

SICET 2008 Convention

The Fourth SICET Annual International Convention was successfully held as part of 2008 AECT International Convention 'On the Horizon: Rays of Change' in Orlando, Florida on November 4th to 8th, 2008.

Eight concurrent presentations, five roundtable presentations, and two poster presentations were conducted at the convention. The presentation topics and abstracts are listed below for your interests.

SICET General Session and Board of Directors Meetings:

SICET Board of Directors Meeting I

10:00 AM - 12:00 PM, Nov 5

SICET Board of Directors Meeting II

3:30 PM - 4:30 PM, Nov 5

SICET General Session

1 pm - 3:15 pm, Nov. 5

The general session will report the progress achieved last year, discuss the activities planned for next year, and share information on how to get involved in international exchange such as summer fellowship trips to the universities in Mainland China.

Concurrent Sessions:

1. Apply Wikis to Team Project in the University Classrooms

Presenter: Chun-Min Wang, National Hsinchu University of Education

Timeblock: 10:30 AM - 11:30 AM, Nov. 6

Abstract: The purpose of this study is to investigate the teaching strategy and assessment method regarding using wikis in the university classrooms. Two undergraduate classes with same instructor and subject were chosen to compare the students' satisfaction with different team writing regulations and assessment methods. By analyzing the survey and the results from the followed-up interviews, the study intends to provide valuable suggestions for the instructors who are interested in applying wikis efficiently in their classrooms.

2. The Impact of Blogfolios on Student's Perceived Learning and Satisfaction

Presenters: Hao Yang, State University of New York at Oswego; Steve C. Yuen, The University of Southern Mississippi

Timeblock: 10:30 AM - 11:30 AM, Nov. 6

Abstract: The purpose of this study is to examine the impacts of using blogfolios (weblog-portfolio) on students' perceptions of learning and satisfaction with instruction. Specifically, the study attempts to answer the following research questions: 1. What are students' perceptions on interaction (overall interaction, student-to-instructor interaction, and student-to-student interaction) before and after using blogfolios? 2. What are the impacts of blogfolio activities on students' perceived learning?

3. Language Tasks for ESL Students in a Virtual World: A Study Framework

Presenters: Xiaoxue Wang, Georgia State University; Patricia Early, Georgia State University; Hongbo

Song, Yantai University, P.R. China; Sunny Shuxiang Sun, Georgia State University; David E. Stone, Georgia State University; Melissa Schwartz, Georgia State University
Timeblock: 11:45 AM - 12:45 PM, Nov. 6

Abstract: In the three decades of second language acquisition research, studies on task-based approaches to SLA have focused on many facets of language tasks, including task-difficulty (Fulcher & Reiter, 2003; Iwashita, McNamara & Elder, 2001) and the use of tasks for assessment purposes. With advancement in technologies, E-learning systems, or virtual environments, are rapidly becoming an integral part of the teaching and learning process (Pituch & Lee, 2006; van Raaij & Schepers, 2008). This presentation shares with the audience a research framework that uses a mixed method (Creswell, 2008) to explore learning effects of language tasks and ESL student perceptions of their language learning in the Second Life virtual learning environment.

4. Formative Evaluation of A Game-based Learning Environment

Presenters: Yuxin Ma, Douglas Williams, Louise Prejean, Guolin Lai, Univ of Louisiana at Lafayette
Timeblock: 11:45 AM - 12:45 PM, Nov. 6

Abstract: In spite of the growing interest in developing electronic educational games, there is little guidance on how to design effective electronic educational games. Theory and research is needed to inform designers of electronic educational games. This paper shares our findings in a formative evaluation of an electronic game currently under development. The findings may inform future development of electronic game and add to the body of knowledge on learning in electronic game-based learning environments.

5. Exploring Meaning of Being Ethical in Instructional Technology Consulting

Presenter: Xiaoxue Wang, Georgia State University
Timeblock: 1:00 PM - 2:00 PM, Nov. 6

Abstract: As new technologies merge everyday and become part of our life, instructional technology consulting that provides professional services to help clients in using technologies for facilitating learning and improving performance, become popular and important. Corresponding to the theme of AECT Convention 2008, professional ethics, this paper uses results of a phenomenological study that investigates instructional technology consulting to examine what it is like to be ethical in instructional technology consulting. The paper discusses what comprises instructional technology consulting from lived experience of instructional technology consultants, reveals the meaning of being ethical in instructional technology consulting, and finally offers some suggestions for dealing with ethical issues in instructional technology consulting.

6. Training and Development Professionals' Perceptions of Offshore Outsourcing

Presenters: Guolin Lai, Yuxin Ma, Univ of Louisiana at Lafayette
Timeblock: 1:00 PM - 2:00 PM, Nov. 6

Abstract: Many organizations are offshore outsourcing some of their learning and training functions in the hope of eliminating fixed costs, focusing on core competencies, becoming more strategic, and containing high and unpredictable costs of enterprise learning. However, little research has been conducted on the outsourcing of training and development functions. This paper presents a phenomenological case study that explores how training and development professionals perceive their experiences of offshore outsourcing.

7. Adopting Cell Phones in EFL Teaching and Learning

Presenters: Guoqiang Cui, Shuyan Wang, University of Southern Mississippi

Timeblock: 2:15 PM - 3:15 PM, Nov. 6

Abstract: Though Mobile Learning (ML) has a short history of no more than four decades, it is growing fast with the upgrading of different mobile devices. Among all the devices, cell phone has a great potential in language teaching and learning. This article explores the different devices, especially cell phone use in ML. It also reviews the teaching and learning of English as Foreign Language (EFL) in China and discusses the potential applications of cell phone in Chinese EFL teaching and learning.

8. Developing Online Chinese Language Courses' Pedagogical and Technical Considerations

Presenters: Hong Zhan, Embry-Riddle University; De Zhang, Bethel University

Timeblock: 2:15 PM - 3:15 PM, Nov. 6

Abstract: Interest in study of Chinese language has increased rapidly at American k-12 schools and universities. To meet the high demand for learning Chinese, many teachers of Chinese language attempt to use the Internet as a platform to provide language instruction. This presentation will address main pedagogical and technical issues of online Chinese course development and provide theoretical and practical guidelines of applying instructional design principles into online Chinese course development.

Roundtable Presentations:

1. Enhancing Online Learning with Standards and Technologies: It's Here, It's Working

Presenter: Hong Wang, Fort Hays State University

Timeblock: 3:30 PM - 4:30 PM, Nov. 6

Abstract: As more institutions and schools have started online programs, it is important for online instructors to create meaningful learning experience for online learners. Targeting at faculty, administrators and graduate students interested in online education, this roundtable session will walk through an online course to showcase how the instructor has incorporated Quality Matters rubric and technologies such as podcasting, screen-casting, animations, and Elluminate to create and foster engaging online learning experience for the students.

2. The Design of Modeling and Coaching Scaffolds in an Electronic Educational Game

Presenters: Yuxin Ma, Doug Williams, Guolin Lai, University of Louisiana at Lafayette

Timeblock: 3:30 PM - 4:30 PM, Nov. 6

Abstract: Electronic games have the potential to support learning. However, there is little guidance in the literature on how to leverage the affordances of electronic games to design effective instruction. In this presentation, we will describe and show examples of how we designed modeling and coaching scaffolds with the use of in-game characters in an electronic game. We will also discuss the lessons learned from the project and results from a formative evaluation.

3. Web 2.0 Tools Used in an Online Class

Presenter: Shuyan Wang, University of Southern Mississippi

Timeblock: 3:30 PM - 4:30 PM, Nov. 6

Abstract: The effectiveness of interaction and communication between and among students is very important in making the online course successful. However, students have different perspectives in what

makes their best interaction and communication because of their personality and learning styles. This paper investigates students' communication and interaction experiences in an online course through WebCT and illustrates the strong and weak points of each tool (discussion board, blog, listserv, email, podcast, vodcast) through teaching and learning experiences.

4. *Virtual Robotics in an Electronic Educational Game*

Presenters: Douglas Williams, Yuxin Ma, Guolin Lai, University of Louisiana at Lafayette

Timeblock: 4:45 PM - 5:45 PM, Nov. 6

Abstract: Robotics and computer games are two technologies that have attracted increasing number of educational researchers. In this presentation, we describe the design of virtual robotics activities in an electronic educational game created to teach physics to middle school students. We will present the theoretical framework of the project and the design of the game and demonstrate a prototype of the game.

5. *The experience of preservice teacher's use of digital video technology in their professional development: a literature review*

Presenter: Yuelu Sun, Georgia State University

Timeblock: 4:45 PM - 5:45 PM, Nov. 6

Abstract: This paper is a literature review of preservice teachers' experience in using digital video technology in their professional development. The purpose of this review is to find an appropriate conceptual framework that will help investigate what the preservice teachers experienced in using digital video technology, how and why the experience could help them develop professionally, which will be a case study to be conducted in the fall of 2008. It is hoped that the upcoming research could add knowledge about multimedia technology, especially the use of digital video technology, in teacher education.

Poster Presentations:

1. *Managing an Instructional Technology Research Project: Personal Experience from Students*

Presenters: Patricia Early, Melissa Schwartz, Janelle Allen, Charles Xiaoxue Wang, Georgia State University; Hongbo Song, Yantai University

Timeblock: 4:45 PM - 5:45 PM, Nov. 6

Abstract: This poster presentation shares with the audience personal experiences of three state-university graduate students enrolled in Managing Instructional Technology Projects. These students accepted the challenge of managing their own advisor's real-life instructional technology research project. Presented here are their reflections on learning and development of project management competency, a view of their course project plan and course deliverables, as well as suggestions for future students.

2. *Learning Computer Basics and its Influences upon Pre-service Teachers*

Presenter: Taralynn Hartsell, The University of Southern Mississippi

Timeblock: 4:45 PM - 5:45 PM, Nov. 6

Abstract: This preliminary study compares the results of technology examination scores and pre-service teachers' perspectives in taking a basic computer literacy course in education. Pre-service teachers need to know the basics of using computer application software programs before learning to integrate technology into the classroom. A course had been developed that would help pre-service teachers acquire basic technology skills to successfully pass the basic technology literacy examination required of their teacher education programs.