Conference Schedule for the SIG 6 / SIG 7 meeting in Tuebingen

	Wednesday: July 07, 2004
12.30 am – 1.00 pm	**OPENING ADDRESS**
1.00 pm – 2.00 pm	**KEYNOTE ADDRESS** *Pierre Dillenbourg* "Split Where Interaction Should Happen", a model for designing CSCL scripts
2.00 pm – 3.00 pm	**MOBLIE LEARNING** *Nethercott, Joiner, Hull & Reid* Designing educational experience using ubiquitous and pervasive technology *Laru & Järvelä* Scaffolding different learning activities with mobile tools in three everyday contexts Chair: *Joiner*
3.00 pm – 3.30 pm	Coffee break
3.30 pm – 5.00 pm	**STRUCTURING COLLABORATION I** *Weinberger, Ertl, Fischer & Mandl* Cooperation scripts for learning via web-based discussion boards and videoconferencing *Kopp, Ertl & Mandl* Fostering cooperative case-based learning in videoconferencing: Effects of content schemes and cooperation scripts *Kollar & Fischer* Internal and external cooperation scripts in web-based collaborative inquiry learning Chair: *Kirschner*

5.00 pm – 5.30 pm	Coffee break
5.30 pm – 6.30 pm	**STRUCTURING COLLABORATION II** *Beers, Boshuizen & Kirschner* Computer support for knowledge construction in collaborative learning environments *Strijbos, De Laat, Martens & Jochems* Functional versus spontaneous roles during computer-supported collaborative learning Chair: *Kirschner*
	DINNER DOWNTOWN

	Thursday July 8, 2004
9.00 am – 11.00 am	**INSTRUCTIONAL DESIGN: THEORY AND METHODOLOGY** *Dessus & de Vries* Do students apply constructivist principles in designing computer-supported learning environments *Stevenson & McKavanagh* Using activity theory to fashion instructional approaches for information and communication technologies (ICTS) in higher degree research supervision *Hillebrandt, Schott & Schubert* Analysis and prediction of individual learning pathways – are there specific advantages of virtual learning environments compared to their counterparts in reality? *Van Berlo* Improving the quality of team task analysis: Experimental validation of guidelines Chair: *Niegemann*
11.00 am – 11.30 am	Coffee break

11.30 am – 1.00 pm	**WORKSHOP** *Erkens* Computer supported collaborative inquiry
1.00 pm – 2.00 pm	Lunch
2.00 pm – 3.00 pm	**KEYNOTE ADDRESS** *Michael Hannafin* Resource-based teaching and learning: Principles, structures & strategies
3.00 pm – 3.30 pm	Coffee break
3.30 pm – 6.00 pm	**EXTERNAL REPRESENTATIONS** *Girwidz, Vogel, Spannagel & Engel* Comprehension of graphs – supported by supplantation of point-to-object operations *Bodemer* Can active integration of multiple representations foster simulation-based learning? *Seufert & Brünken* Supporting coherence formation in multimedia learning *Parnafes* The development of conceptual understanding mediated by computational representations *Nerdel & Prechtl* Learning complex systems with simulations in science education Chair: *Ainsworth*
	POSTER SESSION / DEMOS & BUFFET

	Friday: July 9, 2004
9.00 am – 11.00 am	**TEACHING IN COMPLEX DOMAINS** *Catrambone* Teaching subgoals to students improves learning: Evidence from problem solving performance and talk aloud protocols *Hilbert, Schworm & Renkl* Learning from worked-out examples: The transition from instructional explanations to self-explanation prompts *Berthold, Nückles & Renkl* Writing learning protocols: Prompts to foster cognitive and metacognitive activities as well as learning outcome *Kester, Lehnen & Kirschner* Just-in-time, schematic supportive information presentation and the acquisition of cognitive skills Chair: *Gerjets*
11.00 am – 11.30 am	Coffee break
11.30 am – 1.00 pm	**NONLINEAR INFORMATION REPRESENTATIONS** *Strobel & Jonassen* Supporting "being historians": Historical reasoning with a Cognitive Flexibility Authoring Hypertext *Müller-Kalthoff & Möller* The use of graphical overviews in hypertext learning environments *Tergan* Concept maps for managing individual knowledge Chair: *Hannafin*
1.00 pm – 1.30 pm	**CLOSING**

POSTERS AND DEMOS

POSTER GROUP 1

Corbalán Pérez, Kester & Merriënboer
Adaptation of education and learner control: A model for personalized task selection

Wouters, Paas & van Merriënboer
Observational learning from multimedia-based expert models: The relation between modality, pacing and segmentation

Van Gog, Paas & van Merriënboer
Recommendations for research on task formats that model experts approaches to problem solving

Scheiter, Gerjets & Catrambone
The use of visualizations to foster the acquisition of problem-solving skills in mathematics: Which kind of visualization works?

Keller, Gerjets, Scheiter & Garsoffky
Information visualizations as learning tools

POSTER GROUP 2

Ainsworth & Fleming
Teachers as instructional designers: Does involving a classroom teacher in the design of computer-based learning environments improve their effectiveness?

Kali, Spitulnik & Linn
Building Community using the Design Principles Database

Kupferberg
Student teachers' narrative construction of their professional world in a computer-assisted cyber forum enhances their interactive learning process

Mäkitalo, Weinberger, Häkkinen & Frank Fischer
Uncertainty-reducing cooperation scripts in online learning environments

Stegmann, Weinberger, Fischer & Mandl
Scripting argumentative knowledge construction in computer-supported learning environments

POSTER GROUP 3

Krause & Stark
Too much of a good thing? Unwanted side effects of successful instructional interventions

Stark & Tyroller
Effects of a meta-cognitive prompting procedure in the context of a computer-based learning environment: Practical relevance and explanation by metacognitive and motivational processes

Schwonke, Hauser, Nückles & Renkl
Fostering self-guided learning through adaptive prompts in a cognitive tool for the composition of learning protocols

Grosse & Renkl
Learning from worked examples: What happens if errors are included?

POSTER GROUP 4

Henninger & Viswanathan
Social presence in online-tutoring – What we know and what we should know

Narciss, Körndle, Reimann & Müller
Feedback-seeking and feedback efficiency in web-based learning – How do they relate to task and learner characteristics?

Pieschl, Bartholomé, Stahl & Bromme
What matters in help-seeking? A study of help effectiveness and learner-related factors

DEMOS

Meyerovich
Language Policy course – on-line form as the most effective approach to its teaching