



1st IIAI International Conference on Learning Technologies and Learning Environments

Kyushu University, Fukuoka, Japan, September 20-22, 2012
<http://iiai.cc.kyushu-u.ac.jp/LTLE/>



The IIAI International Conference on Learning Technologies and Learning Environments (IIAI-LTLE2012), which will be jointly held with IIAI-AAI 2012 (<http://www.iiai.org/event/aai2012/>), on September 20-22, 2012 in Kyushu University, Fukuoka, Japan. The IIAI-LTLE2012 focuses on computer applications and technologies in education which includes practice, technology and theory. Since ancient times, research in education has never been discontinued. In particular, with the emergence of computer technologies which evolve very quickly, so has the changes in the research of education (e.g. theory and practice which go with these evolving technologies).

In the field of Computer based Education, personal computers were first used to support education for individual learners in the 1980s, WWW technologies were first used to support e-learners in the 1990s, and mobile devices and wireless technologies were first used to support education for mobile learners in the 2000s. The changes in the way that learners carry out their studies (e.g. e-learning or mobile learning) were a result of the development of such computer technologies. As with every age, there is a corresponding emergence of the educational applications and theories, which accompany such computer technological advancements.

The aim of this conference is to provide a worldwide forum, where the international participants can share their research knowledge and ideas on the recent and latest research on LTLE and map out the directions for future researchers and collaborations. Researchers and graduate students are welcomed to participate in the conference to exchange research findings in the frontier areas of Computers in Education.

All the accepted and presented papers in the LTLE will be published in the conference proceedings by IEEE and will be indexed by IEEE Xplore and Ei Compendex. Selected papers will be invited to submit their revised/enhanced version to **International Journal of Distance Education Technologies** (Ei Compendex) or some other international journals and books. All the prospective papers must be submitted online at the conference website.

Important Dates

Paper submission:	Apr 30, 2012
Acceptance Notification:	May 31, 2012
Camera ready:	Jun 20, 2012
Registration:	Jun 20, 2012

Submissions types:

Full Papers: 4--6 pages
Short Papers: 2--4 pages
*Extra payment of US\$100 per page for over maximum pages

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We welcome contributions, which will help advance visions, practices, technologies, research and theories to be much better support learning and educational purposes. The scope of IIAI-LTLE 2012 will cover but not be limited to:

- Advanced applications in Education
- Artificial Intelligence in Education/Intelligent Tutoring System and Adaptive Learning
- Classroom, Ubiquitous and Mobile Technologies Enhanced Learning (CUMTEL)
- Computer-supported Collaborative Learning (CSCL) and Learning Sciences
- Data mining, text mining, and web mining
- Development and applications of digital content for e-learning
- Discipline-based cases for e-learning
- e-Learning Accessibility (EA)
- E-learning, knowledge management and their organizational management
- Emerging tools and technologies for e-learning
- Game and Toy Enhanced Learning and Society (GTEL&S)
- Information Society & Culture (ISC)
- Innovative Design of Learning Software (IDOLS)
- Joyful Learning & Society (JL&S)
- Learning and Knowledge Management
- Learning systems platforms and architectures
- New generations of educational technologies
- Personalized educational and learning systems
- Social computing in e-learning
- Technology Enhanced Language Learning (TELL)
- Technology Enhanced Science Learning (TESL)
- Technology Facilitated Testing and Assessment (TFTA)
- Theoretical foundations for e-learning
- Trends in content/courseware development
- Web 2.0 and social computing for learning

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Hiroaki Ogata, the University of Tokushima, Japan

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Oscar Fuhua Lin, Athabasca University, Canada

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Naomi Fujimura, Kyushu University, Japan

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