Enhancing student learning using eLearning tools:
A case study of a freshmen course

Presented by: Dr. Theresa KWONG
Mr. Peter LAU
Hong Kong Baptist University, Hong Kong
Outline

• Introduction
  – Hong Kong Baptist University (HKBU)
  – Centre for Holistic Teaching and Learning (CHTL)

• New perspective on student learning

• An example from a Freshmen course
  – Use of eLearning tools for learning and teaching
  – eLearning tools usage: student engagement and behavioural change

• Summary
Hong Kong Baptist University

Since 1956 ...
• Situated right in the city (downtown location)
• 56,600 square meters on expensive land
• ~ 10,000 FTE students and 2,417 staff (Crowded campus)
• Ranked 111\textsuperscript{th} in 2010 THES ranking
• Medium of instruction: English
• First tertiary institution in Hong Kong to focus on the Whole Person Education ethos
<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td>Be responsible citizens with an international outlook and a sense of ethics and civility;</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;</td>
</tr>
<tr>
<td>Learning</td>
<td>Be independent, lifelong learners with an open mind and an inquiring spirit;</td>
</tr>
<tr>
<td>Skills</td>
<td>Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life;</td>
</tr>
<tr>
<td>Creativity</td>
<td>Be able to think critically and creatively;</td>
</tr>
<tr>
<td>Communication</td>
<td>Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently;</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.</td>
</tr>
</tbody>
</table>
Centre for Holistic Teaching and Learning (CHTL)
The CHTL works in partnership with academic colleagues to foster continuous quality teaching and learning at HKBU. It aims to reinforce the student-centred, whole-person and outcome-oriented ethos of teaching and learning in the University. The CHTL will leverage latest eLearning technology with innovative pedagogies to advance good practice in teaching as well as co-curricular activities, thereby enhancing the existing holistic environment to be even more conducive to student learning.

www.chtl.hkbu.edu.hk
• enhancement of various elements of teaching and learning, including, but not limited to, the Outcomes-based Approach;

• development and implementation of the University’s e-Learning strategy to enhance teaching and learning;

• promotion of Whole Person Education mainly through arts and cultural education; and

• assistance in evidence collection for the assessment of student learning.
A New Perspective on Student Learning
Shifting focus ...

- Information delivery
- Passive learning
- Surface learning
- Students engaged in learning
- Active learning
- Deep learning

![Dale’s Cone of Experience](image)
eLearning tools to motivate and enhance ...
BU eLearning
Free and open source e-Learning software platform

http://buelearning.hkbu.edu.hk
Lecture Capture Package @ HKBU

http://chtl.hkbu.edu.hk/panopto

a flexible and easy-to-use presentation capture platform
e-Survey Package
@ HKBU

Web-based survey software available for teaching and research

http://hkbuhk.qualtrics.com
Case Study

A Freshmen Course
Arts and Culture (ACEP0010)
基礎年人文素質課

- 3-credit-course
- Compulsory for all Foundation Year students (~150 students)
- Aims at enhancing students’ awareness on and appreciation of the arts and cultural diversity in both local and global contexts through various
  - Emphasizes on reflective and self-evaluative learning
  - Emphasizes on the application of various generic skills

http://chtl.hkbu.edu.hk/wpe/aces/
ACEP 0010
Arts and Culture

Course Intended Learning Outcomes

At the end of this course, students should be able to:

1. **Describe** the key factors underpinning the socio-economic, arts and cultural development, and the conservation of cultural heritage in Hong Kong.

2. **Effectively apply** generic skills (e.g. interviewing, communication, presentation, teambuilding) acquired in this course in society watch project, report writing, oral presentation and in-class/online discussions.

3. **Reflect** the dynamic interplay between self, social environment and culture in local and global contexts.

4. **Reflect** and **evaluate** impacts of learning experience in this course on their future study.
Arts and Culture (ACEP0010) 基礎年人文素質課

**Cultural Activities**
- Drama
- Symphony Orchestra
- Chinese Orchestra
- Chinese Opera

**Seminars**
- Legislative Council Chairman
- Movie Director
- Real Estate Entrepreneur

**Society Watch**
- Sex Industry
- Undertaking
- Youth at Risk
- Police Force
- Fire Service
- Street Peddle...
eLearning tools to enhance student learning

- Learning Management System
  - Discussion Forum
  - Resources Management
  - Assignments Submission
  - Library toolkits

- e-Survey package

- Plagiarism detection tool

- Lecture capture package

- questions and queries from students
- engage students outside class
- encourage student-faculty and peer-peer interactions
- students can prepare themselves before the class and ask relevant questions during class

- formative assessment

- students can learn from their own mistakes and avoid plagiarism

- allow students to review their presentation according to teachers’ and peers’ comments
eLearning Tools Usage Statistics

Student Engagement and Behavioural Change
No. of views for each class capture

Week 1: 13, 18
Week 4: 57, 124
Week 5: 56, 110
Week 6: 60, 120
Week 7: 44, 72
Week 8: 67, 128
Week 9: 2, 2
Week 12: 38, 101

N = 157

No. of students viewed vs. No. of views
No. of class captures viewed by students

N = 157
No. of class captures viewed by students across semester

- **Week 2**
  - 0 views on 11 Sep - 17 Sep
  - 2 views on 18 Sep - 24 Sep
  - 10 views on 25 Sep - 1 Oct
  - 1 view on 2 Oct - 8 Oct
  - 28 views on 9 Oct - 15 Oct
  - 67 views on 16 Oct - 22 Oct
  - 172 views on 23 Oct - 29 Oct
  - 131 views on 30 Oct - 5 Nov

- **Last week of teaching**
  - 2 views on 6 Nov - 12 Nov
  - 1 view on 13 Nov - 19 Nov
  - 15 views on 20 Nov - 26 Nov
  - 42 views on 27 Nov - 3 Dec
  - 0 views on 4 Dec - 10 Dec
  - 7 views on 11 Dec - 17 Dec
  - 2 views on 18 Dec - 24 Dec
  - 1 view on 25 Dec - 31 Dec

The graph shows the number of class captures viewed by students across the semester, with a significant increase in views during the last week of teaching.
No. of views: group oral presentation

Date of uploading video captures of group oral presentations

No. of views


- 0
- 0
- 12
- 17
- 17
- 15
- 17
- 53
- 169
- 77
- 20
- 18
- 5
- 2
- 7
Moodle Online Discussion

<table>
<thead>
<tr>
<th>Topic</th>
<th>Q &amp; A</th>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
<th>Topic 5</th>
<th>Topic 6</th>
<th>Topic 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students participated</td>
<td>125</td>
<td>117</td>
<td>72</td>
<td>25</td>
<td>283</td>
<td>34</td>
<td>23</td>
<td>123</td>
</tr>
<tr>
<td>No. of views/responses</td>
<td>592</td>
<td>463</td>
<td>283</td>
<td>53</td>
<td>1632</td>
<td>78</td>
<td>59</td>
<td>289</td>
</tr>
<tr>
<td>No. of views: assessment rubrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hong Kong Exploration Report</td>
<td>231</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar reflection</td>
<td>359</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop reflection</td>
<td>384</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral presentation (group)</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written report (group)</td>
<td>172</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>234</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No. of views: sample assignments

<table>
<thead>
<tr>
<th>No. of views: sample assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society Watch Project Report</td>
</tr>
<tr>
<td>Reflective Journal Sample 1</td>
</tr>
<tr>
<td>Reflective Journal Sample 2</td>
</tr>
</tbody>
</table>
Summary

• Students are highly engaged in online activities whenever they found these activities useful for their learning.

• Students are willing to use e-resources but sometimes very selective.

• Students take time to get used to various eLearning tools.

• Timely feedback to students’ works is crucial for students to maintain their momentum to participate in online activities.

• Careful design of eLearning activities can promote self-regulated learning.
Contact us:
Theresa KWONG: theresa@hkbu.edu.hk
Peter LAU: fmlau@hkbu.edu.hk