The Human-Technology Frontier:
Understanding the Learning of Now to Prepare for the Future

HUMAN INTELLIGENCE 0.2 UNitb with ARTIFICIAL INTELLIGENCE 2.0

Wednesday, May 16 – Friday 18
Discovery Park G150

University of North Texas
Denton, Texas, U.S.A.

TCET Symposium 2018

-   **Invited Guests and Speakers**

Organizers: Dr. Lin Lin, Professor, UNT (Lin.Lin.unt.edu)

Dr. J. Michael Spector, Professor, UNT (Mike.Spector@unt.edu)

Dr. Curby Alexander

College of Education

Texas Christian University, USA

https://curbyalexander.net/

Dr. Curby Alexander is an Associate Professor of Professional Practice in the TCU College of Education. He teaches the introductory education course, Critical Investigation of Teaching and Learning in Today's Schools, as well as Secondary Social Studies Methods, Digital Communication and Collaboration, and a variety of other courses. His recent research projects have involved investigating the impact of field-based technology internships on first-year teachers' decision making, student engagement with technology in social studies, and the impact of project-based learning on elementary students' interest in STEM topics. Dr. Alexander began his career in education as a fourth grade teacher in Grapevine, Texas, and he has also taught third and sixth grade in Wyoming. During this time, Dr. Alexander was also a high school cross country and boys' soccer coach.

Dr. Kaushal Kumar Bhagat

Smart Learning Institute

Beijing Normal University, CHINA

Dr. Kaushal Kumar Bhagat is currently working as a post-doctoral researcher in Smart Learning Institute at Beijing Normal University. He received his Ph.D in educational technology from National Taiwan Normal University. He has published several highly cited journal articles and book chapters. Dr. Bhagat was presented NTNU International Outstanding Achievement Award. He is going to be awarded 2018 IEEE TCLT Young Researcher award. His research areas of interest include online learning, augmented reality, virtual reality, mathematics education, flipped classroom, formative assessment and technology-enhanced learning.

Dr. Ting-Wen Chang

Director of the International Communication and Cooperation Center

Smart Learning Institute of Beijing Normal University, CHINA

Dr. Ting-Wen Chang is the associate research fellow and the director of international cooperation center in Smart Learning Institute of Beijing Normal University (SLIBNU) for doing the research on Smart Learning as well as making many international cooperation projects since March 2014. As the director of international cooperation center, he has made more than 50 international scholars/experts as well as several oversea institutions for SLIBNU in order to create lots of international cooperation about innovative and the cutting-edge technologies of smart learning. Dr. Chang was the workshop coordinator for some key workshops of SLIBNU, such as in 2017, the 1st Workshop on VR and Immersive Learning in Harvard University, The 4th Annual International Conference "Education & Global Cities: Smart Learning for World Universities" in St. Petersburg, Russia, and The 12th edition of the eLearning Africa Conference in Republic of Mauritius. On September 2017, Dr. Chang has also been responsible for the ME310 Global Project with d.School of Stanford University.

Dr. Vinay K. Chaudhri
Visiting Professor
Stanford University, USA

Dr. Vinay K. Chaudhri is formerly a program director in the Artificial Intelligence (AI) Center at SRI International (Stanford Research Institute). His research focuses on the science and engineering of large knowledge base systems and spans knowledge representation and reasoning, question answering, knowledge acquisition, and innovative applications. At SRI, he created an intelligent textbook in biology that answers a student's questions and leads to significant learning gains. This work won him the best video award at the American Association of Advancement for Artificial Intelligence Conference, and the outstanding demo award at the European Conference on Knowledge Engineering and Management. He was also a contributor to Project CALO at SRI that led to the development of what is now Apple's SIRI. At Stanford, he is converting his intelligent textbook research into a viable commercial product, promoting logic education for high schools in America, and has been investigating techniques for rapid acquisition of legal knowledge. He has also taught a course on Knowledge Representation and Reasoning at Stanford University, and serves on the editorial boards of the Journal of Applied Ontology, and AI Magazine. Dr. Chaudhri's expertise focuses on Intelligent Documents, Knowledge Engineering, Logic Education, Question Answering.

Title：Intelligent Textbook for Critical Thinking in Biology

Presentation： Simply changing the medium of presentation of the educational material has no impact on improving student learning. Therefore, an intelligent textbook relies on knowledge representation and reasoning of the subject matter giving it capabilities to provide concept summaries, suggested questions and question answering. The students who leverage the capabilities of an intelligent textbook have experienced learning gains in the range of one full letter grade.

Tina Chong

Education Program Manager

http://www.jivdayafound.org/

Tina joined JDF (Jiv Daya Foundation) in August 2015. Before joining JDF, she was an assistant director at Miltan Academy in the Republic of Korea. Understanding the need to ameliorate educational inequality, Tina aspires to improve educational opportunities for underprivileged groups. She received a bachelor's degree in psychology from Grinnell College.

Title：The Challenges of Sustaining a 1:1 Tech Initiative in Upper Elementary Classrooms

Presentation： The Jiv Daya Foundation is a family nonprofit foundation working to bridge the digital divide STEP grant. The goals of this grant program are to improve student academic achievement by harnessing technology to support innovative teaching, particularly in under resourced 3rd-5th grade classrooms, and to bridge the digital divide to equitably prepare students for academic success. We'll discuss programmatic growth, lessons learned, and where we're headed moving forward.

Ms. Laura Cole

Director of SPARQ Innovation Program

Good Shepherd Episcopal School

Laura Cole is currently the Director of the SPARQ Innovation Program at the Good Shepherd Episcopal School with students PK-8th grade. She designs curriculum, teaches lessons, and collaborates with teachers using high tech and low tech tools to help students think more deeply about what they are learning. Laura has presented at the Lausanne Institute, TCEA, SAES conferences on "the Making of a Makerspace," through the ATLIS Webinar "Inside Makerspaces," and hosted a MeetUp at SXSWEdu on Maker Education. Her students have presented their own work at the Dallas Startup Week and the Dallas Aurora Festival of Light. Laura aims to build community partnerships through SPARQ to deepen student engagement and thinking. Laura's dream is to see Dallas become the Epicenter for Innovation in Education. Recent collaborations with Stanford d. school K12 Lab, SMU Maker Education Project, and Design for Change US, have attracted innovative educators to attend workshops and share ideas in an effort to strengthen the Dallas Educational community. Partnerships with other schools benefit teachers and students as they discover the power of diversity in collaborations. Design Thinking Challenges and Maker Challenges are dynamic ways to engage these students and teachers to partner and solve mutual problems. Laura's expertise centers in K-8 Maker Ed, Human Centered Design, and Engineering Successful Educollaborations.
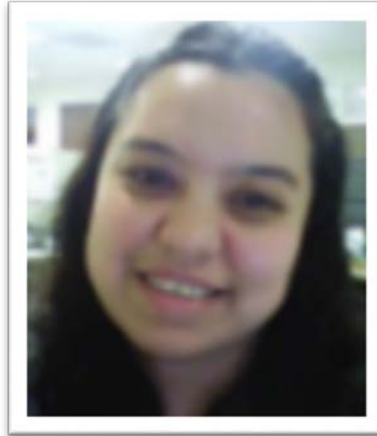
Elizabeth Fuentes

Senior Education Grants Coordinator

http://www.jivdayafound.org/

Elizabeth joined JDF (Jiv Daya Foundation) in May 2016. She received her B.A. in International Studies from Southern Methodist University. She spent the next 13 years working as an elementary bilingual school teacher in Texas serving underprivileged student populations. Through the foundation, she helps teachers and students incorporate technology in the classroom in meaningful ways.

Title：The Challenges of Sustaining a 1:1 Tech Initiative in Upper Elementary Classrooms

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Dr. Xiaoqing Gu

Department of Educational Information Technology, East China Normal University, CHINA

Dr. Xiaoqing Gu is a professor and head of Department of Educational Information Technology, East China Normal University. Her research has focused primarily on ICT in education, including learning design, ICT-supported content design and development, ICT-integrated pedagogical innovation, computer-supported collaborative learning, and learning analytics to inform pedagogical design. Dr. Gu has well cited publications appeared in Chinese peer reviewed journals such as E-education Research, China Educational Technology among others. As well, she has some research articles published in International peer reviewed journals including Journal of Computer Assisted Learning, Educational Technology & Society, Australasian Journal of Educational Technology, and Magazine for Managers of Change in Education. In addition to three books she authored in Chinese, she also co-authored a book chapter of a UNESCO Publication, The Chinese Approach in Perspectives on Distance Education: Lifelong Learning and Distance Higher Education. She is also the International Advisory Board of the British Journal of Educational Technology (BJET), Board member of Journal of Computer Assisted Learning, Journal of Computer in Education, Education Technology Research and Development, Internet and Higher Education, and Journal of East China Normal University (Educational Science). Dr. Gu's areas of expertise include Theory and Practice in E-learning, ICT-integrated Pedagogy.

Title：Brain initiative, M2lab and Critical Thinking Project

Presentation： In this talk, I am going to start from our involving in the brain initiative. The role of my team is helping to build the brain development platform, a technology rich environment to promote the cognitive performance for regular children as well as to intervene in cognitive development for children with special needs. At the same time, what we have already been doing is the endeavors of our M2lab: design for core competence development for K12 students. In particular, I'm going to report the latest development of a project to refine a critical thinking instrument, a new game-based subject-independent assessment tool for evaluating students' critical thinking skills. Unlike most educational games in which one seeks alignment between a game goal and a learning goal, the goal in this game is to rescue a missing friend by following clues and exploring various areas. This critical thinking game can be used to gauge the impact of instruction over time as well as to help teachers identify students in need of particular help in developing critical thinking skills.

Dr. Phillip Harris

Executive Director, AECT, USA

Dr. Phillip Harris is executive director of the Association for Educational Communications and Technology (AECT). Previously, he was Director of the Center for Professional Development at Phi Delta Kappa International, the association for professional educators, and was a member of the faculty of Indiana University for twenty-two years, serving in both the Department of Psychology and the School of Education. Harris is working actively to preserve the public education system in the United States and is working on developing alternative strategies to counter the high-stakes testing movement. His most recent book, co-authored with Bruce M. Smith and Joan Harris, is The Myths of Standardized Tests: Why They Don't Tell You What You Think They Do, published by Rowman & Littlefield.

Title：Toward a Neuro-Cognitive Redefinition of Learning

Presentation： We have a long way to go before we have a generally accepted understanding of the definition, units of measure, and specific vocabulary needed to describe what we mean when we talk of learning. We need to think hard about this aspect of our total understanding of the learning process. Understanding the importance of definitions and setting out the appropriate ways of measuring and describing our world have been the sole domain of science for centuries. As we improve our understanding of minds, brains, and learning, we need to give those we are trying to assist in the learning process better ways to achieve what they want to learn and understand. Doing so will be important to the human race and to the survival of the inhabitants of this planet.

Dr. Brad Hokanson

Past President, Association for Educational Communications and Technology (AECT)

Professor, University of Minnesota, USA

https://www.coursera.org/instructor/brad-hokanson

Dr. Brad Hokanson is a professor in Graphic Design at the University of Minnesota and has served as Associate Dean for Research and Outreach for the College of Design. He has taught an ongoing course on Creative Problem Solving at the University of Minnesota since 2000 and it remains the focus of his academic work. He has received multiple teaching awards at the University. He has a diverse academic record, including degrees in art [Carleton], architecture [Minnesota], urban design [Harvard], and received his Ph.D. in Instructional Technology from the University of Minnesota. He was a registered architect with a number of award winning projects, although is no longer in active practice. His research focus is on the development of creativity. Within his courses, he has seen increases in measured creativity of 50-70%. His new book Developing Creative Thinking Skills is available through Amazon or Routledge. See Resources for direct links. Dr. Hokanson's expertise centers in Creativity, Problem Solving and Thinking Skills.

Title：Creativity and measurement

Presentation：Understanding more complex skills such as creativity is an examination of learning beyond simple declarative content. The presentation will examine well researched and generalized methods for creativity evaluation and provide some potential means to integrate creativity into other domain based topics. Other skills and character traits can be described and evaluated, giving us an insight into deeper learning and higher order thinking.

Dr. Ronghuai Huang

School of Educational Technology

Beijing Normal University (BNU), CHINA

http://fe.english.bnu.edu.cn/t003-ti-1-65-63.htm

Ronghuai Huang is a Professor in Faculty of Education and Dean of Smart Learning Institute in Beijing Normal University, the Director of UNESCO International Rural Educational and Training Centre and the Director of National Engineering Lab for Cyberlearning Intelligent Technology. He serves as Vice Chairman of China Association for Educational Technology; Vice Chairman of China Educational Equipment Industry Association; Deputy Director of Collaborative and Innovative Center for Educational Technology; Director of Digital Learning and Public Education Service Center; Director of Professional Teaching and Guiding Committee for Educational Technology; Director of Beijing Key Laboratory for Educational Technology. He received "Chang Jiang Scholar" award in 2016, which is the highest academic award issued to an individual in higher education by the Ministry of Education in China.

Title：Artificial Intelligence 2.0 and Education

Presentation：This presentation will introduce the AI development plan in China through 2030, and will also compare China's plan with other countries' AI strategies. The involvement of intelligent in smart education or smart learning environments will be discussed in this presentation as well.

Dr. Dirk Ifenthaler

Professor and Chair of Learning, Design and Technology

University of Mannheim, Germany

Dr. Ifenthaler is Professor and Chair of Learning, Design and Technology at University of Mannheim, Germany and UNESCO Deputy Chair of Data Science in Higher Education Learning and Teaching at Curtin University, Australia. His previous roles include Professor and Director, Centre for Research in Digital Learning at Deakin University, Australia, Manager of Applied Research and Learning Analytics at Open Universities, Australia, and Professor for Applied Teaching and Learning Research at the University of Potsdam, Germany. He was a 2012 Fulbright Scholar-in-Residence at the Jeannine Rainbolt College of Education, at the University of Oklahoma, USA. Dirk's research focuses on the intersection of cognitive psychology, educational technology, data analytics, and organizational learning. His research outcomes include numerous co-authored books, book series, book chapters, journal articles, and international conference papers, as well as successful grant funding in Australia, Germany, and USA. He is the Editor-in-Chief of the Springer journal Technology, Knowledge and Learning which emphasizes the increased interest on context-aware adaptive and personalized digital learning environments.

Title：Learning Analytics and Logic Models

Dr. Whitney Kilgore

Co-Founder & Chief Academic Officer at iDesign, USA

Dr. Kilgore is the Chief Academic Officer and co-founder of iDesign, a higher education service provider which partners with universities to build, grow and support online and blended courses and program offerings. She teaches in the Learning Technologies program at the University of North Texas. Previously she served as VP of Academic Services at Academic Partnerships and before that as the director of academic technology services at the College of Southern Nevada in Las Vegas.

Dr. Kinshuk

Dean, College of Information

University of North Texas, USA

http://www.kinshuk.info/

Dr. Kinshuk is the Dean of the College of Information at the University of North Texas. Prior to that, he held the NSERC/CNRL/Xerox/McGraw Hill Research Chair for Adaptivity and Personalization in Informatics, funded by the Federal government of Canada, Provincial government of Alberta, and by national and international industries. He was also Full Professor in the School of Computing and Information Systems and Associate Dean of Faculty of Science and Technology, at Athabasca University, Canada. After completing first degree from India, he earned his Masters' degree from Strathclyde University (Glasgow) and PhD from De Montfort University (Leicester), United Kingdom. His work has been dedicated to advancing research on the innovative paradigms, architectures and implementations of online and distance learning systems for individualized and adaptive learning in increasingly global environments. Areas of his research interests include learning analytics; learning technologies; mobile, ubiquitous and location aware learning systems; cognitive profiling; and, interactive technologies.

Dr. Jing Leng

School of Education Science

Learning Sciences

East China Normal University, CHINA

Dr. Leng received her PhD degree from The University of Hong Kong, and her research interests focus on computer-supported collaborative learning, ubiquitous learning, educational data mining, critical thinking skills and dispositions, language learning strategies and language learning applications. Dr. Leng served as a program committee member of the 18th Global Chinese Conference on Computers in Education (GCCCE 2014) and Chairman of the Doctoral Student Consortium in GCCCE2014. She has been appointed as a program committee member of ICCE since 2014, a member of editorial board of International Journal of Computer-Supported Collaborative Learning (Springer) since 2013, and a member of editorial board of the Journal of the Learning Sciences (Routledge) since 2013.

Mr. Dejian Liu

Founder & Chairman of NetDragon Websoft

Special Allowance Expert in the State Council of China

Member of the Advisory Council, International Research and Training Center for Rural Education (UNESCO)

Co-Dean of Smart Learning Institute, Beijing Normal University

Executive Dean in Residence for Educational Innovation, University of North Texas

Dejian Liu is the inventor of Disciplined Design Methodology. He is the founder of NetDragon Websoft Holding Ltd., one of the most successful online gaming companies in China. NetDragon Websoft was listed on Hong Kong Stock Exchange in 2007. In 2015, Liu awarded the Special Allowance Expert in China's State Council. Under his leadership, NetDragon has brought its products to more than 180 countries in ten languages, enjoying over 65 million registered oversea users. In 2013, NetDragon announced the sale of its 91 Wireless to Baidu for 1.9 billion USD, which is the largest M&A transaction in China's internet history at the time. In 2010, Liu founded Huayu Education, a wholly-owned subsidiary of NetDragon. Huayu integrates worldwide cutting-edge education resources with leading mobile internet technology. Huayu specializes in K-12 and life-long education for learners all over the world. Huayu Education recently earned a Smart Media Award from Academics' Choice for producing a top-quality product, 101 Education, which improves teachers' experience in preparing lessons. Liu is certified as a senior engineer by the China Association of Science and Technology, the highest level of proficiency awarded. He is co-dean and chair of the Council for the Smart Learning Institute at Beijing Normal University, and he is also invited as Adjunct Lecturer of Harvard Graduate School of Education, co-teaching a course on Next Generation Design: Methods and Heuristics with Professor Chris Dede.

Dr. Gary Natriello

Department of Human Development

Columbia University, USA

Dr. Natriello is the Gottesman Professor of Educational Research and Professor of Sociology and Education in the Department of Human Development at Teachers College, Columbia University. Dr. Natriello's research interests include school organization, evaluation, at-risk youth, and the sociology of online learning. Dr. Natriello is the author of several books, such as Schooling Disadvantaged Children: Racing Against Catastrophe (with E.L. McDill and A.M. Pallas). Recent articles include: Data Mining Journals and Books: Using the Science of Networks to Uncover the Structure of the Educational Research Community (with Brian Carolan); Modest Changes, Revolutionary Possibilities: Distance Learning and the Future of Education and Imagining, Seeking, Inventing: The Future of Learning and Emerging Discovery Networks. Dr. Natriello directs the Gottesman Libraries and is the executive editor of the Teachers College Record. He is also a past editor of the American Educational Research Journal and a past-chair of the Publications Committee of the American Educational Research Association.

Dr. Cathleen Norris

Regent Professor, Learning Technologies

University of North Texas, USA

Cathleen Norris is a Regents Professor and Chairperson in the Department of Learning Technologies at the University of North Texas, Denton, TX. From 1995-2001, Norris was President of the National Educational Computing Association, and led its merger with ISTE, the International Society for Technology in Education, creating the largest, international organization for technology-minded educators in the world. Norris was co-president of ISTE from 2001-2004. Norris' 14 years in K-12 classrooms – receiving a Golden Apple Award from Dallas ISD along the way – has shaped her university R&D agenda: developing resources to support K-12 teachers as they move into 21st century classrooms. She is the co-director of the Intergalactic Mobile Learning Center at UMich/UNT. Dr. Norris's expertise centers in Mobile Learning.

Title：What are Deeply-Digital Curricula?

Presentation：K-12 is undergoing, kicking and screaming, "digital transformation." Digital – deeply-digital, not digitized – curricula is at the core of that transformation. What, then, is deeply-digital curricula?

Dr. Thomas D. Parsons
Director of NetDragon Digital Research Centre
Director of Computational Neuropsychology and Simulation
Professor of Learning Technologies, University of North Texas, USA
https://cns.unt.edu/

Dr. Parsons is Director of the NetDragon Digital Research Centre and the Computational Neuropsychology and Simulation (CNS) Lab at UNT. He is a Clinical Neuropsychologist and Professor of Learning Technologies. His research in computational neuropsychology and cyberpsychology makes use of novel technologies (AR/VR; videogames; brain-computer interfaces) for neurocognitive and affective assessment. Dr. Parsons is a leading scientist in this area and he has been PI of 17 funded projects during his career and an investigator on an additional 13 funded projects (over $15 million in funding). In addition to his patents for eHarmony.com's Matching System (U.S. Patent Nos. 2004/6735568; 2014/0180942 A1), he has invented and validated several virtual reality-based assessments. He has over 200 publications and has served as Associate Editor for Frontiers in Psychiatry, Frontiers in Human Neuroscience, Journal of Alzheimer's Disease, as well as several editorial boards. His contributions to neuropsychology were recognized when he received the 2013 National Academy of Neuropsychology Early Career Achievement award. In 2014, he was awarded Fellow status in the National Academy of Neuropsychology. Dr. Parson's areas of expertise include Clinical Neuropsychology, Computational Neuropsychology, Artificial Intelligence, Cyberpsychology.

Title：Neuropsychological Assessment 3.0

Presentation ： Although today's neuropsychological assessment procedures are widely used, neuropsychologists have been slow to embrace technological advancements. After a brief review of current neuropsychological assessments, there is an exploration of novel technologies for enhanced neuropsychological assessments.

Dr. James L. Poirot

Regents Professor Emeritus

The University of North Texas, USA

Dr. Poirot is the founder and Executive Director of Texas Center for Educational Technology (TCET), which was established in 1980. He received his Ph.D. from Texas Tech University. His areas of interest include computer-based education, artificial intelligence, and computer assisted instruction.

Mr. Lenny Schad

Chief Technology Information Officer, Houston Independent School District, USA

Lenny Schad has been in the technology field for 27 years. During that time period, his career has taken him into many business sectors where he has established a very successful leadership and management track record. His range of business sector experience includes hospitality, government, oil and gas, investment banking and education. Highlights of his career include managing and leading technology departments for the 1991 Economic Summit of Industrialized Nations and the 1992 Republican National Convention, as well as creating and managing technology departments for joint ventures and global organizations. Schad has worked in K-12 since 2003 successfully leading implementations of BYOD and 1:1 in Katy ISD and Houston ISD respectively. He serves as a board member for CoSN and IMS Global and is a recognized leader whose innovative and process-oriented management styles have led to highly effective Information Technology departments. Schad is the Chief Technology Information Officer for the nation's seventh largest school district, Houston ISD. He has been recognized with numerous awards including 2018 Houston CIO of the Year ORBIE Award for Nonprofit/Public Sector and 2018 IMS Bill Graves Leadership Award.

Title：Defining the "NEW" K12 Digital Ecosystem

Presentation：We are amid the biggest transformational times K-12 education has seen in decades. The heart of this transformation is philosophically changing the way educational institutions are delivering instruction. Technology is now a primary driver in school systems, successfully navigating the transformation. What is emerging from this transformation is a new digital ecosystem. This presentation will outline some of the guiding principles, gaps, and expected outcomes.

Dr. Marc Schwartz

Professor, Education and Director of the Southwest Center for Mind, Brain, and
Education
University of Texas at Arlington, USA
https://mentis.uta.edu/explore/profile/marc-schwartz

Professor Schwartz is Director of the Southwest Center for Mind, Brain and Education at UTA. Schwartz is a charter member and served as the president of the International Mind, Brain and Education Society (IMBES). The mission of IMBES is to facilitate cross-cultural collaboration in biology, education and the cognitive and developmental sciences. Schwartz is also a researcher in the Science Education Department at the Harvard-Smithsonian Center for Astrophysics (CfA). His research at the CfA focuses on how the dynamic enterprise of learning and teaching unfold in physics, chemistry, and biology education. Dr. Schwartz's expertise focuses on translating cognitive and neuroscience for educational contexts.

Title：The neuroscience of learning

Presentation： The brain's evolution resulted in four general abilities: (1) solving sensory-motor problems; (2) using emotions and feelings to make decisions; (3) solving social problems; and, (4) solving cognitive problems (for example "2+98=?" and "Do I eat dessert first?"). The first three were foundational to our species' survival, while the last is a more recent development that provides all of us additional advantages. I will provide an overview of all four abilities to develop a framework for thinking about the brain in a specific context– the classroom.

Dr. George Siemens

Learning Innovations and Networked Knowledge Research Lab

University of Texas at Arlington, USA

https://mentis.uta.edu/explore/profile/george-siemens

Dr. Siemens is Professor and the Executive Director of the Learning Innovation and Networked Knowledge Research Lab at University of Texas, Arlington and cross-appointed with the Centre for Distance Education at Athabasca University. He is a writer, theorist, speaker, and researcher on learning, networks, technology, analytics and visualization, openness, and organizational effectiveness in digital environments, known for creating one of the first massive open online courses (MOOCs), a "landmark" in open teaching. He is the originator of Connectivism, a learning theory that explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves. Siemen's expertise focuses on Connectivism, MOOCs, and Learning Analytics.

Title：Learning paths and analytics

Dr. Elliot Soloway

Arthur F. Thurnau Professor

Department of Electrical Engineering and Computer Science (EECS)

College of Engineering

School of Information, School of Education

University of Michigan, USA

http://www.imlc.io/, https://roadmap.center

In 2001, University of Michigan undergraduates selected Dr. Soloway to receive the "Golden Apple Award" as the Outstanding Teacher of the Year at the University of Michigan. In 2004 and in 2011, students in the College of Engineering HKN Honor Society selected Dr. Soloway to receive the "Distinguished Teacher of the Year Award." He is the co-director of the Intergalactic Mobile Learning Center at UMich/UNT. Dr. Soloway's educational vision is that mobile, low-cost, networked devices are the only way to truly achieve universal 1:1 in schools – all across the globe. Dr. Soloway's expertise focuses on The Role of Digital Curricula in K-12.

Title：What are Deeply-Digital Curricula?

Presentation：K-12 is undergoing, kicking and screaming, "digital transformation." Digital – deeply-digital, not digitized – curricula is at the core of that transformation. What, then, is deeply-digital curricula?

Dr. Michael Spector

Department of Learning Technologies

University of North Texas, USA

https://sites.google.com/site/jmspector007/

Dr. Spector is Professor and Former Chair of Learning Technologies at the University of North Texas. His recent research is in the areas of intelligent support for instructional design, system dynamics based learning environments, assessing learning in complex domains, distance learning, and technology integration in education. Dr. Spector served on the International Board of Standards for Training, Performance and Instruction (IBSTPI) as Executive Vice President; he is on the Executive Committee of the IEEE Learning Technology Technical Committee and is Past-President of the Association for Educational and Communications Technology (AECT). He was also the editor of the ETR&D, and serves on numerous other editorial boards. He co-edited the third and fourth editions of the Handbook of Research on Educational Communications and Technology, as well as the Encyclopedia of Educational Technology, and has more than 125 journal articles, book chapters and books to his credit.

Title：Innovative and Effective Learning: Focusing on a Developmental Approach to Critical Thinking

Dr. Yonghe Zheng

Professor, Faculty of Education

Chief Strategy Officer, National Engineering Laboratory for Cyberlearning and Intelligent Technology

Beijing Normal University, CHINA

Dr. Zheng serves as Professor of the Faculty of Education and Chief Strategy Officer of National Engineering Laboratory for Cyberlearning and Intelligent Technology (CIT) at Beijing Normal University. He was formerly the director of Bureau of Policy, Deputy Director of Bureau of Planning, National Natural Science Foundation of China (NSFC), and Joint Office Officer of 973 Program (National Basic Research Program) of MOST-Ministry of Science and Technology. Dr. Zheng has been working on research programs management and technological policies. In facilitating the implementation of the country's 13th Five-Year Plan, Dr. Zheng has made positive contributions to the boost of educational information technology and the code application in technology subjects.

Mr. William Zhou

CEO of Chalk, Canada

https://www.chalk.com/

William Zhou is the CEO of Chalk, a K-12 education company that utilizes data to help schools. Zhou has been passionate about entrepreneurship from a young age, founding his first company in high school. He launched his first Internet business in 2010, which he sold at the age 18 during his first year of computer science at the University of Waterloo. To pursue the bigger challenge of changing education, Zhou founded Chalk to create data-driven education. In 2015, Zhou was named in Forbes' Top 30 Under 30 in Education. From small, independent schools to large, national school networks, Chalk is behind the academic strategies influencing millions of students. Mr. Zhou expertise focuses on Education Technology, Data Analytics, Entrepreneurship.

Title：Data-Driven Education. The next great frontier or a pipe dream?

Presentation： Data has been described as the new oil. However, does more data always lead to better decisions and outcomes? Is all this investment of time and money worth it? See the role data has played in the history of education and get to know its role for the future of education. Hear why schools are hiring data teams and understand the pitfalls of data and visualization.