

Educational Communications and Technology Yearbook

Liping Deng

Will W. K. Ma

Cheuk Wai Rose Fong *Editors*

New Media for Educational Change

Selected Papers from HKAECT 2018
International Conference



Springer

Educational Communications and Technology Yearbook

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The Hong Kong Association for Educational Communications and Technology (HKAECT) was established in 1989. Its first conference was organized in 1990, addressing “The Role of Educational Communications and Technology in Year 2000,” with speakers coming from the United States, China, and Taiwan to discuss the outlook on educational communication 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 education to discourse about the shaping and changing issues on education, communication, and technology. This Yearbook series collect presentations from the annual international conferences held by the HKAECT. Chapters would come from the annual global call for submission, and be selected based on blind review from international review board. Subject areas include but not limited to communication, new media, news media, broadcast journalism, democracy and the media, entertainment and education, learning analytics, AI in education, game-based learning, ubiquitous learning, MOOCs, open education, instructional design, social context and learning environment, social media, risk and ethics in new media, etc.

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Cheuk Wai Rose Fong
Editors

New Media for Educational Change

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International Conference

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Preface

The HKAECT 2018 International Conference on the theme of “New Media for Educational Change: Effect on Learning and Reflection on Practice” is co-organized by the Hong Kong Association for Educational, Communications and Technology (HKAECT) and the Department of Education Studies, Hong Kong Baptist University. The conference is to be held at Hong Kong Baptist University from 25 to 27 July, 2018.

The new digital and web-based technologies, coupled with ubiquitous mobile access, have provided us with whatever information we want, whenever and wherever we want it. In spite of the fact that the world has become increasingly connected and interactive, some scholars contend that new technologies have not brought about transformative changes in the educational arena. Furthermore, the always-on lifestyle has given rise to some concerns over its negative impact on young people’s cognitive development, attention, and learning. The HKAECT 2018 International Conference seeks to encourage the sharing of the experience and reflection on the theme of new media for educational change. It encourages scholarly discussion that looks beyond what new media can afford for teaching and learning and ponder over the actual effects of these media on communication and learning. In particular, we welcome the sharing of good practice and lessons learned of applying new media in a wide range of fields and critical reflection on the concerns and issues associated with emergent technologies.

The Conference has called for paper submissions from a number of areas concerning education and communication including (1) communication and new media in everyday life, (2) learning analytics and AI in education, (3) game-based learning and ubiquitous learning, (4) MOOC and open education, (5) design and application, (6) social context and learning environment, (7) social media in education, and (8) risk and ethics in using new media.

In this edited volume of conference proceedings, selected high-quality manuscripts are broadly categorized into three main themes, including Learning Attitude, Behavior, and Analysis; Learning Management Systems, Mobile Learning, and MOOCs; and Communication and New Media in Everyday Life.

It is our great honor to invite Professor Robert Branch, a Professor of Learning, Design, and Technology at the University of Georgia, as the keynote speaker of the Conference. Professor Branch is also the Head of the Department of Career and Information Studies and Past President of the Association for Educational Communications and Technology (AECT).

On behalf of the Conference Organizing Committee, we take this opportunity to express our heartfelt appreciations to all chapter contributors and reviewers. This book will not be possible without their hard work and support. We hope this proceeding will stimulate and promote fruitful exchanges among academicians, practitioners, and professionals.

We would like to extend the gratitude to our affiliated organization, partnering institutes and organizations for their incessant support and sponsorship. First and foremost, we sincerely treasure the close connection with AECT and their support over the years. Additionally, the Conference has several sponsors including Department of Education Studies of Hong Kong Baptist University, Centre for Information Technology in Education (CITE) of the University of Hong Kong, Centre for Learning, Teaching and Technology of the Education University of Hong Kong, and last but not least, the Hong Kong Pei Hua Education Foundation.

Hong Kong, China
July 2018

Liping Deng
Will W. K. Ma
Cheuk Wai Rose Fong

HKAECT

The Hong Kong Association for Educational Communications and Technology (HKAECT; <http://www.hkaect.org/>) was established in 1989. Its first conference was organized in 1990, addressing “The Role of Educational Communications 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 communication and educational fields to discourse about the shaping and changing issues on education, communications, and technology.

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Part I
Introduction

New Media for Educational Change



Robert Maribe Branch

Abstract Educational technologists should be regarded as change agents. New media should be regarded as digital tools that can be used for innovation. The contention here is that experiential learning offers an effective way for new media to affect change and can be accomplished through an experiential learning framework. A five-component strategy for organizing new media based on an experiential learning framework is presented here and includes technology-supported student activities that are active, interactive, situated, authentic, and case-based. Thus, the use of digital tools is used to increase the fidelity between the activities that occur inside the classroom and the actual performances that will be expected of students once they leave the classroom. The new media classroom will remain a common forum and will continue to be a meeting place, but the reconceptualized classroom will include a broader array of contexts. New media for educational change will likely focus on effective instructional design and development strategies.

Keywords Educational technology · Experiential learning · New media · Learning space

Educational technologists 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

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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. According to a mediagraphy conducted by Tsheng (2018), the following are the current worldwide trends in educational technology:

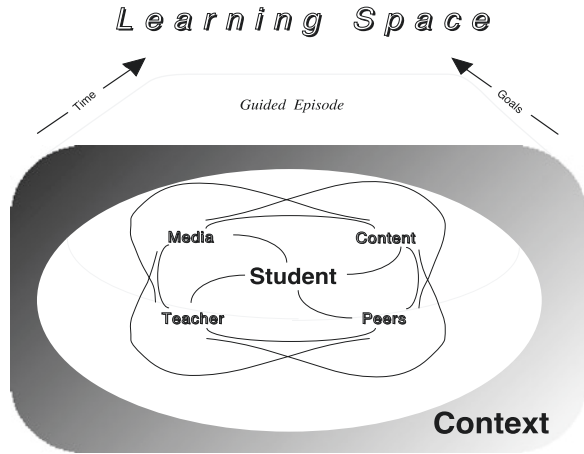
1. Artificial intelligence, robotics, and electronic performance support systems
2. Computer-assisted instruction
3. Distance education
4. Educational research
5. Educational technology
6. Information science and technology
7. Instructional design and development
8. Learning sciences
9. Libraries and media centers
10. Media technologies
11. Professional development
12. Simulation, gaming, and virtual reality
13. Special education and disabilities
14. Telecommunications and networking

The contention here is that experiential learning offers an effective way for new media to affect change. Experiential learning is often denoted as involving or based on experience and observation, such as the experiential learning associated with employment. However, experiential learning, within the context of educational technology, can be regarded as the use of digital tools to increase the fidelity between the activities that occur inside the classroom and the actual performances that will be expected of students once they leave the classroom. The purpose here is to introduce a five-component strategy for organizing new media based on an experiential learning framework.

The problem is that classroom activities are often decontextualized and incongruent with life's realities. The solution is a technology-supported experiential learning environment. New media can be used to frame an experiential learning environment that promotes immediate learning transfer as well as long-term learning transfer. Further, new media for educational change should be performance-oriented and student-centered. The classroom needs to be reconceptualized as a contextualized learning space.

The new media classroom will remain a common forum and will continue to be a meeting place, but the reconceptualized classroom will include a broader array of contexts. Such a learning space will include the student, content, media, teacher,

Fig. 1 Learning space paradigm



peers, context, time, and goals. It will be important to identify the knowledge and skills being brought to the learning space by the student, the content knowledge already known by the student, and expectations of the student within the experiential learning environment. It will be important to identify the type of content knowledge that is to be learned, the type of skill or knowledge that will be constructed by the student, and any particular pedagogy commonly associated with the content knowledge. It will be important to anticipate the number of students who will compose a particular community of learners, the knowledge assets available within a community of learners, and the skill assets available within a community of learners. It will be important to identify the tools needed to teach the content, the tools needed to learn the content, and the tools needed to apply the new skills and knowledge. The teacher will have an extremely important role in an experiential learning framework that is supported by educational technology, especially regarding the expertise, knowledge, and skills possessed by the teacher and the teacher's ability to know times that are appropriate for the teacher to become the student. The learning goals and performance objectives should reflect the expectations of the student after he or she leaves the classroom. New media for educational change can increase the potential to maximize learning by allotting variations of time on tasks according to individual student needs. New digital and web-based technologies, coupled with ubiquitous mobile access, permit opportunities for both synchronous learning events and asynchronous learning events. The context is probably the most important factor of the new media classroom because of the technological resources required to support the learning space as well as the physical infrastructure required to support learning space. Thus, a paradigm for learning space is presented in Fig. 1.

The contention here is that new media for educational change can be accomplished through an experiential learning framework. The five-component strategy for organizing new media based on an experiential learning framework includes technology-supported student activities that are active, interactive, situated, authentic, and case-based.

1 Active Learning Strategies

Active learning strategies avoid passive techniques and promote mentally and physically stimulating activities. For example, it is important to share the professional experiences by means of meetings and conferences on subjects of general interest in educational communications and technology.

2 Interactive Learning Strategies

Interactive learning strategies avoid individualism and promote activities that require communication between the student, content, peers, students, and new media. The new digital and web-based technologies, coupled with ubiquitous mobile access, have made affordances heretofore unavailable. However, in spite of the fact that the world has become increasingly connected and interactive, there remain questions as to whether new media has instigated transformative changes in education.

3 Situated Learning Strategies

Situated learning strategies avoid activities that are unreal and unlikely to occur outside the classroom and promote activities that simulate reality and stimulate metacognition. Thus, a clarion call for research to study theories and practices that promote the construction of knowledge and skills. I believe educational technologists can provide such theory and practice through their expertise with instructional design and curriculum development.

4 Authentic Learning Strategies

Authentic learning strategies avoid low fidelity tasks and promote tasks that result in the development of genuine artifacts that are immediately usable and resemble the reality outside the classroom. Educational technologists are at the forefront of preparing students for jobs that do not exist today. This is particularly true for the areas related to instructional design and development in nonacademic settings, such as business, government agencies, and not-for-profit organizations. Rojewski and Hill's (2017) framework for twenty-first-century work preparation was developed to guide researchers and practitioners in developing training programs that continue to meet the needs of a highly complex, globalized, technology-enhanced workplace (Fig. 2).

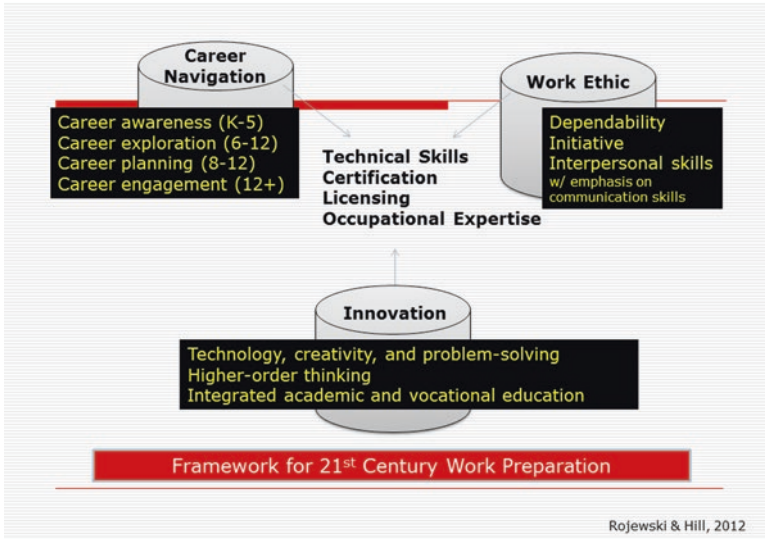


Fig. 2 Framework for twenty-first-century work preparation

5 Cased-Based Learning Strategies

Case-based learning strategies avoid classroom activities with unrelated tasks and promote tasks that provide opportunities for students to see correct sample cases, practice with incomplete cases, and apply action cases based on their own personal experiences. Instructional technology professionals interested in educational change should promote the ongoing efforts of students to find meaning and success in school and life.

6 Experiential Learning Lesson

An experiential learning lesson supported by new media and educational technology could be framed like the example presented in Fig. 3. The lesson plan format presented in Fig. 2 is adapted from Gagné, Wager, Golas, and Keller (2005).

7 Conclusion

New media for educational change will need to continue to focus on instructional design and development. Educational technologists around the world will need to conduct scholarly research and publish in top-tier refereed journals based on an innovative research program in the area of new media and human performance

Experiential Learning Lesson	
Gain Attention	Actual instance from performance space
Clarify Expectations	Explain what the student has to accomplish
Review	Students share existing knowledge and skills
Present the Content	Concept, theory and application
Guided Practice	<i>Sample</i> case
Independent Practice	<i>Practice</i> case
Share New Knowledge	Community assessment and feedback
Implementation	Generate plan to use new knowledge and skills
Closure	<i>Action</i> case

Fig. 3 An example of an experiential learning lesson plan that can have each event supported by new media and other educational technologies

improvement. We will need to foster collaborative efforts with faculty across both AECT and HKAECT on STEM-related projects. This volume seeks to encourage the sharing of the experience and reflection on the theme of new media for educational change. It encourages scholarly discussion that looks beyond what new media can afford for teaching and learning and ponders over the actual effects of these media on communication and learning. The topics of interest, such as learning analytics, game-based learning, ubiquitous learning, MOOCs, and open education, and the role of social media in education are featured herein. We hope you benefit from our sharing of good practice and lessons learned from applying new media in a wide range of fields and critical reflection on the concerns and issues associated with emergent technologies. Thus, this is an introduction to new media for educational change, its effect on learning, and reflection on practice.

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Part II
Learning Attitude, Behavior, and Analysis

Action Learning, Value Clarification, Conventional Lecture Method, and Secondary School Students' Attitude to Information and Communication Technology Concepts in Social Studies in Rural Learning Ecologies



Emmanuel O. Adu, Olugbenga A. Ige, and Kemi O. Adu

Abstract This study determined the effectiveness of action learning and value clarification instructional strategies as well as conventional lecture method on students' attitude to information and communication technology concepts in social studies in rural schools. It also determined the confounding effects of variables such as academic ability and gender on secondary school students' attitude to ICT concepts in social studies. Deploying a randomized pretest-posttest quasi-experimental paradigm using intact classes, 24 students were exposed to action learning instructional strategy, and 29 students benefited from the value clarification instructional strategy, while 93 were in the control group. The results show the rare benefits of using conventional lecture method over science-based instructional strategies to teach ICT concepts in social studies in rural learning ecologies. Further research is proposed to evaluate the sustainability of the observed effects in rural schools.

Keywords Action learning instructional strategy · Value clarification instructional strategy · Conventional lecture method · Information and communication technology concepts · Social studies · Rural learning ecologies

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1 Introduction

The information and communication technology concepts that emanated from the computer revolution have been thought to be the preserve of computer scientists. However, the realities of the Information Age have necessitated the infusion of information and communication technology (ICT) concepts in the curricula of most subjects in Nigeria. Students are given the opportunity to learn about the relevance of information and communication concepts in social studies classrooms as well as have good theoretical realities of the twenty-first-century agent of socialization that powered the fourth revolution in education (see Amosun, Ige, & Choo, 2015; Ige, 2013; Ige & Hlalele, 2017; Van Doorn & Van Doorn, 2014) called ‘the Internet’ which was formerly the preserve of computer science education teachers. This transdisciplinary infusion of concepts has aided the computer literacy and competency dispositions of students and provided the foundation on which different states in Nigeria founded their digital education initiatives (see pulse.ng/local/oponimo-students-praise-osun-govt-as-distribution-of-tablets-continue-id6216638.html). Unfortunately, many teachers in the social science disciplines are at crossroads on the appropriate strategy to adopt in teaching ICT concepts consequent on its transdisciplinary nature. This indecision has led several teachers to adopt science-based teaching strategies which have led to a decline in the attitude of students to ICT concepts in social studies. It is consequent on the foregoing that this quasi-experimental study evaluated the effects of action learning and value clarification instructional strategies, as well as conventional lecture method on students’ attitude to ICT concepts in secondary social studies.

1.1 Action Learning

Action learning is an experiential pedagogical MO that has risen in acceptance in the last 40 years consequent on research outcomes that it is more effectual than traditional teaching approaches (Leonard & Lang, 2010; Scott, 2017). Scholars elaborated that action learning connotes different things across disciplinary boundaries, which ranged from experiential learning to a philosophy of learning (Coughlan & Coughlan, 2015). However, O’Neil and Marsick (2007) clarified that two vital elements are at the heart of action learning; these are real school problems they encountered and progress made. Coughlan and Coughlan (2015) succinctly affirmed that beyond the two vital elements at the heart of action learning emphasized by these scholars is an important factor stated as ‘distinction between different kinds of issue’. It should be known that these issues might be social, political, economic, or even pedagogical. Zuber-Skerritt (2001) declared that action learning is underpinned by fundamentals of action research where patterns of planning, observing, acting, and reflecting are employed to conceptualize a problem and produce solutions. This notion was buttressed by Coughlan and Coughlan (2015) who indicated