

## Preface

Welcome to Denver, Colorado, USA and to ED-MEDIA 2002. We hope you will discover many exciting ideas, be challenged, meet new people, and find yourself energized by the conference!

This year marks the fourteenth appearance of the ED-MEDIA conference, making ED-MEDIA one of the oldest and well-established conferences in the area of educational technology. In celebration of our longevity, we have complimented our strong paper program with some particularly notable keynotes and invited speakers. We are particularly proud of this year's keynote speakers, each of whom has made strong contributions to the founding of educational computing as a field of study. Alan Kay, one of the leading visionaries in personal computing, has also taken an early leadership role in thinking about ways to use computers to teach children (and about ways to teach children about computers). Andy Van Dam built one of the first hypertext systems (in the late 1960s, for those who think hypertext started with the World Wide Web) and is a leader in computer graphics. Anne Wright has been a leader in educational technology in the UK and beyond and recently served as Chief Executive of Ufi Ltd (which provided an online "University for Industry"). She is currently an E-Learning Strategic Adviser to the Department for Education and Skills in the UK. Finally, Hermann Maurer helped found the ED-MEDIA series of conferences and developed two leading hypertext systems. Dr. Maurer will reflect on the history of multimedia in education.

ED-MEDIA prides itself on being an international conference, and you can see many countries and perspectives reflected in our 162 Full Papers, 255 Brief Papers, and 220 posters. This year, we have papers and posters from researchers in over 60 countries. This program was assembled by the members of our valued international Program Committee, who carefully and rigorously reviewed the many submissions received. The Full Papers received particular attention, with each being reviewed by at least two Program Committee members and only the most meritorious being accepted to the conference. The Program Committee members are asked to consider a number of aspects of each paper, particularly the quality of the work and the expected benefits to the educational community. After the review process, the Chairs and Steering Committee assembled to make final decisions. This year, we accepted slightly less than half of the Full Papers submitted to the conference.

Behind the scenes, much was different in the review process. We have installed a new online reviewing system that makes it easier for Program Committee members to make and add comments on papers and for the Steering Committee to review the work of the Program Committee. We hope that those of you who submitted papers found the online submission system also worked more smoothly. The wonderful folks at AACE are continually working to make the system better and we expect many more improvements in the years to come. In the near future, ED-MEDIA attendees can expect to see an online "plan your conference" system and access to a new AACE Digital Library. If you'd like to learn more about the reviewing process or are interested in joining the Program Committee, please attend the special session on "Reviewing for ED-MEDIA."

This year, as in recent years, we identified a set of papers as "outstanding". We began with the Full and Brief Papers that received a score of 5 (on a 5 point scale) from the reviewers and the Full and Brief student papers that received a score of 4.5 or above from the reviewers. The Program Chairs re-reviewed those papers and accepted as outstanding only those that clearly stood out from the rest. Papers were judged on a number of important criteria such as originality/novelty, writing style, technical content, future impact, evaluation, and so on. We

found that the outstanding papers reflected the topical diversity of ED-MEDIA. In the designated outstanding papers, you will find careful studies of the effects of certain technological interventions, case studies that provide more narrative descriptions of the use of technology in teaching (and which we often found to be “real page turners” to use an American colloquialism), descriptions of new projects in educational technology, and even instruments to use in future studies.

As you scan through the papers, you will find many different kinds of paper tied together by some common threads. While the focus of ED-MEDIA is technology in education, there are many different approaches to using the available technology for the realisation of educational aims.

These include:

- Preliminary evaluations of new teaching techniques and tools;
- Case studies on the use of technology in physical or virtual classrooms;
- Discussion of new technologies and applications;
- Applications of educational technology in a variety of disciplines; and
- Theoretical considerations of the motivations and impact of technology.

We expect you’ll see this variety reflected in the program.

This year, we have added a special strand on accessibility issues for the disabled. As the Web has grown, so has the importance of making Web materials accessible to all kinds of readers. Accessibility encompasses a wide variety of issues, including access to the Internet, support for multiple languages and multiple cultures, and support for users with disabilities. As the premiere international conference in educational multimedia and hypermedia, ED-MEDIA has long been a leader in publishing papers which consider issues raised by different languages and cultures. This year’s special strand both broadens and solidifies our emphasis on accessibility. We both hope and expect that it will be continued at future sessions of ED-MEDIA.

The best educational technology projects look to accommodate different learning styles. While it is not possible to accommodate every learning style in a conference, we have tried to provide a variety of different types of session. Hence, in addition to the keynote speakers, invited speakers, and paper presentations, all of which are generally held in a lecture plus question-and-answer format, we have included a number of other venues for learning and talking about educational multimedia, hypermedia, and telecommunications. These other venues include two poster sessions (with 225 posters), which provide more time for careful consideration and discussion with researchers; 10 panels, which present different perspectives on topics and give attendees a chance to discuss issues with panelists; tutorials, which provide small-group learning situations on a variety of topics; workshops, which provide small-group, hands-on learning sessions on a variety of topics; an evening of special interest group (SIG) sessions, in which attendees with similar interests can discuss particular topics; a varied social program, which gives attendees the chance to interact informally; a group dinner program, which gives attendees better chances to meet new people and discuss topics informally; a variety of meet-the-speakers sessions to give you a chance to interact with keynote speakers, invited speakers, and outstanding paper presenters; and a newcomers session to help new attendees plan how to make the best use of the many compelling opportunities at the conference.

As Conference Program Co-chairs, we have been aided considerably by a number of volunteers and helpers who have given tirelessly of their time. In particular, we must thank the Conference Steering Committee of Erik Duval (Chair), Shelly Heller, Gary Marks, Craig Montgomerie, and Ron Oliver, who led and coordinated the conference this year. We would like to thank the Chairs

of the various Program Sub-Committees: Karen Swan, Panels Chair; and Catherine McLoughlin, Tutorials/Workshops Chair. We would also like to thank the 85 members of the international Program Committee who provided timely and insightful reviews without complaint and little credit. Finally, we would like to thank Gary Marks and the staff at the Association for the Advancement of Computing in Education (AACE), who organize and sponsor this conference, for their support in this massive endeavor. These folks work incredibly hard behind the scenes to manage all the aspects of the conference. They deal with many complicated situations and handle a variety of requests from the Steering Committee and others.

We look forward to meeting with you during the conference. Remember to spend time talking to colleagues from previous ED-MEDIA conferences and make new friends. As long-time attendees will tell you, what you learn during informal conversations can have as much or even greater impact than what you learn during more formal parts of the program. Think about new collaborations, new projects, and new uses of the work you hear about at this conference. We hope that you will develop new work that you can present next year at ED-MEDIA 2003 in Honolulu, Hawaii, June 23-28, 2003 or at the following year's ED-MEDIA, which is still in its planning stages. However, we do know that it will be held at a European venue.

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