Liberal Arts Education • Transformation For Life
博雅教育 成就一生

TLC 教與學中心
Teaching and Learning Centre

Project Proposal for
Small-Scale Blended Learning Funded Projects
(under the Top Sliced TDG Project hosted by TLC "Advancing Blended Learning @ Lingnan to a New Stage")

(Updated in December 2020)

Key Criteria:	
Intended learning outcomes clearly articulated	Blended learning project deliverables clearly outlined
A robust project implementation approach	Impact on Student Learning
Innovative approach to blended learning	Partnering University

Basic Information:

Project Title:	Virtual Social Experiential Learning for Liberal Arts Students		
Role / Name:	**Post:**	**Faculty/ Department/ Centre/ Unit:**	**Email:**
Principal Project Supervisor (PPS) / Gary Wong	Assistant Professor of Teaching	Economics Department	wongwc@ln.edu.hk
Co-Supervisor/ Paulina Wong	Assistant Professor	Science Unit	paulinawong@ln.edu.hk
Team Member and / or Overseas Collaborator Umawathy Techanamurthy	Senior Assistant Director	Ministry of Higher Education, Malaysia	umawathy.t@mohe.gov.my
Team Member and / or Overseas Collaborator Timothy Teo	Full Professor	Department of Education Murdoch University	timothy.teo@murdoch.edu.au
For TLC use only:			
Project Code:		**Account Code:**	
TLC Staff Liaison:		**Funding Approved:**	

1   Project Summary

The project summary should clearly and <u>succinctly</u> describe the project and be suitable for use **on the TLC website**. It is vital that this summary includes references to the intended impact of the project on the quality of student learning / adoption of Blended Learning. (*Approx. 10-15 lines /* *300 words*)

Despite the availability of digital solutions like learning management systems, studies on COVID-19 report reduced student engagement which affected learning performance. Further, while social networks are a frequent place for exchanging knowledge, prior attempts to use it for education have shown low participation. Therefore, the goal of this study is to employ experiential and social learning frameworks to increase asynchronous engagements for knowledge co-creation – in a liberal arts education context. The project will use a communities of practice (CoP) framework supported by 21st-century pedagogies such as dialogic [13], authentic assessments, and inquiry based learning pedagogies. Students will upload mobile videos onto a purpose-built social mobile learning application, Soqqle, and have the ability to watch peer videos and add comments to co-create knowledge. Soqqle also allows educators to view consolidated content on a web dashboard with integrated feedback mechanisms. To derive the project's effectiveness to learning outcomes, a sequential mixed method approach will be used. The duration of minutes for which students watches videos will be correlated to learning outcomes, for which the data can be downloaded from the Soqqle dashboard. Focus group statements will be used to This study will be useful to educators who wish to incorporate student-generated videos and increase asynchronous online engagements with their students.

Amount of funding requested (Maximum of HK$50,000): $ ▮▮▮▮	**Amount of Faculty/ Department/ Centre/ Unit contribution:** $ *(NOTE: **Faculty/ Department/ Centre/ Unit** funding is **not** a requirement, please indicate if funding has been provided from any other source or similar project)*

2   Project in context

(i)   Project Objectives

Due to the COVID-19 pandemic, with the move of classes to virtual environments, there has been significant impacts to learning engagement [1][2]. In this context, studies linking social learning to increased interaction and information sharing may create a better digital environment to encourage conversations, reflecting, thinking, and the development of expertise. Such methods can be linked to experiential learning, which has been argued to be a critical component for liberal arts education. However, knowledge and examples of social learning implementation in a scalable and sustainable method is sparse. Past implementations have only shown that a more sophisticated holistic model is needed to encourage student participation. This gap in extant knowledge has motivated the proposed study, as a part of which the use of a purpose-built social learning mobile application (Soqqle) for sharing student-generated content and peer-to-peer communication with the help of social learning analytics is analysed for social learning.

Thus, the objectives of this study will be to:
- Introduce peer to peer social mobile learning in a private environment with a teacher-student feedback mechanism
- Utilize a communities of practice framework for peer to peer engagement, supported with 21st-century pedagogies - such as dialogic, authentic assessments and inquiry based learning pedagogies
- Review its benefits through a sequential mixed method approach. Quantitative data will be analysed through duration of video views and performance results. Analysis will be supported by focus groups to obtain factors.
- Investigate the factors that affects adoption (e.g. scalability to volume) for teachers

This study will be invaluable for the researcher and students in a liberal arts educational environment in considering 21st century pedagogies as applied to social learning.

(What are your objectives in initiating this project? Why is it needed and how does it relate to the institutional, faculty or departmental strategic goals in relation to teaching and learning? Why and how would preparing a subject (or part of a subject) in the blended learning mode enhance students' understanding?)

(ii)   Student Impact

Programme/ course code	Programme/ course title	No. of credits	Mode of study	Student intake quota per term
CLC9005	Finance and Politics	3	Cluster Course	35

Partnering University / External Parties:

Ministry of Higher Education, Malaysia
Gary Wong and Umawathy Techanamurthy (Malaysia) will host joint discussions (estimated monthly) to synergize on the research framework and implementation strategy for implementing social learning. Dr. Techanamurthy will also be invited to co-author a joint paper to provide complementing data analysis. Gary will also be invited to speak in Malaysia's sharing sessions on digital learning. Dr. Techanamurthy has previously conducted a study on Chinese language learning for which students improved their speaking skills between 8-12% (pending review). Their use of Soqqle is predominantly in language learning, with a few in engineering. A budget item is expected for 2022.

Murdoch University
Professor Teo will support the project by sharing expertise to check, evaluate and give advice on the project. Based on his profile: Before coming to Murdoch University, Professor Teo was Distinguished Professor at the University of Macau (China SAR), Honorary Professor at the University of Auckland (New Zealand) and International Collaborative Partner [Visiting Professor] (Universiti Tengku Abdul Rahman, Malaysia). His research interests are inter-disciplinary and include both substantive and methodological areas, organized into three fields. These are *ICT in Education* (Technology acceptance and adoption; Internet Addiction; E-learning), *Educational Psychology* (Self-efficacy-teachers and students; Beliefs about teaching and learning; Meta-cognition), *Music Education* (Psychological processes of music teaching and learning), and *Quantitative Methods* (Psychometrics; Instrument development and validation; Cross-cultural measurement; Measurement invariance; Issues in survey development and administration; Structural equation modeling; Multilevel modeling; Latent growth modeling, Meta-analysis).

Please insert rows in the table for additional information. Try to avoid broad statements like 'ALL Courses in Lingnan will benefit'. At least one specific Course must be indicated. Ideally the project will involve a collaboration with a partner University.

(iii)   Project in Context

This section should clearly describe the context of the project. What is the issue/problem and why is it of pedagogical significance to implement a Blended Learning solution? In answering this question, references should be made to educational and discipline-based literature or benchmarks in order to explain and justify how the proposed initiative will enhance student learning. (approx. 10 – 20 lines / 500 words)

Due to the COVID-19 pandemic, education at all levels has been delivered virtually, with detrimental impacts on student learning. Evidence indicates that digital education reduces students' engagement and can undermine their self-esteem and confidence [1][2][3]. Physical separation also impedes students' ability to exchange ideas and co-create knowledge, which is important for learning and self-efficacy [4][5]. In this context, studies linking social learning to increased interaction and information sharing [6][7] may create the digital environment to encourage conversation, reflecting, thinking, and the development of expertise. Such an environment is crucial

for experiential learning [8], which is a significant pedagogy for liberal arts education [9]. Yet, little is known about the factors involved in fostering a digital experiential social learning environment among students, particularly those pursuing higher education in a scalable manner. Studies on the use of social networks have reported low participation [15] as students find it lacking purpose. Other problems that come with existing social networks like addiction and self-esteem issues [10] also worsen the problem, and has proven to lead to poor learning outcomes if not done correctly. This gap in extant knowledge has motivated the proposed study, as a part of which the use of a purpose-built social learning mobile application (Soqqle) for sharing student-generated content and peer-to-peer communication with the help of social learning analytics is analyzed for social learning.

Some studies hint on the requirements for successful use of social media in learning. A community based, well managed posting environment is needed [11], which might contribute to perceived usefulness [10][12] which seems to be lacking, for which perceived task value is critical. Guidelines on facilitating a positive environment can also be found in 21st century pedagogies driven around meta-cognition, for example the dialogic pedagogy [13] which suggests a way to encourage discourse in the classroom. Other studies on constructivism, in particular in community-driven approaches, can also be linked. A recent study is the learner-centred interactive pedagogy [14] which can encourage students to focus on knowledge construction and active learning. Whilst beneficial in classroom settings, instances of such novel pedagogies and models being practised digitally is limited. These pedagogies if implemented successfully are expected to increase perceived usefulness.

This project will incorporate the communities of practice (CoP) framework for which peer to peer engagements will be of focus. Supporting frameworks will include, i) authentic assessments [17] where students' perception of challenge, knowledge transfer, collaboration can help provide a framework for factor development, ii) dialogic pedagogy [13] where the organization of discussion and reflection is involved, iii) inquiry based learning [16] to encourage a culture of scientific (where applicable) inquiry and iv) collective efficacy [18] where individual factors and its' relationship to the group are studied in its effect to group learning. After which a best practices guideline will be prepared, centred around experiential learning (fig. 1.) and participants (lecturer and their students) will be recruited cross-disciplines for comparison. Participants will conduct activities based around the pedagogies on the mobile application and engage peer to peer where relevant to the lesson plan on the private social mobile learning application Soqqle - which provide learning analytics and engagement notifications to increase teaching efficiency and support data collection. Post course data collection will include a combination of survey and media information (length of video eg.).

The understanding of an online social learning pedagogy to help facilitate discussion, interaction for classes is of particular importance at the time when, due to COVID-19 pandemic, most educational institutions have adopted distance learning measures. This study will be invaluable for the researcher and students in a liberal arts educational environment in considering 21st century pedagogies as applied to social learning.

The mobile learning platform(Soqqle) was used previously in Lingnan with positive feedbacks from students because of its easily accessible mobile-based online discussion (compare to Moodle) and functions focus on the teaching and learning (compare to other social media platforms such as facebook and TikTok) . Below are the screenshots of Lingnan students using the platform for social learning where students watched the videos of peers and comments to build ideas and co-create solutions. The platform was also used for housing role-play simulations.
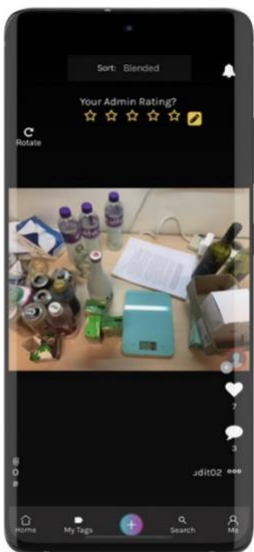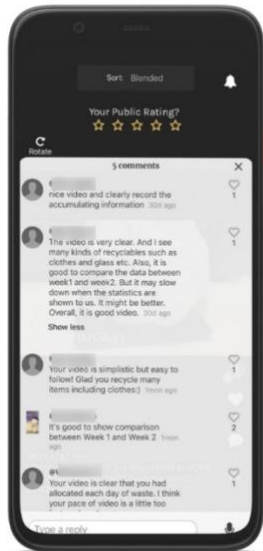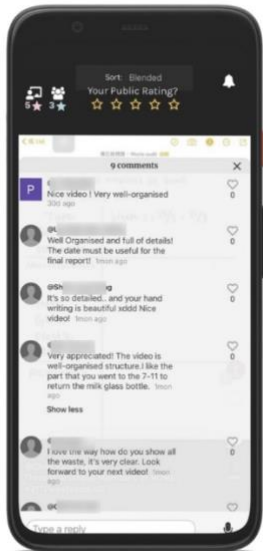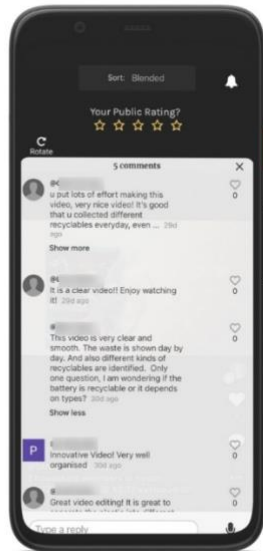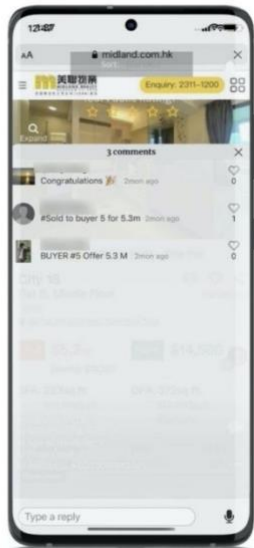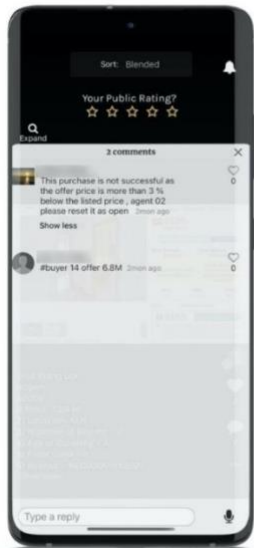
(iv)   Project Activities, Timeline and Evaluation Strategy

Major deliverables (including but not limited to blended learning materials and descriptions)	Target date for achieving the deliverables (mm/yyyy)	Evaluation / Quality Assurance strategy
Initiation Literature review and recommendations	07/2021	Core team review + independent reviewer
Development Preparation and design of student assessment/online materials for in scope modules (science, economics and Chinese topics).	08/2021	Core team review
Survey Design Complete focus group plan and survey design	11/2021	Core team review
Implementation Post action review: Conduct focus group and complete transcriptions. Complete surveys for students----	12/2021	Inter rater reliability test and PCA / construct validity test (Tbc)
Data Analysis & Review Action items / follow up	12/2021	Core team review + independent reviewer
Dissemination via Internal Staff development workshop or Showcase Journal publication (Note: PPS is expected to disseminate the project findings within one year from the project end date. TLC will work with PPS for the presentation arrangement).	TBC in early 2022	Informal Feedback will be sought from participants
Final Project Report (Compulsory within 1 month of the Project finishing)	Jan 2022	A final project report will be produced by the PPS and feedback will be sought from TLC prior

3   Budget

(i)   Breakdown

[Not for publication]

(ii)   Faculty/ Department/ Centre/ Unit: contributions and support (IF Applicable):

Item/s (tick all that apply)	Description/s
☐ Personnel ☐ Space ☐ Hardware	Space will be provided for visiting consultant(s), as well as necessary computer hardware and software.

☐ Software ☐ General expenses ☐ Additional funds from departmental account	

4   CV of the Principal Project Supervisor

Please Include below a CV of the PPS of not more than 1 page. The CV should identify the relevant professional experience of the project coordinator(s), including previous project experience. If Co-Supervisors are listed, please also state their relevance to the project in no more than 300 words.

[Not for publication]

5   Important Notes: Copyright & Intellectual Property

(i) Copyrighted Materials: The University is committed to comply with copyright and intellectual property rights in Hong Kong and will strive to ensure the applicable copyright laws, regulations, guidelines and practices are adhered to. The Principal Project Supervisor is solely responsible for ensuring that all material provided to TLC is cleared of any copyright obligations. TLC accepts no responsibility for any claims or losses caused by any misuse of copyrighted materials used in this project by reason of its support of, and services rendered to, the project.

(ii) Educational Use: The ownership of the intellectual property generated by this project shall belong jointly to the _____ (Fac / Dept / Unit) and Lingnan University. Permission is given for the Teaching and Learning Centre of Lingnan University to adapt, use and disseminate for educational purposes all or part thereof in respect of the materials and the resources developed for the purpose of this project. Due acknowledgement will be given to co-creators of material for this project.

6   CONSIDERATION OF RESEARCH ETHICS

Section A

I confirm that the proposal <u>does not involve</u> research on human subjects. (*Please delete as appropriate.)

If you said 'involves' above, please complete the remaining sections below by marking 'X' in the appropriate columns of the following table.

For expedited ethics review, please answer the following **Key Questions**	NO	YES
1. Does the study involve any activities that may cause psychological stress?	X	
2. Are any subjects under the age of 18 or otherwise potentially unable to give informed consent?	X	
3. Will students be audio taped/ videotaped as part of the study? *If you answered 'Yes', please complete Question 1 of Section B of this Part.*	X	
4. Does the study involve students providing information that may have potential legal or ethical issues (e.g., sexual conduct or orientation, on illegal activities, or on use of banned substances)?	X	

If you answered 'Yes' please complete Question 2 of Section B of this Part.		

Section B

1. If you answered YES to the Question 3 above, please state how students' privacy will be protected (e.g., who will handle and access the data, where it will be stored, and how it will be reported in order to protect student privacy).

2. If you answered YES to the Question 4 above, please provide, in a separate document, further justification for the study.

7   Project Proposal Submission

(i) Proposal Submission by <u>PPS</u>:

I understand and will abide by all applicable University policies and rules as well as specific terms and conditions as specified in the TLC proposal form and guidelines. *(In signing below, the PPS is confirming the accuracy of the information provided and adherence by all staff participating in the project).*

Name: Prof. Gary Wong_____   Signature: _____Gary Wong_____
                (in block letters)

Dept / Faculty / Unit / Centre: Department of Economics__   Date: _____30 April 2021_____

Please send the completed proposal <mark>(in soft copy as MS Word and a signed.pdf)</mark> to TLC (tlc@ln.edu.hk) on or before the specified submission deadline.

[1] Chaturvedi, K., Vishwakarma, D. K., & Singh, N. (2021). COVID-19 and its impact on education, social life and mental health of students: A survey. Children and Youth Services Review, 121, 105866. https://doi.org/10.1016/j.childyouth.2020.105866

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[3] Oyedotun, T. D. (2020). Sudden change of pedagogy in education driven by COVID-19: Perspectives and evaluation from a developing country. Research in Globalization, 2, 100029. https://doi.org/10.1016/j.resglo.2020.100029

[4] Wang, Cong; Hsu, Hui-Ching Kayla; Bonem, Emily M.; Moss, Jennifer D.; Yu, Shi; Nelson, David B.; Levesque-Bristol, Chantal (2019). Need satisfaction and need dissatisfaction: A comparative study of online and face-to-face learning contexts. Computers in Human Behavior, 95(), 114–125. doi:10.1016/j.chb.2019.01.034

[5] Alghamdi, Ahlam; Karpinski, Aryn C.; Lepp, Andrew; Barkley, Jacob (2019). Online and Face-to-Face Classroom Multitasking and Academic Performance: Moderated Mediation with Self-Efficacy for Self- Regulated Learning and Gender. Computers in Human Behavior, (), S074756321930305X–. doi:10.1016/j.chb.2019.08.018

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[7] Selwyn, N. (2009). Faceworking: exploring students' education-related use of Facebook. Learning, Media and Technology, 34(2), 157–174. https://doi.org/10.1080/17439880902923622

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[9] Fry, R., & Kolb, D. (1979). Experiential learning theory and learning experiences in liberal arts education. New directions for experiential learning, 6, 79.

[10] Busalim, Abdelsalam H.; Masrom, Maslin; Binti Wan Zakaria, Wan Normeza (2019). The impact of Facebook Addiction and self-esteem on students' academic performance: A multi-group analysis. Computers & Education, (), 103651–. doi:10.1016/j.compedu.2019.103651

[11] Awidi, Isaiah T.; Paynter, Mark; Vujosevic, Tijana (2018). Facebook group in the learning design of a higher education course: An analysis of factors influencing positive learning experience for students. Computers & Education, (), S0360131518302896–. doi:10.1016/j.compedu.2018.10.018

[12] Moorthy, Krishna; T'ing, Loh Chun; Wei, Khor Mei; Zi Mei, Pauline Tan; Yee, Chai Yan; Jia Wern, Kevin Lim; Xin, Yue Mei (2018). Is facebook useful for learning? A study in private universities in Malaysia. Computers & Education, (), S0360131518303154–. doi:10.1016/j.compedu.2018.12.002

[13] Teo, P. (2019). Teaching for the 21st century: A case for dialogic pedagogy. Learning, Culture and Social Interaction, 21, 170–178. https://doi.org/10.1016/j.lcsi.2019.03.009

[14] Tadesse, A., Eskelä-Haapanen, S., Posti-Ahokas, H., & Lehesvuori, S. (2021). Eritrean teachers' perceptions of learner-centred interactive pedagogy. Learning, Culture and Social Interaction, 28, 100451. https://doi.org/10.1016/j.lcsi.2020.100451

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[18] Glassman, M., Kuznetcova, I., Peri, J., & Kim, Y. (2021). Cohesion, collaboration and the struggle of creating online learning communities: Development and validation of an online collective efficacy scale. Computers and Education Open, 2, 100031. https://doi.org/10.1016/j.caeo.2021.100031