhan, China. ISET 2016 was held on 19-21 July 2016 at the Peking University, Beijing, China. ISET 2017 was held on 27-29 June 2017 at the City University of Hong Kong, Hong Kong, China. The Symposium Proceedings of previous years were all published by IEEE CS CPS and indexed in the IEEE Xplore, IEEE Computer Society Digital Library and Engineering Index (EI).

CONFERENCE VENUE

Senriyama Campus, Kansai University, 3-3-35 Yamate-cho, Suita-shi, Osaka, Japan

Kansai University has several campuses. ICBL 2018 and ISET 2018 are held in the **Senriyama Campus** of Kansai University.

You are advised to take public transportation to go to **Senriyama Campus** of Kansai University. Directions from Kansai International Airport is shown below.

Taking Limousine Bus and trains (Total costs about ¥1,800 one way, about 1hr 30min)

- Exit the arrival lobby on the first floor of the airport.
- Purchase the ticket (¥1,550) for Limousine Bus (Bound for Osaka station, Chayamachi, Shin-Umeda city, etc).
- Take the Limousine Bus #5 (Bound for Osaka station, Chayamachi, Shin-Umeda city, etc) and get off at "Shin-Hankyu Hotel" (About 1 hour).
- Please go to Hankyu Umeda Station, and take a train bound for Kita Senri of Hankyu Senri Line and get off at the KANDAIME station. (about 20 min/It costs ¥220)
- Take the South Exit of KANDAIME station to access the Senriyama Campus

Taking Nankai Electric Railway (Total costs about ¥1,400 one way, about 1hr 30min)

- Exit the 2nd floor, then follow the sign "Kansai Airport Station" of Nankai Line through walk way.
- Please take the Airport Express (bound for Nanba) to Tengachaya station. (About 50min / It costs ¥920)
- Transfer to bound for Kita-Senri of Sakaisuji Line of Osaka city subway then go to KANDAIME station from Tengachaya. (It costs ¥470 to Kandai-mae)
- Take the South Exit of KANDAIME station to access the Senriyama Campus

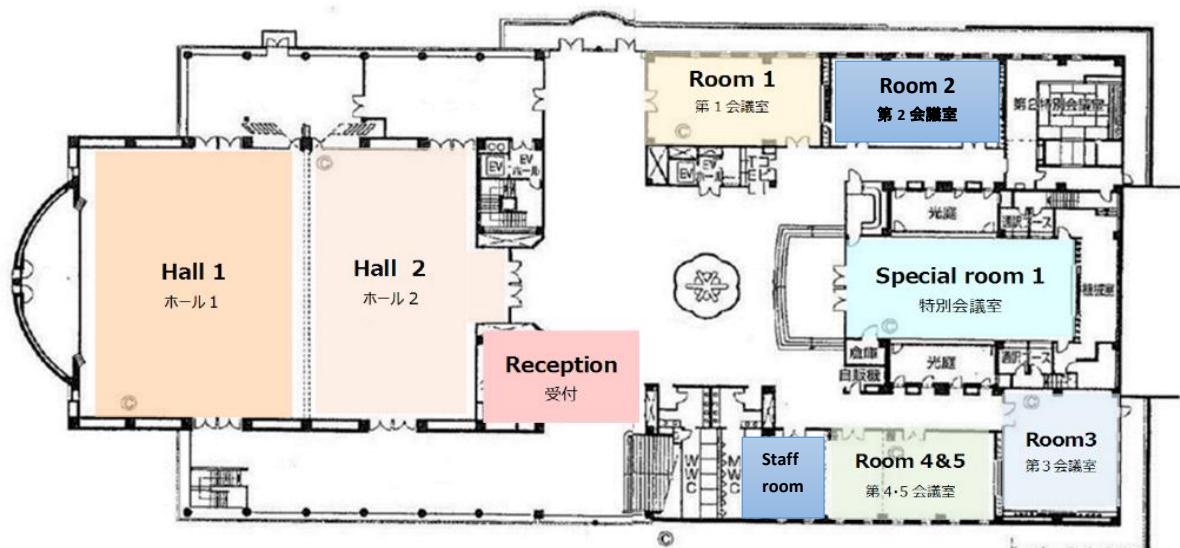
Taking Taxi (Total costs about ¥25,000 one way, about 1hr 10min)

ICBL 2018 and ISET 2018 are held in Centenary Memorial Hall (for all conference sessions) and Restaurant Circolo (for lunches and banquet), Senriyama Campus of Kansai University. Please refer to the campus map in the back cover for the location of the Centenary Memorial Hall and Restaurant Circolo.

All conference sessions are held at 2/F, Centenary Memorial Hall, Senriyama Campus of Kansai University, as listed below.

- Registration** Reception Area, 2/F, Centenary Memorial Hall, Senriyama Campus
- Opening Remark** Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus
- Keynote Session** Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus
- Parallel Session** Rooms 1 to 5, 2/F, Centenary Memorial Hall, Senriyama Campus
- Panel Session** Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus
- Closing Remark** Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus
- Tea** Hall 2, 2/F, Centenary Memorial Hall, Senriyama Campus

Floor plan of the Centenary Memorial Hall (2/F) :



Lunches and banquet are held at the Restaurant Circolo, 4/F, Shin-Kansaidaigaku-Kaikan, South Building, Senriyama Campus.

INTERNATIONAL CONFERENCE ON BLENDING LEARNING 2018

CONFERENCE PROGRAMME

Registration commences on 30 July 2018 (from 15:00 to 18:00)

31 July 2018

08:30 – 09:15	Registration	
09:15 – 09:30	Opening Remarks	
09:30 – 10:30	<p><u>Keynote Session 1</u> The Challenge for Higher Education Reform in Japan by Seven Samurai <i>Prof. Noyuri Mima</i> <i>Future University Hakodate, Hakodate, Japan</i> (Venue : Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus)</p>	
10:30 – 11:00	Tea Break	
11:00 – 12:00	<p><u>Keynote Session 2</u> The Trend of Education Innovation by Disruptive Technology in Mainland China <i>Prof. Li Chen</i> <i>Beijing Normal University, Beijing, China</i> (Venue : Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus)</p>	
12:00 – 14:00	Lunch Break	
14:00 – 15:30	<p><u>Parallel Session</u> ICBL 2018 : Content Development for Blended Learning <i>Chair : Oliver Au</i> (Venue : Room 1, 2/F)</p>	<p><u>Parallel Session</u> ICBL 2018 : Open Educational Resources <i>Chair : Simon K.S. Cheung</i> (Venue : Room 2, 2/F)</p>
15:30 – 16:00	Tea Break	
16:00 – 17:30	<p><u>Parallel Session</u> ICBL 2018 : Assessment for Blended Learning <i>Chair : Victor Lee</i> (Venue : Room 1, 2/F)</p>	<p><u>Parallel Session</u> ICBL 2018 : Computer-Supported Collaborative Learning <i>Chair : Yinghui Shi</i> (Venue : Room 2, 2/F)</p>

INTERNATIONAL CONFERENCE ON BLENDING LEARNING 2018

CONFERENCE PROGRAMME

1 August 2018

09:00 – 09:30	Registration	
09:30 – 10:30	<u>Keynote Session 3</u> Models of Blended Learning for Two Critical Populations : Adults Requiring Patient Education and Adults Retraining for Career Re-entry <i>Prof. Jayshiro Tashiro</i> <i>University of Ontario Institute of Technology, Ontario, Canada</i> (Venue : Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus)	
10:30 – 11:00	Tea Break	
11:00 – 12:00	<u>Keynote Session 4</u> Visualizing Student Learning Progression Pattern Using Neural Network and Hierarchical Clustering Analysis <i>Prof. Siu Cheung Kong</i> <i>Education University of Hong Kong, Hong Kong, China</i> (Venue : Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus)	
12:00 – 14:00	Lunch Break	
14:00 – 15:30	<u>Parallel Session</u> ICBL 2018 : Experience in Blended Learning (I) <i>Chair : Yan Keung Hui</i> (Venue : Room 1, 2/F)	<u>Parallel Session</u> ICBL 2018 : Improved Flexibility of Learning Processes <i>Chair : Fu Lee Wang</i> (Venue : Room 2, 2/F)
15:30 – 16:00	Tea Break	
16:00 – 18:00	<u>Parallel Session</u> ICBL 2018 : Experience in Blended Learning (II) <i>Chair : Kwan Keung Ng</i> (Venue : Room 1, 2/F)	<u>Parallel Session</u> ICBL 2018 : Pedagogical and Psychological Issues <i>Chair : Miloslava Cerna</i> (Venue : Room 2, 2/F)
18:30	Conference Banquet	

INTERNATIONAL CONFERENCE ON BLENDING LEARNING 2018

CONFERENCE PROGRAMME

2 August 2018

10:30 - 11:00	Tea Reception
11:00 - 12:00	<p><u>Panel Session</u></p> <p>Innovative Technologies and Practices for Learning Success</p> <p><i>Prof. Horace H.S. Ip (chair)</i></p> <p><i>City University of Hong Kong, Hong Kong, China</i></p> <p><i>Prof. Harrison Hao Yang (co-chair)</i></p> <p><i>State University of New York at Oswego, USA</i></p> <p>(Venue : Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus)</p>
12:00 - 12:30	Closing Remarks and Award Presentation

INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2018

SYMPOSIUM PROGRAMME

Registration commences on 30 July 2018 (from 15:00 to 18:00)

31 July 2018

08:30 – 09:15	Registration	
09:15 – 09:30	Opening Remarks	
09:30 – 10:30	<u>Keynote Session 1</u> The Challenge for Higher Education Reform in Japan by Seven Samurai <i>Prof. Noyuri Mima</i> <i>Future University Hakodate, Hakodate, Japan</i> (Venue : Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus)	
10:30 – 11:00	Tea Break	
11:00 – 12:00	<u>Keynote Session 2</u> The Trend of Education Innovation by Disruptive Technology in Mainland China <i>Prof. Li Chen</i> <i>Beijing Normal University, Beijing, China</i> (Venue : Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus)	
12:00 – 14:00	Lunch Break	
14:00 – 15:30	<u>Parallel Session</u> ISET 2018 : Instructional Technology (I) <i>Chair : Morris Jong</i> (Venue : Room 3, 2/F)	<u>Parallel Session</u> ISET 2018 : Learning Analytics and Educational Big Data <i>Chair : Billy Wong</i> (Venue : Rooms 4 & 5, 2/F)
15:30 – 16:00	Tea Break	
16:00 – 18:00	<u>Parallel Session</u> ISET 2018 : Instructional Technology (II) <i>Chair : Lap-Kei Lee</i> (Venue : Room 3, 2/F)	<u>Parallel Session</u> ISET 2018 : e-Learning and Online Learning <i>Chair : Chiaki Iwasaki</i> (Venue : Rooms 4 & 5, 2/F)

INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2018

SYMPOSIUM PROGRAMME

1 August 2018

09:00 – 09:30	Registration	
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12:00 – 14:00	Lunch Break	
14:00 – 15:30	<u>Parallel Session</u> ISET 2018 : Smart Learning Environment (I) <i>Chair : Ivan Lai</i> (Venue : Room 3, 2/F)	<u>Parallel Session</u> ISET 2018 : MOOCs and Open Educational Resources <i>Chair : Kai Tai Tang</i> (Venue : Rooms 4 & 5, 2/F)
15:30 – 16:00	Tea Break	
16:00 – 18:00	<u>Parallel Session</u> ISET 2018 : Smart Learning Environment (II) <i>Chair : Jacky Keung</i> (Venue : Room 3, 2/F)	<u>Parallel Session</u> ISET 2018 : Flipped Classroom and Flexible Learning <i>Chair : Jason MacLeod</i> (Venue : Rooms 4 & 5, 2/F)
18:30	Conference Banquet	

INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2018

SYMPOSIUM PROGRAMME

2 August 2018

09:00 – 10:30	<p style="text-align: center;"><u>Parallel Session</u> ISET 2018 : Blended Learning and Hybrid Learning <i>Chair : Petra Poulova</i> (Venue : Room 3, 2/F)</p>	<p style="text-align: center;"><u>Parallel Session</u> ISET 2018 : Institutional Policies and Strategies <i>Chair : Mihoko Chiba</i> (Venue : Rooms 4 & 5, 2/F)</p>
10:30 – 11:00	Tea Break	
11:00 – 12:00	<p style="text-align: center;"><u>Panel Session</u> Innovative Technologies and Practices for Learning Success <i>Prof. Horace H.S. Ip (chair)</i> <i>City University of Hong Kong, Hong Kong, China</i> <i>Prof. Harrison Hao Yang (co-chair)</i> <i>State University of New York at Oswego, USA</i> (Venue : Hall 1, 2/F, Centenary Memorial Hall, Senriyama Campus)</p>	
12:00 – 12:30	Closing Remarks and Award Presentation	

KEYNOTE SESSION 1



The Challenge for Higher Education Reform in Japan by Seven Samurai

Noyuri Mima

Faculty of Systems Information Science

Future University Hakodate, Hakodate, Japan

Abstract. In June 1996, seven researchers in their mid-thirties, who were computer related scientists, were gathered and entrusted to make a new university from scratch. As a result, the learning environment to be introduced in this keynote was developed, and the school building was awarded the Architectural Institute of Japan Prize. The philosophy behind the university's spirit became "Open space, Open mind."

There was a lot of turbulence in the process of creating a new university. Many dark clouds were disturbing us. The way to create a university was very steep and required us to overcome many obstacles. Finally though our university evolved through innovation and foresight that never comes from a plan prepared by a think tank specializing in the creation of a university. I believe we became the "Seven Samurai" in Higher Education reform in Japan.

The first thing we did when we started designing the university was to ask ourselves about the meaning of learning. What is learning? No matter how much we teach, people may not necessarily learn. "Learning" is a different issue from "teaching." We started rethinking about learning.

In this keynote I will give an autobiographical account of our unique university that has been designed and implemented from scratch and, of course, is still in operation. The focus is not only to look back at past developments, but also to extract essences and principles for designing sustainable learning environments. I will discuss the design of the learning environment as a whole, and argue that the challenge of effective design should be expanded from the conventional blend of real and digital classroom environments to a new perspective that coordinates space, activity and community.

Biography. Professor Mima studied computer science at the University of Electro-Communications (UEC), education at the Harvard Graduate School of Education, Harvard University, and cognitive psychology at the Graduate School of Education, the University of Tokyo. She earned the Ph.D. from UEC.

Prof. Mima was a member of planning committee of Future University Hakodate and National Museum of Emerging Science and Innovation (Miraikan). After the foundation of those, she became a professor at the university (2000 - present) and a deputy director at the museum (2003- 2006). In 2008, Prof. Mima established Science Support Hakodate, a voluntary association for promoting science communication and developing science literacy of citizens. She also established Hakodate Herb Study Group for developing regional brand products by enhancing industry-academia-government-citizen collaboration in 2010.

In 2013, Prof. Mima was appointed as a member of the governors of NHK (Japan Broadcasting Corporation) for three years. The governors are approved by both houses of the Diet on behalf of the people of Japan and are appointed by the Prime Minister. She is also member of several government councils related to education, science and technology, and trustee of Nissan Global Foundation. Prof. Mima was awarded the Science and Technology Prize 2014 of the Commendation for Science and Technology by the Minister of Education, Culture, Sports, Science and Technology.

Her research has focused on promoting human resources, communication, and networking from a wide range of knowledge and experience in computer, education, and cognitive science.

KEYNOTE SESSION 2



The Trend of Education Innovation by Disruptive Technology in Mainland China

Li Chen

School of Educational Technology

Beijing Normal University, Beijing, China

Abstract. Disruptive technology is challenging traditional education management and education service way as changing pedagogy in teaching and learning. This speech presents how typical education innovations driven by disruptive technology is improving education, and reveals how traditional education system hinders application of disruptive technology in education. The speech is based on a comprehensive study, aimed to provide policy-level suggestions on how to rebuild education system, supporting innovative education practice by disruptive technology. The study adopted ethnography as methodology with case study as the main method. With analysis model of three dimensions - teaching and learning, education management, and education service, the research team chose over a hundred innovative education cases influenced by disruptive technology in mainland China. The research team find out how education innovation cases improve the education, and what kinds of features of system can breed and support effective education innovation by interviewing innovators and collecting evidences. At the end of the study, the research team found out that traditional school system is not suitable for education in knowledge Economy era. Now education system is integrating into society. It is significant that we have to rebuild a new system to support personalized learning, refined management and social participation.

Biography. Professor Chen is a vice president of Beijing Normal University and the executive director of Beijing Institute for The Learning City at Beijing Normal University. She is the president of Society of International Chinese in Educational Technology (SICET) and the president of China Association for ICT in Education for K12.

Prof. Chen is the leader of master program and PhD program of Distance Education in Beijing Normal University. She is in charge of the course The Foundation of Distance Education for undergraduate student in educational technology.

Her research is mainly focusing on interaction principle in distance education and policy research in lifelong learning. She is deeply engaged in policy consulting in distance education and lifelong learning. She has authored and published more than 10 books and 100 papers.

KEYNOTE SESSION 3



Models of Blended Learning for Two Critical Populations – Adults Requiring Patient Education and Adults Retraining for Career Re-entry

Jayshiro Tashiro

Faculty in Information Technology Security and Computer Science
University of Ontario Institute of Technology, Ontario, Canada

Abstract. For the past two decades, we have studied the emergence of educational technologies, courseware, and learning management systems within American K-12, undergraduate, graduate, and professional development programs. Our approach focused on perspectives grounded in theories of cognition and learning as well as in behavioral change. However, while technologies and systems facilitating blended learning have been implemented, we still have much to learn and, perhaps more importantly, there are critical adult populations that remain underserved by educational outreach. We have observed increased focus on education of two critical populations in the United States: (1) adult patients, especially those with chronic illnesses that consume the major portion of healthcare resources; and (2) adults with education at or below a high school level who have difficulty finding employment during shifts in global economic patterns demanding higher-level skills for technology-oriented jobs.

In this keynote, we will present models of blended learning that have at least some evidence base for improving educational outcomes. These models can be mapped to different types of educational levels and programs, with a particular focus on how blended learning could improve both patient and adult basic education. Our approach involves an analysis focused on cognition and learning. This approach reflects how and why different models for blended learning should be adapted for individuals at different developmental stages. For example, how do we create blended learning models that best suit elementary and secondary level school children, which are appropriate for undergraduate students, which for graduate students, and which are most likely to succeed with different types of adult learners for improved health care, professional development, or career re-entry? In closing, we will present a set of recommendations for how and why to develop new models of blended learning that integrate educational technologies in a sensible and evidence-based manner.

Biography. Professor Tashiro received the BA from Kenyon College (Gambier, OH, USA) in 1973, with majors in Biology and Chemistry. He earned the Ph.D. from Syracuse University (Syracuse, NY, USA) in 1980, with an emphasis in Physiology and Biostatistics. At the age of 48, he gave up a tenured chair at Northern Arizona University and went back to school to study nursing, earning the BSN from Northern Arizona University in 1999 (Flagstaff, AZ, USA). Prof. Tashiro has been a faculty member at Kenyon College (1980-1987), Bard College (1987-1990), Northern Arizona University (1990-2000), and CEO of an R&D company – Wolfsong Informatics, LLC (2000-Present). From 2005-2010, he served as a Full Professor in the Faculty of Health Sciences at University of Ontario Institute of Technology (UOIT), but then retired from the university to develop five research and development companies in Hong Kong and the United States (2010-2016).

For research partnerships, he maintains a role as Associate Graduate Faculty in the School of Graduate and Postdoctoral Studies, University of Ontario Institute of Technology (Oshawa, ON, Canada). In 2016, Prof. Tashiro became a faculty member and Education Technology Coach in the Pima Community College Adult Basic Education for College and Career Readiness.

His research has focused on the relationships between evidence-based learning and evidence-based practice in education, with total extramural funding for research and development grants now more than USD \$20.6 million. At UOIT, he helped develop and implement the Health Education Technology Research Unit, the Health Information Management Program, and Graduate Program in the Faculty of Health Sciences. Tashiro also built and evaluated courses and educational simulations that promote interprofessional collaborative patient-centered care. Recent work in Hong Kong and the United States led to the Maxit Education Systems hardware-software platform that provides new types of assessments of learning-skills outcomes at all levels of education. A particular emphasis has been development of teaching-learning-assessment systems that can track and analyze misconception development during learning. From 2000 to Present, Prof. Tashiro and his colleagues have developed suites of virtual clinical simulations that monitor learners' choices during treatment of complex patients within the simulations. The principal focus of the monitoring system has been assessment of clinical judgment, with the software conducting automated analyses of choices made by the learner while working within a simulation.

KEYNOTE SESSION 4



Visualizing Student Learning Progression Pattern Using Neural Network and Hierarchical Clustering Analysis

Siu Cheung Kong

Department of Mathematics and Information Technology

The Education University of Hong Kong, HKSAR

Abstract. Motivating students to learn and continuous improvement of course materials are necessary and vital for the benefits of the students who participate in online courses. It is crucial to provide guidance on how to effectively use the course materials. This study aims to develop a method to identify progression patterns among students who successfully completed the course. This can help students to navigate through the course and instructors to understand more on how to organize the course materials. Traditional mining techniques such as prefix span can mine student's platform usage patterns, yet, they do not provide a complete learning progression sequence of how course materials are related to one another. To collectively identify the learning progression pattern of successful candidates, this study proposes a descriptive model using a neural network with hierarchical clustering method. We fragment the learning path of successors into triplets and use a neural network to learn their inter-relationship in an unsupervised manner. The inter-relationship can then be visualized through fixing pre-test as the start point of the sequence to post-test as the endpoint based on the hierarchical clustering results. We have applied this technique to 3 classes of students in a statistics course. The learning sequence of successful learners revealed by the proposed method are similar across cohorts.

Biography. Professor Kong currently is Professor of the Department of Mathematics and Information Technology; and Director of Centre for Learning, Teaching and Technology, the Education University of Hong Kong. Prof. Kong holds a doctorate from the Department of Computer Science of the City University of Hong Kong. His research interests include pedagogy in the digital classroom (including information literacy education and IT in science and inquiry-based learning), policy on technology-transformed education and the professional development of teacher for learner-centered learning in seamless learning environments, IT in mathematics education, programming for computational thinking development, and computational thinking education.

Prof. Kong has produced over 250 academic publications in his research areas. He has completed/conducted 75 research projects since joining the University (the then Hong Kong Institute of Education). Prof. Kong currently is the Editor-in-Chief of the international journal *Research and Practice in Technology Enhanced Learning* and *Journal of Computers in Education*. Prof. Kong was the President of the Asia-Pacific Society for Computers in Education from January 2014 to December 2015. He was also the Convener of Theory and Practice of Pedagogical Design for Learning in Digital Classrooms International Research Network under World Educational Research Association from December 2012 to December 2015. He is serving as the Principal Investigator of the Four-Year Project "Computational Thinking and Coding Education" in K-12 from April 2016 to April 2020.

PANEL SESSION

Innovative Technologies and Practices for Learning Success



Horace H.S. Ip (Chair)
City University of Hong Kong, HKSAR



Harrison Hao Yang (Co-chair)
State University of New York at Oswego, USA

INTERNATIONAL CONFERENCE ON BLENDED LEARNING 2018

PARALLEL PAPER SESSIONS

ICBL 2018 : Content Development for Blended Learning

Chair : Oliver Au

Study on Visual Learning Based on Network Environment

Kedong Li and Ying Li

Design and Implementation of an Immersive Virtual Reality Biological Courseware—
Miraculous eyeball

Qingtang Liu, Shufan Yu, Luyu Lin, Suxiao Xu and Linjing Wu

Blended Learning Concept in Selected Tourism Management e-Courses with Focus on
Content Development Including Recommender System

Miloslava Černá and Anna Borkovcová

Slide-based Lecture Notes as a Student-Centered Alternative to Textbooks for Non-native
English Speakers

Oliver Tat Sheung Au, Raymond Man Hong Wong and Lap-Kei Lee

ICBL 2018 : Assessment for Blended Learning

Chair : Victor Lee

Enhancing Teacher Assessment Literacy Using a Blended Deep Learning Approach

Wing Shui Ng, Haoran Xie and Fu Lee Wang

Evaluation of the Use of Mobile Devices for Clinical Practicum in Nursing Education

Kam Cheong Li, Linda Yin-King Lee, Suet-Lai Wong, Ivy Sui-Yu Yau and Billy Tak-Ming Wong

A Meta-analysis of the Peer Evaluation Effects on Learning Achievements in Blended
Learning Environment

Panpan Cui and Lanqin Zheng

Automatic Assessment via Intelligent Analysis of Students' Program Output Patterns

Chung Keung Poon, Tak-Lam Wong, Chung Man Tang, Jacky Kin Lun Li, Yuen Tak Yu and Victor Chung Sing Lee

ICBL 2018 : Open Educational Resources

Chair : Simon K.S. Cheung

Design Guidelines for Mobile MOOC Learning – An Empirical Study

Jiyou Jia and Bilan Zhang

Perceived Usefulness of Open Educational Resources Between Full-Time and Distance-Learning Students

K.S. Cheung

Students' Evaluation of SkELL: The 'Sketch Engine for Language Learning'

Yoko Hirata and Yoshihiro Hirata

Performance Evaluation of ICT based Teaching and Learning in Higher Education

Yunxiang Zheng, Haozhen Li and Tianxiang Zheng

ICBL 2018 : Computer-Supported Collaborative Learning

Chair : Yinghui Shi

A Mobile Synchronous Peer-Tutoring System for Elementary Students' Learning in Chinese Language Arts

Mengping Tsuei and Hsiu-Wen Huang

The Effects of Smart Classroom-Based Instruction on College Students' Learning Engagement and Internet Self-efficacy

Yinghui Shi, Changling Peng, Shimeng Wang and Harrison Hao Yang

Learners' Experiences on Role-playing Collaborative Learning Supported by ELS: A Case Study of Virtual Company Program

Ting Qiu, Hailyuan Liu and Enshan Yin

Seamless Co-Reading System for Collaborative Group Learning

Chih-Tsan Chang, Cheng-Yu Tsai, Yuen-Ju Li, Hung-Hsu Tsai and Pao-Ta Yu

ICBL 2018 : Experience in Blended Learning (I)

Chair : Yan Keung Hui

An Expert System Approach to Support Blended Learning in Context-aware Environment

Cixiao Wang and Feng Wu

Learning English through the Adaptive Model of e-Learning Reflecting Learner's Sensory Characteristics

Katerina Kostolanyova and Ivana Simonova

Enhancing Learning Success through Blended Approach to Learning and Practising English Grammar: Research Results

Ivana Simonova

Cultivating Situational Interest in Blended Learning Environment

Yan Keung Hui, Chen Li, Sheng Qian and Lam For Kwok

ICBL 2018 : Experience in Blended Learning (II)

Chair : Kwan-keung Ng

Application of Gamification to Blended Learning in Elementary Math Instructional Design

Ruonan Hu and Junjie Shang

Developing Digital Campus by Application-Driven : Experience and Challenges in Mainland China

Yu Jiang, Lizhen Jiao and Lingyu Xu

College Students' Acceptance and Willingness towards Blended Learning Experience

Jinrui Dai and Yushun Li

The Influence of Culture on the Use of Information Technology in learning in Hong Kong's Higher Education

Kwan-Keung Ng, Ching-Hong Luk and Wai-Ming Lam

A Digital Storytelling Group Assignment for Fostering Sense of Belonging of First Year Students

Andrew Kwok Fai Lui, Maria Hiu Man Poon and Sin Chun Ng

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