International Conference on Blended Learning 2019

and

International Symposium on Educational Technology 2019

and

International eLearning Conference and Competition 2019

CONFERENCE PROGRAMME

1 to 4 July 2019

HRADEC KRALOVE · CZECH REPUBLIC

INTERNATIONAL CONFERENCE ON BLENDED LEARNING 2019

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 improve 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 2019 is the 12th conference of the ICBL conference series. The main theme is *Blended Learning : Educational Innovation for Personalized Learning*. Accepted papers are included in the conference proceedings published by Springer under its Lecture Notes in Computer Science series (LNCS), as volume 11546. Selected papers will be recommended to the Interactive Learning Environments journal (SSCI listed, impact factor 1.604) and the International Journal of 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 and regions, 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.

Conference	Venue	Date	Publication
1st ICHL 2008	City University of Hong Kong	13 – 15 August 2008	LNCS vol. 5169
2nd ICHL 2009	University of Macau	25 – 27 August 2009	LNCS vol. 5685
3rd ICHL 2010	Beijing Normal University	16 – 18 August 2010	LNCS vol. 6248
4th ICHL 2011	SPACE, University of Hong Kong	10 – 12 August 2011	LNCS vol. 6837
5th ICHL 2012	South China Normal University	13 – 15 August 2012	LNCS vol. 7411
6th ICHL 2013	University of Toronto	12 – 14 August 2013	LNCS vol. 8038
7th ICHL 2014	East China Normal University	8 – 10 August 2014	LNCS vol. 8595
8th ICHL 2015	Central China Normal University	27 – 29 July 2015	LNCS vol. 9167
9th ICBL 2016	Peking University	19 – 21 July 2016	LNCS Vol. 9757
10th ICBL 2017	City University of Hong Kong	27 – 29 June 2017	LNCS Vol. 10309
11th ICBL 2018	Kansai University	31 July – 2 August 2018	LNCS Vol. 10949

INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2019

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 2019 is held together with ICBL 2019. The main theme is *Technological Innovation for Personalized Learning*. 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 Interactive Learning Environments journal (SSCI listed, impact factor 1.604) and the International Journal of 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. ISET 2018 was held on 31 July - 2 August 2018 at the Kansai University, Osaka, Japan. 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).

INTERNATIONAL ELEARNING CONFERENCE AND COMPETITION 2019

ABOUT THE CONFERENCE AND COMPETITION

Experienced professionals engaged in the possibilities of using digital education have been meeting annually at the University of Hradec Kralove for twenty years.

In 2000, the Faculty of Informatics and Management, University of Hradec Králové together with the EUNIS-CZ association (European Organization for University Information Systems, an independent association whose members are actively involved in the implementation, development, management and use of information systems at universities) organized the first seminar on the implementation of distance education at universities. The following year, the seminar was held in complementary with an eLearning products competition. Over the years, the seminar has become the International eLearning Conference and Competition.

The eLearning 2019 is the 20th conference cum 19th competition of the eLearning Conference and Competition series. It is organized by the University of Hradec Kralove and the EUNIS-CZ association with the following aims:

➢ to introduce the best educational products utilizing information technology,
➢ to promote eLearning products,
➢ to enable comparison of eLearning products,
➢ to contribute to raise general awareness of learning opportunities with the support of modern technologies, and
➢ to encourage cooperation in the field of eLearning.

Conference participants will have the opportunity to see the seven competing products at the Competition.

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CONFERENCE VENUE

Faculty of Informatics and Management, University of Hradec Králové

Building J, University of Hradec Králové, Hradecká 1249/6,
Hradec Králové, Czech Republic

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You are advised to take public transportation to go to **University of Hradec Králové**. Directions from Prague Václav Havel Airport is shown below.

Taking Bus and Train

1. **From Prague Airport to City Center of Prague (About 60 CZK, about 30 min)**

➢ Exit the airport terminal and follow the sign "AE - departure from terminal 1" through walk way to the bus station of Airport Express.

➢ Please take the Airport Express to the Main Railway station ("Praha Hlavni Nadrazi"). You can buy ticket directly from the driver. The cost is 60 CZK, and luggage is free of charge. Note that you can only pay in CZK, so please change some money at the airport terminal building. (About 30 min / It costs 60 CZK)

➢ The boarding stop is in Wilsonova Street (the main artery in the direction of Florenc). It is the last stop and it is situated in front of Fanta's building ("Fantova budova").

2. **From City Center of Prague to City Center of Hradec Králové**

A. **Taking Train (About 100 CZK, about 1 hr 40 min)**

➢ To buy a train ticket, please enter the building of Main railway station, go downstairs and find a place called "ČD centrum".

➢ Find a window with sign Domestic lines ("Vnitrostátní jízdenky"). Your task is to ask for a single ticket to Hradec Králové. The cost is around 100 CZK.

➢ After you bought a ticket, please check the information board with departure times. You can get oriented by train numbers, which is the first information from left side on the information board. Please make sure, that the train you choose is going via Hradec Kralove hl.n. The journey from Prague railway station to Hradec Kralove takes about 1 hr 40 min.

B. **Taking Bus (About 120 CZK, about 1 hr 30 min)**

➢ You have to take the underground (line C) from the Main railway station to "FLORENC" station, which is the second stop in "LETŇANY" direction.

➢ When you get off at the station "FLORENC", take the first turn right (designated "AUTOBUSOVÉ NÁDRAŽÍ – ODJEZDY AUTOBUSŮ") and you will come directly to the bus station platforms (most buses heading for Hradec Králové leave from platform No. 13 and 14).

3. **From City Center of Hradec Králové to University of Hradec Králové (About 25 CZK, about 15 min)**

➢ Take bus or trolley-bus no. 1, 9, 23, 24 and 28 from the railway station to Heyrovského bus stop. The campus is located right in front of you.

➢ Alternatively, take bus or trolley-bus no. 2, 16, 18, 23 and 27 to Zimní stadion bus stop. Cross the bridge, and pass the Scientific Library building, and the campus is located behind the library building on its right side.

Taking Taxi (Total costs about 3000 CZK one way, about 1 hr 30 min)

ICBL 2019 and ISET 2019 are held in Building J, University of Hradec Králové (for all conference sessions). Please refer to the campus map in the inside-back cover for the location of the Building J.

All conference sessions are held at Building J, University of Hradec Králové, as listed below.

Registration   Reception Area, Building J

Opening Remark   Room J1, Building J

Keynote Session   Room J1, Building J

Parallel Session   Room J3, J6, J12, and J13, Building J

Panel Session   Room J1, Building J

Closing Remark   Room J1, Building J

Tea   Atrium, Building J

Conference Reception   Atrium, Building J

Lunch   Atrium, Building A

Banquet   Castle Karlova Koruna
                                (Transportation will be arranged at Building J at 18:00)

Floor plan of the Building J:
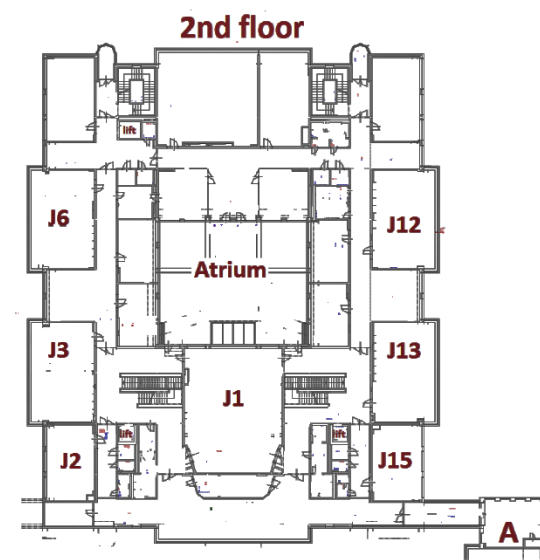
WI-FI: Elearning2019
Password: Elearning.2019

INTERNATIONAL CONFERENCE ON BLENDED LEARNING 2019

CONFERENCE PROGRAMME

1 July 2019

15:00 – 18:00	On-site Registration	Workshop on Educational Technology of UHK

2 July 2019

08:30 – 09:15	Registration	
09:15 – 09:30	Opening Remarks	
09:30 – 10:30	Keynote Session 1 **Pedagogic Practice in Blended Learning** *Andrea Benn* *University of Brighton, United Kingdom* (Room J1, Building J)	
10:30 – 11:00	Tea Break	
11:00 – 12:00	Keynote Session 2 **What Affects the Adoption of Flipped Learning : The Views of Instructors and Students in Higher Education** *Harrison Hao Yang* *The State University of New York at Oswego, USA* (Room J1, Building J)	
12:00 – 14:00	Lunch Break	
14:00 – 15:30	Paper Session **ICBL 2019 : Personalized and Adaptive Learning** *Chair : Chen Li* (Room J3, Building J)	Paper Session **ICBL 2019 : Content Development for Blended Learning** *Chair : Ivana Simonova* (Room J6, Building J)
15:30 – 16:00	Tea Break	
16:00 – 17:30	Paper Session **ICBL 2019 : Experience in Blended Learning** *Chair : Yan Keung Hui* (Room J3, Building J)	Paper Session **ICBL 2019 : Analytics and Evaluation for Blended Learning** *Chair : Yinghui Shi* (Room J6, Building J)
18:00	Conference Reception	

INTERNATIONAL CONFERENCE ON BLENDED LEARNING 2019

CONFERENCE PROGRAMME

3 July 2019

09:00 – 09:30	Registration
09:30 – 10:30	<u>Keynote Session 3</u> **A Double Spiral Deep Learning Model Based on Learning Cell Platform** *Shengquan Yu* *Beijing Normal University, China* (Room J1, Building J)
10:30 – 11:00	Tea Break
11:00 – 12:00	<u>Keynote Session 4</u> **Johann Amos Comenius and his Legacy at the Information Age** *Miloslava Cerna* *University of Hradec Kralove, Czech Republic* (Room J1, Building J)
12:00 – 14:00	Lunch Break
14:00 – 15:30	<u>Paper Session</u> **ICBL 2019 : Open Educational Resources** *Chair : Yunxiang Zheng* (Room J3, Building J)
15:30 – 16:00	Tea Break
16:00 – 17:30	<u>Paper Session</u> **ICBL 2019 : Pedagogical and Psychological Issues** *Chair : Lap-Kei Lee* (Room J3, Building J)
18:00	Conference Banquet

INTERNATIONAL CONFERENCE ON BLENDED LEARNING 2019

CONFERENCE PROGRAMME

4 July 2019

09:00 – 10:00	<u>Panel Session</u> **Personalized Learning in the Era of Big Data Analytic** *Horace H.S. Ip (chair)* *City University of Hong Kong, Hong Kong, China* *Naraphorn Paoprasert (co-chair)* *Kasetsart University, Bangkok, Thailand* (Room J1, Building J)
10:00 – 10:30	Tea Break
10:30 – 11:30	Site Visit
11:30 – 12:00	Closing Remarks and Award Presentation (Room J1, Building J)

INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2019

SYMPOSIUM PROGRAMME

1 July 2019

15:00 – 18:00	On-site Registration	Workshop on Educational Technology of UHK

2 July 2019

08:30 – 09:15	Registration
09:15 – 09:30	Opening Remarks
09:30 – 10:30	Keynote Session 1 **Pedagogic Practice in Blended Learning** *Andrea Benn* *University of Brighton, United Kingdom* (Room J1, Building J)
10:30 – 11:00	Tea Break
11:00 – 12:00	Keynote Session 2 **What Affects the Adoption of Flipped Learning : The Views of Instructors and Students in Higher Education** *Harrison Hao Yang* *The State University of New York at Oswego, USA* (Room J1, Building J)
12:00 – 14:00	Lunch Break

14:00 – 15:30	Parallel Session **ISET 2019 : Automatic Assessment** *Chair : Sha Zhu* (Room J12, Building J)	Parallel Session **ISET 2019 : Learning Analytics and Big Data in Education** *Chair : Oliver Au* (Room J13, Building J)
15:30 – 16:00	Tea Break	
16:00 – 17:30	Parallel Session **ISET 2019 : Virtual-Reality for Teaching and Learning** *Chair : Kwan-Keung Ng* (Room J12, Building J)	Parallel Session **ISET 2019 : Institutional Policies and Strategies** *Chair : Michael Yi-Chao Jiang* (Room J13, Building J)
18:00	Conference Reception	

INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2019

SYMPOSIUM PROGRAMME

3 July 2019

09:00 – 09:30	Registration
09:30 – 10:30	Keynote Session 3 **A Double Spiral Deep Learning Model Based on Learning Cell Platform** *Shengquan Yu* *Beijing Normal University, China* (Room J1, Building J)
10:30 – 11:00	Tea Break
11:00 – 12:00	Keynote Session 4 **Johann Amos Comenius and his Legacy at the Information Age** *Miloslava Cerna* *University of Hradec Kralove, Czech Republic* (Room J1, Building J)
12:00 – 14:00	Lunch Break

14:00 – 15:30	Parallel Session **ISET 2019 : Computer Supported Collaborative Learning** *Chair: Lap-Kei Lee* (Room J6, Building J)	Parallel Session **ISET 2019 : Gamification and Augmented Reality for Learning** *Chair: Chen Li* (Room J12, Building J)	Parallel Session **ISET 2019 : Enriched Blended Learning Experience** *Chair: Jason MacLeod* (Room J13, Building J)
15:30 – 16:00	Tea Break		
16:00 – 17:30	Parallel Session **ISET 2019 : Open Educational Resources and Learning Resources Development** *Chair: Billy Wong* (Room J6, Building J)	Parallel Session **ISET 2019 : Social Media for Teaching and Learning** *Chair: Jiyou Jia* (Room J12, Building J)	Parallel Session **ISET 2019 : Instructional Technology** *Chair: Oliver Au* (Room J13, Building J)
18:00	Conference Banquet		

INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2019

SYMPOSIUM PROGRAMME

4 July 2019

09:00 – 10:00	Panel Session **Personalized Learning in the Era of Big Data Analytic** *Horace H.S. Ip (chair)* *City University of Hong Kong, Hong Kong, China* *Naraphorn Paoprasert (co-chair)* *Kasetsart University, Bangkok, Thailand* (Room J1, Building J)		
10:00 – 10:30	Tea Break		
10:30 – 11:30	Parallel Session **ISET 2019 : Smart Learning Environment** *Chair : Yan Keung Hui* (Room J6, Building J)	Parallel Session **ISET 2019 : Ubiquitous Learning and Flexible Learning** *Chair : Yinghui Shi* (Room J12, Building J)	Parallel Session **ISET 2019 : E-learning and Online Learning** *Chair : Shuang Liu* (Room J13, Building J)
11:30 – 12:00	Closing Remarks and Award Presentation (Room J1, Building J)		

INTERNATIONAL ELEARNING CONFERENCE AND COMPETITION 2019

CONFERENCE AND COMPETITION PROGRAMME

On-site registration on 2 July 2019.

3 July 2019

09:00 – 09:30	Registration
09:30 – 10:30	<u>Keynote Session 3</u> **A Double Spiral Deep Learning Model Based on Learning Cell Platform** *Shengquan Yu* *Beijing Normal University, China* (Room J1, Building J)
10:30 – 11:00	Tea Break
11:00 – 12:00	<u>Keynote Session 4</u> **Johann Amos Comenius and his Legacy at the Information Age** *Miloslava Cerna* *University of Hradec Kralove, Czech Republic* (Room J1, Building J)
12:00 – 14:00	Lunch Break
14:00 – 15:30	<u>Paper Session and Competition</u> **eLearning 2019** (Room J15, Building J)
15:30 – 16:00	Tea Break
16:00 – 17:30	<u>Competition</u> **eLearning 2019** (Room J15, Building J)
18:00	Conference Banquet

INTERNATIONAL ELEARNING CONFERENCE AND COMPETITION 2019

CONFERENCE AND COMPETITION PROGRAMME

4 July 2019

09:00 – 10:00	<u>Panel Session</u> **Personalized Learning in the Era of Big Data Analytic** *Horace H.S. Ip (chair)* *City University of Hong Kong, Hong Kong, China* *Naraphorn Paoprasert (co-chair)* *Kasetsart University, Bangkok, Thailand* (Room J1, Building J)
10:00 – 10:30	Tea Break
10:30 – 11:30	Site Visit
11:30 – 12:00	Closing Remarks and Award Presentation (Room J1, Building J)

KEYNOTE SESSION 1

Pedagogic Practice in Blended Learning

Andrea Benn

Brighton Business School
University of Brighton, United Kingdom

Abstract. Blended learning is growing in popularity, students are starting to request more online lectures essentially, they tell us, so that they can replay them at their leisure: to listen again to capture what they missed the first time around or to help with revision. Sceptical colleagues tell me all that this will mean is that students will stop attending citing correlation between attendance and attainment while others embrace the whole concept. But somewhere in the middle is the possibility for all to become a reality without either negatively impacting on the other.

Pedagogues are the architects of their own classroom settings, the individual sessions that build up to what we recognise as an overall curriculum. Each teacher will bring something of themselves into that environment, their values, their beliefs and above all their knowledge. All of these should underpin the learning that will take place and in turn should support the design of the lesson, the workshop, the seminar, the lecture. At the end of day, traditional education is a social occasion: an interaction between everybody in the class. Even in a one-directional lecture theatre environment, the lecturer will always bring their own personality, their idiosyncrasies, themselves.

All of the above are integral to the face-to-face element of teaching and all can be adapted 'in the moment' if a session isn't going quite to plan or at least as the lecturer imagined it because of factors that could not have been foreseen, not least the human element of the learners.

So how can we replicate this in a fairly static online environment? This has been my challenge as I have embraced the new arena of the online classroom. My paper will focus on us as individuals and pedagogues and the importance of ensuring that we remain pivotal in the design and delivery of the online element of blended learning.

Biography. Andrea is a Principal Lecturer with University of Brighton's Business School and a Senior Fellow of the Higher Education Academy (Academy HE). Andrea holds a MBA (Technology Management), is a member of the SAP University Alliance, (SAP Next Gen) and teaches in the field of Systems and Operations Management.

Andrea's research interests since joining the University in 2008 have been in the field of curriculum development, particularly blended learning and problem-based learning environments combining collaborative and action research for changing practices to influence change in others. Andrea is also a doctoral candidate for a Doctor of Education with the Faculty of Education, Cambridge University, UK. Her research is using her previous experience to look at how to support students transitioning from 6th Form/college to undergraduates.

KEYNOTE SESSION 2

What Affects the Adoption of Flipped Learning: The Views of Instructors and Students in Higher Education

Harrison Hao Yang

School of Education
State University of New York at Oswego, USA

Abstract. Despite the clear advantages and positive prospects for flipped learning in higher education, user adoption is still slow or in its early phases in many developing countries. This study employs structural equation modeling techniques to examine: (1) the relationship between five key factors of influence (social influence, performance expectancy, effort expectancy, facilitating conditions, social presence) and Chinese college students' acceptance of flipped learning; and (2) the relationships between five key factors of influence (computer self-efficacy, perceived technological pedagogical content knowledge, perceived ease of use, perceived usefulness, perceived organizational support) and Chinese college instructors' continued use intention of flipped learning; Based upon the findings of this study, some specific recommendations will be presented that can support the acceptance and continuation of flipped learning implementation.

Biography. Prof. Yang is a Professor in the School of Education at the State University of New York at Oswego, USA. He is also a Distinguished Professor in the National Engineering Research Center for E-learning at the Central China Normal University, China. Prof. Yang has published a variety of books and articles, mostly on educational technology. His research specialization includes blended and hybrid learning, distance education, information literacy, technology diffusion and integration, and e-learning experience management. Prof. Yang is the recipient of State University of New York Chancellor's Award for Excellence in Teaching, and SUNY Oswego President's Award for Teaching Excellence.

KEYNOTE SESSION 3

A Double Spiral Deep Learning Model Based on Learning Cell Platform

Shengquan Yu

School of Educational Technology, Faculty of Education
Beijing Normal University, China

Abstract. The significance of deep learning lies not only in the construction of knowledge content, but more importantly, the use of collective wisdom embedded in social networks to form a rich social knowledge network. A Learning Cell platform that combines comprehensive information such as interpersonal networks, knowledge networks and learning activities can provide good support for solving the shallow learning problems that exist in current online education. The double-spiral deep learning model based on the Learning Cell reflects a deep learning metaphor of social interaction, collaborative knowledge building and sharing, as well as progressive cognition development. In this model, the knowledge network and the social network are two basic frameworks to jointly establish a social knowledge network through the convergence of learning activities. The social knowledge network takes the knowledge content as the core node and establishes the relationships between two knowledge nodes, knowledge node and human node, as well as two human nodes. Meanwhile, teachers and learners are in equal status and can swap their roles. In the initial stage of learning, knowledge networks and interpersonal networks are constructed preliminarily through reception learning. Then, with the gradual deepening of participatory learning, collaborative knowledge construction through interaction promotes the development of knowledge networks. Network nodes generated by human interaction also broaden the interpersonal networks. Therefore personal learning network develops dynamically and spirally. In the advanced stage of learning, learners actively access to these networks and build up a social knowledge space for the community through creative activities, knowledge creation and knowledge contribution and hence to achieve deep learning.

Biography. Prof. Yu is a professor in the School of Educational Technology at Faculty of Education, Beijing Normal University, China. He is the Director of the Joint Laboratory for Mobile Learning funded by the Ministry of Education and China Mobile Communication Corporation, as well as the Executive Director of Beijing Advanced Innovation Center for Future Education. Prof. Yu was funded by the National Program for New Century Excellent Talents in 2008. He is a fellow of China E-learning Standard Committee, consulting expert of 12th Five-Year Informationization Plan of Chinese Academy of Science, research fellow of China Educational Policy Research Institute, and expert committee member of Ten Year National Educational Technology Plan. He is also an expert committee member of Distance Education Journal, Information Technology in Elementary and Secondary Education, and Information Technology in Education. Prof. Yu has published more than 180 papers in academic journals and conferences and 20 books, some of which have played significant roles in the area of Educational Technology in China. Prof. Yu has led more than 50 research projects, and owns numerous patents in his field.

KEYNOTE SESSION 4

Johann Amos Comenius and his Legacy at the Information Age

Miloslava Cerna

Faculty of Informatics and Management
University of Hradec Kralove, Czech Republic

Abstract. The main idea of this keynote presentation is to illustrate validity and functionality of educational principles which were stated by Comenius already in the 17th century in the dark time of religious and power changes in Europe but which are incredibly eternal, vivid and efficient up to now in the so called information society. These principles are shown in the eLearning environment.

This presentation encompasses two main areas which inherently blend together: didactic area which represents the theoretical level and the practical level covering the real current educational situation in teaching/learning languages at the Faculty of Informatics and Management, University of Hradec Králové. Modern approaches to learning languages mingle with a medieval approach to the process of education. This presentation begins with introducing the theologian and philosopher Johann Amos Comenius who was born in the Czech kingdom at the very end of the 16th century. His importance and contribution as a reformer of the educational system is briefly outlined so that the readers could get acquainted with his ideas. This is followed by an illustration of the current concept of teaching/learning languages supported by e-course with remarks on the eternal didactic principles from J. A. Comenius.

Biography. Dr. Cerna has gained her Ph.D. in System Engineering and Knowledge Management at the University of Hradec Kralove. She has been teaching Cultural studies and English for Specific Purposes at the Faculty of Informatics and Management for two decades. She has been a member of national and international projects at all levels of the educational system from primary to tertiary education including life-long education. In these projects ICT in education is the core topic, e.g., she was the main coordinator of Socrates project of the EU 'ICT – Teaching/Learning English the Fun Way' at the primary school or she cooperated in the university project 'Flexible model of the ICT supported educational process reflecting individual learning styles'. Blended learning belongs to the main areas of her professional interest, especially design, motivation, communication and virtual communities. She has won several awards in e-learning national and international competitions. Utilisation of social applications in tertiary education, language portals and usability testing are further areas of her research. She has published over 100 papers in conference proceedings and journals.

PANEL SESSION

Personalized Learning in the Era of Big Data Analytic

"Personalized Learning" (PL) environment offers a student-centric solution for learners to learn in his/her own pace and for his/her specific needs. PL facilitates learners to learn better via combining different pedagogies and/or activities to create a range of learning experiences that cater to individual learner's learning style and interests, it also supports teachers' needs in designing, managing and packaging instructional materials for student centric learning. While conventional personalization technologies such as rule-based system, collaborative or content-based filtering and agent-based techniques has been applied extensively, this panel will explore how Big Data Analytic could be harnessed to enhance users' experience of Personalized Learning. Given learning is increasingly conducted in digital environments such as web-based platforms, digital mobile devices, VR / AR devices, and social media platforms, etc., data relating to learners' behaviours, interests, social activities, and knowledge profile could be collected, aggregated, and analyzed in a massive scale. This opens up new opportunities and strategies for educators and PL platforms to better identify learner profiles and preferences, generate insights of learner needs, predict learning progress and outcomes, and recommend specific personalized services and learning content.

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

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

Naraphorn Paoprasert (Co-chair)
Kasetsart University, Bangkok, Thailand

Dr. Paoprasert is an assistant professor at the Department of Industrial Engineering, Kasetsart University, Thailand. She received her Ph.D. from the Department of Industrial Engineering, University of Wisconsin-Madison, USA. Her past research studies have been focusing on decision analysis and game theory, risk analysis, system simulation, process improvement, and economics analysis. Dr. Naraphorn has been teaching for almost six years. She has applied many teaching strategies to improve student learning outcomes.

INTERNATIONAL CONFERENCE ON BLENDED LEARNING 2019

PARALLEL PAPER SESSIONS

ICBL 2019 : Personalized and Adaptive Learning
Chair : Chen Li

An Adaptive Blended Learning Health Education Model for Families of a Parent with Serious Medical Problems

Jayshiro Tashiro and Anders Hebeler

How Learning Has Been Personalised: A Review of Literature from 2009 to 2018

Kam Cheong Li and Billy Tak-Ming Wong

A Personalized Task Recommendation System for Vocabulary Learning based on Readability and Diversity

Haoran Xie, Minhong Wang, Di Zou and Fu Lee Wang

A Design Framework of Virtual Reality enabled Experiential Learning for Children with Autism Spectrum Disorder

Chen Li, Horace H.S. Ip and Po Ke Ma

ICBL 2019 : Content Development for Blended Learning
Chair : Ivana Simonova

The Preference of Electronic, or Printed Materials Revisited

Ivana Simonova

Summarization Exercises and Interpreting Performance in Blended Interpreting Training

Yinghui Li and Hengbin Yan

Hotel Process Simulator

Petra Poulova, Miloslava Cerna, Jana Hamtilova, Filip Malý, Tomáš Kozel, Pavel Kriz, Jan Han and Zdenek Ulrych

Adaptive Content Development for Blended Learning in Microscopic of Herbal Medicines

Bunyapa Wangwattana and Verayuth Lertnattee

ICBL 2019 : Experience in Blended Learning

Chair : Yan Keung Hui

Lecture Recordings at the University – Analysis and Evaluation of Implementation Possibilities

Tobias Hirmer and Andreas Henrich

ICT in Special Educational Needs Schools from Teachers' Perspective: A Survey

Vojtech Gybas, Katerina Kostolanyova and Ivana Simonova

Learning Style Preferences and Blended Learning Approach on Secondary Technical School Level

Irena Loudova and Dagmar El-Hmoudova

Teacher's Developmental Stages of Exploring Thinking Tools in a Blended Learning Environment

Xiao Hong Zhang, Kenichi Kubota, Mayumi Kubota and Kedong Li

ICBL 2019 : Analytics and Evaluation for Blended Learning

Chair : Yinghui Shi

The Analysis of Online Learning Behavior of the Students with Poor Academic Performance in Mathematics and Individual Help Strategies

Jiyou Jia and Jingrong Zhang

Mobile Blended Learning and Evaluation of Its Effectiveness on Students' Learning Achievement

Blanka Klímová and Pavel Pražák

Data Analysis Model of Wearable Devices in Physical Education

Qian Dong, Ximei Qu, Rong Miao

Research on the Hotspots and Trends of Learning Analytics based on CiteSpace

Yinghui Shi, Shimeng Wang, Yanqiong Ma, Jason Macleod, Min Chen and Harrison Hao Yang

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