

DAY 1: Tuesday, August 3, 2010

Time	Description	
8:00 – 9:00	<p align="center">Registration and breakfast Location: Library (Ground floor)</p>	
9:00 – 10:15	<p align="center">New Assessments and Environments for Knowledge Building Location: Library (Ground floor)</p> <p align="center">Welcome <i>Alexander McAuley</i> <i>Presentation by Susana La Rosa</i></p> <p align="center">Design Challenges <i>Marlene Scardamalia</i></p> <p align="center">Overview of the Program <i>Maria Chuy, Chris Teplovs & Jan van Aalst</i></p>	
10:15 – 10:30	<p align="center">Break</p>	
10:30 – 12:00	<p align="center"><u>Paper Session</u> Valuable Ideas, Networked Worlds, and Mobile Learning <i>CHAIR: Jim Hewitt</i> Location: Room 5-260</p> <ul style="list-style-type: none"> The Recommend Button: An Experimental Support for the Identification of Valuable Ideas in a Knowledge Building Community (#01) - <i>Jim Hewitt & Clare Brett</i> Knowledge Building for Web 2.5: Making the transition to a networked world (#02) - <i>Alexander McAuley & Stian Håklev</i> Fostering Collaborative Knowledge Building Culture: Initial Experiences in the Context of Mobile Learning (#03) - <i>Hyo-Jeong So</i> 	<p align="center"><u>Paper Session</u> Teacher Professional Development and Belief Change <i>CHAIR: Carol K.K. Chan</i> Location: Room 5-280</p> <ul style="list-style-type: none"> Towards a Principle-Based Approach for Knowledge Creation in Teacher Professional Development (#04) - <i>Carol K.K. Chan & Yanjie Song</i> Facilitating Belief Change in Teacher-Education Students through Knowledge Building (#05) - <i>Yu-Hui Chang & Huang-Yao Hong</i> Preservice Teachers' Epistemic Beliefs and their Online Interactions in a Knowledge Building Community (#06) - <i>Ching Sing Chai</i>
12:00 – 1:30	<p align="center">Lunch on your own</p>	
1:30 – 2:45	<p align="center"><u>Plenary Session</u> How to Make Good Knowledge-Building Discourse Better <i>Carl Bereiter</i> Location: Library (Ground floor)</p> <p align="center">Note: please read "Dialogue About Growth by Middle School Students" hardcopy in your handout</p>	

2:45 – 3:00	Break
3:00 – 4:30	<p style="text-align: center;"><u>Design Workshop and Breakout Sessions</u></p> <p style="text-align: center;">Design Challenge: Identify the Main Functions for Our International Association <i>Format: Breakout sessions with workshop leaders and end-of-session reports</i> Location: Library (Ground floor)</p> <p style="text-align: center;">Breakout Groups</p> <ul style="list-style-type: none"> • Maintaining a focus on knowledge-building/knowledge-creating in theory, pedagogy, and technology; preventing down-sliding to more familiar practices and ideas - <i>Kai Hakkarainen</i> • Helping newcomers get started, providing continuing professional development, and identifying services and materials to be created - <i>Thérèse Laferrière</i> • Creating modern assessments for continual improvement - <i>Ola Erstad</i> • Developing international partnerships and joint initiatives - <i>Mireia Montané</i> • Organizing and supporting online international courses and virtual meetings - <i>Alexander McAuley</i> • Supporting residency programs and scholarships to develop innovative teaching and leadership - <i>Elizabeth Morley</i> • Building research data resources, supporting knowledge building research, and addressing ethics issues - <i>Kate Bielaczyc & Jan van Aalst</i> • Promoting and guiding open source software development - <i>Jun Oshima</i> • Extending knowledge building pedagogy, technology, and professional development into health care and other fields - <i>Ann Russell</i>
4:30 – 6:00	<p>Welcome Reception</p> <p>Location: The Duke of York (39 Prince Arthur Ave. – See your invitation)</p>

DAY 2: Wednesday, August 4, 2010

Time	Description	
8:00 – 8:45	<p align="center">Registration and breakfast Location: Library (Ground floor)</p>	
8:45 – 10:15	<p align="center"><u>Design Workshop and Breakout Sessions</u> Design Challenge: Establishing and Sustaining Knowledge Building Communities <i>Format: Introduction and Demos, Breakout Sessions, End-of-Session Reports</i> Location: Library (Ground floor)</p> <p align="center">Breakout Groups</p> <ul style="list-style-type: none"> • How do you start a Knowledge Building Community from Day 1 of school? - <i>Glenn Wagner & Jim Hewitt</i> • How do you start a Knowledge Building Community in health-care contexts? - <i>Leila Lax & Yoshiaki Matsuzawa</i> • Can high levels of knowledge building discourse be sustained without recording ideas for reflection and improvement? - <i>Carol Chan & Jun Oshima</i> • How can assessment data be used to help develop and sustain a knowledge-building community? How can assessment data be used beneficially by students themselves? - <i>Donald Neil Philip & Bodong Chen</i> • Can assessment data tell you whether you have a successful Knowledge-Building Community or not? If 100% participation is the goal, is there some percentage you would have to say the group is not functioning adequately? - <i>Anne Hill & Chris Teplovs</i> • How useful would it be to set quantitative standards and patterns of change over time for the functioning of Knowledge-Building Communities? - <i>Maria Chuy & Jan van Aalst</i> 	
10:15 – 10:30	<p align="center">Break</p>	
10:30 – 12:00	<p align="center"><u>Paper Session</u> Promoting Creativity and Idea Generation <i>CHAIR: Kai Hakkarainen</i> Location: Room 5-260</p> <ul style="list-style-type: none"> • Interagency, Collective Creativity, and Academic Knowledge Practices (#07) - <i>Kai Hakkarainen</i> • Enhancing the creative climate of a college course through computer-supported collaborative knowledge building (#08) - <i>Huang-Yao Hong, Ching Sing Chai & Yu-Hui Chang</i> • Infusing Design Expertise in Elementary Students' Collaborative Design Process (#09) - <i>Pirita Satu Seitamaa-Hakkarainen</i> 	<p align="center"><u>Paper Session</u> Theory to Practice: Challenges and Advances in Large Size Classrooms, Scientific Inquiry, and Theory Development <i>CHAIR: Debra Sibbald</i> Location: Room 5-280</p> <ul style="list-style-type: none"> • New Environments and Assessments for Knowledge Building: Large Size Pharmacy Classrooms (#10) - <i>Debra Sibbald</i> • Going deeper one step at a time: The development of a scientific inquiry process in a high school setting (#11) - <i>Suzanne C. De Froy & Maria Sawicki</i> • A theory-building approach to the study of medieval history in grade four (#12) - <i>Monica Resendes & Maria Chuy</i>

12:00 – 1:45	<p align="center">Lunch at OISE/UT & Poster Session Location: Library (Ground floor)</p>	
1:45 – 3:15	<p align="center"><u>Design Session</u></p> <p align="center">Use of Authoritative Sources. Everything an Object of Discourse (#13)</p> <p align="center"><i>LEADERS: Maria Chuy, John Rinderle, Marlene Scardamalia, Chris Teplovs & Candance Thille</i></p> <p align="center">Location: KITL (3rd floor)</p>	<p align="center"><u>Paper Session</u></p> <p align="center">Three Journeys into the World of Knowledge Building <i>CHAIR: Michel Ferrari</i> Location: Room 5-280</p> <ul style="list-style-type: none"> • Community Knowledge Building and Environmental Learning (#14) - <i>John Parry</i> • Knowledge Building as Developing Personal Wisdom in a High School English Class (#15) - <i>Michel Ferrari, Joan Peskin, Anda Petro & Nic Weststrate</i> • Leading in a Knowledge Society: A Teachers Journey into Medical Education (#16) - <i>Zahra Amirali Punja</i>
3:15 – 3:30	<p align="center">Break</p>	
3:30 – 5:00	<p align="center"><u>Paper Session</u></p> <p align="center">Confronting the Challenges <i>CHAIR: Ola Erstad</i> Location: Room 5-260</p> <ul style="list-style-type: none"> • Knowledge Connected – Trajectories of Knowledge Building (#17) - <i>Ola Erstad & Bente Klevenberg</i> • Challenges of achievements in Knowledge Building at Prepa Ibero Puebla, the first three years (#18) - <i>Rosa Elena Ortiz de la Fuente</i> • Student communities of practice and the role of extra-curricular projects to embed informal learning experiences into higher education (#19) - <i>Thomas Sporer</i> 	<p align="center"><u>Workshop</u></p> <p align="center">Getting Started with Knowledge Building and Knowledge Forum (#20)</p> <p align="center"><i>LEADERS: Kate Bielaczyc, Julia Cain, Bill de Sanctis, Fernando Diaz del Castillo, Anne Hill, Bente Klevenberg, Thérèse Laferrière, Ben Peebles & Steve Swan</i></p> <p align="center">Location: Room 5-280</p>

DAY 3: Thursday, August 5, 2010

Time	Description	
8:00 – 8:45	<p align="center">Registration and Breakfast Location: Library (Ground floor)</p>	
8:45 – 10:15	<p align="center"><u>Workshop</u></p> <p align="center">Development of Formative Assessment Tools for Knowledge Building (#21)</p> <p align="center"><i>LEADERS: Jan van Aalst, Yuen Yan Chan, Carol K. K. Chan, Wing-San Wan, Chi-Fung Chan & Christopher Teplovs</i></p> <p align="center">Location: Room 5-260</p>	<p align="center"><u>Design Session</u></p> <p align="center">Planting the Seeds for Growth in Knowledge Building and Teacher Transformation for Math and Science in Ontario Public Schools (#22)</p> <p align="center"><i>LEADERS: Beverly Caswell, Lorraine Chiarotto, Perri Evert, Vessna Romero, Cathy Bertucci & Richard Messina</i></p> <p align="center">Location: Room 5-280</p>
10:15 – 10:30	<p align="center">Break</p>	
10:30 – 11:45	<p align="center"><u>Design Workshop and Breakout Sessions</u></p> <p align="center">Design Challenge: Plan ways to promote metadiscourse and use it to raise the level of knowledge-building <i>Format: Introduction and Demos, Breakout Sessions, End-of-Session Reports</i> Location: Library (Ground floor)</p> <p align="center">Breakout Groups</p> <ul style="list-style-type: none"> • What kinds of assessment tools can help metadiscourse improve knowledge building? - <i>Richard Messina & Zero Wan</i> • What are the earliest forms of metaeiscourse? What are the developmental progressions? <i>Kate Bielaczyc & Rosanna Chan</i> • Metadiscourse about progress: Are we making progress toward solving a problem? - <i>Maria Chuy & Jun Oshima</i> • Metadiscourse about process: Is our group functioning in a way conducive to advancing knowledge? - <i>Monica Resendes & Yoshiaki Matsuzawa</i> • Metadiscourse for troubleshooting: Are we doing something wrong? – <i>Bodong Chen & Ann Russell</i> 	
11:45 – 1:15	<p align="center">Lunch on your own</p>	

<p>1:15 – 3:15</p>	<p style="text-align: center;"><u>Paper Session</u> Towards New Assessments for Knowledge Building <i>CHAIR: Jun Oshima</i> Location: Room 5-260</p> <ul style="list-style-type: none"> • Network Structure Analysis Approach to Knowledge Building: A Macroscopic View of Group Dynamics in Discourse (#23) - <i>Jun Oshima, Ritsuko Oshima, Yoshiaki Matsuzawa, Jan van Aalst & Carol Chan</i> • Scaffolding Reflective Assessment for Conceptual and Epistemic Changes Among Chemistry Students in Hong Kong (#24) - <i>Ivan C.K. Lam & Carol K.K. Chan</i> • An idea-centered view of representing and assessing community knowledge (#25) - <i>Huang-Yao Hong</i> • Beyond the Testing Paradigm: Towards New Assessment Measures in Knowledge Building Environments (#26) - <i>Donald Neil Philip & Danielle Truswell</i> 	<p style="text-align: center;"><u>Paper Session</u> Understanding Knowledge Building Discourse <i>CHAIR: Thérèse Laferrière</i> Location: Room 5-280</p> <ul style="list-style-type: none"> • IRFI as a form of progressive discourse in knowledge building oriented classrooms (#27) - <i>Thérèse Laferrière & Mary Lamon</i> • Ways of contributing to a dialogue in science (#28) - <i>Maria Chuy, Monica Resendes & Marlene Scardamalia</i> • Understanding private discourse in a public online forum (#29) - <i>Clare Brett & Jim Hewitt</i> • Bringing Coherence to Knowledge Building Discussions (#30) - <i>Jim Hewitt & Earl Woodruff</i>
<p>3:15 – 3:30</p>	<p>Break</p>	
<p>3:30 – 5:00</p>	<p style="text-align: center;"><u>Design Workshop and Breakout Sessions</u> Design Challenge: Plan ways to bring “big ideas” to the front in knowledge building discourse <i>Format: Introduction and Demos, Breakout Sessions, End-of-Session Reports</i> Location: Library (Ground floor)</p> <p style="text-align: center;">Breakout Groups</p> <ul style="list-style-type: none"> • What makes an idea “big”? - <i>Carl Bereiter & Jonathan Tepper</i> • How can students be helped, as Whitehead said, to realize “the importance of getting hold of the big ideas and of hanging on to them.”? - <i>Richard Messina & Jun Oshima</i> • Can students find the big ideas in their own discourse? Can they find big ideas in that of their peers? – <i>Thérèse Laferrière & Rosanna Chan</i> • What should be done about the big ideas that students fail to recognize? – <i>Mary Lamon & Chris Teplov</i> • What is the social life of big ideas? – <i>Maria Chuy & Stian Håklev</i> • How can we design more powerful tools for identifying and advancing big ideas? – <i>Yoshiaki Matsuzawa & Monica Resendes</i> • How can we support cross-community work focused on big and valuable ideas? – <i>Bodong Chen & Ritsuko Oshima</i> 	

DAY 4: Friday, August 6, 2010

Time	Description
8:00 – 8:45	<p align="center">Registration and Breakfast Location: Library (Ground floor)</p>
8:45 – 10:15	<p align="center"><u>Plenary Session</u> Sustaining Knowledge Building: A Longitudinal Look at an Elementary School Experience <i>Jianwei Zhang, Chew Lee Teo, Bev Caswell, Chriss Bogert, Richard Messina, Elizabeth Morley & Ben Peebles</i> Location: Library (Ground floor)</p>
10:15 – 10:30	<p align="center">Break</p>
10:30 – 12:00	<p align="center"><u>Plenary Session</u> Educational Improvement: Student, Policy, and International Perspective Location: Library (Ground floor)</p> <p>Levels of Intellectual Development in Canadian Schools, Impact of Student Involvement, and Future Directions for Continuous Feedback for Students and Teachers <i>Robert Kennedy, Penny Milton</i></p> <p>Trends, Tensions and Transitions for Educational Systems in the Mediterranean Area <i>Mireia Montané</i></p> <p>Commentary: Canada - <i>Stéphane Allaire</i> China - <i>Carol Chan</i> Colombia - <i>Fernando Diaz del Castillo</i> England – <i>John Parry</i> Finland - <i>Pirita Seitamaa-Hakkarainen</i> Italy - <i>Stefano Cacciamani</i> Japan - <i>Ritsuko Oshima</i> Mexico - <i>Oscar Hernandez</i> Norway - <i>Ola Erstad</i> Singapore - <i>Katerine Bielaczyc</i> Spain - <i>Mireia Montane</i> Taiwan - <i>Huang Yao Hong</i> The Netherlands - <i>Ewald Nijenhuis</i> USA – <i>Marge Cappo</i></p>

10:30 – 12:00

Plenary Session

Educational Improvement: Student, Policy, and International Perspective

Location: Library (Ground floor)

Levels of Intellectual Development in Canadian Schools, Impact of Student Involvement, and Future Directions for Continuous Feedback for Students and Teachers

Robert Kennedy, Penny Milton

Trends, Tensions and Transitions for Educational Systems in the Mediterranean Area

Mireia Montané

Commentary:

Canada - *Stéphane Allaire*

China - *Carol Chan*

Colombia - *Fernando Diaz del Castillo*