# International Conference on Blended Learning 2016

*and*

# International Symposium on Educational Technology 2016

# CONFERENCE PROGRAMME

19 to 21 July 2016

BEIJING · CHINA

# INTERNATIONAL CONFERENCE ON BLENDED LEARNING 2016

**Organizers :**

北京大学
PEKING UNIVERSITY

香港城市大學
City University of Hong Kong

**Co-organizers :**

香港多媒體及影像計算學會
Hong Kong Society for Multimedia and Image Computing

明愛專上學院
Caritas Institute of Higher Education

**Sponsor :**

香港培華教育基金會
Hong Kong Pei Hua Education Foundation

# INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2016

**Organizers :**

北京大学
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Hong Kong Society for Multimedia and Image Computing

明愛專上學院
Caritas Institute of Higher Education

**Technical Sponsor :**

IEEE
Hong Kong Section 香港分會

**INTERNATIONAL CONFERENCE ON BLENDED LEARNING 2016**

**ABOUT THE CONFERENCE**

The International Conference on Blended Learning (ICBL) is an annual international conference with the main focus on blended learning – an integration of the traditional learning with innovative means, such as e-learning and open online learning, in order to create a new learning environment to enhance learning effectiveness and enrich learning experience. The purpose is to bring together researchers and developers from education and computer science to advance the research of blended learning.

ICBL is the continuation of the International Conference on Hybrid Learning (ICHL) series which started in 2008. Following the success of ICHL 2015, the ICHL 2015 Conference Chair and Programme Chair together with some other Organizing Committee members decided to continue the Conference with a new name ICBL, starting from 2016. This new name ICBL would better reflect the latest practice in the field, as it has become an established trend to integrate (not only to combine) the traditional learning with e-learning and other innovative means of learning (such as open education resources and social media) to create a blended learning environment to enhance learning effectiveness and enrich learning experience.

Commencing in 2008, ICBL together with its predecessors ICHL had attracted hundreds of delegates from many countries, including China, Hong Kong, Macau, Taiwan, Malaysia, Singapore, Thailand, Japan, Australia, Czech Republic, France, Germany, UK, Canada, and USA. All the conference proceedings have been published by Springer under its Lecture Notes in Computer Science (LNCS) series. Previous conferences are highlighted below.

| Conference | Venue | Date | Publication |
|---|---|---|---|
| 1st ICHL 2008 | City University of Hong Kong | 13-15 August 2008 | LNCS vol. 5169 |
| 2nd ICHL 2009 | University of Macau | 25-27 August 2009 | LNCS vol. 5685 |
| 3rd ICHL 2010 | Beijing Normal University | 16-18 August 2010 | LNCS vol. 6248 |
| 4th ICHL 2011 | SPACE, University of Hong Kong | 10-12 August 2011 | LNCS vol. 6837 |
| 5th ICHL 2012 | South China Normal University | 13-15 August 2012 | LNCS vol. 7411 |
| 6th ICHL 2013 | University of Toronto | 12-14 August 2013 | LNCS vol. 8038 |
| 7th ICHL 2014 | East China Normal University | 8-10 August 2014 | LNCS vol. 8595 |
| 8th ICHL 2015 | Central China Normal University | 27-29 July 2015 | LNCS vol. 9167 |

# INTERNATIONAL SYMPOSIUM ON EDUCATIONAL TECHNOLOGY 2016

## ABOUT THE SYMPOSIUM

The International Symposium on Educational Technology (ISET) is an annual international conference with the main focus on the educational technology. The purpose is to bring together researchers and developers from education and computer science to advance the research and application of information and communication technology in education.

The Symposium series started in 2015. The 1st International Symposium on Educational Technology (ISET 2015) was held on 27-29 July 2015 at the Central China Normal University, Wuhan, China. The Symposium Proceedings was published by IEEE CS CPS and indexed in the IEEE Xplore, IEEE Computer Society Digital Library and Engineering Index (EI).

# CONFERENCE VENUE

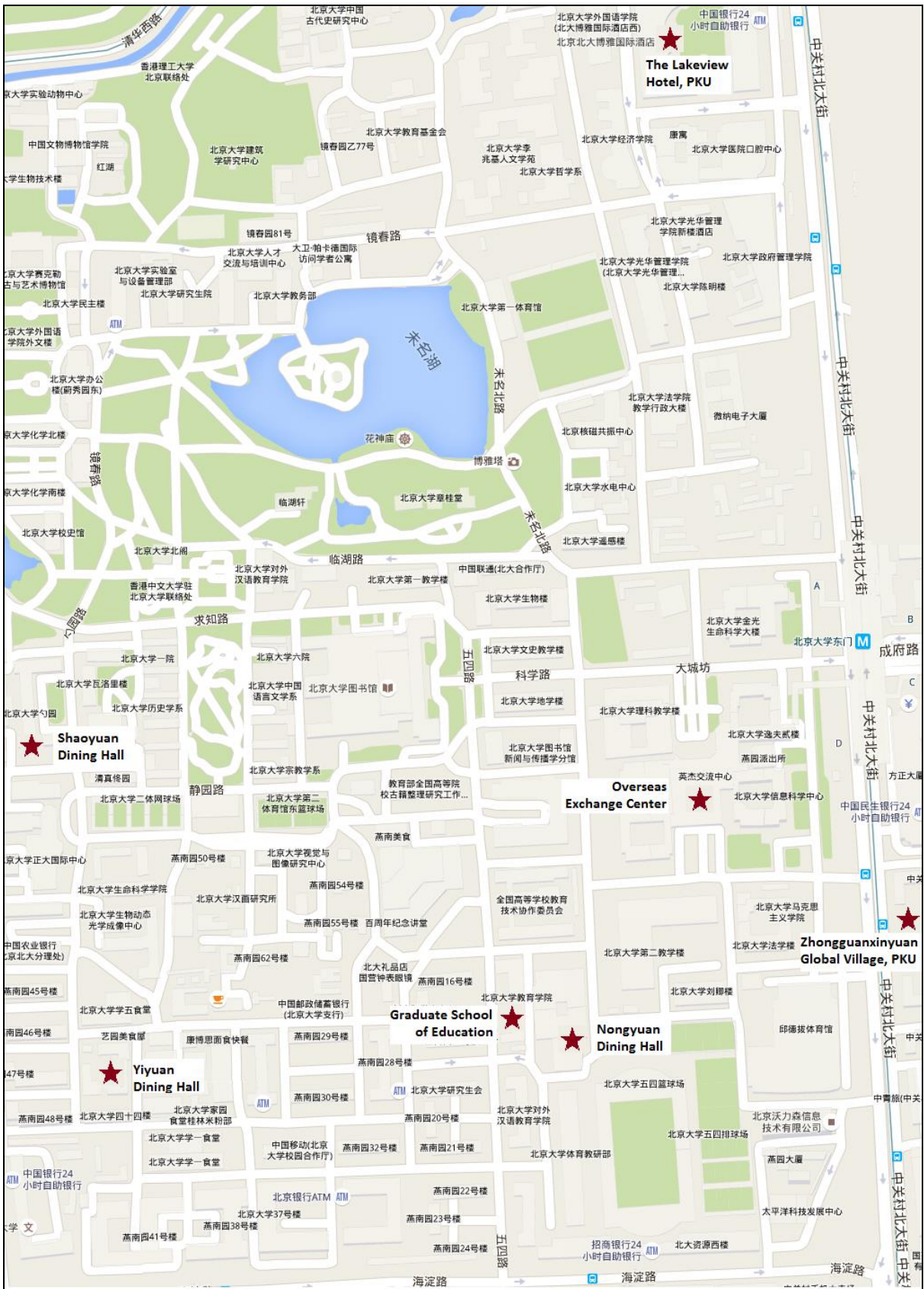## Peking University

Haidian District, Beijing, China

北京大学

北京市海淀区颐和园路 5 号

**Registration[1]**      Graduate School of Education 教育学院 (18, 20 and 21 July 2016)

Overseas Exchange Center 英杰交流中心 (19 July 2016)

**Conference**      Overseas Exchange Center 英杰交流中心 (19 July 2016)

Graduate School of Education 教育学院 (20 and 21 July 2016)

**Lunch[2]**      Nongyuan Dining Hall 农园 (19, 20 and 21 July 2016) or

Yiyuan Dining Hall 艺园 (19, 20 and 21 July 2016)

**Dinner[2]**      Nongyuan Dining Hall 农园 (19 July 2016)

**Banquet**      Shaoyuan Dining Hall 勺园 (20 July 2016)

**Accommodation**      Zhongguanxinyuan Global Village, PKU 北大中关新园 or

The Lakeview Hotel, PKU 北大博雅国际酒店

## Notes

1.      Registration counter will open on 18 July 2016 (from 15:00 to 18:00), 19 July 2016 (from 08:30 to 09:30), 20 July 2016 (from 08:30 to 09:00), and 21 July 2016 (from 08:30 to 09:00).

2.      A stored-value card will be given to each conference participant for lunches on 19, 20 and 21 July 2016 and dinner on 19 July 2016.

# Peking University Campus Map

**From Beijing Capital International Airport to Peking University**

➢ Take a shuttle-bus to get off at Zhongguancun Stop, and take a taxi from Zhonguancun Stop to Peking University (Southeast Gate or South Gate). Taxi fare is around RMB 40.

➢ Alternatively, take a taxi to Peking University (Southeast Gate or South Gate) directly. Taxi fare is around RMB 100.


**From Beijing Railway Station to Peking University**

➢ Take Subway Line 2 to Xizhimen Station, and then change to Subway Line 4 to PKU East Gate Station. Walk 50 meters from Exit C of PKU East Gate Station.

➢ Alternatively, take a taxi to Peking University (Southeast Gate or South Gate) directly. Taxi fare is around RMB 60.


**From Beijing West Railway Station to Peking University**

➢ Take Subway Line 9 to National Library Station, and then change to Subway Line 4 to PKU East Gate Station; Walk 50 meters from Exit C of PKU East Gate Station.

➢ Alternatively, take a taxi to Peking University (Southeast Gate or South Gate) directly. Taxi fare is around RMB 60.


**From Beijing South Railway Station to Peking University**

➢ Walk to Xizhimen Station, and then take Subway Line 4 to PKU East Gate Station. Walk 50 meters from Exit C of PKU East Gate Station.

➢ Alternatively, take a taxi to Peking University (Southeast Gate or South Gate) directly. Taxi fare is around RMB 60.


**From Beijing North Railway Station to Peking University**

➢ Take Subway Line 4 to PKU East Gate Station. Walk 50 meters from Exit C of PKU East Gate Station.

➢ Alternatively, take a taxi to Peking University (Southeast Gate or South Gate) directly. Taxi fare is around RMB 60.

# CONFERENCE PROGRAMME

**18 July 2016**                                                    *Graduate School of Education*

Registration from 15:00 to 18:00

**19 July 2016**                                                    *Overseas Exchange Center*

| | |
|---|---|
| 08:30 – 09:30 | Registration |
| 09:30 – 09:40 | Opening Remarks |
| 09:40 – 10:30 | <u>Keynote Session 1</u><br>**Practice and Prospect Analysis of Blended Learning<br>in Primary and Middle schools in China**<br>*Zhuzhu Wang*<br>*National Centre for Educational Technology, Ministry of Education, Beijing, China*<br>(introduced by Jiyou Jia) |
| 10:30 – 11:00 | Coffee Break |
| 11:00 – 11:50 | <u>Keynote Session 2</u><br>**Collaborative Teaching Approaches: Extending Current Blended Learning Models**<br>*Harrison Hao Yang*<br>*State University of New York at Oswego, United States*<br>(introduced by Rong Miao) |
| 11:50 – 12:00 | Group Photo |
| 12:00 – 14:00 | Lunch Break |
| 14:00 – 14:50 | <u>Keynote Session 3</u><br>**Open Education: A New Education Service Model for lifelong Learning**<br>*Li Chen*<br>*Beijing Normal University, Beijing, China*<br>(introduced by Fu Lee Wang) |
| 14:50 – 15:40 | <u>Keynote Session 4</u><br>**Enhancing the Blended Learning Experience through Crowdsourcing :<br>Applications to Management Education**<br>*Owen P. Hall Jr.*<br>*Pepperdine University, California, United States*<br>(introduced by Simon K.S. Cheung) |
| 15:40 – 16:10 | Coffee Break |
| 16:10 – 17:00 | <u>Keynote Session 5</u><br>**Virtual Reality enabled Training for Social Adaptation in Inclusive<br>Education Settings for School-Aged Children with Autism Spectrum Disorder**<br>*Horace H.S. Ip*<br>*City University of Hong Kong, Hong Kong, China*<br>(introduced by Lam for Kwok) |

| 08:30 – 09:00 | Registration | |
|---|---|---|
| 09:00 – 10:00 | <u>ICBL 2016 Paper Session</u><br>**Content Development**<br>Chair : Guodong Zhao<br>*Room 112, Graduate School of Education* | <u>ICBL 2016 Paper Session</u><br>**Experience in Blended Learning**<br>Chair : Aihua Wang<br>*Room 103, Graduate School of Education* |
| 10:00 – 10:30 | Coffee Break | |
| 10:30 – 12:00 | <u>ICBL 2016 Paper Session</u><br>**Open and Flexible Learning**<br>Chair : Simon K.S. Cheung<br>*Room 112, Graduate School of Education* | <u>ISET 2016 Paper Session</u><br>**Learning Platform and Environment**<br>Chair : Yan Keung Hui<br>*Room 103, Graduate School of Education* |
| 12:00 – 14:00 | Lunch Break | |
| 14:00 – 15:30 | <u>ICBL 2016 Paper Session</u><br>**Assessment and Evaluation**<br>Chair : Youre Xie<br>*Room 112, Graduate School of Education* | <u>ISET 2016 Paper Session</u><br>**Virtual Classroom**<br>Chair : Lap-Kei Lee<br>*Room 103, Graduate School of Education* |
| 15:30 – 16:00 | Coffee Break | |
| 16:00 – 17:30 | <u>ICBL 2016 Paper Session</u><br>**Pedagogical and Psychological Issues**<br>Chair : Will Wai-Kit Ma<br>*Room 112, Graduate School of Education* | <u>ISET 2016 Paper Session</u><br>**Online and Flexible Learning**<br>Chair : Oliver Au<br>*Room 103, Graduate School of Education* |
| 18:00 – 20:00 | Conference Banquet | |

**21 July 2016**                                                                              *Graduate School of Education*

| 08:30 – 09:00 | Registration | |
|---|---|---|
| 09:00 – 10:30 | <u>ICBL 2016 Paper Session</u><br>**Strategies and Solutions**<br>Chair : Fu Lee Wang<br>*Room 112, Graduate School of Education* | <u>ISET 2016 Paper Session</u><br>**Social Media for Teaching and Learning**<br>Chair : Kwan Keung Ng<br>*Room 103, Graduate School of Education* |
| 10:30 – 11:00 | Coffee Break | |
| 11:00 – 12:15 | <u>ICBL 2016 Paper Session</u><br>**Collaborative and Interactive Learning**<br>Chair : Wenge Guo<br>*Room 112, Graduate School of Education* | <u>ISET 2016 Paper Session</u><br>**Strategies and Practices**<br>Chair : Ivan Ka Wai Lai<br>*Room 103, Graduate School of Education* |
| 12:15 – 12:30 | Closing Remarks<br>*Room 112, Graduate School of Education* | |
| 12:30 – 14:00 | Lunch Break | |

# KEYNOTE SESSION 1



**Practice and Prospect Analysis of Blended Learning in Primary and Middle Schools in China**

Zhuzhu Wang
National Center for Educational Technology
Ministry of Education, Beijing, P.R.China

**Biography.** Professor Wang Zhuzhu, while leading the National Center for Educational Technology and the National Resource Center for Basic Education for the Ministry of Education (MoE), is also an adjunt professor of East China Normal University and Peking University. Her research interests fall in areas of ICT in basic education and distance education in China. She has led many national and MoE key projects, organized or participated in the planning and implementation of national major projects in distance education and ICT in education, published numerous research papers and the book Theory and Practice of Project Management in Distance Education, introducing project management theories into distance education for the first time in China.

**Abstract.** This paper describes the background of blended learning in primary and middle schools in China, discusses the meaning of blended learning, differentiates blended learning from hybrid learning, and points out that only combinations of technology, content and way of learning characterized as high output through instructional design could stand out in practice. This paper summarizes and analyzes the three modes of blended learning reaching maturity in primary and middle schools in China through the viewpoint of how digital media and internet technology interact with teaching and learning processes, and through further analyses of the relations among teachers, students and learning contents, this paper explains the difference between the major responsibilities of the teacher and the student in blended learning and that in face-to-face instruction. The author holds that blended learning requires more support from educational environment and resources than that of face to face instruction; thus, knowledge, experience and professional capability of the teacher need to be further improved. These are the foundation of the development of blended learning in practice. With the plan and advancement of the Chinese government, blended learning in primary and middle school will be the new normal transform to hybrid learning step by step.

# KEYNOTE SESSION 2

**Collaborative Teaching Approaches: Extending Current Blended Learning Models**

Harrison Hao Yang
State University of New York at Oswego
U.S.A.

**Biography.** Professor Yang received his Doctor of Education from Florida International University. In addition to his appointment at State University of New York at Oswego, he is also the Dean of the School of Educational Information Technology at Central China Normal University, Wuhan, China. Dr. Yang's research specialties include assessment and e-folios, distance/flexible education, information literacy, information technology diffusion/integration, learning theories, issues and trends on vocational-technical education, and Web/learning communities. Dr. Yang is the recipient of the SUNY Oswego President Award of Teaching Excellence (2006).

**Abstract.** This study reviewed Horn and Staker's framework of blended learning and addressed the need for categorizing recently initiated collaborative teaching approaches to blended learning. Due to the rapid pace of technological development, this study proposed an expansion of the currently accepted blended learning model to include three newly emerged joint teaching models: (1) on-site leadership, (2) off-site leadership, and (3) co-teaching. Through a series of case study analyses, best practices and strategic opportunities for each new model were discussed.

**Open Education: A New Education Service Model for Lifelong Learning**

Li Chen
Beijing Normal University
Beijing, China

**Biography.** Professor Li Chen is a PhD supervisor. She is a vice president of Beijing Normal University and the executive director of Beijing Institute for The Learning City at Beijing Normal University. She is the president of Society of International Chinese in Educational Technology (SICET) and the president of China Association for ICT in Education for K12. She is the leader of master program and PhD program of Distance Education in Beijing Normal University. She is in charge of the course The Foundation of Distance Education for undergraduate student in educational technology. Her research is mainly focusing on interaction principle in distance education and policy research in lifelong learning. She is deeply engaged in policy consulting in distance education and lifelong learning. She has authored and published more than 10 books and 100 papers.

**Abstract.** As we are stepping into Knowledge Economy Society, Lifelong learning needs individualized, flexible and qualified education. However schools usually only supply courses in class, not to each student individually. Although school teachers try to pay attention to every student, it is quite common that some students drop out because they are ignored by teachers. It seems students can't get individualized education in the traditional school system. More and more adult potential learners can't leave from the job to take face to face learning course. Traditional schools can't supply flexibility of time and place for learning. Adult learners prefer to online programs. It results in the fast development of distance education. As for the learning content, lifelong learners prefer to the knowledge which can solve the problems, instead of general principle. However information and knowledge updates too fast. The school teachers are far from practice. It is very difficult for them to supply enough problem-solving knowledge to practitioners. It is obvious that school system is not suitable for information and knowledge Society. We have to rebuild education system to fit in the requirements of lifelong learning.

In the past five years, with the development of Internet technology, more and more new service models are emerging in the e-business and other social service systems, such as Taobao, Uber. Those innovative service models show that Internet technology can bridge all kinds of supplier to receivers. The power of Internet users, can meet all different kinds of needs of customers. It is the new service models, instead of the Internet Technology, that has rebuilt service system. In the same way, maybe we can design new education system.

In this speech, the keynote speaker is going to review the past five year and issue every innovation on service model for education, such, MOOCs, Kehan and Flipper Classroom etc. The speaker will analyze their creative meaning one by one. Then she is going to show her design and prediction on a new education model for lifelong learning with the ICT. She is going to picture the functions, features and structure of the new education model. She will also explain the basement of the new education model: Open Education. She will take China as example, to show how fast ICT is changing education towards more and more open. She wants to explain how we can build step by step the new education system, which is suitable for lifelong learning.

The keynote speaker expects her speech can call for all colleagues to pay more attention on the potential of new technology for new education services, and to build innovation policy system to support and enhance more and more new education service model, instead of refusing the difference from tradition. It is just the time to rethink and rebuild the education system towards open & open.

# KEYNOTE SESSION 4

**Enhancing the Blended Learning Experience through Crowdsourcing: Applications to Management Education**

Owen P. Hall Jr.
Pepperdine University
Malibu, California, U.S.A.

**Biography.** Professor Hall received his PhD from the University of Southern California. He holds the Julian Virtue Professorship and has more than 35 years of academic and industry experience in computer decision systems and technological forecasting. He has authored numerous technical papers and several books on computer-based management decision systems. The founder of a high-technology sensor company, Dr. Hall has also served on several government panels and corporate boards. Honored as a Harriet and Charles Luckman Distinguished Teaching Fellow, he has been involved in developing the Graziadio School's entrepreneurial and e-learning programs. Dr. Hall's current area of research includes the application of artificial intelligent tutors and integrated blended learning to management education. Dr. Hall is a registered professional engineer, State of California and is a member of the Beta Gamma Sigma Honor Society. He is the former Editor-in-Chief of the Graziadio Business Report. Dr. Hall was also honored with the Howard A. White and Sloan Teaching Excellence Awards.

**Abstract.** The world of blended learning is now becoming the new norm throughout the management education universe.  Under growing pressure from a variety of stakeholders, business educators are increasingly turning to the blended learning model as a vehicle to provide world-class education. The approach being adopted in many programs is to engage faculty and students in a virtual crowdsourcing learning experience via the blended learning model. Crowdsourcing as applied to business education is the process of connecting students and faculty with a broad-based group of both internal and external resources for the general purpose of problem solving, developing new skill sets, and measuring results. The purpose of this article is to identify the growing opportunities for crowdsourcing in management education and to highlight specific implementation strategies for helping facilitate this revolutionary learning process throughout the community of practice.

**Virtual Reality enabled Training for Social Adaptation in Inclusive Education Settings for School-Aged Children with Autism Spectrum Disorder**

Horace H.S. Ip
City University of Hong Kong
Hong Kong, China

**Biography.** Professor Ip is the Vice-President in Student Affairs and a Chair Professor of Computer Science at City University of Hong Kong. He has a BSc in Applied Physics and PhD in Image Processing from University College, London, United Kingdom. His research interests include multimedia content analysis and retrieval, and virtual reality for education. Professor Ip's research has won many awards including Prix Ars Electronica, and a Gold Medal of the Geneva Salon International Des Inventions. He has published over 300 papers in international journals and conference proceedings. Professor Ip is a Fellow of the Hong Kong Institution of Engineers (HKIE), a Fellow of the UK Institution of Engineering and Technology (IET), a Fellow of the British Computer Society (BCS) and a Fellow of the International Association for Pattern Recognition (IAPR).

**Abstract.** The transition from kindergarten to primary school tends to be challenging for children with special needs. These children may benefit from relevant training in advance or in addition to school, yet it is challenging to support such training in an authentic, safe and controllable environment. In this paper, we present a Virtual Reality (VR) enabled system to facilitate social adaptation training for school-aged children with clinical or suspected diagnosis of Autism Spectrum Disorders (ASD) in the inclusive education setting. Six unique VR training scenarios with corresponding training protocols are designed, implemented and being delivered to over 100 school-aged children with normal-ranged IQ (IQ > 70) via a 4-side fully immersive CAVE VR installation in 28 sessions (14 weeks). Preliminary results indicate that after training completion, children show significant improvements in three major designated aspects, including emotion recognition, affective expression and social reciprocity.

## PARALLEL PAPER SESSIONS

### ICBL2016 : Content Development

*Chair : Guodong Zhao*

Investigating the Effects of Visual Cues in Multimedia Instruction Using Eye Tracking
*Heng Luo and Tiffany Koszalka*

Microlesson in Chinese Universities : Concepts, Technology, and Case Analysis
*Guodong Zhao, Bingyi Wang, Jinglu Liu and Jingxing Wang*

Designing Effective Materials and Activities for Mobile Augmented Learning
*Min Chen, Chao Fan and Di Wu*

### ICBL2016 : Experience in Blended Learning

*Chair : Aihua Wang*

Convergence and Divergence in Blended Learning
*Jianrong Sun*

The Blended Learning Concept: Comparative Study of Two Universities
*Ivana Simonova and Katerina Kostolanyova*

Framework to Promote ICT in K-12 Education in Developing Countries : A Case Study in Sudan
*Adam Tairab, Ronghuai Huang, Ting-Wen Chang and Lanqin Zheng*

### ICBL2016 : Open and Flexible Learning

*Chair : Simon K.S. Cheung*

Adaptive E-learning Textbook Evaluation Methods
*Katerina Kostolanyova and Jana Sarmanova*

Research of Learning Strategies in Flipped Classroom : A Case of Extracurricular English Study
*Rong Miao and Ximei Qu*

Dealing with Ethical Issues in MOOC Design and Delivery : A Case Study
*Heng Luo, April Millet, Richard Alley and Mingzhang Zuo*

Research on How to Use OUC Cloud Classroom to Assist Education Development in Tibet
*Shaogang Zhang, Shunping Wei and Lina Wang*

The Open Textbooks for Hong Kong : from Conceptualization to Implementation
*Simon K.S. Cheung*

**ICBL2016 : Assessment and Evaluation**

*Chair : Youre Xie*

Proposal and Evaluation of an SNS-based Model for Learning of English as a Foreign Language
*Jun Ge, Cai-Ping Xiong and Ya-Ping Xiong*

A Study on non-English Majors' Cognitive Adaptation and Learning Performance in Flipped Classroom
*Yuxia Zhou, Xiaoyan Qiao and Hongxia Zhang*

Connected Classroom Climate in Hybrid Classroom: Model and Comparison
*Juan Xu, Harrison Hao Yang and Jason Macleod*

Promoting Students' Engagement? Flipped Classroom Matters a lot – An Empirical Research in College
*Lily Chen, Xiaodong Wang, Jiachun Li, Hanzong Bao and Gaimei Ren*

Metamodel for Evaluating the Performance of ICT in Education
*Yunxiang Zheng and Youru Xie*


**ICBL2016 : Pedagogical and Psychological Issues**

*Chair : Will Wai-Kit Ma*

Blended Learning: Beyond Technology to Pedagogical Structure Design
*Liru Hu*

Exploring the Relationship between Social Media, Collaborative Learning and Learners' Satisfaction
*Jing Hin Lam and Will Wai-Kit Ma*

Improvement Strategies of Pupils' Self-Efficacy in Smart Learning Environment : A Case Study
*Youru Xie, Chuangxin Sheng, Yubao Yang, Jiewen Zuo, Lihong Wu and Xiaotong Yang*

Investigating Factors Influencing K-12 Teachers' Intention to Integrate Mobile Devices in Teaching
*Sha Zhu, Hongjin Qiu, Harrison Hao Yang and Yi Zhang*

User Evaluation of Language Websites as a Way of Students' Engagement into Blended Learning Process case study
*Miloslava Cerna*


**ICBL2016 : Strategies and Solutions**

*Chair : Fu Lee Wang*

Blending Smart Phones into Regular Classroom Learning
*Jiyou Jia and Zhenzhen Chen*

Action Research on Visualization Learning of mathematical Concepts Under Personalized Education Idea : Take Learning of Geometrical Concepts of Elementary Math for Example
*Ningwei Sun, Kedong Li and Xuefang Zhu*

The Augmented Hybrid Graph Framework for Multi-level E-learning Applications
*Di Zou, Haoran Xie, Tak-Lam Wong, Fu Lee Wang and Qingyuan Wu*

Research on Approach of Improving Teaching Quality and Promoting Equity by the Integration of Information Technology and Subject Teaching
*Shaochun Zhong*

Application of VR Glasses in Blended Classroom Teaching with the Combination of Virtual and Real Worlds
*Ling He, Rui Li and Junjie Shang*

## ICBL2016 : Collaborative and Interactive Learning

*Chair : Wenge Guo*

Investigating Collaborative Learning Effect in Blended Learning Environment by Utilizing Moodle and WeChat
*Ruixue Liu and Changdi Shi*

Writing Collaboratively via WIKI : An English Teaching Study
*Xiaobin Liu, Jianli Jiao and Jieling Chen*

A Study of Scientific Inquiry Activities in Smart Classrooms of a Primary School
*Wei Li, Lam-For Kwok, Shaoqin Wu and Miaoshan Ni*

Developing the 3G3L Instructional Model for Primary Chinese Supported by E-Schoolbag
*Wenqing Pan, Jinhui Guo, Wei Li and Yang Yang*

## ISET2016 : Learning Platform and Environment

*Chair : Yan Keung Hui*

Developing a Central Repository for Capturing Extracurricular Activities and Achievements Associated with Learning Outcomes
*Yan Keung Hui, Lam For Kwok, Horace H S Ip*

Automatic Recommendation Technology for Learning Resources with Convolutional Neural Network
*Xiaoxuan Shen, Baolin Yi, Zhaoli Zhang, Jiangbo Shu, Hai Liu*

Exploring Different Types of Interaction on Collaborative Learning in Online Platforms
*Ruixue Liu, Changdi Shi*

Exploration of Personal Big Data in Blended Learning
*Jiangbo Shu, Beibei Wan, Jianfeng Zhang, Liang Wu, Hai Liu, Zhaoli Zhang*

An Empirical Study on Developing Higher-Order Thinking Skills of Primary Students with E-schoolbag
*Huijuan Li, Jiaxin Liu, Xiaotong Yang, Junlian Xiao, Guochao Yang*


## ISET2016 : Virtual Classroom

*Chair : Lap-Kei Lee*

Applying an eBook Tool with Lecturing Function and a Game-based Student Response System in Flipped Classroom for a Seminar Course
*Hung-Hsu Tsai, Jie-Yan Peng, Chih-Tsan Chang, Pao-Ta Yu, Kuo-Ching Chiou*

Cloud Classroom Boost Online Learning and Educational Resources Sharing
*YaXing Yuan*

Exploration and Practice of Blended Learning in HVAC Course Based on Flipped Classroom
*Hua Zhang, Lei Meng, Xu Han, Li Yuan, Jing Wang*

Students' Patterns of Engagement and Course Performance in Cloud-classroom Courses
*Zhenhua Li, Zhaoli Zhang, Hai Liu, Jiangbo Shu*

From Practice to Experiment： Development and Enlightenment of Flipped Classroom in China
*Juan Shi, Songhe Yuan, Qiudi Zou*


## ISET2016 : Online and Flexible Learning

*Chair : Oliver Au*

The Design and Implementation of the 3D Educational Game for Environment Education Based on VR Headsets
*Xiaoqiang Hu, Rui Su, Ling He*

Online Judge System and Its Applications in C Language Teaching
*Huiting Wu, Yanshen Liu, Lin Qiu, Yi Liu*

Attentiveness and Self-Studying Are Keys to Academic Performance
*Oliver Au, Raymond So, Lap-Kei Lee*

Being Well-Prepared for Regular Pair-Programming Helps At-Risk Students
*Lap-Kei Lee, Oliver Au, Raymond So, Nga-In Wu*

Online eLearning System for Live Band Practicing
*Joseph Fong, Leung Pun Wong, Titus Kwok Ki Lo, Kenneth Wong*

**ISET2016 : Social Media for Teaching and Learning**

*Chair : Kwan Keung Ng*

A Social Network Analysis of Online Collaborative Learning Aspects in an Online Course
*Yong Hu, Fengmei Zhao*

An Empirical Study on the Management of Teachers' Curriculum Knowledge in Virtual Learning Community
*Juan Li, Jingsheng Zhang*

The Acceptance of WeChat Questionnaire Function for Data Collection: A Study in Postgraduate Students in Macau
*Ting Yang, Qingmin Mok, Wai-Kan Au, Ivan Ka Wai Lai, Kwan Keung Ng*

The Impact of Social Mobile Application on Students' Learning Interest and Academic Performance in Hong Kong's Sub-degree Education
*Kwan Keung Ng, Ching Hong Luk, Wai Ming Lam*


**ISET2016 : Strategies and Practices**

*Chair : Ivan Ka Wai Lai*

A Cross-institutional Study of Vocational and Professional Education and Training (VPET) Students and Teachers' Needs of Innovative Pedagogical Practices
*Ricky Yuk-kwan Ng, Rechell Yee-shun Lam, Kwan Keung Ng, Ivan Ka Wai Lai*

Collaborative Online International Learning: A Case Study between USA and Thailand
*Jason Macleod, Harrison Hao Yang, Juan Xu*

Teaching Model of Overseas Police Affairs Master Based on Hybrid Learning Model
*Chunliang Shuang, Chunhui Yuan*

A Comparative Study on Popular Science between China and the United States
*Rong Miao, Jinghong Zhao*