

**第 14 届全球华人计算机教育应用大会(GCCCE 2010)**  
**《Web 2.0、流动(mobile)科技与新时代华语文教学的交会》**  
**国际工作坊论文征集启事**

2010 年 6 月 1 日至 4 日 / 新加坡南洋理工大学

<http://www.gccce2010.org/>

**工作坊日期：**2010 年 6 月 1 日

**时间：**（另行通知）

**工作坊简介：**

踏入 21 世纪，语文学习理论的主流也从过去的结构主义观和行为主义观，逐渐过渡到社会认知观（在社会交际中发展语文能力），正好对应资讯科技从单机软件，迅速发展两代互联网技术与流动科技席卷全球、重新定义并深化人类的社交关系的时代。

实际上，在这个新世纪的伊始，知识导向经济逐渐取代效率导向经济；而人类的生活面貌和科技的发展，也适时在换代之中。在现实的日常生活中，便携的流动（行动、移动）器材的价钱越来越低廉，功能却又越来越多样化。而在虚拟世界里，第二代网络科技 Web 2.0（如博客、播客、维基、社交网站如脸书、YouTube 等）令互联网民的网上经验更个人化，也具有与网络、与其他网民之间更高的互动性。

本工作坊旨在聚集进行或有志于进行有关 Web 2.0 和 / 或流动科技应用于华语文教与学的学者与教育工作者，探讨最新的研发及实践趋势或实例，分析两大科技应用如何既继承而又冲击着传统语文学习的理论与形式，及其如何支援将自主学习、情境学习、专题作业学习、无缝学习、社群学习、知识建构等当代学习理论融入华文学习，为新一代的华文学习者带来更强的学习动机、全新的学习经验及深化的学习效果。

**相关议题（但不限于）：**

- Web 2.0 / 流动学习与华语文学习理论的对应关系
- Web 2.0 / 流动科技对华语文课堂教学的冲击
- 融入 Web 2.0 / 流动科技的华语文学习——生活化、自主化、社群化的语文学习
- 流动学习 2.0——结合 Web 2.0 与流动科技的华语文学习
- Web 2.0 / 流动科技华语文教材开发、教学设计与实践
- Web 2.0 / 流动科技融入华语文教学的教师专业发展（师资培训）

**论文用语：**中文或英文

**论文征集对象：**学者 / 研究生（学术性论文）、学校教师（实践性论文）

**组织者：**

- 沈淑华，教育部课程策划与发展司（新加坡）
- 黄龙翔，国立教育学院（新加坡）

**议程委员会：**

- 刘涇，新加坡华文教研中心（新加坡）
- 谢家浩，香港教育学院（香港）
- 信世昌，国立台湾师范大学（台湾）

### 论文格式：

最多 5 页，并请根据以下格式准备论文：

<http://www.gccce2010.org/template-eng.doc> (英文版)

<http://www.gccce2010.org/template-sc.doc> (简体版)

<http://www.gccce2010.org/template-tc.doc> (繁体版)

注：工作坊不接受提交论文摘要。请直接提交论文全文。

### 重要日期：

工作坊论文提交截止：2010 年 3 月 5 日

工作坊论文录取通知：2010 年 3 月 26 日

论文定稿提交截止：2010 年 4 月 2 日

### 论文提交：

请最迟在 2010 年 3 月 5 日将论文提交到 [lunghsiang.wong@sccl.sg](mailto:lunghsiang.wong@sccl.sg)。每篇论文将受到两名议程委员的评审。

### 其他信息：

每一个工作坊必须至少获得 2 篇录取论文的作者出席报告，才能成会。一个 3 小时的工作坊可录取多达 8 篇论文。每篇录取论文必须获得至少一名作者在 4 月 15 日注册参加 GCCCE2010 母会的作者出席报告。每一名 GCCCE2010 注册者只能在一个工作坊里报告一篇论文。所有的录取论文将被集结成工作坊论文集，并将申请 ISBN 编号。

**14<sup>th</sup> Global Chinese Conference on Computers in Education (GCCCE 2010)**  
**Call for Workshop Papers: International Workshop on**  
**“Where Web 2.0 and Mobile Technology Meet Chinese Language Learning”**

June 1-4, 2010 / Nanyang Technological University, Singapore

<http://www.gccce2010.org/>

**Workshop Date:** June 1, 2010

**Time:** (to be confirmed)

**Brief Description:**

Recent decades show a gradual shift of the trends of language learning theories from structuralism and behaviourism to social-cognitivism (to develop linguistic skills in social communications). The InfoComm Technology parallels these shifts – the rise of two generations of the Web technology and the mobile technology has not only gradually replaced single-machine software but is also re-defining our social relationships.

Indeed, at the dawn of the knowledge-based economics, we are witnessing the revolution of the technology and our lifestyle. In our physical daily life, the ready-to-hand mobile devices continue to show decreases in price and incorporations of more functionalities. In the cyberspace, on the other hand, Web 2.0 (e.g., Blog, Podcast, wiki, socialising websites such as Facebook, YouTube, etc.) brings greater personalised experiences and more man-man, man-net interactivity to the net-tizens.

This workshop aims to bring together scholars and teachers who are interested in incorporating Web 2.0 and/or mobile technologies into Chinese Language teaching and learning to explore the latest trends and case studies in the development and practice, to analyse how the two technologies may inherit and yet impact the conventional language learning theories and pedagogy, and how they may support the incorporation of self-directed learning, situated learning, project-based learning, seamless learning, social learning and knowledge building, etc., into Chinese Language learning.

**Related Themes & Topics (but not restricted to):**

- Mapping Web 2.0 / mobile learning to Chinese learning theories
- The impact of Web 2.0 / mobile technology on in-class Chinese teaching and learning
- Web 2.0 / Mobile technology in Chinese learning – make language learning mixed with daily life, self-directed, and social
- Mobile Learning 2.0 – the fusion of Web 2.0 and mobile technology for Chinese learning
- Web 2.0 / Mobile technology – Chinese learning materials, pedagogical design and practice
- Teachers' professional development in the incorporation of Web 2.0 / mobile technology in Chinese learning

**Acceptable Languages for Submitted Papers:** Chinese or English

**Intended Audience:** scholars/postgraduate students (to submit scholarly papers), K-12 teachers (to submit practice-oriented papers)

**Organisers:**

- Sim Seok Hwa, Ministry of Education, Singapore
- Wong Lung Hsiang, National Institute of Education, Singapore

**Program Committee (PC):**

- Hsin Hsih-Chang, National Taiwan Normal University, Taiwan
- May Liu, Singapore Centre for Chinese Language, Singapore
- Tse Ka-Ho, Hong Kong Institute of Education, Hong Kong

**Paper Format:**

Maximum 5 pages. Please follow the following format in preparing your paper.

<http://www.gccce2010.org/template-eng.doc> (English version)

<http://www.gccce2010.org/template-sc.doc> (Simplified Chinese version)

<http://www.gccce2010.org/template-tc.doc> (Traditional Chinese version)

NOTE: This workshop do NOT accept abstract submissions. Please submit full papers.

**Important Date:**

Workshop paper submission deadline: March 5, 2010

Notification of workshop paper acceptance: March 26, 2010

Camera Ready Copy Due: April 2, 2010

**Paper Submissions:**

Please submit your paper to [lunghsiang.wong@sccl.sg](mailto:lunghsiang.wong@sccl.sg) by March 5, 2010. Each paper will be reviewed by two PC members.

**Other Information:**

At least one presenter per accepted paper must register for the main GCCCE conference by April 15, 2010. Each conference registrant will only be allowed to present one paper in one workshop. A 3-hour workshop may accept up to 8 papers. All accepted workshop papers will appear in the workshop proceedings with ISBN.