22.2.2014 HKAECT AGM

Please be noted that the content of the slides belong to the speakers' sharing.

There are examples extracted from the speakers' research studies.

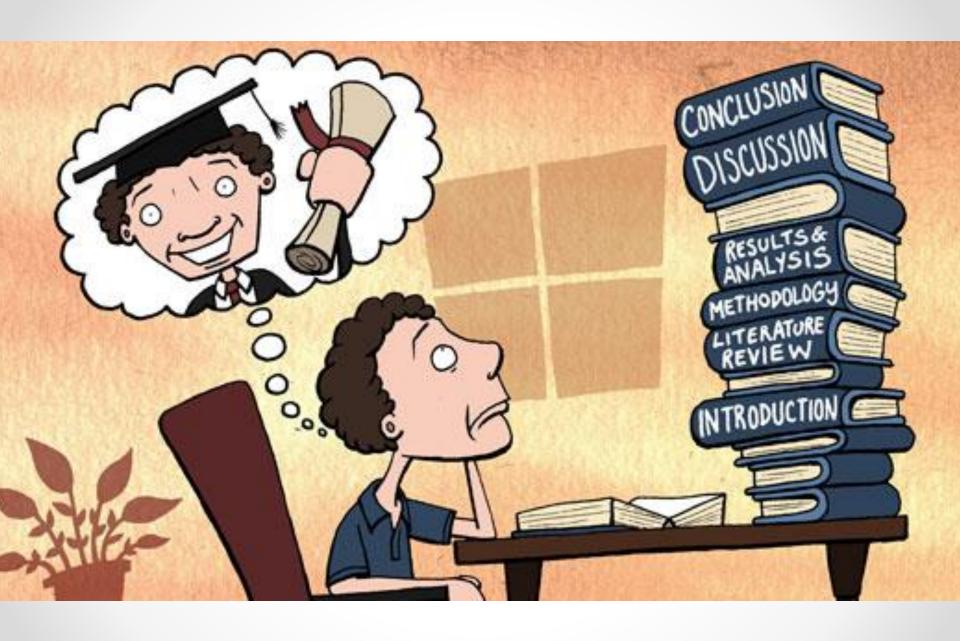Some have been published, some are under review or still in progress.

For citation of the studies, please contact the speakers' directly for permission.

Research and publication: Getting started

Lisa Deng Hong Kong Baptist University

About Research…

Image from: http://writepass.com/services/dissertations

- Research question
- Methodology
- Theoretical framework
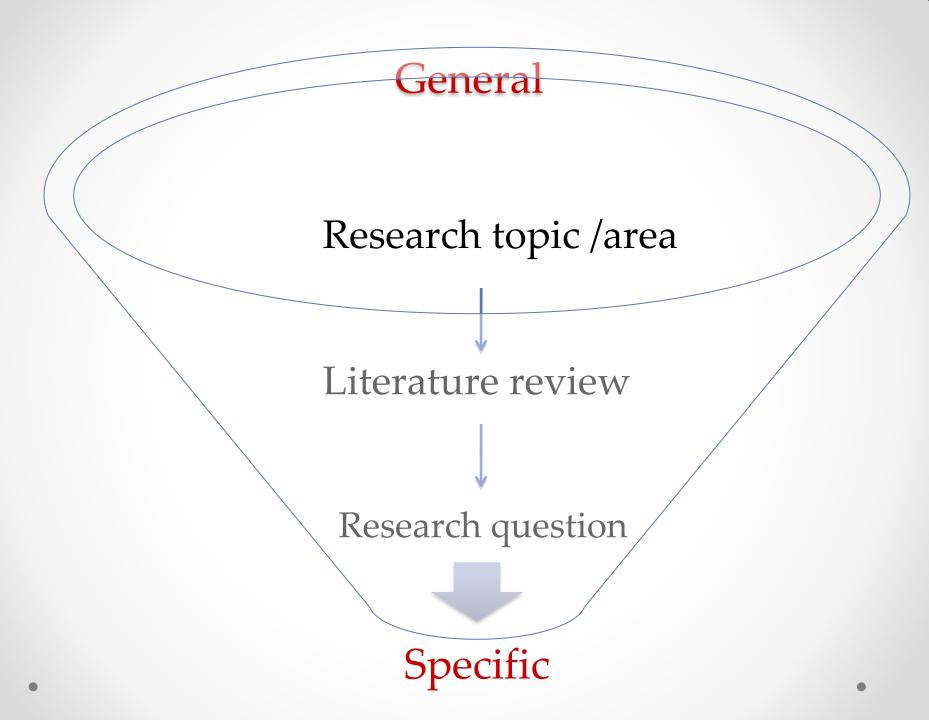- Writing
- Data collection and analysis

What's the most important part?

RESEARCH QUESTIONS

- Specific
- Guide research design
  - Data collection
  - Data analysis
  - Discussion

My framework

Self-expression
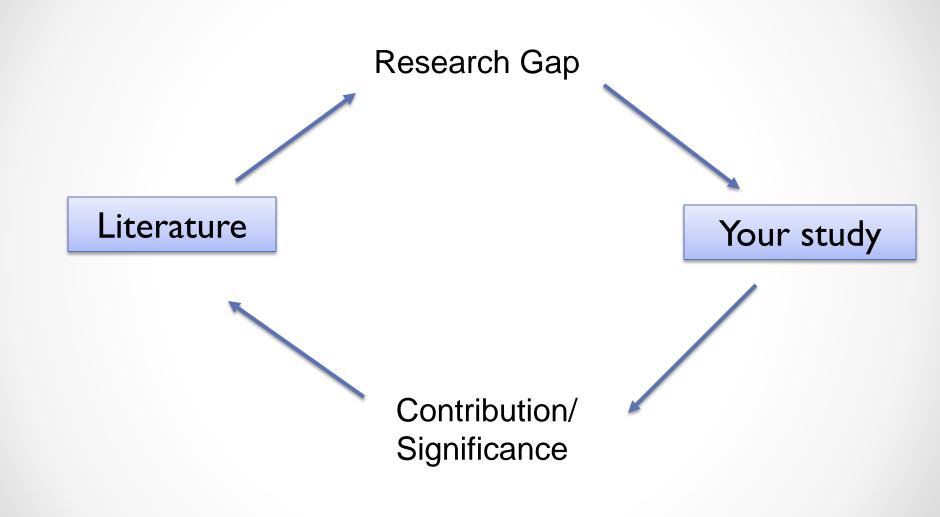
Social interaction

Self-reflection

Reflective dialogue

Passion

Your ~~interest~~

Sources of research topic

- Your experience is the greatest asset
- Read literature
- Talk to others

About Literature Review…

Read with your head and hands

The purpose of this study was to examine the specific ways in which blogging affordances where actualized for learning within science classrooms. Through our analysis of the literature on school science reform and blogging we developed a list of *learning affordances for science classroom blogs* as a lens for analyzing the ways that specific blogs were brought into and "lived" within science classrooms, and used them to examine nine examples of classroom blogs reflecting high student involvement.

In examining the designed and enacted aspects of the interaction on the blogs, we expected to see alignment across the various elements of both the design elements of the teacher, the way that the students took up these design elements and the responses that teachers provided. This expected alignment was seen most strongly in the science blog affordance of long-term engagement with science inquiry. Under this category, whenever a teacher designed for this specific affordance, the students did take-up the activity structure and, in some cases, added to it. It is interesting to note that in blog 5 there is no explicit goal, structure or roll-out and yet the students take up this affordance on their own.

We found that there was evidence of student-centered

itself. However, in a classroom, the student blogger's choices are also limited by the constraints of the curricular activities and their implementation in a given classroom context. It is important to recognize the role of the teacher as the initial designer of the instructional practices occurring in the classroom and, as such, the teacher must make decisions on how these potential elements of blogging are designed into instructional activities. Through these design processes, we found that teachers chose to foreground certain affordances of blogging. The *realization* of certain affordances in classroom practice was not simply matter of correct design, however; the lived experience, determined by how the teacher "rolls-out" the design, how students take up the design (or not) and how the teacher responds to students participation, all contribute to the lived experiences and resulting benefits of classroom blogging. Thus, in general, we found that as the teacher moved from (a) perceived pedagogical priorities about the value of various blogging affordances, to (b) instructional goals for blogging, to (c) the pedagogical design of activity structures and, finally, to (d) the implementation of that design, opportunities for students' engagement in a broad range of blogging affordances were incrementally narrowed (See Fig. 1).

Take notes & organize

- Write a summary
- Structured notes (empirical study)
  - Research question/hypothesis/purpose
  - (theoretical framework)
  - Methods: context; data collection; analysis
  - Results/findings
  - Comments

My structured notes

My feelings, responses, notes to myself

[The idea presented is rather refreshing. But the second half of the paper is rather confusing to me.]

Research question:
The paper explores into the potential of blogs for peer learning and peer support. It aims to determine how blogs enhance reflective learning and probe into the question: to what extent can blogs promote reflective and peer learning?

Methods:
Within a library and information science degree program, weekly blogs were used to replace the private journals in a blended learning setting. Students were also required to comment on each other.

Results:
The study shows that blogs are suitable tools for structured reflective writing and feedback.
"Unfortunately, these reflections were mainly focused on single critical incidents in the classrooms that primarily dealt with survival in the classroom"(p. 258)

Direct quote

Tools

Endnote

zotero

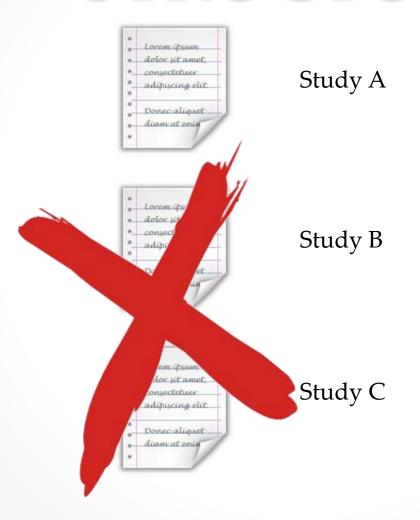Google Scholar

Literature Review

Summarize

Synthesize

Critique

Summarize

notes

Synthesize

- By papers (Paper 1, 2, 3)
- By chronological order
- By theme

STRUCTURE

Study A

Study B

Study C

STRUCTURE

Author A (1999)

Author B (2003)

Author C (2007)

SYNTHESIZE

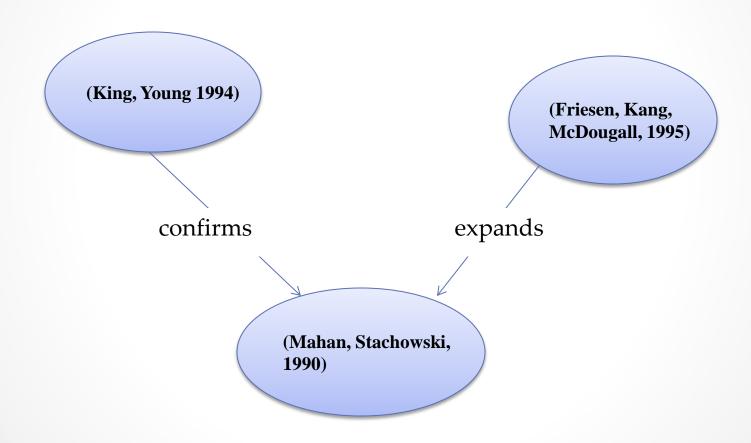# HOW TO SYNTHESIZE

- Find themes, relationships
- Detect similarities and differences
  - Theoretical frameworks
  - Participants/contexts
  - Methods
  - Findings

HOW TO SYNTHESIZE

	Theme 1	Theme 2	Theme 3
Paper 1	x		
Paper 2		x	
Paper 3	x		
Paper 4		x	x

HOW TO SYNTHESIZE

Literature review should

- Come to a conclusion
- Lead naturally into research gap

About Publication…

When to start publication?

The earlier, the better.

How to start?

- Start with conference papers

- Try conceptual and review papers
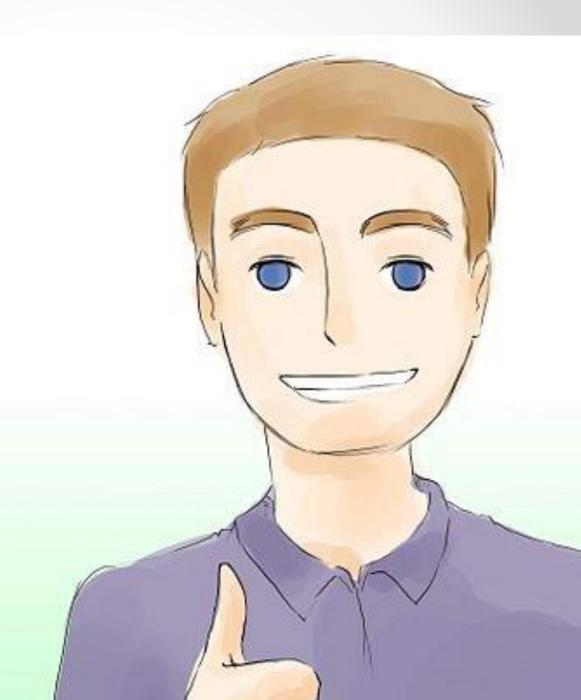 - Your framework
  - Literature review

Why bother?

Boost your confidence
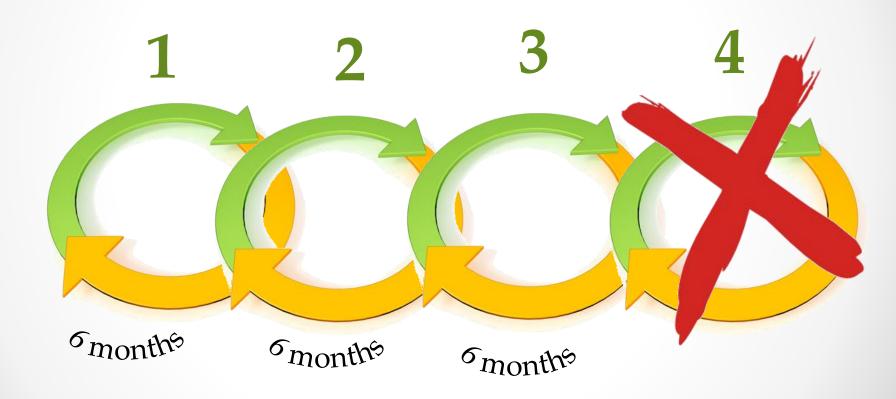
Get constructive feedback

Impress your examiners

LIST OF PUBLICATIONS

Refereed Journal articles and book chapter:

Deng, L., & Yuen, H. K. (2009). Designing blended learning communities. In F. L. Wang, J. Fong & R. C. Kwan (Eds.), *Handbook of Research on Hybrid Learning Models: Advanced Tools, Technologies, and Application*. Hershey: Information Science Publishing.

Deng, L., & Yuen, H. K. (2009). Blogs in higher education: Implementation and issues. *TechTrends*, *53*(3), 95-98.

Deng, L., & Yuen, H. K. (2007). Connecting adult learners with an online community: Challenges and opportunities. *Research and Practice in Technology Enhanced Learning, 2*(3), 1-18.

Conference Proceedings

Deng, L. & Yuen, H. K. (2009). *Value of blogs in preservice teacher education*. Paper presented at the 17th International Conference on Computers in Education (ICCE2009), Hong Kong.

Deng, L., & Yuen, H. K. (2008). *Exploring Factors Affecting Students' Engagements with Academic Blogging*. Paper presented at the International Conference on ICT in Teaching and Learning (ICT2008), Hong Kong.

Deng, L., & Yuen, H. K. (2007). *Connecting preservice teachers with weblogs: Design issues*. Paper presented at the World Conference on Educational Multimedia, Hypermedia & Telecommunications (Ed-Media 2007), Vancouver, Canada.

Deng, L., & Yuen, H. K. (2007). *Building blog-supported learning community among preservice teachers*. Paper presented at the International Conference on ICT in Teaching and Learning (ICT2007), Hong Kong.

Deng, L., & Yuen, H. K. (2007). Exploring the role of weblogs in supporting learning communities: An integrative approach. In *ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007*. http://www.ascilite.org.au/conferences/singapore07/procs/deng.pdf

Deng, L., & Yuen, H. K. (2006). *Connecting adult learners through an online community: Challenges and barriers*. Paper presented at the Asia-Pacific Educational Research Association International Conference (APERA), Hong Kong.

How to choose journals

- Check impact factor
- Aims and scope match your paper
- Papers on the same themes?
- Asking around
- Choose before you write

My bad experience

Writer's block

Thank you ...

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