

2018 HKAECT

**New Media for Educational Change:
Effect on Learning and Reflection on Practice**

25 - 27 July 2018
at Hong Kong Baptist University

www.hkaect.org/hkaect2018



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ABOUT THE HKAECT

The Hong Kong Association for Educational Communications and Technology (HKAECT; <http://www.hkaect.org/>) was established in 1989 to promote for the public benefit the advancement of educational communications and technology; to advance the professional quality and standards of educational technology and related areas in Hong Kong; and to broaden the goals and influences of the Association to other local and international educational associations and media industries.

Its first conference was organized in 1990, addressing “The Role of Educational Communication and Technology in Year 2000”, with speakers coming from the United States, China, and Taiwan to discuss the outlook on educational communications and technology. Throughout these years, the HKAECT has held a number of international conferences, symposiums, workshops, and talks with various themes to provide a platform to enable rich exchanges for academicians, practitioners, and professionals in the fields of communication and educational fields to make discourse about the shaping and changing issues on education, communication, and technology.

List of HKAECT Presidents

1989-2010	Leo P. K. Yam
2010-2016	Allan H. K. Yuen
Since 2016	Will W. K. Ma

Themes of the HKAECT Conferences since 1990

1990	The Role of Educational Communications and Technology in Year 2000
1992	Instructional Technology: Design, Utilization and Evaluation
1994	Telecommunications in Education
1996	Innovations and Quality in Teaching and Learning
1997	Tertiary Teaching in the Use of Technology: Vision and Practice
1998	New Challenges and Innovations in Teaching and Training into the 21st Century
2001	Education Reform: Integrating Information Technology, Communication, and Curriculum
2004	Media Innovations in Education: Input and Outcome in New Society
2007	Educational Communications and Technology as Learning Experiences
2010	Multiliteracies for the 21st Century: Education, Communication, and Technology
2014	New Media, Knowledge Practices, and Multiliteracies
2017	New Ecology for Education: Communication X Learning
2018	New Media for Educational Change: Effect on Learning and Reflection on Practice

CONFERENCE PROGRAMME

Day 1: 25 July 2018 [Wednesday]

8:30-9:00	Registration [Venue: WLB104 Foyer, The Wing Lung Bank Building for Business Studies, Shaw Campus]
9:00-9:30	Opening Ceremony & Group Photo taking [Venue: WLB104] MC: Wendy Wing Lam Chan and Miaoting Cat Cheng ➤ Prof. Adrian J. BAILEY, Dean of Faculty of Social Science ➤ Will W. K. Ma, President, HKAECT ➤ Liping Deng, Conference Chair
9:30-10:30	Keynote: New Media for Educational Change Professor Rob Branch, AECT past President/ University of Georgia <i>Introduced by Will W. K. Ma</i>
10:30-11:00	Coffee Break [Venue: WLB104 Foyer]

11:00-12:00	<u>Presentation Session 1 (P1)</u> <i>COMMUNICATION AND NEW MEDIA IN EVERYDAY LIFE</i> [Venue: WLB211] ➤ P1-1 The Relations of Secure Attachment Style and Love Satisfaction with Online Relationship Maintenance Chi Keung Chan and Po-Shuen Viann Wong ➤ P1-2 A Cross-Cultural Analysis: American and Hong Kong Newspaper Organizations' Social Media Use Eiswein Tsz Kin Wong and Will W. K. Ma ➤ P1-3 Emoticon, Emoji and Sticker Use in Computer-Mediated Communications: Understanding its Communicative Function, Impact, User Behavior, and Motive Ying Tang and Khe Foon Hew	<u>Presentation Session 2 (P2)</u> <i>SOCIAL MEDIA IN EDUCATION</i> [Venue: WLB206] ➤ P2-1 Using Twitter to Enhance the Students' Skills: Motivation - a Disregarded Factor in Educational Design Michele Della Ventura ➤ * P2-2 Global Learners' Perspectives on News in Social Media Platforms through a MOOC Paula Hodgson ➤ P2-3 Young News Users in the Age of Social Media: Engagement, news literacy, and critical thinking Kelly Ku, Liping Deng, Celine Song, Yi Kang and Shirley Kong
12:00-14:00	Lunch	
14:00-15:30	<u>Presentation Session 3 (P3)</u> <i>MOOC AND OPEN EDUCATION</i> [Venue: WLB211] ➤ P3-1 The Impact of a Design-based Integrative STEAM Approach on students' STEAM Attitudes and Problem Solving Yi Zhang and Xing Li	<u>Workshops 4 (W4) & 2 (W2)</u> Session Chair: Liping Deng [Venue: WLB206] ➤ W4 Analyzing Data through the Use of Data Analytical Tools Wendy Wing Lam Chan ➤ W2 Critical Questions for Big Data Research Chi Keung Chan

	➤ P3-2 A Framework for Analysis Learning Pattern towards Online Forum in Programming Course Qingchun Hu and Yong Huang ➤ P3-3 A Mixed Methods Approach to Getting Insights from the First-ever edX MOOC “Knowledge Management and Big Data in Business” Roy Kam and Eric Tsui ➤ P3-4 Uncovering Chinese Adolescents Stereotypes and Their Influence on Male Makeup Advertising and Media Fit Kelly Tin Ki Lau	
15:30-16:00	Coffee Break [Venue: WLB211 Foyer]	
16:00-17:30	<u>Presentation Session 4 (P4)</u> <i>SOCIAL CONTEXT AND LEARNING ENVIRONMENT</i> [Venue: WLB211] ➤ * P4-1 A Cross-cultural Exploration of Primary Students’ Learning Management System Use: A Mixed Methods Approach Miaoting Cat Cheng, Hoi Kau Allan Yuen, Qi Li and Ying Song ➤ P4-2 Cooperation between HEIs and Enterprises: An Approach of ICT-driven Higher Education Innovation	<u>Workshops 3 (W3) & 1 (W1)</u> Session Chair: Wendy Chan [Venue: WLB206] ➤ W3 Visual communication and personal development Kelly Tinki Lau ➤ W1 EdTech: Big Data, A.I., Anthony Woo

	Jianhua Zhao and Ming Li ➤ P4-3 An Exploratory Study on Learning Attitude in Computer Programming for 21st Century Junru Yang, Gary K.W. Wong and Clive Dawes ➤ P4-4 Perception of time Input and Technology Acceptance: An Extended Technology Acceptance Model Haimin Dai and Timothy Teo ➤ P4-5 The Changing Role of Teachers in the Digital World -- A Case Study in Hong Kong Sammy S. M. Ming	
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* Best paper award

Day 2: 26 July 2018 [Thursday]

8:30-9:00	Registration [Venue: WLB104 Foyer]
9:00-10:00	Keynote speech: eLearning for Abstract Concepts: A Deployment of Augmented Reality Trails of Integrity & Ethics [Venue: WLB104] Dr. Eva Y W Wong, Director of the Centre for Holistic Teaching and Learning, Hong Kong Baptist University Introduced by Lisa Deng
10:00-11:00	Panel Discussion: Impact of New Media on Learning Outcome: Evidence and Measurement Facilitator: Timothy Hew Panel members: Professor Rob Branch, Professor Li Chen, Dr. Eva Y W Wong and Dr. Allan Hoi Kau Yuen
11:00-11:30	Coffee Break [Venue: WLB104 Foyer]

11:30-12:30	<u>Presentation Session 5 (P5)</u> <i>SOCIAL CONTEXT AND LEARNING ENVIRONMENT</i> [Venue: WLB211] ➤ P5-1 Investigating University Students' On-task and Off-task Multitasking Liping Deng, Kelly Ku, Deborah Cockerham and Lin Lin ➤ P5-2 Why a New Media Multitasking Scale is Needed? The Problems in Current Measurements of Media Multitasking Jiutong Luo ➤ P5-3 Mobile App Supported EFL Classroom Jingnan Li and Ting Xie	<u>Presentation Session 6 (P6)</u> <i>RISK AND ETHICS IN USING NEW MEDIA</i> [Venue: WLB206] ➤ P6-1 Improving Reading Performance Through Gamification and Analytics Micah Modell ➤ P6-2 A Study of College Student's Reception to a Blended Learning MOOC Platform Kai-Jye Chia and Gwo-Guang Lee ➤ P6-3 Facilitating Student's Interactions and Language Learning in a Gamed-based Mobile Learning Environment Jhyyi Chen and Kai-Jye Chia
12:30-14:00	Lunch	

14:00-15:30	<u>Presentation Session 7 (P7)</u> COMMUNICATION AND NEW MEDIA IN EVERYDAY LIFE [Venue: WLB211] ➤ P7-1 Popular Media's Influence on Children's Understanding of Science and Scientists Junqing Zhai ➤ P7-2 A Longitudinal Study on Smartphone Use in Hong Kong Tony Chin Leung Chow and Will W. K. Ma ➤ P7-3 Research on the Relationships among Information Literacy, Information Needs and Use for College Internet Users in Cloud Computing Age Hsin-Tzu Chen ➤ P7-4 The Moderating Effect of Geographic Area on the Relationship between Age, Gender, and ICT Literacy and Problematic Internet Use Liang Yu, Nan Zhao and Qiuyan Yang	<u>Presentation Session 8 (P8)</u> SOCIAL CONTEXT AND LEARNING ENVIRONMENT [Venue: WLB206] ➤ P8-1 Effects of M-learning on Students' Learning Outcome: A Meta-Analysis Yangcun Feng, Yuan Liao and Youqun Ren ➤ P8-2 Online Knowledge Sharing Motivators of Top Contributors in 30 Q&A sites Yongsi Chen and Khe Foon Hew ➤ P8-3 Lurking Behaviors for Learning: What do We Know? Enilda Romero-Hall, Megan Osgood and Siddhi Londhe ➤ P8-4 Understanding the intention to use Reference Management Tools (RMTs) among postgraduate students in China Yiqin Xu and Timothy Teo
15:30-16:00	Coffee Break [Venue: WLB104 Foyer]	

16:00-17:30	Presentation (P9), Workshops 7 (W7) DESIGN AND APPLICATION [Venue: WLB211] ➤ P9-1 Implementation of tool-based mathematics lesson: A duo of material and digital tools Huey Lei, Yip Cheung Chan and Allen Leung ➤ P9-2 Uses of Internet and Problems Encountered in Teaching Among Public School Teachers Rona Dhel Alingasa ➤ W7 Making the Most Out of Online and Digital Technologies for Learning Effectiveness - MOODLE?! Nicole Tavares	Workshops 5 (W5), 6 (W6) Session Chair: Allan Hoi Kau Yuen [Venue: WLB206] ➤ W5 Data Analytics for New Media: How Social Media Change the Way We Deliver Content? Rudy Chan ➤ W6 Smart Phones and Wearable Technologies in Educational Research Jin Mao and Allan Hoi Kau Yuen
18:00-20:30	HKAECT 2018 International Conference Banquet [Venue: Renfrew Restaurant, 2F, David C. Lam Building (DLB)]	

Day 3: 27 July 2018 [Friday]

8:30-9:00	Registration [Venue: WLB104 Foyer]
9:00-10:00	Keynote: The Trend of New Education System Built on Internet in Mainland China [Venue: WLB104] Professor Li Chen, Beijing Normal University <i>Introduced by Liping Deng</i>
10:00-10:30	Coffee Break [Venue: WLB104 Foyer]

10:30-11:30	<u>Presentation Session 10 (P10)</u> COMMUNICATION AND NEW MEDIA IN EVERYDAY LIFE [Venue: WLB206] ➤ P10-1 A Paradox of High Access but Low Use of ICT in Chinese Schools Xianlong Xu ➤ P10-2 Experiences in Integrating Indigenous Peoples Education: The Case of an Elementary School in Rural Philippines Rona Dhel Alingasa and Rene Alingasa ➤ P10-3 The Design for Evaluation System of In-service Teachers' ICT Application Competence based on Micro-credentials Fei Wei, Shupe Li and Hongyan Fan	<u>Presentation Session 11 (P11)</u> GAME-BASED LEARNING AND UBIQUITOUS LEARNING [Venue: WLB211] ➤ P11-1 Are Computer Games Helpful in Habit Formation: An Investigation of Games as Persuasive Technology Xiaoqing Gu, Tianyi Zhang and Xinyue Diao ➤ P11-2 Enough" Project: The Effect of Change in Behavior of Students' Consumption with Game-based Education Model Timur Yavas, Bilal Albas and Erdem Ozbuga ➤ P11-3 A Study on the Impact of Involvement in Violent Online Game and Self-Control on Hong Kong Young Adults' Psychological Well-being Charlotte Ting Yan Yeung and Raymond Chi Fai Chui
11:30-12:30	Closing Ceremony, Best Paper Award and Best Student Paper Award Presentation [Venue: WLB211]	

WIFI AND INTERNET ACCESS

Notes to speakers: Equipment Request & Internet Access (WiFi)

Presentations will be held in classrooms within the HKBU campus. A normal classroom is equipped with basic facilities including a computer, LCD projector and Internet Access. Please inform us of other equipment that you need and we will try to arrange if it is available. The password for wifi will be provided at the registration.

GUIDELINES TO PRESENTATION

Guidelines for Presenters

(A) Paper Presentation Sessions

The following guidelines will help you design and prepare for your paper presentation:

1. Please check the session schedule on the official website/programme booklet to confirm the date, time, and venue of your presentation(s).
2. The LAST PRESENTER of each session will serve as the Session Chair. Please refer to the “Guidelines for Session Chairs” at the bottom.
3. The duration of each presentation is approximately 20 minutes including Q & A time. Please follow the instructions of the Session Chair regarding the time allocated for your presentation if there are fewer presentations in a session.
4. Please arrive at the designated meeting room 10 minutes before your session begins and report to the Session Chair.
5. All meeting rooms are equipped with digital projectors and desktop computers (MS Windows operating system with MS PowerPoint and Adobe Acrobat Reader).
6. You must bring your USB flash memory device containing the file for your presentation (in MS PowerPoint format). Files must be uploaded to the desktop in the classrooms before the start of your sessions. In addition, we would strongly suggest all presenters to make a copy of the presentation (or email a copy to herself/himself) in PDF format as a backup in case of contingency.

Guidelines for Presenters

(B) Workshop Sessions

The following guidelines will help you design and prepare for your workshop presentation:

1. Please check the session schedule on the official website/programme booklet to confirm the date, time, and venue of your workshop.
2. The duration of each workshop is approximately 45 minutes. A Session Chair will be assigned to your workshop session to provide a brief introduction of you and your session.
3. Please arrive at the designated meeting room 10 minutes before your session begins and report to the Session Chair.
4. All meeting rooms are equipped with digital projectors and desktop computers (MS Windows operating system with MS PowerPoint and Adobe Acrobat Reader).
5. You must bring your USB flash memory device containing the file for your presentation (in MS PowerPoint format). Files must be uploaded to the desktop in the meeting rooms before the start of your sessions. In addition, we would strongly suggest all presenters to make a copy of the presentation (or email a copy to herself/himself) in PDF format as a backup in case of contingency.

Guidelines for Session Chairs (Last Presenter of each parallel presentation session)

(A) Before the Commencement of a Session

1. Please arrive at the designated meeting room 10 minutes earlier before a session (paper/workshop) starts.
2. If there are any changes of the session, our helpers will notify you right at your arrival at the registration desk.
3. In case a presenter does not show up timely, please notify our helpers as soon as possible.

(B) During a Session

1. Please arrive at the designated meeting room 10 minutes before a session begins, briefly introduce yourself, and announce your arrangement of the presentations to all presenters.
2. Please start the session on time and follow the time allocated to each presentation (about 20 minutes for each paper; 45 minutes for each workshop). For the sessions of 1.5 hour with 4 papers, each paper presentation can have 22 minutes including Q&A.
3. Paper with more than one presenter will not get any extra time for their presentation.
4. Please remind presenters of the remaining time they have three minutes before the end of their presentations. If a presenter goes beyond the allotted time, the Session Chair should ask him/her politely to close the presentation promptly.
5. Please try to make sure the session (including Q & A) is timely proceeded since some attendees need to move from sessions to sessions.
6. If there are any issues affecting the continuance of your session, please inform our helpers at the registration desk immediately.
7. Our helpers will take a group photo at the end of each session. Please help gather the presenter and the audience for the photo shoot.

KEYNOTES

Professor Rob Branch, Ed.D.

Robert (Rob) Maribe Branch is a Professor of Learning, Design, and Technology at the University of Georgia, and the Head of the Department of Career and Information Studies. Rob earned a Bachelor of Science degree from Elizabeth City State University in North Carolina; and a Master of Arts degree from Ball State University. Rob taught high school in Botswana as a Peace Corps Volunteer and later joined the University of Botswana as a Lecturer in the Technology Education Department. Rob completed his Doctor of Education (EdD) degree from Virginia Tech in 1989. Dr. Branch worked as Fulbright Lecturer/Researcher at the University of KwaZulu-Natal in South Africa, where he co-founded the Master's degree in Educational Technology, while conducting research on the complexities of student centered learning spaces. Dr. Branch is co-editor of the Educational Media and Technology Yearbook and co-author of the book *Survey of Instructional Design Models*. He also authored the book *Instructional Design: The ADDIE Approach*. Dr. Branch emphasizes student-centered learning and teaches courses related to message design. Dr. Branch's published research focuses on diagramming complex conceptual relationships and other complicated flow processes. He is a Past President of the Association for Educational Communications and Technology (AECT).

Keynote Title: New Media for Educational Change

Educational technologist should be regarded as change agents. New media should be regarded as digital tools that can be used for innovation. According to the Association for Educational Communications and Technology (AECT), educational technology is the study and ethical application of theory, research, and best practices to advance knowledge as well as mediate and improve learning and performance through the strategic design, management and implementation of learning and instructional processes and resources. According to the New Media Institute at the University of Georgia, new media is often interpreted as an interdisciplinary approach dedicated to exploring the essential, commercial and creative dimensions of emerging technologies. New media investigates the constantly changing technology landscape, the development of skills to build commercial products and the creation of projects that use new media solutions to address real-world problems. These interpretations of educational technology and new media are consistent with a substantive component of the mission of the Hong Kong Association for Educational Communications and Technology (HKAECT) who seek to disseminate information with regard to current research in Hong Kong, overseas and other regions, including members' accomplishments and research projects through computer networking and printed media. This keynote speech will introduce a five-part strategy for organizing new media based on technology-supported student activities that are: active, interactive, situated, authentic and case-based.

KEYNOTES**Dr. Eva Y. W. WONG**

Dr Eva Wong is the Director of the Centre for Holistic Teaching and Learning at Hong Kong Baptist University. The Centre has major responsibilities for professional development in teaching and learning of faculty members, assisting in the implementation of the outcomes-based approach to teaching and learning, supporting the University's e-learning endeavours, collecting evidence for the assessment of students' attainment of learning outcomes, and helping students' whole person development with the aim of enhancing student learning with a holistic approach. In recent years, the Centre has been successful in competing for externally funding to support innovative teaching and learning projects. In the 2012-15 triennium, the Centre received a total grant of some HK\$7million for 4 teaching and learning projects through a sector-wide competitive exercise. In the more recent 2016-19 triennium, the Centre secured HK\$11million from the competitive exercise with 6 projects supported. One of the projects that deploys augmented reality on mobile learning trails to reinforce ethical concepts in students won Silver for Asia in the 2015 Wharton-QS Reimagine Education Awards, and has been showcased by Drexel University Online as an innovation from around the globe that infuses technology with learning since July 2017.

Dr Wong was educated in the United Kingdom, received her first degree in Electrical & Electronic Engineering from University College London, and a Ph.D. in Information Systems from the University of Abertay Dundee. She worked in a number of tertiary institutions in the United Kingdom, including the University of Dundee, University of Cambridge and University of Essex, during the earlier part of her career in computer science and information systems before returning to Hong Kong with her family in 1991. Dr Wong joined City University of Hong Kong as a faculty member in the Department of Information System, and received the University's 1996-1997 Teaching Excellence Award. In 2010, she joined Hong Kong Baptist University where she continues to focus on enhancing student learning through professional development of frontline teachers. Dr Wong's current interests and expertise are in the enhancement of student learning through the use of engaging and learner-centred pedagogies leveraged on e-learning, in which area she has presented and published.

Keynote title: eLearning for Abstract Concepts: A Deployment of Augmented Reality Trails of Integrity & Ethics

While there is no doubt that advance in information technology (IT) brings new opportunities in education, the spread of IT in education has also brought along new challenges. The proliferation of smart devices and seemingly unlimited internet access means that elearning activities can be more timely and interactive to engage students to learn actively. On the other hand though, the advent of IT seems to have exacerbated the issue of students not observing academic integrity or behaving ethically as the large amount of resources readily available on the internet are very tempting when faced with the pressure of assignment deadlines and the demand for good grades. Hence it is pertinent that IT and eLearning be used to help students learn abstract concepts such as academic integrity and ethics (AIE) more effectively.

In this session, an example of deploying IT to combat an important issue brought on and worsened by IT itself will be highlighted. We will report a project that makes use of the latest advances in augmented reality (AR), coupled with mobile technology, to bring scenarios of AIE to real-life situations for students. This AIE-AR project is supported by the Hong Kong University Grants Committee, the funding agency that monitors the publicly funded tertiary institutions in Hong Kong for 4 years, from July 2014 to June 2018. Hong Kong Baptist University led the project with three other institutions in Hong Kong. Mobile learning paths called 'Trails of Integrity and Ethics' (TIEs) have been established on Hong Kong university campuses. The TIEs immerse students in collaborative problem solving tasks centred on ethical dilemmas. These were addressed in real, actual locations where such dilemmas might arise, with contextually appropriate advice and information provided in real-time through the mobile devices. Students played out the consequences of their decisions which helped reinforce the links between the theoretical concept of AIE and the practical application in everyday contexts. In addition to general ethical considerations, subject-specific scenarios have also been developed. At the end of the project, a total of 11 TIEs have been explored by over 4,000 students on the campuses of the four partnering institutions. As many of the activities have been incorporated into specific courses or student orientation programmes, the deployment of the TIEs will continue as normal beyond the duration of the project.

A multi-modal data collection approach has been adopted to ascertain the effectiveness of the project and its impact on student learning. The data sets collected include those from students' mobile device clickstreams, text mining of pre- and post-trail discussion, user experience surveys and qualitative feedback. The results have been most encouraging, suggesting that the mobile AR trails have been effective in helping students to link abstract conceptual knowledge with their commonplace realities. Students have become more actively engaged in their learning, and have developed enhanced awareness of AIE issues. We have shared the positive learning outcomes through students' exploration of the TIEs at conferences and via publications, and are now planning to extend the scope of this approach beyond Hong Kong in helping more students learn abstract concepts more readily.

KEYNOTES**Professor Li Chen**

Prof. Chen obtained Bachelor degree in Electronics, Master degree & PhD in Education Technology from Beijing Normal University. She has been working in Beijing Normal University since 1988. She initiated the master degree program and PhD program of Distance Education in Beijing Normal University, the first one and only university in China delivering degree program of Distance Education. Prof. Chen has been teaching the bachelor-level course *The Foundation of Distance Education*, master-level course *Frontier discussion on Distance Education*, and PhD-level course *Theory & Practice of Distance Education*. Prof. Chen is leading a project committed by Ministry of Education *Strategic Research on Education Innovation by Disruptive Technology*

Her research mainly focuses on interaction principle of online learning, disruptive education innovation by internet, and policy for lifelong learning. She is also deeply engaged in policy consulting in online learning and lifelong learning. She has authored and published more than 10 books and 100 papers.

Keynote title: The Trend of New Education System built on Internet in Mainland China

Internet as a disruptive technology is transforming education system besides changing pedagogy in teaching and learning. The new education system presents new principle. The study aims to reveal the new principle. The study adopted ethnography as methodology with case study as the main method. With analysis model of three dimensions-- teaching and learning, education management, and education service, the research team chose over a hundred innovative education cases influenced by Internet in mainland China. The research team find out how education innovation cases improve the education, and what kinds of features of system can breed and support effective education innovation by interviewing innovators and collecting evidences. At the end of the study, the research team found out that education system built on Internet is much different from traditional education system with new engine, new elements, and new principle. Internet is rebuilding the relations between teacher & learner, technology & people, formal learning & informal learning, school & society, etc. Education system is integrating into society. This speech is going to present new principle of new education system.

DISCUSSION PANEL

Panel Discussion: Impact of New Media on Learning Outcome: Evidence and Measurement

Panel Members:

Professor Rob Branch

(Bio listed above)

Professor Li Chen

(Bio listed above)

Dr. Eva Y. W. WONG

(Bio listed above)

Dr. Allan H. K. Yuen

Dr. Allan H.K. Yuen is currently an Associate Professor in Information and Technology Studies and Director of the Centre for Information Technology in Education (CITE), Faculty of Education at the University of Hong Kong (HKU). His primary research interests focus on technology adoption and educational change, evaluation of e-learning and pedagogical innovations, social and cultural aspects of ICT use, and digital divide in education. He was President of HKAECT between 2010-2016.

CONFERENCE PRESENTATIONS

PRESENTATION SESSION 1 COMMUNICATION AND NEW MEDIA IN EVERYDAY LIFE

P1-1 THE RELATIONS OF SECURE ATTACHMENT STYLE AND LOVE SATISFACTION WITH ONLINE RELATIONSHIP MAINTENANCE

Chi Keung Chan and Po-Shuen Viann Wong, Hong Kong Shue Yan University

The present study examines the relations of secure attachment styles and love satisfaction with online relationship maintenance among dating couples in Hong Kong. There were 100 males and 100 females participated in this study and completed a set of questionnaires to obtain the information on their secure attachment style, love satisfaction, and online relationship maintenance via mobile communication apps (MCAs; e.g. whatsapp). Linear regression analysis and mediation analysis were employed to analyze the data. Results indicated that there was a significant positive relationship between secure attachment style and online relationship maintenance. Besides, the positive association between secure attachment style and online relationship maintenance was fully mediated by love satisfaction. Furthermore, the positive association between secure attachment style and love satisfaction was partially mediated by online relationship maintenance. The findings of this study highlighted the important role of love satisfaction for online relationship maintenance.

P1-2 A CROSS-CULTURAL ANALYSIS: AMERICAN AND HONG KONG NEWSPAPER ORGANIZATIONS' SOCIAL MEDIA USE

Eiswein Tsz Kin Wong and Will W. K. Ma, Hong Kong Shue Yan University, Technological and Higher Education Institute of Hong Kong

Many newspaper organizations use social media to report news. Social media platforms gather people from different countries with different cultural backgrounds together. Such platforms help newspaper organizations deliver their news to users around the world. Without geographic barriers, it is wondered whether culture affects newspaper organizations' social media use. Therefore, we explore the differences in social media use in America and Hong Kong. Our main research question concerns whether cultural differences are related to presentation, and interactions with and relationships between different variables and feedback from Hong Kong and American audiences. We conducted a content analysis of five newspaper organizations from both places. We found that post lengths were longer and the frequency of including related news links and reporters' names were significantly higher in Hong Kong than on American Facebook pages. However, the numbers of comments on and shares of posts from American Facebook pages were significantly greater than for Hong Kong Facebook pages. Furthermore, the relationships between different variables and post likes differed between Hong Kong and American newspaper organizations' Facebook pages.

P1-3 EMOTICON, EMOJI AND STICKER USE IN COMPUTER-MEDIATED COMMUNICATIONS: UNDERSTANDING ITS COMMUNICATIVE FUNCTION, IMPACT, USER BEHAVIOR, AND MOTIVE

Ying Tang and Khe Foon Hew, The University of Hong Kong

Using emoticons, emoji and stickers can supplement the lack of human non-verbal cues in computer-mediated environment. Although the use of emoticons, emoji and stickers has become a common practice, we lack a comprehensive understanding of its communicative function, its impact on online user interactions, the characteristics of user behavior, and user motives. This study is by far the first review to systematically categorize and conclude the studies on using emoticons, emoji and stickers in computer-mediated communications. We searched related literature in 11 databases and reviewed 50 empirical studies. We then summarized the characteristics of previous studies, and the major topics and findings in an inductive approach. The results show that proper use of emoticons, emoji and stickers, especially positive emoticons, is conducive to both relationship formation and cognitive understanding. They not only help participants express emotions and manage inter-relations, but also function as words to aid message comprehension.

PRESENTATION SESSION 2 SOCIAL MEDIA IN EDUCATION**P2-1 USING TWITTER TO ENHANCE THE STUDENTS' SKILLS: MOTIVATION - A DISREGARDED FACTOR IN EDUCATIONAL DESIGN**

Michele Della Ventura, Music Academy "Studio Musica"

While observing the context of formal learning, as far as the personal and general use of the network technologies to access information and the Social Networks (SNs) are concerned, it is inevitable to acknowledge the scarcity of cases where such technologies are used in support of teaching & learning activities. The potentialities of this type of technologies reside in the very creation of not only a bridge between formal and informal learning contexts, but also, and above all, of a very intense integration. This research paper explores the effectiveness of using Twitter to support a course titled "Sound Recording" in Music Technology. This tool allowed an increase of the motivation of all the students (in particular dyslexic students), getting them involved in team work, based on the Problem-Based-Learning principle. Results showed that students with dyslexia compensated for their processing deficits by relying on learning strategies and help seeking.

P2-2 GLOBAL LEARNERS' PERSPECTIVES ON NEWS IN SOCIAL MEDIA PLATFORMS THROUGH A MOOC

Paula Hodgson, The Chinese University of Hong Kong

Social media has played a significant role in modern life as the popular platforms like Facebook, Twitter and WeChat. In a MOOC 'Making Sense of News', global learners attending the course discuss not only local practices of journalism in different countries. Over 900 messages were posted in the course in the six weeks of offering. This paper explores how these attendees discussed not only the traditional journalism, but also on how verified and non-verified news were disseminated through social media in the forum discussion. Postings made by attendees of the top five countries (Canada, China, Hong Kong, India and the United States) were selected while examining varied ways of news being disseminated. NVivo 11 is used to do theme coding and analysis. Among over 950 postings in the forum, social media emerged naturally as one of the high frequency words when an auto-coding was conducted with NVivo. Findings show factors affecting news dissemination through social media including individuals having greater interest as citizen journalists, making an impact, and responding to government control.

P2-3 YOUNG NEWS USERS IN THE AGE OF SOCIAL MEDIA: ENGAGEMENT, NEWS LITERACY, AND CRITICAL THINKING

Kelly Ku, Liping Deng, Celine Song, Yi Kang and Shirley Kong, Hong Kong Baptist University

Social media as a powerful news outlet for young news users is a very recent phenomenon that has not yet been fully investigated; existing studies on news consumption in Hong Kong has not made news on social media for the teenage an exclusive focus. Current research takes the initiative to direct attention to young generation news users of 12 to 18 whom have been growing up learning about current events on social media - How does this age group engage with news on social media - and to what extent they apply critical thinking to news information to make sense of what is happening in the world?

1505 Hong Kong teenagers of 12 to 18 participated. We looked into where they get news, what drives them to seek news on social media, their perception towards personalized news recommendation, and how much they trust the news. We then examined their critical news literacy in terms of knowledge and perceived control over news quality, as well as their use of critical thinking skills in evaluating a local news article.

PRESENTATION SESSION 3 MOOC AND OPEN EDUCATION**P3-1 THE IMPACT OF A DESIGN-BASED INTEGRATIVE STEAM APPROACH ON STUDENTS' STEAM ATTITUDES AND PROBLEM SOLVING**

Yi Zhang and Xing Li, Central China Normal University

International concerns for facilitating STEAM education in K-12 have escalated in recent years. Since current subjects are taught to elementary school students in China separately, and separated subject areas restricted learning by making learners alienated from real world experiences. The idea of STEAM (Science, Technology, Engineering, Arts, and Mathematics) integration is derived from educators' awareness that real world problems are not separated into isolate disciplines and working in the context of complex situations in real world that requires elementary students to use knowledge and skills from multiple disciplines, where involves interconnection and interdependence. Despite the importance of integrative STEAM curriculum, STEAM education has faced a lack of age-appropriate engaging curriculum which can aligns with relevant curriculum standards in science and mathematics and takes design as a vehicle through which scientific knowledge and mathematical real-world problem solving involved. Utilizing design-based integrative STEAM approach is a potential solution.

P3-2 A FRAMEWORK FOR ANALYSIS LEARNING PATTERN TOWARDS ONLINE FORUM IN PROGRAMMING COURSE

Qingchun Hu and Yong Huang, School of Information Science and Engineering, East China University of Science and Technology, Shanghai Audio-video Education Center

With the online learning platform used widely, learners' behavior in online system is also could be as an important element to assess the achievement and reflect the learning process. This paper proposes an approach to analyze the students' behavior in Moodle's online forum by a two-dimensional framework. One dimension is towards the interaction activities among peers' posts in online forum. Another dimension is described by word clouds related to learning contents of the posts. The students' learning behavior patterns are analyzed and described. It found that there is high correlation between the participating in online forum and achievement. The framework is helpful to design the architecture of automatically recommend system and adaptive learning system in the future.

**P3-3 A MIXED METHODS APPROACH TO GETTING INSIGHTS FROM THE FIRST-EVER EDX MOOC
“KNOWLEDGE MANAGEMENT AND BIG DATA IN BUSINESS”**

Roy Kam and Eric Tsui, The Hong Kong Polytechnic University

In higher education, massive open online courses (MOOCs) are increasingly seen by universities across the globe as one of the key strategies to achieve their institutional goals in learning and teaching, research, business and community services, to name a few. World-leading universities such as Harvard, Massachusetts Institute of Technology and Stanford all have produced a variety of MOOCs hosted on platforms such as edX and Coursera; whereas Hong Kong universities including The Chinese University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology and The University of Hong Kong have also hosted their MOOCs through these platforms. This study presents findings from the first launch of a MOOC entitled “Knowledge Management and Big Data in Business” (ISE101x) at edX from a Hong Kong university, which is still the first-ever MOOC that covers both Knowledge Management and Big Data in a single course across all MOOC platforms. The mixed methods research design was adopted in this study. Quantitative investigation focused on the 3190 learners who completed the pre-course survey and 254 of them who completed the end-of-course survey plus other data that can be collected from the edX platform. Qualitative investigation was partly based on the open-ended responses from the participants in both surveys and partly on specific learner course views, which were not handily available in the edX platform back to the time ISE101x was first launched. The study was driven by the following questions: i) how was ISE101x similar or different from the replicated findings from other MOOCs in relation to various areas of concern in the literature (e.g. completion rate, learners’ profiles, reasons for taking a MOOC, learners’ online behaviour, fulfillment of MOOC promises, etc)? ii) how the learning experiences of ISE101x MOOC completers were like? iii) to what extent were learners satisfied with ISE101x? The analytics available at the edX platform gave basic enrollment data of all ISE101x learners in terms of age, gender, educational level and geography. Investigating these data with the pre-course survey in this study could somehow verify these enrollment data accuracy and gave more information on the individual learner profiles of surveyed participants. Comparing the pre-course survey with the end-of-course survey made correlational investigation possible to see, for example, if there was any relation between learners’ profiles and their online learning behaviour. Their online learning behaviour patterns could also be individually accessed by using the specific learning course view function available at edX. The findings derived from the mixed methods research design of this study showed consistencies and inconsistencies in connection with the replicated findings from other MOOCs. Overall, the surveyed participants were predominately satisfied with ISE101x. It was not clear whether the mixed findings reported here could be attributed to this type of MOOC (e.g. xMOOC, hard subject), or the majority of career-oriented surveyed participants or a combination of these two and other factors. The findings of this study do give empirical insights to Hong Kong universities and beyond on their MOOC journeys when it comes to

“Open Education”, “Institutional Goals on MOOCs”, “Changing Learning & Teaching Practices in MOOCs”, “Typology of MOOC Learners” and other areas of concern.

P3-4 UNCOVERING CHINESE ADOLESCENTS STEREOTYPES AND THEIR INFLUENCE ON MALE MAKEUP ADVERTISING AND MEDIA FIT

Kelly Tin Ki Lau, Beijing Normal University - Hong Kong Baptist University United International College

The consumption of makeup amongst males has not been fully explored by academics nor catered by the marketplace. Therefore, the desires of users are unsatisfied and as their existence are virtually unrecognized. Purchasing is the result of interactions between consumers and their respective societies. This qualitative study aims to reveal male Chinese adolescent makeup purchase behavior by exploring the impact of stereotyping on this emerging segment. Stereotyping contributes to the development of social categorization and can also be an external factor which influence purchasing decisions. The occurrence of makeup being stereotyped as being feminine is a key variable of this study. Findings pinpointed China as being a conservative market with strong traditional values. Not only was China an unfavorable environment in which to develop male makeup as a new life style, but stereotyping was also a strong influencer of social categorization. Even though stereotyping heavily influenced male Chinese adolescent purchasing behavior, it did so in a positive way, guiding adolescents to acknowledge their purchase desires and to explore new values in their conservative society. The lack of research into the male purchasing process was a key inspiration of this study. This study identified possible further research areas for academics and marketers, especially in terms of male consumer behavior development.

PRESENTATION SESSION 4 SOCIAL CONTEXT AND LEARNING ENVIRONMENT**P4-1 A CROSS-CULTURAL EXPLORATION OF PRIMARY STUDENTS' LEARNING MANAGEMENT SYSTEM USE: A MIXED METHODS APPROACH**

Miaoting Cat Cheng, Allan Hoi Kau Yuen, Qi Li and Ying Song, The University of Hong Kong

This study aims to explore and compare Hong Kong (HK) and Shenzhen primary students' learning management system (LMS) use and the factors affecting their LMS acceptance. The study was conducted in a mixed methods approach with a survey on 272 Grade five students first and focus group interviews with 16 of the survey students followed by. The results of a structural equation modeling analysis on survey data confirm the technology acceptance model and indicate significant differences between two student groups on the model. Specifically, while all paths are supported among Shenzhen students, the effects of perceived ease-of-use on perceived usefulness and subjective norm on intention to LMS use are not significant among HK students. The results of analysis on interviews data reveal that intrinsic motivation may disassociate perceived ease-of-use with perceived usefulness. While LMS in HK provides multiple functions that facilitate playfulness, students from Shenzhen reported difficulties in using LMS for learning. Besides, voluntariness of LMS use may play an important role in influencing the effect of subjective norm on intention to use LMS. While HK students who use LMS under voluntary context may disregard social influence, Shenzhen students seem to derive motivation to use LMS from social pressure.

P4-2 COOPERATION BETWEEN HEIS AND ENTERPRISES: AN APPROACH OF ICT-DRIVEN HIGHER EDUCATION INNOVATION

Jianhua Zhao and Ming Li, The Research Center for Higher Education, Southern University of Science and Technology

Analyzing the literatures about higher education innovation, three typical approaches can be found which are then Land Grant College in 1862, the Community of College after World War II, and online education in the 21st century. Therefore, it can be concluded that the development of higher education innovation is fundamentally driven by the needs of the society for higher education and the necessity to create a pleasant environment for talent growth. From the literature, we also find that the current global higher education is deeply influenced by ICTs, and in particular, the rapid development of new technology gives great impetus to higher education innovation. The innovation practice formed on the basis of ICT application is becoming the mainstream of current higher education innovation.

P4-3 AN EXPLORATORY STUDY ON LEARNING ATTITUDE IN COMPUTER PROGRAMMING FOR 21ST CENTURY

Junru Yang, Gary K.W. Wong and Clive Dawes, The University of Hong Kong

Programming learning is becoming more and more popular among educational institutions, especially in secondary schools. Schools and researchers believe that computational skills are and will be one of essential skills for human beings in the future. Most of researches focus on pedagogical methods and resources of programming learning. However, there is still a gap about learners' attitude towards it. In order to address this gap, we picked up twelve programming workshops for year 7 and 8, and analyzed how students changed their ideas about programming through workshops. 230 students from different countries were involved in these workshops.

In this paper, we discuss about students' attitudes and opinions about programming learning before and after attending workshops. We use questionnaires as the way to collect data and analyze them to explore their attitude changes. We present the process of attitude changes to explore difficulties of programming learning and places need to be improved.

P4-4 PERCEPTION OF TIME INPUT AND TECHNOLOGY ACCEPTANCE: AN EXTENDED TECHNOLOGY ACCEPTANCE MODEL

Haimin Dai and Timothy Teo, University of Macau

Despite the plethora of studies on technology acceptance/use, few of the established models and constructs have explicitly captured an important factor—time during the decision-making process. The current study is designed to address this research limitation by extending technology acceptance model with a new construct: perception of time input. This extended model is then empirically tested in the context of Chinese university students' acceptance of MOOCs. Cross-sectional questionnaire survey is conducted to test the reliability and validity of the hypothesized model. The discussion of the research findings provides helpful insights to understand university students' low acceptance of MOOCs and correspondingly practical implication is given to facilitate actionable intervention design.

P4-5 THE CHANGING ROLE OF TEACHERS IN THE DIGITAL WORLD -- A CASE STUDY IN HONG KONG

Sammy S. M. Ming, The University of Hong Kong

Given the extremely examination-driven culture shaped by the heritage of Confucius and the public examination system, it is disputable that whether our students are nurtured to be learning partners or competitors in Hong Kong classrooms. With the growing emphasis on the use of technology, teachers may solicit more ways to maximise students' peer-to-peer interactions in order to promote their learning effectiveness. Taking sociocultural contexts into account, this case study investigated the learning experience and reflections of a group of English major students in a local community college. These students are pursuing their Associate Degree (AD). An AD programme is a post-secondary course that offers an alternative to secondary school leavers who are ineligible for an undergraduate degree. In Hong Kong, with an AD qualification, students can attempt 'again' to move forward to their first degree, either in a local government-funded institution or in a self-financing institution, which is less desirable. Therefore, there is an on-going vigorous competition in the class.

PRESENTATION SESSION 5 SOCIAL CONTEXT AND LEARNING ENVIRONMENT**P5-1 INVESTIGATING UNIVERSITY STUDENTS' ON-TASK AND OFF-TASK MULTITASKING**

Liping Deng, Kelly Ku, Deborah Cockerham and Lin Lin, Hong Kong Baptist University

Nowadays, Internet technologies and mobile phones become increasingly integrated into university students' daily lives. Multitasking with technologies is a common phenomenon both in formal learning (Hembrooke & Gay, 2003; Kraushaar & Novak, 2010) and informal learning settings (Rosen, Carrier, & Cheever, 2013). The practitioners and researchers have shown growing concerns over the disruptive effects of multitasking with technologies on students' learning processes (e.g. Junco, 2012; Rosen, Carrier, Cheever, 2013). On the other hand, the new digital technologies have provided unprecedented chances to support learning at anytime and anywhere. Against this backdrop of dual effects technologies might have on learning, we view the phenomenon of multitasking with technologies in the same light. Multitasking in learning contexts can be classified as "on-task" or "off-task" (Kay & Lauricella, 2011; Wood & Zivcakova, 2015) depending on relevancy or irrelevancy to intended learning tasks. The study attempted to address the following questions: 1. to what extent and how do university students engage in on-task and off-task multitasking with computers and mobile phones outside classroom? 2. What are the triggers behind the multitasking behaviors?

P5-2 WHY A NEW MEDIA MULTITASKING SCALE IS NEEDED? THE PROBLEMS IN CURRENT MEASUREMENTS OF MEDIA MULTITASKING

Jiutong Luo, The University of Hong Kong

In 2009, a study conducted by Ophir, Nass, and Wagner (2009) on media multitasking has drawn a lot of attention on its possible impact on human development. In their study, heavy/high media multitaskers (HMMs) were found to perform worse than light/low media multitaskers (LMMs) on attention, working memory and switching tasks which were all basic for cognitive control. As media multitasking is also becoming prevalence among adolescents, it has extended public concerns on its negative influences on them (Foehr, 2006; V. J. Rideout et al., 2010; Roberts & Foehr, 2005). In the literature, however, no rigorous definition was made to media multitasking. Operationally, it has been defined as people simultaneously engaging in multiple media tasks (Foehr, 2006; Ophir et al., 2009; Wallis, 2010). Technically, Ophir et al. (2009) developed a media multitasking questionnaire (MMQ) to calculate a media multitasking index (MMI) among university students in their study.

This presentation will first review the current research on media multitasking with a special focusing on the measurements used in previous studies. It will explain why a new media multitasking scale is needed. In addition, this presentation will also briefly introduce the development and validation process of a new media multitasking scale using a sample of Chinese adolescents.

P5-3 MOBILE APP SUPPORTED EFL CLASSROOM

Jingnan Li and Ting Xie, University of Science and Technology of China

Mobile technologies have dramatically changed the ways we communicate and access information. Though some teachers report their negative experiences with mobile devices in learning, and say that students are distracted by multitasking on devices (Ting, 2012, Heflin, et. al., 2017), many studies show positive effects mobile devices bring to the classroom. After reviewing 110 empirical studies on the use of mobile devices in educational interventions published in peer-reviewed journals, Sung, et. al. (2016) find an overall better effect of mobile devices over desktop computers or not using mobile devices as an intervention. Elaborated designs of learning/teaching scenarios are the key to maximize the impact of the mobile devices' unique features on learning outcomes, such as real-time access to information, instant communication, and feedback (Sung, et. al., 2016). In order to create a more collaborative learning environment to enhance learning, we adopted cellphone use in our design of a new flipped classroom EFL program for 1206 first year college students in a mainland China university. Fifteen teachers attended a 45-minute training session on the use of a free cellphone app Moso Teach before they started teaching for classes of about 30 students. In our course design, the mobile app is mostly used for four functions:

- 1) Knowledge check. Multiple choice questions are designed to check how well students understand the text or video input, and whether students have learnt the words and sentence patterns. The instant feedback shows how much students have learnt in their self-directed study before a class meeting, and gives the teacher some clue to adjust the classroom activities;
- 2) Opinion survey. An online questionnaire collects students' opinions on a certain issue, and reports the result immediately for classroom discussion.
- 3) Discussion. Words or sentences can be shared with direct typing, uploaded pictures or voice messages. Students contribute to a discussion, read each other's words, and give thumb-ups to the ones they like.
- 4) Report. Students work either as individuals or with a group, finish a written or oral report, and upload the file to the app for peer evaluation.

Questionnaire results and interviews show some advantages of mobile devices in classroom identified by both the teachers and students:

- 1) Easy access: No specific device needed; No strong technical background or specific training required;
 - 2) Maximum participation: All students can contribute to classroom discussion within limited class time;
 - 3) Instant communication: feedbacks to quizzes and peer/teacher reviews can be seen immediately, which makes inquiry, explanation, clarification, and revision possible. Teachers also find out the problems of the current app, and urges for apps specially designed for language learning.
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PRESENTATION SESSION 6 RISK AND ETHICS IN USING NEW MEDIA**P6-1 IMPROVING READING PERFORMANCE THROUGH GAMIFICATION AND ANALYTICS***Micah Modell, SUNY Korea*

Having identified low levels of completion of assigned reading materials, the author employed gamification to improve motivation. The treatment consists of a bounded task during the reading to support a variation on 'Buzzword Bingo' - a game played in business contexts to mock the repetitive corporate speech patterns. Some of its subversive nature carried over into the classroom, leading to students trying to game the system and resulting in tension for the instructor who welcomed these challenges to his authority into the classroom. As the treatment was implemented using a custom digital platform, the author was subsequently able to collect and analyze performance data. The author used the resulting information to customize lessons to student misunderstandings and to make student progress visible. The author discusses student reception, lessons learned and plans to enhance the treatment in the future.

P6-2 A STUDY OF COLLEGE STUDENT'S RECEPTION TO A BLENDED LEARNING MOOC PLATFORM

Kai-Jye Chia and Gwo-Guang Lee, National Taiwan University of Science and Technology

Students currently enjoy a plethora of advantages of MOOC's that include tuition free courses, barrier free access, and a self-paced learning model. Today's pupils can now easily access online a much greater amount and a richer quality of information than are provided in the traditional classroom. MOOC's benefit teachers in the difficult task of tracking the students' interaction and completion of assignments. Now a wealth of data can be captured online in real time detailing the learning process. The goal of this study is to create and test the effectiveness of a blended learning MOOC platform that enhances the benefits and minimizes the pitfalls of existing online courses for the student. We include learner goal setting features, video lectures, online assessments, assignment submissions, and course discussion to create an optimal learning environment. Progress tracking, visualization of test results and participants' feedback, are utilized to enable the educator's tasks. A game-based reward system is blended in to facilitate teacher-student communication and enhance self motivation of participants. A case study was conducted to validate if our combination of functions in this new MOOC platform enhanced student task completion. 50 college students were recruited and divided into two groups according to their English proficiency. Each participant was asked to join a target lesson and follow the teachers instructions to complete a video lesson, some assignments, and a test. A Likert scale feedback questionnaire, and interview were done to assess results. Data were collected primarily by means of on-line record of participants' test, feedback and learning records. Interviews were tape recorded for later coding and analysis. The results most importantly verified that students are motivated by this reward system and self-learning progress format. Secondly, the participants demonstrated an increased vocabulary after finishing the target program. In conclusion, the college student participants showed an affinity and confidence with this new blended learning experience MOOC platform.

P6-3 FACILITATING STUDENT'S INTERACTIONS AND LANGUAGE LEARNING IN A GAMED-BASED MOBILE LEARNING ENVIRONMENT

Jhyyi Chen and Kai-Jye Chia, Cardinal Tien Junior College of Healthcare and Management, National Taiwan University of Science and Technology

The game-based mobile learning environment has radically disrupted the traditional teacher centered instruction model. It offers students new ownership, lateral thinking, problem solving, and peer cooperation concepts and activities not previously open to them. This study explores the role of gamed-based mobile learning on a teacher's in-class instruction and students' self-study in terms of the student's motivations and strategies. Game-based mobile learning was designed into the teacher's in-class instruction, testing, and after school assignment. The intent was to boost the students' learning motivation, participation, and vocabulary learning achievement. Data were collected primarily by means of test results, feedback, progress records, teacher's observations, and semi-structure questionnaires. Qualitative perspectives and quantitative data were documented and analyzed. The major findings suggested that students' learning motivation and participation increased when they were satisfied with their mobile device learning experiences. Simultaneously, students' vocabulary ability was improved. The conclusions of this study add to the pedagogical body of knowledge. These results help stimulate future research to discover additional theoretical implications of the revolutionary changes in education brought on by game-based mobile learning.

PRESENTATION SESSION 7 COMMUNICATION AND NEW MEDIA IN EVERDAY LIFE**P7-1 POPULAR MEDIA'S INFLUENCE ON CHILDREN'S UNDERSTANDING OF SCIENCE AND SCIENTISTS**

Junqing Zhai, School of Education, Zhejiang University

Numerous studies have shown that children hold two common misconceptions of scientists – a mad scientist and a man working alone in a laboratory mixing chemicals together. Although a mad scientist image has been decreasing over time, children still do not have an understanding of the wide variety of science related careers that are available. This suggests that it is important to provide children with images and descriptions of a variety of science careers in order to motivate them to pursue further study in science and possibly to engage in a career related to science. It is noted that popular media are important sources of influence on children's perceptions of science and scientists: continuous exposure to media such as television, movies, and comic books contributes to children's perceptions about science and scientists, including how they look and behave; and children often want to be like the scientist characters they see on television shows. Children's conceptions of scientists largely extend from the symbolic images of scientists they see in the media. In this regard, it is vital to understand where children are exposed to these ideas about scientists and how such exposure shapes their development.

The purpose of this study is hence twofold: (1) to explore what ideas students have about scientists and what sources they use to generate these ideas and (2) to examine the relationship between these sources and elementary school students' views about scientists. As such, the research questions guiding our research are: (1) what are elementary school children's mental image scientists and how stereotyped are these images? (2) what sources do elementary school children use to create their image of scientists and are these sources scientifically oriented? And (3) how do scientifically and non-scientifically oriented sources relate to elementary school children's views about scientists?

A questionnaire was administered during normal class time to 467 students (50% female, 50% male) in 15 grade 4 classrooms at three elementary schools. This sample included students of all abilities. The students were asked to (1) draw a picture of a scientist doing science in real life; (2) choose up to three sources that they thought of when drawing their picture (e.g., books, movies, teacher, television etc.); and (3) specify the exact source from which their drawing is based on (e.g., the Spiderman movie).

Three key areas emerge from the coding of students' drawings. These findings are (1) the majority of students viewed scientists as chemists who do experiments; (2) students chose from a variety of sources to inform their drawings; and (3) there is a relationship between the source and students depictions of scientists. The results suggest that popular media plays a large role in shaping how young children view scientists. Although exposure to accurate portrayals of scientists at school was related to non-stereotyped drawings, exposure to scientifically oriented media had the same relationship.

P7-2 A LONGITUDINAL STUDY ON SMARTPHONE USE IN HONG KONG

Tony Chin Leung Chow and Will W. K. Ma, Hong Kong Shue Yan University, Technological and Higher Education Institute of Hong Kong (THEi)

Smartphone use has become our daily habit. However, we are unfamiliar with how people use their smartphone and its development. This study aims to understand the change of smartphone use over a year, which developed a tailor-made smartphone app by new data collection method. It provided an alternative platform for a mass number of researchers to simply observe and record smartphone use of the public. A longitudinal study could be conducted using the data collected to compare the changes of patterns of smartphone use. Three stages of data collection were conducted in 2016 summer (1265 data set), 2017 winter (3780 data set), and 2017 summer (3883 data set) in Hong Kong. The results showed that significant relationships were found between smartphone use and gender, and between smartphone use and weekday. The trend of smartphone use from 2016 to 2017 was discussed, including the increasing domination of instant message, the important role of audio function, the augmentation of female's social networking behavior, and the diversifying communication pattern during weekend. The study suggests sharing the raw data for every researcher to analyze in their own way.

P7-3 RESEARCH ON THE RELATIONSHIPS AMONG INFORMATION LITERACY, INFORMATION NEEDS AND USE FOR COLLEGE INTERNET USERS IN CLOUD COMPUTING AGE

Hsin-Tzu Chen, Chinese Culture University

"Information security is national security" is a national policy, in August 2016, the Information Security Department was set up by Taiwan Executive Yuan through the security management law to promote the construction of key infrastructure, industry information security and protection, education and talent cultivation. In this new millennium, information security education is facing new challenges and at the need of reform. We are in a brand new environment because that the Cloud Computing and Internet of Things technologies are highly applied and developed in the new era. Internet users are being able to easily access to a lot of data and information, however, such convenience caused many diverse security incidents and various problems, from privacy infringement to business losses and, national security crisis. It's crucial important, in the cloud age, for the internet users to build the new literacy and attitude of information security. This research is designed to analyze the questionnaires to find out whether there are significant differences in information literacy, attitudes and cloud internet users' characteristics of college students, as well as to provide the reference for the design and reform of information security education and talent cultivation.

P7-4 THE MODERATING EFFECT OF GEOGRAPHIC AREA ON THE RELATIONSHIP BETWEEN AGE, GENDER, AND ICT LITERACY AND PROBLEMATIC INTERNET USE

Liang Yu, Nan Zhao and Qiuyan Yang, College of Computer and Information Science, Southwest University

The Internet is widely used in daily life and work and has become the most popular communication medium for people all over the world. According to the latest data from the China Internet Network Information Center, China had 731 million Internet users, of which 20.2 percent were adolescents (CNNIC, 2016). While the use of the Internet makes it convenient for people to search for information, communicate with friends, and work remotely, it can also be used in negative and addictive ways, defined as Problematic Internet Use (PIU).

Previous research results examining variables affecting PIU is mixed and sometimes contradictory. Moreover, little research has examined the possible moderating effect of economic status. In China, economic growth has fueled a large increase in national income and living standards in recent years, but the distribution of wealth and national resources remained unevenly distributed between urban and rural areas, with the latter generally being less rich. Thus, the geographic area in China is an important proxy variable for its population's economic status.

The aim of this study was to examine the relationship between PIU and demographic characteristics such as age, gender, and ICT Literacy and the moderating effect of geographic area on this relationship. The study was guided by the following research questions: Does age, gender, and ICT Literacy significantly predict adolescents' PIU? Does geographic area have a moderating effect on the relationship between age, gender, and ICT Literacy and adolescents' PIU?

Chongqing, the site of this study, is located in the Southwest of China and is a developing province with 9.5 million people living in urban areas and 23.3 million people in rural areas. The economic, education, and infrastructure development gap in this city between urban and rural areas is also distinct, with a higher standard of living in urban areas. These differences may result in some differences between the internet use of adolescents. A total of 2272 students participated in this study from 11 schools in Chongqing: six middle schools, five high schools, with six schools in rural area and five schools in urban area. All schools and students were randomly selected for the research. Because of missing data, 112 students were excluded, resulting in the inclusion of 2160 students: 47.3% males (N=1022) and 52.7% females (N = 1138).

The results showed that the geographic area in which respondents lived (urban vs rural), gender, age, father's education, mother's education, and ICT literacy had significant relationships with problematic internet use. Moreover, hierarchical multiple regression analyses indicated that geographic area was found to be a significant moderator for both age and gender in their relationship with PIU. The findings of this research suggest that it is better to attach importance to the difference between urban and rural areas when taking measures to prevent PIU among adolescents.

PRESENTATION SESSION 8 SOCIAL CONTEXT AND LEARNING ENVIRONMENT

P8-1 EFFECTS OF M-LEARNING ON STUDENTS' LEARNING OUTCOME : A META-ANALYSIS

Yangcun Feng, Yuan Liao and Youqun Ren, East China Normal University

M-learning is a potential method for teaching and learning, but its effects on students' learning performance are varied compared with traditional instruction. This meta-analysis is a statistical review of 34 experimental studies during period 2010-2016, in which 4052 participants and 49 effect sizes were analyzed. The results that a combined effect size of 0.828, shows that a) M-learning is more effective than traditional learning with a significant difference. Furthermore, moderating variables analyses manifest that b) mobile learning has a positive impact on those selected moderators, and c) there is no significant difference in different levels of manipulated variables. Theory and practice of the findings are discussed.

P8-2 ONLINE KNOWLEDGE SHARING MOTIVATORS OF TOP CONTRIBUTORS IN 30 Q&A SITES

Yongsi Chen and Khe Foon Hew, The University of Hong Kong

This study reports on the activities from a large Question & Answer (Q&A) site, Stack Exchange, which brings together individual communities of users on every specific topic. Q&A communities are selected from the Top 30 sites from Stack Exchange, ranked by registered users as well as the percentage of answered questions. Using online survey, this study empirically tests a model of knowledge-sharing contribution to examine why individuals share knowledge in Stack Exchange. Research model is developed based on the theory of reasoned action, using attitude as the proxy to study the influence of possible motivations on knowledge sharing intention. Nine factors were examined including knowledge-sharing self-efficacy, altruism, trust, reciprocity, personal expected returns, identification, shared vision, social network ties, and community-level expected returns. Results show that knowledge sharing is motivated primarily through altruism and personal expected returns.

P8-3 LURKING BEHAVIORS FOR LEARNING: WHAT DO WE KNOW?

Enilda Romero-Hall, Megan Osgood and Siddhi Londhe, University of Tampa

The aim of this presentation is to discuss a review of the literature focused on lurking behaviors in online communities. This presentation helps us better a) define lurkers, b) understand how others lurk, and c) comprehend if lurking behaviors influence learning. The results provide insight into the advantages and disadvantages of lurking for learning and how social media platforms promote or discourage lurking. An initial review of the current literature was conducted and researchers found that lurking behaviors have been studied in other contexts (online asynchronous discussions), yet we still do not have an understanding of lurking for learning in social media.

P8-4 UNDERSTANDING THE INTENTION TO USE REFERENCE MANAGEMENT TOOLS (RMTS) AMONG POSTGRADUATE STUDENTS IN CHINA

Yiqin Xu and Timothy Teo, University of Macau

In the digital age, researchers are confronted with an ever-larger body of literature stored in electronic format. While the role of reference management tools (RMT) in organizing and retrieving information from personal database has been recognized, the use of RMT among postgraduate students and faculty members is reported to be very low and electronic folders are preferred over RMT (Vezzosi, 2009; Wu & Chen, 2012). Research has proved that the use of RMT varies from person to person and is affected by factors such as software awareness, university support, technical problems and peer feedback (Melles & Unsworth, 2015; Vezzosi, 2009). However, these are primarily speculations that have not been confirmed with rigorous methods. Extrinsic and intrinsic factors that could motivate behavioral intention towards RMT have not been examined. As the pressure for thesis and publication builds on for postgraduate students, there arises the need to understand the reasons underpinning their intention to use RMT, with the aim to design effective training interventions to facilitate the use of RMT for research activities. Therefore, the present study aims to examine the factors that influence Chinese postgraduate students' behavioral intention towards RMT. To this end, the paper reports a structured survey based on extended TAM and uses the method of structural equation modelling (SEM) to explain the variance for their behavioral intention towards RMT. In addition, the original TAM was expanded to incorporate several external variables based on literature review. The prior factors to attitude and behavioral intention towards RMT are grouped into three categories, namely self-beliefs, technological beliefs and environmental beliefs. Implications for research training are discussed.

PRESENTATION SESSION 9 DESIGN AND APPLICATION

P9-1 IMPLEMENTATION OF TOOL-BASED MATHEMATICS LESSON: A DUO OF MATERIAL AND DIGITAL TOOLS

Huey Lei, Yip Cheung Chan and Allen Leung, Hong Kong Baptist University, The Chinese University of Hong Kong

This paper reports a case study on the implementation of a tool-based mathematics lesson. The design of a tool-based task, the implementation and evaluation of mathematics lessons were analysed in the lens of a theoretical framework underpinning a duo interplay of material tools and digital tools serving as teaching and learning aids. It was found that material tools and digital tools serve different functions in the manipulation processes. The tools played different roles in the tool-based learning environment where students develop mathematics senses with interplay of the tools.

P9-2 USES OF INTERNET AND PROBLEMS ENCOUNTERED IN TEACHING AMONG PUBLIC SCHOOL TEACHERS

Rona Dhel Alingasa, West Visayas State University/University of San Agustin

This descriptive research determined the uses of internet and problems encountered in teaching among public school teachers in Zarraga, Iloilo, Philippines. Questionnaire-checklists were distributed to one-hundred conveniently selected teachers of the District of Zarraga, Iloilo who were respondents of the study. Frequency and rank were the statistical tools employed to analyze and interpret the data. Results revealed the following: Considering the level of instruction of teachers, the topmost use of internet in teaching in the primary level was getting sample lesson plans and activities. Among teachers teaching in the intermediate and secondary levels, they use internet first of all in storing files for future lessons. For teachers in the senior high school, they use internet mainly in storing files for future lessons, showing videos and movie clips, and presenting lessons by showing something to the class using computer. This indicates that teachers teaching in different levels of instruction use internet for various purposes. When classified according to length of teaching, teachers teaching below five years use the internet in showing video and movie clips, getting sample lesson plans and activities and storing files for future lessons. For teachers teaching above five years, topmost purpose of using internet for teaching is in storing files for future lessons. This points out that those who were just new to the profession rely in the internet so much; while those who were in the profession for a longer time tend to use internet for just one purpose. This also affirms that they have already an established strategy in teaching even without the internet. On the other hand, several problems encountered in using internet in teaching among the public school teachers in Zarraga, Iloilo were identified. For teachers teaching in the primary level, their topmost problem was having unstable internet connection. The topmost problem of teachers teaching in the intermediate and secondary levels is that some students do not have access to the internet at home. Teachers teaching in the senior high school had encountered three topmost problems: having unstable internet connection, some sites have viruses that may affect their computers and some students do not have access to the internet at home. Access and connectivity to the internet emerged as the topmost problem for most teachers; maybe due to the fact that Zarraga, Iloilo is a rural community, thus telecommunication signal is unstable. On the other hand, senior high school teachers tend to be anxious about the trouble viruses may bring to the computers may be due to the fact that their equipment are unprotected. Considering the length of teaching of public school teachers in Zarraga, Iloilo, teachers teaching below and above five years both have the same topmost problem in using internet in teaching: some students do not have access to the internet at home. This shows that in a rural area, like Zarraga, Iloilo, problems in access and connectivity to the internet is extensive.

PRESENTATION SESSION 10 COMMUNICATION AND NEW MEDIA IN EVERYDAY LIFE**P10-1 A PARADOX OF HIGH ACCESS BUT LOW USE OF ICT IN CHINESE SCHOOLS***Xianlong Xu, East China Normal University*

It is easy to assume that providing high access to Information and Communication Technology (ICT) will result in increased use of those technologies in learning and instruction. A 2001 study in the USA indicated that this was not necessarily the case (Cuban, Kirkpatrick, & Peck, 2001). Those findings were reinforced by the Organization for Economic Co-operation and Development on a global scale several years later. Finding a delay between access and use is not in itself surprising (OECD, 2005). Such a lengthy delay is however. In addition, there are studies that suggest that millennials (those born after 1980 in the 'Internet era') who have grown up with the Internet and mobile digital devices are not especially adept at making effective use of those devices in support of their learning. Moreover, while the rate of change for ICT access is increasing, the rate of change in teacher ICT use to support planning and instruction is relatively low. As a result, it seems appropriate to look into this apparent paradox between high access and low use more deeply, initially through a series of small case studies to see what is happening in Chinese classrooms from the perspective of teachers. Then through a larger-scale empirical study to see to what extent new technologies are having a positive impact on learning, and in which situations, with which learners and with what pedagogical approaches.

We report one such case study herein, the primary purpose of our study is to investigate the paradox of high access and low use of technologies in China, and try to explain for this paradox appearance. The specific research question is that while the rate of change for ICT access is increasing dramatically, and the rate of change in teacher ICT use to support planning and instruction is relatively low. The hypothesis is that the rate of change for ICT access is higher than the rate of change in teacher ICT use to support planning and instruction. Data collection was realized via qualitative and quantitative measuring at a primary school and a secondary school that had enrollments of about 600 students (with over 60 teachers) and 1500 students (with over 110 teachers) respectively in Shanghai, China. Firstly, interviewing administrators in each school who had at least ten years of working experience was used to investigate ICT access. Secondly, surveying teachers who had at least ten years of teaching experience was to investigate ICT use in each school. Then, these data were processed with SPSS, comparative analysis was used to explain the paradox between high access and low use of ICT in classrooms from an historical perspective. Finally, according to the paradox between high access and low use of ICT in classrooms, possible reasons for this paradox between access and use of ICT in education were discussed in China.

P10-2 EXPERIENCES IN INTEGRATING INDIGENOUS PEOPLES EDUCATION: THE CASE OF AN ELEMENTARY SCHOOL IN RURAL PHILIPPINES

Rona Dhel Alingasa and Rene Alingasa, West Visayas State University/University of San Agustin, Department of Education/University of San Agustin

In recognition of the rights of Indigenous Peoples to culturally rooted and responsive basic education, the Department of Education adopted the Indigenous Peoples Education (IPEd) Curriculum. While there is an advancement of varied media technology, it is very essential to recognize the Indigenous Peoples and to establish strategies on how to preserve their culture, tradition, knowledge, practices and skills. Thus, to establish the integration of IPEd Program in Cabacanan Elementary School, Alimodian, Iloilo, Philippines, this study was conducted. The level of awareness about IP rights and privileges among IP children was assessed, experiences in integrating Indigenous Knowledge, Systems and Practices (IKSPs) in all learning areas and processes among teachers was verified, the problems experienced by teachers in implementing the IPEd Program was determined, and suggestions for the improvement of the Program were gathered. Questionnaire-checklists adapted from previous study of Alingasa, Capacillo, Gella and Maramento (2015) were distributed to thirty-one (31) Grade VI pupils of Cabacanan Elementary School to determine their awareness about IP rights and privileges; while class observations and Focus Group Discussion (FGD) were done with twelve (12) teachers to verify teachers' experiences in integrating of IP concepts, determine problems in the implementation of the program and gather suggestions for the improvement of the program. Results of the survey revealed that the indigenous children of Cabacanan Elementary School were moderately aware about IP rights and privileges as stipulated in RA 8371. Results of class observations and FGD among teachers revealed that out of twelve (12) teachers observed, six were integrating IP concepts in their classes. Among the problems experienced in implementing the IPEd Program were: teachers have limited ideas in integrating IP concepts in their classes, less appreciation of superiors on the capacity of teachers, and shift of values of the present generation of children. Suggestions for improvement of the IPEd Program include conduct of more training; provision of learning materials on IPEd; use of available media and technology to supplement teaching strategies; retrieval or recording of IP literatures from culture bearers and elders; and creation of school for living traditions in Seven Cities, Alimodian, Iloilo. To further enhance the program, contextualization of lessons is now applied in all subject areas. Speakers who are experts in local history and culture are brought to the school to conduct seminars and trainings for teachers. These steps broaden teachers' knowledge on IPs which led to greater awareness about IKSPs, rights and privileges of IP children in Cabacanan Elementary School.

P10-3 THE DESIGN FOR EVALUATION SYSTEM OF IN-SERVICE TEACHERS' ICT APPLICATION COMPETENCE BASED ON MICRO-CREDENTIALS

Fei Wei, Shupe Li and Hongyan Fan, East China Normal University

With the social development and technology progress, many modern educational reforms require teachers to transform their roles and take on new responsibilities. ICT competency is necessary for teachers at all levels so that they can learn these new roles and get success. ICT application in class is a focus of teacher professional development. But it's difficult to evaluate the teacher's ICT competency effectively. In mainland, there are three types of methods in evaluation of teacher's ICT competency: 1) Standardized test. Test content includes selection of teaching solution, design of teaching content, problem solving strategies of popular software, analysis of video clips, application software operation and so on. 2) Self-assessment based on questionnaire survey. A questionnaire consists of a series of questions which can reflect teacher's attitude, knowledge and behavior on technologies and ICT application, for example, are you used to using PPT in class? 3) Performance-based assessment. Teachers will submit evidence demonstrating of their competence, such as instructional design. The author considers that above evaluation methods are ineffective and inadequate for ICT competence of teachers for four reasons: firstly, standardized test has good internal validity, but it's external validity is poor because the standardized test is out of the context of teacher's real-world work; secondly, Through questionnaire survey we can gather teacher's perceptions, attitudes, and beliefs, thus it's a subjective judgement of their competence instead of objective evaluation; thirdly, in most cases the performance-based assessment only requires providing a little evidence after the professional development activity, but as we know, the most worthwhile changes for teachers require time for learning, adaptation, adjustment and refinement; the last and equally the important reason, the current evaluation methods haven't enhance teacher's learning and practice activities about ICT application. Interest in optimizing and improving the current evaluation ways has grown tremendously in recent years.

Since 2014, Digital Promise of America has been developing Micro-credentials for educators which have four design features, i.e. competency-based, on-demand, personalized, and shareable. Micro-credentials can maximize external validity because it evaluate teacher's competences based on multiple real (or realistic) work samples and allow educators to focus on a discrete skill related to their practice. Meanwhile, Micro-credentials push teachers to situation of teaching practice and continue learning by collecting and submitting real evidences. So, we consider Micro-credentials are an effective and meaningful evaluation method for teacher's professional ability. The author and her colleagues have developed a whole evaluation system based on Micro-credentials and are carrying out some tryout programs. The key basic idea of the evaluation system based on Micro-credentials for teacher's ICT includes: Firstly, we divide the ICT ability into micro-competences based on "the standard of ICT application for In-service teachers" which is a national teacher standard issued by MOE in 2014. Secondly, we design evaluation requirement for each micro-ability. The requirement may include varied performance evidence such as instructional design works, classroom records, student works, and teachers' reflection journals etc. Additionally, the evaluation team is mainly composed of In-service teachers who have prominent professional competence and have earned some Micro-credentials.

PRESENTATION SESSION 11 GAME-BASED LEARNING AND UBIQUITOUS LEARNING**P11-1 ARE COMPUTER GAMES HELPFUL IN HABIT FORMATION: AN INVESTIGATION OF GAMES AS PERSUASIVE TECHNOLOGY**

Xiaoqing Gu, Tianyi Zhang and Xinyue Diao, East China Normal University

Habits have long been realized as one of the most important indicators of future excel in people's lives, thus the importance of cultivating students' good habits have been widely acknowledged by researchers, educators and parents. Building a good habit needs a deep understanding of how a habit is formed in various circumstances with different people. As one of the distinctive systems that govern the motivational control of action, habit is cue-driven while outcome sensitive, in other words, a repeated cue-action-rewarding cycle helps establish the habit. How to facilitate the habit formation has been the interest of behavior scientists, there are a lot work on persuasive technologies designed with the attempt to influence the behaviors, including the design to change the attitudes and behaviors of people in order for them to build good habits. Among these persuasive technologies, computer games have been identified as effective tools, social factors as well as simulation media in framing the behaviors along the way of habit formation.

New millenniums has been labeled as digital natives, who are enjoying digital media all the time, with the developing phenomenon coined with the phrase of "screen culture". In this screen culture, kids are living in a two-dimension world with heavy audio and visual sensations, spending time either playing games or on social networking sites (Greenfield, 2009). While there are worries about the over consuming of the digital world, it is possible to turn games into persuasive technology tools, to have attempted influence onto behavior formation, and, hopefully, to help develop their behaviors into good habits.

This paper introduces the first phase of our on-going study aims at designing and developing habit formation games as the persuasive technologies. The purpose of the research reported in this paper is to analyze the games that claims to be, or might be used as persuasive technologies, as tools, social actors, or persuasive medium, to help develop good habits. The result of the analysis would be informative to the design and development of persuasive games undergoing. The method used in this research is to evaluate sampled games with a coding scheme we developed. The coding scheme was developed by: 1) list the habit formation chain, and the relevant steps of each phase of the chain; 2) list the needs of possible influence for each steps and each phase as technology affordance. The requirements of sampling the games to be analyzed includes: 1) possess any affordance of persuasive technologies as tools, social actors, and persuasive medium; 2) claims to fit whatever needs along the habit formation chain; or 3) might fit whatever needs along the habit formation chain according to user comments or recommends. The sampling procedure ended up with dozens of games that have potential in habit formation. Four research assistants carried out the coding process. By the due date of this abstract submission, the analysis of coding results is still undergoing. The findings will be reported in the final report. Our next phase of study will carry out an experimental study to test these games in help influence the habit development.

P11-2 “ENOUGH” PROJECT: THE EFFECT OF CHANGE IN BEHAVIOR OF STUDENTS' CONSUMPTION WITH GAME-BASED EDUCATION MODEL

Timur Yavas, Bilal Albas and Erdem Ozbuga, IELEV SCHOOLS

This study aims to investigate the effect of change in behavior of students with Game-based Education Model. The study was carried out with the students of IELEV Private Middle School in Istanbul. In this project, we have tried to determine whether game-based teaching is effective in changing students' consumption habits. In our program, students played three basic games and tried to measure what their own consumption was and what kind of side effects (migration, new neighbor, crowd, disorder, lack etc.) for now and in the future, and to take the initiative level of changing consumption habits in this direction. Students play 3 games (Countries and boundaries, The Creating Rule in United Nations and My Country) which were created by drama teacher and The sample population, which includes 52 of the 5th grade students study in IELEV Private middle schools, was drawn via accidental sampling method. Data was obtained from the sample by the measurement scales of Consumption Habits and analyzed by the methods of t-test, ANOVA, chi-square test with SPSS 21.0 program. After analysis, we found the increase in the level of understanding of consumption's side effects.

P11-3 A STUDY ON THE IMPACT OF INVOLVEMENT IN VIOLENT ONLINE GAME AND SELF-CONTROL ON HONG KONG YOUNG ADULTS' PSYCHOLOGICAL WELL-BEING

Charlotte Ting Yan Yeung and Raymond Chi Fai Chui, The University of Hong Kong, Hong Kong Shue Yan University

In the recent era, online gaming has been integrated into the modern culture. With a gadget, it is very handy to get access to any online game. Among different types of online game playing, violent online game has grown to be a prevailing entertainment around the globe. This study aims to examine the relationship between Hong Kong young adults' involvement in online violent game and psychological well-being, the relationship between self-control and psychological well-being as well as the moderating role of self-control in the relationship between involvement in online violent game and psychological well-being. To answer this question, 718 respondents were invited to fill in a questionnaire. Results have demonstrated that there is a significant negative relationship between young adults' involvement in online violent game and psychological well-being and a significant positive relationship between self-control and psychological well-being. It was also found that participants with higher levels of self-control had higher levels of psychological well-being as compared to those with lower levels of self-control. Implication of the findings was discussed.

CONFERENCE WORKSHOPS

W1 EdTech: Big Data, A.I.

Anthony Woo, The University of Hong Kong

This workshop explores the basic concepts and principles of various emerging technologies, including AR/VR, A.I. and Blockchain, within the context of education. Participants will have the opportunity to:

- Leverage case studies to scrutinize the relevant use cases of emerging technologies, and experiment hands-on with open-source applications (e.g. Experiments with Google, Stanford Sentiment Analysis) that are readily deployable in the classroom
 - Gain an understanding of the history of A.I. since the 1950s. Explore the fundamentals of Deep Learning as well as some of the recent developments, including Capsule Networks
 - Examine the core principles and underlying mechanisms of Blockchain, including the current applications of the technology in the field of education, especially in the process of certification
 - Apply the Innovation Diffusion Theory and reflect on the various barriers to innovation adoption as well as pedagogical implications
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W2 Critical Questions for Big Data Research

Chi Keung Chan, Department of Counselling and Psychology, Hong Kong Shue Yan University

With the advance of information and communications technology, the era of Big Data is underway. Nevertheless, some critical questions emerge and diverse groups argue about the potential benefits and costs of Big Data. How do Big Data change the definition of knowledge and meaning of learning? Are Big Data better data with the claims to “objective” truth? Are Big Data ethical even it is accessible? How does limited access to Big Data create new digital divides? Do Big Data serve public goods or suppress public voices? In this workshop, participants will discuss these significant questions regarding Big Data research.

W3 Visual communication and personal development

Kelly Lau Tin Ki, BNU-HKBU United International College (UIC)

This workshop aims to introduce the usage of design software and the application of design elements. The elements of design served as communication rules which enable meanings to be presented in structural forms. Different design elements and its combinations are similar to the relationship of alphabets and sentences structure in English language. While advanced English language present in a linguistic approach, advanced usage of design elements present as a language of artistry. Both required users with higher ability to comprehend and master.

When the elements of design adopted properly, effective communication can be achieved. In order to get these ideas across, enhancing ability to identify differing design elements is the initial point. It opens the door to prevail the ability among different users. Furthermore, it is a useful skill in life span, being as an alternative solution for miscommunication and a communication form beyond written language.

W4 Analyzing Data through the Use of Data Analytical Tools

Wendy Chan Wing Lam, Chu Hai College of Higher Education

The workshop aims to offer the insight of grasping data, analyzing data and presenting data. In regard to this, this workshop will present two data analytical tools, namely NVivo and Nodexl. For NVivo, it is a tool that could help handle the data collected from a wide range of social media, including Twitter, Youtube, Facebook, etc. Old saying goes: a picture speaks a thousand words, in the data world, data can speak volumes if we can use our data in an appropriate manner. On the other hand, even though we have data in our hand, we need to present them in a nice format so that readers can understand the data and process the information. Nodexl, in a way, turns the data into graphs, tables and pictures, ultimately, present the data into an art.

W5 Data Analytics for New Media: How Social Media Change the Way We Deliver Content?

Rudy Chan, Cloudbreakr

In the digital age, everybody relies on social media as a medium to connect with friends and get instant update from various media pages, of which lots of social channels are created by individuals. These influencers attract lots of audience and create first-person impact that drive the world trend. How can we leverage the technology from data analysis and machine learning to discover the myth behind a viral topic and the preference of fans? How can influencers generate insights that help media make a better engagement with audience? Let's hear from the speaker on "How Social Media and Data Analysis change the way we deliver content".

W6 Smart Phones and Wearable Technologies in Educational Research

Jin Mao and Allan Hoi Kau Yuen, Wilkes University, The University of Hong Kong

As the increasingly influential adoption of wearable technologies in all fields of education, issues related to research and practices in wearable technologies have arisen. This workshop will focus on good practices in conducting educational research that involves smart phones and wearable technologies, the ethics of data collection, data storage, data security and protection of human participants. The workshop will share resources and analyze specific examples from research studies on wearable technologies, including a demonstration from a funded research on MUSE, a wireless, wearable device for meditation and mindfulness training.

W7 Making the Most Out of Online and Digital Technologies for Learning Effectiveness - MOODLE?!

Nicole Tavares, The University of Hong Kong

In this workshop, I will share with participants my experimentation with the use of the multiple functionalities of MOODLE and an established good practice in one of my areas of teaching. Through problematising this practice, I hope to engage participants in critically reflecting upon the online and digital technologies they have been using. This creates opportunities for us to share our pedagogies and broaden our repertoire of technological platforms available for use in our teaching. It also enables us to challenge ourselves to identify learning management systems other than MOODLE that may better suit our needs and those of our students. We will explore ways of enhancing blended learning and enrich our understanding of factors to consider when determining methods that promote effectiveness of student learning.

MAP



