Teaching and Learning with Digital Course Solution

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Presentation Outline

• Literature review
• Concerns Addressed by Digital Course Solution
• Methodology
• Findings
• Areas for Further Research
Introductory Accounting: Literature Review

• Students in doing introductory accounting course tend to be surface learners who “see the task of learning as externally imposed”

• Their aim is primarily to “memorise or reproduce material” rather than to “integrate topics into a coherent whole”

Concerns addressed by Digital Course Solution

- How to raise students’ interest to do well in the course?
- How to utilise class time better without spending time on repetitive work problems?
Implementation of Digital Course Solution

**Before**
- Tutorials
- Group project assignment
- Manually graded
- Time consuming for students
- Difficult to measure individual student performance

**Digital Course Solution**
- Removed group project assignment
- Introduced individual compulsory/self-practice online assignments and online quizzes
Advantages of blended learning

• Offers various learning channels which help to elicit their motivation, as learners have different preferred delivery format (Lim & Morris, 2009)


• Offers instructors the flexibility to use online resources. Enables instructors to spend time more efficiently (Oh & Park, 2009)

Methodology

(1) Surveyed students on the use of Connect in Oct 2014
   – 8 main questions to capture student perceptions about digital solution
   – Responses converted to Likert scale system (1: Strongly Disagree, 5:Strongly Agree)

(2) Compared test grades between pre-adoption and post-adoption period of Connect

(3) Interviewed instructors
Findings (1a): Positive Feedback on Use of Digital Course Solution

Survey Results from 256 current BU8101 students

Increased students’ confidence in the course

Percentage of students who strongly agree or agree with the respective statement
Findings (1b): Suggested Improvements in Digital Course Solution

- Engagement: More attractive interface & improved accessibility via mobile devices
- Better link between study materials & question bank
- Personalised reports: Utilise learning objectives. Better benchmarking capability
Findings (2): Grades pre & post adoption of Digital Course Solution

- Increase in marks after adopting Digital Course Solution:
  - 11 Marks
  - 5 Marks

- Increase in Students Getting Respective Grades in Exam:
  - As and Bs: +17%
  - Cs and below: -17%
Findings (3): Interviews with Instructors: Teaching Enhancements

• Platform to share course materials among teaching staff
• More time in class to discuss interesting case studies and involve class in engaging activities
• Saved instructors much time to focus on improving the course
Areas for further research

• Effectiveness of learning analytics to identify areas where students need help
• Whether other accompanying digital technology tools, such as flashcards, enhance student engagement and performance
• Whether such digital solutions can be used for formal assessments
Now It’s Time to Say Thank You ........

Any questions?