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Programme Book

29th November 2016

Venue: Holiday Inn Singapore Atrium Level 4 (Changi Room)

REGISTRATION: 09:00 – 09:45

SCAP 2016 OPENING: 09:40 – 09:55

Adoption of Technology in Education in the ASEAN Region

Chanita Rukspollmuang

Assistant President, Siam University

AETC 2016 PRIZE PRESENTATION: 09:55 – 10:00

Best Paper Award

Presentation

KEYNOTE SESSION I: 10:00 – 10:45

Teacher as designer for Technological Pedagogical Content Knowledge (TPACK)

Chai Ching Sing

Associate Professor, Learning Sciences and Technologies Academic Group, National
Institute of Education, Singapore.

COFFEE BREAK: 10:45 – 11:15

KEYNOTE SESSION II: 11:15 – 12:00

Leveraging Technology to Design Learning That Drives Behaviour Change

Rosalina Chai

Co-Founder | Chief Learning Curator of Gnowbe. Grow Your Knowledge Into Being

LUNCH: 12:00 – 13:15

Buffet Lunch at Atrium Restaurant

SESSION I: 13:15 – 15:45

Room: Changi Room

Session Chair: Usaporn Sucaromana, Srinakharinwirot University, Thailand

A Case Study of Extra-curricular Activity Class Using Videoconferencing of Korean Open High Schools

Sungmi Kim, Korean Educational Development Institute, Korea; Eunchul Lee, Korean Educational Development Institute, Korea

The effect of Learner Characteristics on Participation of Adult Learners in Distance-Learning.

Eunchul Lee, Korean Educational Development Institute, Korea; Sungmi Kim, Korean Educational Development Institute, Korea

Project-Based Learning: Emirati University Students Choose WhatsApp for Collaboration

Robyn Albers, Zayed University, United Arab Emirates; Brad Johnson, Zayed University, United Arab Emirates; Christina Cj Davison, Zayed University, United Arab Emirates

Frequency usage of online resources by students in Economics 100, and how does it correlate with their results?

Jan Janse van Rensburg, University of Pretoria, South Africa

Towards fairness and effectiveness of group work assessment in higher education

Jarinee Chattratchart, Kingston University, United Kingdom

COFFEE BREAK: 15:45 – 16:00

SESSION II: 16:00 – 18:00

Room: Changi Room

Session Chair: Jan Janse van Rensburg, University of Pretoria, South Africa

Using Cooperative Learning to Improve High School Students' Reading Comprehension

Pruksapan Janthorn, M.A. (Teaching English as a Foreign Language), Srinakharinwirot University, Thailand; Usaporn Sucaromana, Srinakharinwirot University, Thailand

Using Active Learning Techniques with Non Native English Speaking Students.

Lorette Miller, Wenzhou-Kean University, USA

An Exploratory Study on Teaching Sentence Pattern Types to Improve Listening and Reading Comprehension

Puvaneswari Kurusamy, Dyslexia Association of Singapore, Singapore

Arteries to ailerons: Applying team based learning methods from Duke-NUS Medical School to flip the classroom for active and relevant learning at Embry-Riddle Aeronautical University Asia in Singapore.

Brian O'Dwyer, Embry-Riddle Aeronautical University, Singapore

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Venue: Holiday Inn Singapore Atrium Level 4 (Changi Room)

SESSION III: 09:00 – 10:30

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Session Chair: Ng Jia Yun, Curtin Business School, Singapore

Social networking sites as a language learning environment: Arab students' perspective

Maha Ellili-Cherif, Qatar University, Qatar

MS Word Integrated Development Environment for Creating Japanese Language Learning Materials

Yutaka Tsutsumi, Kumamoto Gakuen University, Japan; Kanako Matsuo, Kumamoto National College of Technology, Japan; Ryoji Matsuno, Prefectural University of Kumamoto, Japan

Relationships between Attitudes, Intention and Behavior among College students in the Field of Information Ethics

Mariam Nasser AL-Nuaimi, Sultan Qaboos University, Oman; Maher Abu-Hilal, Sultan Qaboos University, Oman; Abdelmajid Bouazza, Sultan Qaboos University, Oman

COFFEE BREAK: 10:30 – 11:00

SESSION IV: 11:00 – 12:00

Room: Changi Room

Session Chair: Mariam Nasser AL-Nuaimi, Sultan Qaboos University, Oman

Analyzing The Use of E-Learning by Indonesian Lecturers using TPACK Framework

Ryan Revandi D. Pattinasarany, School of Psychology Atma Jaya, Catholic University of Indonesia, Indonesia; Ignatius Darma Juwono, School of Psychology Atma Jaya, Catholic University of Indonesia, Indonesia

A new dimension in educating sports professionals

Tibor Kozsla, GC Academy, Malta; Mariann Bardocz-Bencsik, GC Academy, Malta; Levente Nagy-Pál, GC Academy, Malta

LUNCH: 12:00 – 13:30

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SESSION V: 13:30 – 15:30

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Session Chair: Leah Marie Tumlos-Castillo, De La Salle Santiago Zobel, Philippines

The Complexities of Train the Trainer in Adult Learning

Rob Gravestocks, Caught Red Handed, Australia

Engaging steps towards an Open Learning of Design – the case of India's largest digital platform D'Source and its pedagogic accruals

Ravi Poovaiah B A, IIT Bombay, India; Ajanta Sen, Cosmic Labs, India

Modified Formal Online Student Debating: "What are the Learning Outcomes?"

Virginia Vandall-Walker, Athabasca University and Alberta Innovates, Canada; Caroline Park, Athabasca University, Canada; Kim Munich, Thompson Rivers University, Canada

COFFEE BREAK: 15:30 – 16:00

SESSION VI: 16:00 – 18:00

Room: Changi Room

Session Chair: Tibor Kozsla, GC Academy, Malta

Assessment Schemes in the Senior High School in the Philippine Basic Education

Tristan Piosang, National University, Philippines; Carlo Magno, National University, Philippines

Internet Shop Users: Computer Practices and its Relationship to E-learning Readiness

Jasper Vincent Alontaga, De La Salle University, Philippines

The Effectiveness of Personalized Learning in Improving Student Performance in World History

Leah Marie Tumlos-Castillo, De La Salle Santiago Zobel, Philippines; John Kenny Benosa, De La Salle Santiago Zobel, Philippines; Lorenzo Ma. Velasco, De La Salle Santiago Zobel, Philippines

Course-view as an integrated web-based ESOL instruction and assessment in State Islamic University of Sultan Syarif Kasim Riau

Kalayo Hasibuan, Language Development Center of UIN Suska Riau, Indonesia; Dodi Settiawan, Language Development Center of UIN Suska Riau, Indonesia

END OF CONFERENCE

Virtual Presentation

Available on AETC.ear.com.sg on 10th November 2016

Provider Pluralism and the University: How Can Universities Respond to Challenges of Open Online Learning?

Katy McDevitt, The University of Adelaide, Australia

The Use of Screencast Videos as an Effect Educational Tool in Graduate Online Counseling courses in the United States

Laura Gaudet, Chadron State College, USA

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A Case Study of Extra-Curricular Activity Class Using Videoconferencing of Korean Open High Schools.

Sungmi Kim

Korean Educational Development Institute, Korea

Eunchul Lee

Korean Educational Development Institute, Korea

Korean Open High Schools were established in 1974 to meet the needs and wishes of students who could not pursue a high school education for a variety of reasons. Students can make their dreams of learning come true, experience the precious memories of high school that last a lifetime, and have an opportunity to challenge themselves with better options for their future, through obtaining their high school diploma. Korean Open High Schools have affiliated with 42 local high schools, so that students are able to attend class near their home. There are two classes a month on Sunday, biweekly at Open Secondary Schools. Students can also get Internet-based learning through PC or mobile devices on weekdays so that they can study at any time and place in an easy way. The case study examined the following two research topics on Extra-curricular Activity Class using videoconferencing of Korean Open Secondary Schools. A class using videoconferencing was recorded in November 11th, 2015 and was analyzed using thematic notes, which is a method of qualitative analysis. In addition, interviews were held with students, and the result was analyzed. The first of research results was to examine technology requirements related to videoconferencing such as MCU and CODEC. Furthermore, there are educational environmental considerations, key factors which should be taken into consideration and appropriate class management. The Second was to

examine instructional design and interaction strategies through 6 classes (4 different schools) participated in the class. Specifically, it can be suggested the role of lecturer, teachers inside class and students as an audience and also speaker. Students who had videoconferencing showed much interest and confidence. As a result, an extra-curricular activity class using videoconferencing will be a positive educational effect for distance learners, especially those who do not have a variety of opportunity to study due to time and geographical constraints and expand possibility to use for much more and newer educational challenges.

The effect of Learner Characteristics on Participation of Adult Learners in Distance-Learning.

Eunchul Lee

Korean Educational Development Institute, Korea

Sungmi Kim

Korean Educational Development Institute, Korea

The 21st century has been transformed into a knowledge industry society by the advent of smart devices. With this advantage, a variety of online learning contents is being produced. Most of the online learning content is made for the retraining of adult learners. And the training using online learning content is being done in so many areas. However, doubts about the effectiveness of online learning content have been continually raised. Also, it is questionable whether the adult learners actually to participate in the training with e-learning content. when especially, e-Learning contents are used for the mandatory training rather than education by personal needs, doubts about the level of participation further increased. Therefore, the factors that affect the level of participation of adult learners to online content must be found. Because, you can get suggestions needed to make online learning content in the future. This study was conducted to investigate whether the level of participation in online learning contents are affected by prior experience, achievement levels, Keller's ARCS motivation, learning motivation and the type of learning strategies. For this study, the survey was conducted among 416 people of adult students for open secondary High School. In order to compare the average, one-way ANOVA was conducted with the collected data and multiple regression analysis (stepwise) was performed in order to verify the influence of each variable. As a result, the difference did not appear due to prior experience and the difference due to the performance level was statistically significant. As a result, ARCS motivation is affected by confidence, learning strategies are affected by metacognition the most and the

order of learning time management, commitment control and peer learning. In addition, motivation of learning is affected by the effects of self-efficacy the most and the order of test anxiety and learning beliefs. Based on these results, the strategies of organizing online contents to increase the level of participation of adult learning are proposed in this study.

Project-Based Learning: Emirati University Students Choose WhatsApp for Collaboration

Robyn Albers

Zayed University, United Arab Emirates

Brad Johnson

Zayed University, United Arab Emirates

Christina Cj Davison

Zayed University, United Arab Emirates

Considerable research has shown the value of Inquiry Based Learning (IBL) in terms of engagement and motivation, depth of learning, and cognitive flexibility. IBL is often considered inclusive of Project-based learning and Problem-based learning and the overarching model for authentic student learning. Student collaboration is one component of authentic student learning since students must communicate and work together inside and outside of class time when engaging with the project. Choosing a mobile learning tool benefits student collaboration because the tool enables anytime and anywhere learning through collaboration. This study looked at how 96 female undergraduate students in a federal Emirati university chose to collaborate in a PBL assignment. They were given autonomy to choose the best mobile learning tools for their group. The study used a mixed methods approach to collect data on which tools students perceived as best for PBLs. The participants were surveyed in a pre-project survey, a mid-project survey and post-project survey about which tool they preferred for university work and social reasons. Results show that students changed their preferred tool to WhatsApp over the course of the semester. A focus group with each course section provided qualitative data as to why students preferred WhatsApp. The students also provided poster presentations as to why WhatsApp helped them successfully complete their service-learning projects. This study will show why WhatsApp is a successful mobile learning tool for student collaboration in Project-Based Learning.

Frequency usage of online resources by students in Economics 100, and how does it correlate with their results?

Jan Janse van Rensburg

University of Pretoria, South Africa

Technology bounced into the learning space of students, creating opportunities of advanced electronic resource platforms with assumptions from academics of benefits to the learner and the teacher. This is all part of a new generation of learners who is searching for changes. But is the technology really helping students to perform better, and do students use the vast array of aid to improve or at least benefit their final results?

This research focus on a large group of first year students (n=2400), analysing their performances in an Economics 100 course in relation to their electronic access history in Blackboard. The aim is to determine whether a students usage of the electronic resources available in Blackboard linked, amongst other electronic resources, to Learnsmart and Connect activities influence the students academic performances significantly.

The research focus on, students accessing history of the available resources, in terms of number of times accessed, time spent and frequency. Coinciding, students grades obtained and access history are compared to determine whether there is a correlation between their grades obtained and their acces history of resources available on the electronic platform. In conclusion a matrix suggests areas of electronic resources which may enhance learning and performance outcomes.

Towards fairness and effectiveness of group work assessment in higher education

Jarinee Chattratchart

Kingston University, United Kingdom

Group work provides opportunities for students to acquire team working skills, which are much sought after by potential employers. Hence, it is a common assessment method in higher education. However, this assessment method has not gained popularity among students, many of whom dread group work. Free riding is the main cause of delays, late submission, poor quality work and team members' frustration. Students thus perceive group marks, where all members receive the same marks, as unfair marking. Peer assessment, where team members' assessment of other members' contribution to their group work is incorporated into the marks that each member is awarded, is one of the approaches to fair

marking that has been tried and tested. Where the method is implemented, students' perception of mark allocation to each member improves.

Based on our review of the literature, we discuss why peer assessment is only an approximation of each team member's performance. Given the demand on human resources to implement peer assessment, it is questionable if it is worth the effort expended and how individual team members' performance might be effectively assessed.

In this paper, we describe our Action research, which was conducted over five academic years on the same course. Students were to work on one design group project throughout one whole semester. The research reveals that peer assessment has only marginal impact on whole class performance; that giving every member the same marks does not reflect each person's own performance; and that coursework design plays an important role in the effectiveness of group work assessment, i.e. marking workload is reduced whilst marks awarded to each group member closely represent his/her own performance and are perceived to be fair by students.

COFFEE BREAK: 15:45 – 16:00

SESSION II: 16:00 – 18:00

Room: Changi Room

Session Chair: Jan Janse van Rensburg, University of Pretoria, South Africa

Using Cooperative Learning to Improve High School Students' Reading Comprehension

Pruksapan Janthorn

M.A. (Teaching English as a Foreign Language), Srinakharinwirot University, Thailand

Usaporn Sucaromana

Srinakharinwirot University, Thailand

Cooperative learning has been used for many decades in various fields. Many researchers have tried using different methods of cooperative learning to improve students' reading comprehension in English as a Foreign Language (EFL) contexts. This study was conducted

using Student Team Achievement (STAD) with Thai high school students to improve their reading comprehension. The purpose of the study is to investigate using Student Team Achievement (STAD) of cooperative learning to improve high school students on reading comprehension. The study was constructed with 38 eleventh – grade students of mixed gender with diverse language abilities. The subjects formed a heterogeneous group and were chosen purposively. A single group pretest - posttest design was used. The participants received reading instruction through STAD activities for 7 weeks, with each lesson of 90 minutes. The result of the study revealed that there were significant differences in reading comprehension after training with the STAD activities at the .05 level of significance. The study concluded that STAD activities in cooperative learning method can enhance high school students' reading comprehension. Moreover, it can be claimed that cooperative learning may be considered as the useful method to teach reading.

Using Active Learning Techniques with Non Native English Speaking Students.

Lorette Miller

Wenzhou-Kean University, USA

This paper will demonstrate how active learning stimulated communication with Non Native English Speaking Students and a Native English Speaking Teacher. There has been a lot of research on active learning and this paper supports active learning and the benefits of creating an active learning environment for Non Native English speaking students. Students today need more than just a lecture style class to keep them engaged and this paper will provide ideas that will create independent learning, improve confidence, team building, presentation skills and leadership ability while building responsibility in students. Active learning will create a better-rounded student who will display improved performance in other classes and in the work place. Students will be enthusiastic and self-motivated and become more confident speaking English throughout the course.

The purpose of this paper is to provide examples of how to incorporate various styles of active learning with Non Native English Students in an educational setting that will encourage dialog between the teacher and students, peer to peer interaction and foster independence while nurturing them to display confident leadership skills in the classroom.

An Exploratory Study on Teaching Sentence Pattern Types to Improve Listening and Reading Comprehension

Puvaneswari Kurusamy

Dyslexia Association of Singapore, Singapore

This exploratory study serves as platform to understand the relationship between teaching sentence pattern types and reading comprehension to students attending the MOE- aided DAS Literacy Programme (MAP) who have been diagnosed with language or cognitive weaknesses that co-occur with their dyslexia. The intervention strategy used in this study is drawn upon Jennings & Haynes practice as described in the book, *From Talking to Writing: Strategies for Scaffolding Narrative and Expository Expression*. The strategy suggested by Jennings and Haynes complements the existing MAP curriculum because beginning writers are introduced to sentence patterns and are taught to analyze them before writing their own. The process of identifying parts of speech in a sentence is known as parsing. Parsing is an integral part of teaching writing therefore it can be integrated seamlessly to encompass reading comprehension as well. Jennings and Haynes (2016) state that deficits in sentence processing and production could impair language comprehension and production. Therefore, their recommendation is to introduce strategies to work on building listening, reading, speaking and writing skills to support comprehension development through automatic recognition of sentence patterns. Moreover, Nation, Cocksey, Taylor et al. (2010) conducted a longitudinal study on early reading and language development to understand the relationship between oral language, decoding skills and comprehension. They found that students with poor comprehension experienced difficulties in listening comprehension and in understanding grammatical structures consistently from the age of 5 to 8. The aim of this intervention study is to evaluate the effectiveness of teaching sentence types to students with language weaknesses that co-occur with their dyslexia and its impact on reading comprehension. The Kaufman Assessment Battery for Children Second Edition (KABCTM – II) will be used to measure comprehension scores and in order to control for decoding skills, students will be tested on passages which they can read independently.

Arteries to ailerons: Applying team based learning methods from Duke-NUS Medical School to flip the classroom for active and relevant learning at Embry-Riddle Aeronautical University Asia in Singapore.

Brian O'Dwyer

Embry-Riddle Aeronautical University, Singapore

The author, a new faculty member, was faced with using Embry-Riddle's Multi Modal Templates ("MMTs") to teach in Singapore. However, the MMTs were designed for American students, not for students that will need to address Asian aviation problems. Asian relevance is critical because in the next eleven years Asian air traffic will double, growing at twice the United States rate and more aircraft will be added in Asia than Europe and the United States combined.

Purpose:

Improve learning by employing active learning techniques to deliver the Embry-Riddle curriculum in a regionally relevant manner.

Design/methodology/approach:

A Management for Aeronautical Science was taught with Duke-NUS team based learning methods by using Embry-Riddle MMTs as pre-work before class. Class started with an individual quiz, then a group quiz followed by a discussion to ensure pre-work was understood. The second half of class was spent solving regionally or practically relevant cases in teams.

Findings:

End of course student surveys reported 30% higher likelihood of recommending this course versus the Singapore campus average (14% higher than the worldwide average). Stated differently, 98% of respondents would "recommend this course to others" compared to 75% for the Singapore average (85% for the worldwide average). The surveys also reported 17% higher active learning engagement versus the Singapore average (7% higher than the worldwide average).

Research Implications:

Additional research could assess the repeat-ability of results on a larger scale (other courses, instructors, locations and modalities) and the impact on learning outcomes.

Practical implications:

This approach could be considered to use MMTs to cover basic concepts before class and use class time for higher order concepts such as solving relevant problems.

Originality/value: The author is unaware of MMTs being used in a team based learning environment to enhance active learning and regional relevance.

30th November 2016

Venue: Holiday Inn Singapore Atrium Level 4 (Changi Room)

SESSION III: 09:00 – 10:30

Room: Changi Room

Session Chair: Ng Jia Yun, Curtin Business School, Singapore

Social networking sites as a language learning environment: Arab students' perspective

Maha Ellili-Cherif

Qatar University, Qatar

This paper explored Arab students' use of and perceptions of SNSs as a language learning tool. The sample included 182 male (n=56) and female (n=126) Qatar University students from different majors where English is used as a medium of instruction. The study used a mixed methods approach. Quantitative data were collected through a questionnaire that investigated the extent to which students use SNSs to improve their English language skills and whether they consider them as a useful learning environment that could support or strengthen their learning of English. Qualitative data were collected through focus group interviews in order to better understand quantitative data and delineated factors that encourage/hinder respondents' use of these web tools for English learning purposes. Survey results indicated that respondents make little use of the tools to improve their English language skills. Moreover, students had ambivalent views on the value of using SNSs for English language learning. Finally, analysis of the data showed that there were no statistically significant differences in student responses with respect to gender or major. Qualitative data analysis revealed that most respondents had concerns about the value of SNSs as a language learning environment, which helps to explain their limited use of SNSs. Some of these issues related to the way Arab students use the tools, while others related to perceived threats to the local cultural and religious values. Implications of the findings for the use of SNSs in Arab higher education contexts are discussed.

MS Word Integrated Development Environment for Creating Japanese Language Learning Materials

Yutaka Tsutsumi

Kumamoto Gakuen University, Japan

Kanako Matsuo

Kumamoto National College of Technology, Japan

Ryoji Matsuno

Prefectural University of Kumamoto, Japan

In this paper, we will introduce our ongoing project, MS Word Integrated Development Environment for Creating Japanese Language Learning Materials (WIDEJL). WIDEJL provides Japanese as a Foreign Language (JFL) teachers several functions, such as KWIC indexing, similar syntax sentences search, and the usage of conjunctions which are required in JFL learning. Additionally, WIDEJL provides more convenient tools which allows users to collect teaching materials from the Internet, to create problem exercises, and to grade them easily.

Without saying, teachers can achieve the above tasks by combining several discrete application software however, they need to constantly switch between these software packages. As such, the alternation between various software packages and differing interfaces serves to wear out digits, and increases preparation time, as well as frustration with the digital process as a whole.

Our goal is to incorporate the development environment which integrates the functions required for creating JFL learning materials into only MS Word, which is widely and commonly used among people throughout the world. WIDEJL will allow JFL teachers to complete the entire process outlined above, without leaving MS Word.

Relationships between Attitudes, Intention and Behavior among College students in the Field of Information Ethics

Mariam Nasser AL-Nuaimi

Sultan Qaboos University, Oman

Maher Abu-Hilal

Sultan Qaboos University, Oman

Abdelmajid Bouazza

Sultan Qaboos University, Oman

The aim of this study is to explore the relationships between cognition (attitudes), intention, and behavior in information technology among a sample of college students in Oman. The sample consisted of 272 students from Sultan Qaboos University (males =133, females = 139) who represented various colleges. Three measures were used to collect data: attitudes toward information ethics (14 items, only 11 were used, $\alpha = .74$), information ethics intention (consisted of four scenarios and 10 items, 10 were used), and information ethics behavior (12 items, $\alpha = .89$). The measures possessed high reliability and validity estimates as the items substantially loaded on their respective factors (all $> .35$). Attitudes significantly correlated with intention ($r = .24$) and with behavior ($r = .30$). Intention correlated significantly with behavior ($r = .56$). As the three scales correlated significantly, there is a potential mediation with intention mediates between attitudes and behavior. The results lend support to the theory that attitudes do influence behavior but more through a mediator.

COFFEE BREAK: 10:30 – 11:00

SESSION IV: 11:00 – 12:00

Room: Changi Room

Session Chair: Mariam Nasser AL-Nuaimi, Sultan Qaboos University, Oman

Analyzing The Use of E-Learning by Indonesian Lecturers using TPACK Framework

Ryan Revandi D. Pattinasarany

School of Psychology Atma Jaya, Catholic University of Indonesia, Indonesia

Ignatius Darma Juwono

School of Psychology Atma Jaya, Catholic University of Indonesia, Indonesia

The emergence of internet based application has impacted our daily lives, including teaching and learning. The presence of e-learning has transformed teaching and learning in the 21st century. Using e-learning, a teacher is now able to upload and share his teaching material that can be accessed anywhere by students, monitoring students' performance in an instant; while the learners can study at any time or submit assignments using internet. Though the use of e-learning offers many advantages and has been endorsed by the government, the number of lecturer in Indonesian Higher Education is still relatively low. This might be caused by the lack of required knowledge or skills that are necessary to effectively design e-learning. A number of practitioner belief that the required knowledge is best describe in a framework known as TPACK (Technological, Pedagogical, and Content Knowledge) framework which encompasses: technological knowledge, pedagogical knowledge, and content knowledge.

This study focuses on analyzing the e-learning conducted by few lecturers in Indonesian Higher Education using the TPACK framework. A sample of four lecturers were recruited using snowball sampling technique. In depth interviews with four lecturers that has already used e-learning in their course, this study aimed to dig into components of TPACK framework and how they are applied to ensure effective learning.

The respondents showed that they have the required content, pedagogical, and technological knowledge to help them design an effective e-learning course, though the learning itself is blended learning (a mixture of e-learning and face-to-face teaching). Along the way, support

by the institution on the e-learning is also needed to ensure the course is delivered toward the desired goal. This suggest that institutional policy and support is also needed for one institution to implement and broaden e-learning practice within their institution.

A new dimension in educating sports professionals

Tibor Kozsla

GC Academy, Malta

Mariann Bardocz-Bencsik

GC Academy, Malta

Levente Nagy-Pál

GC Academy, Malta

E-learning is continuously spreading even in as traditionalist sectors, as sports education. As sport itself is unstoppably developing, the level of education in this field needs to evolve too. We are pioneers in developing a software, GC engine, to perfectly serve all needs of sports education. The e-learning platform of this pioneer software is user-friendly on both the students' and the administrators' side, offers simultaneous multilingualism, and has several features to get and keep users connected to each other and their instructors.

Our reference work is the coaching education system of the International Judo Federation (IJF), the world governing body of the Olympic combat sport of judo. The IJF Academy is one of the most modern and most sophisticated education systems in the world of sport, and we are proud to provide its e-learning software. So-called blended learning courses are running in this LMS system, which means that the theoretical module runs online, while the practical module is held on site in a regionally organised system. Once students successfully finish their online courses, they are invited to take part in a one-week practical camp. Through IJC Academy more than 700 students were taught worldwide. We would like to present what our LMS can offer to sports education through the example of the IJF Academy.

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Session Chair: Leah Marie Tumlos-Castillo, De La Salle Santiago Zobel, Philippines

The Complexities of Train the Trainer in Adult Learning

Rob Gravestocks

Caught Red Handed, Australia

Member service organisations usually generate the bulk of their income via training of practitioners in the relevant industry.

Recruiting and training trainers in this sector can be complex but rewarding. Rob Gravestocks project managed this process for the Australasian branch of the International Association for Public Participation (IAP2) when the organisation overhauled its flagship training offering.

IAP2 needed a training program that was five days or less in duration, did not mesh in with national qualification frameworks and could be delivered by practitioners who had practical skills but were not necessarily trained trainers. This is a common set of challenges for member services organisations and Rob will outline an efficient and effective process for recruiting, training and selecting trainers who are best suited in an adult education environment. Part of the efficiency incorporates the use of technology in the form of online tools.

Rob Gravestocks is a teaching and learning professional with many years' experience in higher education, vocational education and member services organisations. He recently tutored and guest lectured at a post graduate level with the University of Sydney Business School. He also ran the training program for IAP2 Australasia and worked within the education team at the Australian Institute of Company Directors.

Engaging steps towards an Open Learning of Design – the case of India’s largest digital platform D’Source and its pedagogic accruals

Ravi Poovaiah B A

IIT Bombay, India

Ajanta Sen

Cosmic Labs, India

In new media technology’s increasing ability to create a participatory space for design lies the potentials for open design. This paper reports on how an ongoing endeavor has attempted exactly that through its project on ‘Creating Digital-Learning Environment for Design’ called D’source. That this also constitutes one of the largest public-funded endeavors of its kind both in scale and scope, entirely affirms the need to understand the underlying structure and dynamics of such experimentation if it is to provide the makings of future models for open design in public space. In any case, the need to study this comes from how this may especially benefit the developing world where resources for learning of design are often scarce and most initiatives tap into insipient knowledge. The question is: how can open design and access technologies facilitate this incipient but socially valuable ability?

D’source presents three initiatives – providing an open access free digital online content for design with focus on dissemination and outreach programs, a social networking environment for design, and creating a digital resource database on design which includes indigenous arts and crafts. The overall objective is the creation and development of new learning environments related to design that will provide greater access and acquisition of critical knowledge, skills, and abilities for advancing the country’s(India’s) growing creative industries. The focus of the Project has been on knowledge accumulation, storing and dissemination, and learning(education) across four sectors – the University, the Industry, the Government and the Informal/Unorganized sector. The major categories of the content are Courses, Resources, Case Studies and Tools. It is hoped that in the present and future, free access to this information will become the knowledge source for research, bring sensitivity and awareness among students to ‘Arts, Crafts, Culture and Environment’ and lead to further development in the field of design and its application.

Initiative one is the creation of digital online content for learning Design with distance e-Learning programs (for example disseminated through MOOC) on Design. The main

activities include documentation of design courses, design exercises, design explorations, problem solving activities, design process, and design projects. Through the very strong medium of visuals for knowledge dissemination, these courses employ a vivid mix of videos, images and precise content to engage and help learn subjects ranging from the very basic to the more advanced on various design related topics.

Initiative two is the creation of a Social Networking for Learning with Collaborative Learning Space for Design for Synchronous and Asynchronous Interaction. A collaborative space is being experimented for interaction with the teacher to students, students to students and teachers to other teachers.

Initiative three is the creation of Digital Design Resource Database including the craft sector that includes documentation of existing knowledge of design and crafts both in the formal as well as in the informal sector. The documentation is through video, photos, documentaries, interviews, case studies, sketches, digital mappings, etc. The benefits are twofold – access to country's traditional 'database' as a good starting point for reference, exploration and creativity, as well as documenting design traditions that might otherwise be lost forever.

These initiatives are based on the use of information and communications technology (ICT). The format of learning is based on a 'do it', 'experience it' and 'learn it' model (Dewey 1916, Kolb 1984). This is further based on the 5-stage Gilly Salmon's model of e-Learning (Access and Motivation, Online Socialization, Information Exchange, Knowledge Construction and Development) and the Four Quadrant Approach to Learning and Teaching by Gabi Witthaus (Basic Learning, Demonstrative Learning, Supplementary Learning, and Interactive Learning).

This initiative 'D'source' is being collaboratively developed by three design institutions - IDC at IIT Bombay, NID at Bangalore and DOD at IIT Guwahati, along with the support of other design-related institutions and organizations from India. D'source is funded by the Ministry of Human Resources, Government of India, as part of its National Mission in Education through Information and Communication Technology (NME-ICT).

It's in its fourth year of development with millions of users making use of the resources. The contents of this initiative are available on a webspace called D'source (<http://www.dsource.in>).

At present, India's education of design encompasses around a hundred design schools. This number is expected to grow exponentially in the next few years. It is estimated that India will have over a thousand schools by 2025. The D'source initiative is designed to nurture, grow and develop this emerging community. The outcome of this project is also meant to expose the fundamentals of design to the non-formal sector of society, which trains more than a million students yearly, in mastering mainly the design software applications, whereby, one increases their awareness and sensitivity to the practice of design.

This paper explores the pedagogic benefits accrued to the Project.

Modified Formal Online Student Debating: "What are the Learning Outcomes?"

Virginia Vandall-Walker

Athabasca University and Alberta Innovates, Canada

Caroline Park

Athabasca University, Canada

Kim Munich

Thompson Rivers University, Canada

Formal debating is a process for argumentation that has a long history of successful application in traditional face-to-face classroom settings to promote the development of skills associated with critical thinking and influencing others. In Athabasca University's Advanced Trends and Issues in Nursing, online, paced graduate course, we introduce students to logical fallacies and the debate process and encourage them to explore the evidence supporting the divergent positions on issues relevant to current nursing practice. A format for formal debating was developed, in which the aspect of "superior argument" is played down in favour of a less adversarial approach to engaging in the process. Modifications were made to adapt the usual process engaged in, to one that is amenable to asynchronous distance learning. The course has been taught since 2006, two to three times a year. The impression of those teaching the course was that online debating was an excellent teaching and learning experience. We turned to the literature to ascertain if others had investigated the learning outcomes using systematic approaches. A rigorous literature review revealed the paucity of research related to debating in general, both face-to-face and online.

In response to this identified gap in the knowledge about debating and none about the effects of formal online debating on student learning in graduate education, we applied for and received funding and ethical approval to embark on a qualitative descriptive study of students in one offering of this course. The resultant volunteer sample involved 23 the 48 students enrolled in the course during that semester, representing 3 sections of the course, each taught by a different professor. Data included student participants' online debate presentations and discussions as well as their assignments related to their perceptions about the debate process. Analysis revealed five categories of outcomes: 1) Risk Taking; 2) Defence of a Position; 3) Coverage of All Aspects; 4) Skill and Knowledge Transfer; and 5) Critical Thinking. Additionally, the factors students described as supportive for them in achieving each of these outcomes were identified. These findings attest to the compelling benefits of debating in online learning environments, when modified both to downplay the "superior argument" of traditional face-to-face-debating, and to meet the dictates of asynchronous online delivery.

COFFEE BREAK: 15:30 – 16:00

SESSION VI: 16:00 – 18:00

Room: Changi Room

Session Chair: Tibor Kozsla, GC Academy, Malta

Assessment Schemes in the Senior High School in the Philippine Basic Education

Tristan Piosang

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Carlo Magno

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The present report provides the different opportunities where assessment can be conducted in the Senior High School. The levels of assessment range from entry to end of cycle assessment and from classroom level to international level assessment. The levels of assessment are described in terms of best practices, purposes, how it translates into students learning, and

accountability from the classroom teacher to policy makers. The levels of assessment in the Senior High School described in this report include: (1) Placement of students in the senior high school tracks, (2) Classroom-based assessment, (3) Assessment of achieved competencies, (4) Participation in international benchmarking of competencies, (4) College readiness assessment, and (5) Career assessment.

Internet Shop Users: Computer Practices and its Relationship to E-learning Readiness

Jasper Vincent Alontaga

De La Salle University, Philippines

Access to computer technology is essential in developing 21st century skills. One venue that serves to bridge the gap in terms of access is internet shops. As such, it is important to examine the type of activities internet shop users engage in and how they develop and relate to their e-learning readiness. This study examined the profile, computer practices and e-learning readiness of seventy one (71) internet shop users. A researcher-made internet shop computer practice questionnaire and an e-learning readiness questionnaire adapted from Watkins, Leigh and Triner (2004) was utilized. Results revealed that most internet shop users are adolescents and also have access to technology at home. Computer practice of users in internet shops involve primarily browsing and communicating activities more than playing activities. Internet shop users also rated themselves as ready for e-learning, with females having significantly higher e-learning readiness than males. Browsing activities had positive correlation with communicating and playing activities. Playing activities had negative correlation with e-learning readiness. These results indicate the viability of internet shops as avenues for learning. It is recommended that teachers optimize this by engaging students in e-learning activities involving online research and collaboration, and referring students to online educational game-based resources.

The Effectiveness of Personalized Learning in Improving Student Performance in World History

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De La Salle Santiago Zobel, Philippines

John Kenny Benosa

De La Salle Santiago Zobel, Philippines

Lorenzo Ma. Velasco

De La Salle Santiago Zobel, Philippines

This study sought to determine the effectiveness of personalized learning through the use of transformational learning environments in improving student performance in Social Studies 8: World History. We found it essential to conduct an action research on how personalized learning can improve the academic performance of Grade 8 students in De La Salle Santiago Zobel School (DLSZ) through environments that are active, collaborative, constructive, authentic and goal-directed. Is this type of blended learning effective in improving student performance? In this study, we selected two sections in Grade 8: Section L (experimental group) and Section S (control group). Section L applied the Next Generation Blend, while Section S utilized the Personalize Mobile Learning Blend. Two different curriculum maps were designed for each sample. Likewise, two learning modules were written based on the said curriculum maps. Only one unit assessment matrix (UAM), however, was constructed for the two summative assessments in the study: (1) a written assessment to be answered, which covered the levels of knowledge, process and understanding, and; (2) a pamphlet to be created, which covered the level of product/performance. The scores of these summative assessments were the basis for the comparison of student learning. In preparing the students for the said assessments, the teacher of Section L allowed his class to choose their personalized formative assessments and thereafter tasked them to answer a feedback form in relation to such assessments. On the other hand, the teacher of Section S assigned his class to answer a given set of formative assessments. Data analysis was conducted thereafter based on the comparison of t-test results of all the summative assessments.

Course-view as an integrated web-based ESOL instruction and assessment in State Islamic University of Sultan Syarif Kasim Riau

Kalayo Hasibuan

Language Development Center of UIN Suska Riau, Indonesia

Dodi Settiawan

Language Development Center of UIN Suska Riau, Indonesia

Course-view is a learning management system (LMS) to facilitate lecturers to deliver instructions and lead students to accomplish assessment online. This paper is a work-in-progress report that describes several phases in instructional processes and assessment implemented for students of State Islamic University of Sultan Syarif Kasim Riau. This paper explores the practical ways in aligning instruction with assessment implemented through course-view that serves evidence of how well the students can learn what the lecturer intends them to learn.

END OF CONFERENCE

Virtual Presentation

Available on AETC.ear.com.sg on 10th November 2016

Provider Pluralism and the University: How Can Universities Respond to Challenges of Open Online Learning?

Katy McDevitt

The University of Adelaide, Australia

Introducing elements of open learning in the university can be a catalyst for targeted redesign of education services, which may include pragmatic and transitory ways to organise resources and people in service of open learning development, as a precursor to broader redevelopment of educational offerings which more fully integrate open elements. In a university that is seeking to overcome challenges associated with attracting non-traditional students across geographical boundaries, MOOC-making is a valuable activity alongside whole-of-institution approaches to organisation for learning. This paper explores emerging organisational forms for MOOC development, and examines the proposition that one contribution of MOOCs is that they provide impetus for the creation of new organisational forms which can contribute to building greater institutional capacity for agile education development. They may be seen as part of universities' preparations for a future in which students not only demand but expect fully flexible online learning, both within informal learning contexts and as a highly valued component of higher education. With this in mind, what organisational forms do universities need to initiate and sustain MOOC creation activities, and what interorganisational networks are emerging from the early years of the MOOC movement?

The Use of Screencast Videos as an Effective Educational Tool in Graduate Online Counseling courses in the United States

Laura Gaudet

Chadron State College, USA

Screencast videos can be used as an effective pedagogical tool in graduate online Counseling courses as they can be viewed by students for both initial learning and subsequent review (Northern Illinois University, spring, 2010). A screen cast is a video recording of the actions on an instructor's screen, with an accompanying audio file, while the instructor describes an assignment for students (EDUCAUSE Library, March 15, 2006).

During a screencast video, the instructor can highlight key content in an assignment, provide website tours and highlight professional links, rubrics and archived materials for students. Through the use of both print materials (assignment directions and grading rubrics) and audio/visual files (screen cast), the instructor can assist students as they create curricular

folders, case management practice files and/or human development psychological reviews in key graduate Counseling courses.

This presenter has used screencast videos in graduate Counseling courses to deepen the understanding of School Counseling and Clinical Mental Health Counseling students. Screen cast videos have assisted School Counseling students as they developed competency and indicators curriculum plans for elementary and secondary students in academic development, personal and social development and career development domains in the State of Nebraska. This presenter has found that the use of screen cast videos has deepened the understanding and awareness of graduate Counseling students in a Clinical Mental Health Counseling program as they engaged in two very diverse tasks: (1) For the Multicultural Counseling course, interviewed a person from a diverse cultural group and (2) created a culminating case management practice file for a Drug and Alcohol licensure course.

Following the use of screen cast videos in online graduate Counseling courses for one year, this presenter found the use of screen cast videos increased student's understanding of the assignment and grading rubric, decreased the number of confusing questions and requests for help by students to the instructor and dramatically increased by the quality, value and worth of student submissions as indicated by both the students and the instructor. The use of screencast videos in graduate online Counseling courses will be demonstrated in this presentation.