SICET 2007 Convention

The Third SICET Annual International Convention was successfully held as part of 2007 AECT International Convention 'Learning Within the Kaleidoscope: A Culture of Technology' in Anaheim, California on October 23rd - 27th, 2007. View the photos taken during the conference to share the excitement.

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Twenty-five proposals were received on the due date. Among them, ten proposals were accepted as concurrent presentations; eight proposals were accepted as roundtable presentations; and five proposals were accepted as poster presentations. The presentation titles, authors, and abstracts are listed below for your interests.

Concurrent presentations include:

1. Cultural Perspectives on Instructional Technology Consulting
Presented by: Xiaoxue Wang, Georgia State University

This study, through interviews with professors both in China and in the USA, examined instructional technology consulting from cultural perspectives. The purposes of this study were (1) to reveal essences and insights of instructional technology consulting, (2) to explore cultural factors by comparing and contrasting the similarities and differences of instructional technology consulting in China and in the USA, and (3) to seek implications for better consulting practice in different cultural settings.

2. A Survey Study about Online Learning Experience in the United States: The Perspectives from Taiwanese International Students
Presented by: Chun-Min Wang,

This study examined Taiwanese international students' online learning experience in the United States. The online survey intended to understand the students' opinions about online interaction, challenges, instructional design, and the differences between online and traditional face-to-face courses. 140 responses were received from students attending 58 different universities across the United States. The results show that they felt generally positive about online courses, but there were also several factors that influenced their learning experiences.

3. Online Group Projects to Enhance Peer Interaction
Presented by: Feng-Qi Lai, Indiana State University

After teaching an online Instructional Design course for three years, the author found the collaborative learning part needed improving. In order for more peer interaction, a group-project format was implemented. Did it help? What was the format? What was the way to ensure fair grading for each student's contribution to the group project? What were students' evaluations on the group project approach for the online course? The author will share her experience and results with attendees.

4. Essay Writing in Chinese WebCT Discussion Board
Presented by: De Zhang, Bethel University

This paper reports on a classroom-based study on the use of Chinese WebCT discussion board to support essay writing in a second year Chinese language class which consisted of mostly heritage learners at a U.S. Midwest university. The study aims to fill the void in the research literature on both computer-assisted Chinese writing pedagogy and heritage language instruction.

5. Impact of Online Instruction on Students' Learning Styles and Motivational Beliefs
Presented by: Yuliang Liu, Southern Illinois University Edwardsville
Hao Yang, State University of New York at Oswego

This quantitative study was designed to investigate how online instruction affects online learner's learning styles and motivational beliefs. This study using the one group pretest and posttest experimental design involved 32 students in two online sections of a graduate course in fall 2006. Significant statistical differences were found in several learning style and motivational belief scales between pretest at the beginning and posttest at the end of the online course. Implications resulted from the study.

6. Does Online Teaching Presence Really Help? - an Investigation of Relationships of Online Teaching Presence and Learning
Presented by: Hong Zhan, Northern Arizona University

This presentation will describe an experimental study to explore the effect of teaching presence on student learning outcomes in fully online undergraduate level courses. Student learning outcomes were investigated in three learning environments where teaching presence was designed to be at different levels. The study found that the learning outcomes in the three learning environments were not significantly different. Although student-perceived teaching presence were significant different among the three sections, student learning outcomes was not related to the teaching presence. Implications for online course development and online teaching will be discussed at the presentation.

7. Modeling in Information Technology Research: A Model of Models
Presented by: Leping Liu, University of Nevada, Reno

This proposed paper introduces the major types of models and modeling procedures in educational research, and discusses a variety of examples of modeling from our experiences of research in the field of information technology in education. Theory-based, research-based, and literature-based modeling are introduced.

8. Publish or Perish: Publishing Scholarly Articles in Educational Technology
Presented by: Steve Yuen, The University of Southern Mississippi
Patrivan Yuen, William Carey University

This presentation will provide complete journal information over 40 journals that are appropriate for the publication of articles in educational technology. Also, the presentation will discuss the types of journals, types of articles, manuscript components, journal submission and peer review process, and steps to publishing in academic journals within the field of educational technology. Furthermore, the presentation will provide tips to getting published and offer helpful suggestions.

9. Bridging Theory with Design: An ID Model Approach to Design Educational Games
Presented by: Feng-Qi Lai, Indiana State University

How do we design educational games that are effective, efficient, and appealing? How do we design educational games that are interactive and motivational? How do we design educational games that are diagnostic and adaptive? The author will share with attendees her perspectives of bridging theory with design in producing educational games using a real-world product for early literacy learning as an example.

10. Expanding Classroom Boundaries with Podcasting
Presented by: Steve Yuen, The University of Southern Mississippi
Patrivan Yuen, William Carey University

This presentation will provide a brief overview of podcasting, discuss the potential uses of podcasting in education, provide tips for producing a podcast and integrating podcasts into classrooms, examine issues and implications related to podcasting for teaching and learning, and discuss the best podcasting practices.

Roundtable presentations include:

1. The Learner's Role in Creating Electronic Portfolios
Presented by: Shuyan Wang, The University of Southern Mississippi

Using electronic portfolios as an assessment tool not only changes the way of assessment, but also changes the ideology of teaching and learning because curriculum and teaching methodology are influenced by how students' progress and achievement are evaluated. Findings from this study show that creating electronic portfolios not only helps students develop technology-related knowledge and skills as well as critical thinking and problem-solving skills, but helps students become active, independent, and motivated learners.

2. Features of Online Publishing and a Model of Dynamic Research in Information Technology in Education
Presented by: Leping Liu, University of Nevada, Reno

Introduces the unique features of online journals in the field of information technology in education, a model of dynamic research with which researchers can generate series of research idea, and tips to write and publish in academic journals.

3. Supporting A Knowledge Building Community, The Technological Dynamics in an Online Course
Presented by: Huei-Lien Chen, Kansas State University
Pearl Chen, California State University, Los Angeles

Come to learn a case study of factors that promote and inhibit knowledge building activities in an online environment. Analysis of knowledge building indicators and learning outcomes with respect to the technological dynamics (Scardamalia, 2002; 2003) of two electronic communication tools (chatroom and message board) and two knowledge construction tools (concept mapping tool and web authoring tool) will be discussed. Practical implications for promoting a virtual knowledge building community will be considered.

4. Scaffolding Instruction for Chinese Heritage Language Learners
Presented by: De Zhang, Bethel University

This presentation will include both the rationale and specific strategies for scaffolding instruction for Chinese heritage language (CHL) learners in online technology-supported learning environments. The

technology-mediated strategies promote linguistic, academic, and identity development of Chinese heritage language learners in the U.S context.

5. Blogs in Chinese Higher Education
Presented by: Shuyan Wang, The University of Southern Mississippi
Yajie Chen, Inner Mongolia University of Technology
Ying Chen, Beijing JiaoTong University

Blog has been increasingly used in every field in the present society. It is becoming the mainstream medium in communication and virtual communities. This in-progress study will investigate and explore the influence of blog in China and its implications in Language classroom in Chinese higher education.

6. Never Too Late: Teachers' First-Hand Project-Based Learning Experience in Learning Technology
Presented by: Huei-Lien Chen, Kansas State University

Project-based learning teaches students the critical thinking and collaborative skills they will need to succeed in the future. However, whether classroom teachers are themselves equipped with the ability to collaborate on a project is another question entirely. This case study looked closely at teachers' first-hand experience at collaborating within an online learning management system. This roundtable discussion presents study findings, proposing a PBL framework that might be employed to support online learning in higher education.

7. The Promise of Utilizing Mobile Phones in Chinese Higher Education
Presented by: Xiaojing Duan, Shuyan Wang, Steve Yuen, The University of Southern Mississippi

Mobile phones are increasingly becoming an integral part of the daily life of Chinese. Given their high popularity, the presentation will examine to what extent mobile phones can be utilized for educational purposes in Chinese higher education.

8. Involve Students in the Performance Assessment Using E-portfolios: A Undergraduate Level Empirical Study
Presented by: Rui Hu, University of Georgia

E-portfolios have been claimed to be an alternative authentic assessment tool and their implementation has been rapidly increased since the mid 1990's. Researchers claim that e-portfolios can promote leaning; however, institutions tend to use them for summative assessment. The purpose of this study is: 1) to understand students' experience of peer review with e-portfolios; and 2) to find out the ways that e-portfolio and peer review can benefit students' learning. This qualitative study using interviews, observations, and documentation studied students' peer review in an undergraduate project-based course. The findings indicate that both teachers' organization and students' autonomy in peer review are pivotal.

Poster presentations include:

1. Blended Learning and Sense of Community: The STEP Approach
Presented by: Hao Yang, State University of New York at Oswego
Yuliang Liu, Southern Illinois University Edwardsville

This paper presents how a sound practical approach called STEP is implemented into a graduate blended learning course in the fall semester of 2006. It reports the responses of students in the course on effectiveness of STEP and perception of sense of community.

2. Five Tens and Eighteen Circles: A Chinese Professor's Perspective on Educational Technology
Presented by: Feng-Qi Lai, Indiana State University

What are the trends and issues in educational technology in China? This session discusses this topic through analyzing data that was collected via oral and written communications with a well-known Chinese educational philosophy professor Xin-Min Sang, who has focused on redesigning curriculum for educational technology programs in China for almost ten years. His curriculum design view of "eighteen circles" and advocating for the "five tens" movement in China will be the focus of this session.

3. Study of Sharing Technology of Ontology-Based Web Course Resources
Presented by: Geping Liu, College of Distance Education of Southwest China University
Changhua Zhao, School of Computer and Information Science of Southwest China University

In this paper we discuss how to use ontology to realize the course resources sharing in different E-learning systems. We elaborate the characteristic of Web course resources based on ontology. According to the standard of resources construction, we discuss the technology of constructing course resources ontology, and also provide an example of course resources ontology. Finally, a framework of Web course resources based on ontology is proposed.

4. The development of the method of collecting digital portfolios for Chinese learners of Japanese on an e-learning system
Presented by: ChunChen Lin, Tokyo University of Foreign Studies

In the area of language teaching, The conventional ways of evaluation most often use a set of standardized tests. But using learner portfolios enables us to evaluate how they have made progress, as well as to measure their achievement levels. In this presentation, we will show the newly developed system and teaching materials, and suggest how we can conduct the collection of the data. Analyzing the digital portfolios for the learners of Japanese collected in this study will enable us to discover new methods for language teaching.

5. E-portfolios, Reflective Thinking, and Learning: A Review of the Literature
Presented by: Rui Hu, University of Georgia

Both researchers and practitioners need a better understanding of the process of reflection as enabled or fostered by the construction of an e-portfolio. At this time, practitioners lack sufficient guidance for knowing when e-portfolios will be successful and when they won't. With this gap in mind, this literature review tries to address: 1. What are purposes of the e-portfolio and factors for successful implementation? 2. What kinds of dilemmas do instructors face when implementing e-portfolios?

SICET General Session

This session includes the introduction of SICET, review SICET progresses in the past year, and preview the development in the coming years.