



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 August 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:	Blended Learning with Social Mobile Learning for Online Learning Engagement		
Role / Name:	Post:	Faculty/ Department/ Centre/ Unit:	Email:
Principal Project Supervisor (PPS) / Gary Wong	Assistant Professor of Teaching	Department of Economics	wongwc@ln.edu.hk
Co-Supervisor/ Paulina Wong	Assistant Professor	Science Unit	paulinawong@ln.edu.hk
Team Member Chen Tingting	Associate Professor	Department of Management	tingtingchen@ln.edu.hk
Overseas Collaborator Ardo Dwitanto	Assistant Professor	IPMI Business School, Indonesia	ardo.ryan@gmail.com
Overseas Collaborator Jaruwan Sakulku	Lecturer	Thammasat University, Thailand	jaruwan.sakulku@gmail.com
For TLC use only:			
Project Code:		Account Code:	
TLC Staff Liaison:		Funding Approved:	

1 Project Summary

The project summary should clearly and succinctly 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)

Student motivation in classrooms has traditionally been a challenge to achieve. Combined with restrictions due to COVID, this has become even harder. This is especially with current student demographics where applications like Facebook, Instagram and Tiktok are significantly popular. However, attempt to use similar methods in the classroom is challenging as student-generated videos are not well supported with existing tools. They are either very cumbersome for teachers to manage videos/pictures, do not provide learning analytics or lack the features needed for peer to peer engagement like comments. This research will utilize a new learning tool (Soqql EDU), incorporate concepts like student-generated videos and gamification, to create a new type of student engagement.

As the latest research of social learning theory does not seem to have evolved into latest technological trends, and student demographics, this research will have significant research value in social cognitive theory (Banduras, 1991). Prior research suggest that applications of social cognitive theory can increase student motivation and self-regulation. However until today, without suitable technological advancements, some of the concepts like goal-setting has been a challenge to execute consistently due to teacher-student classroom sizes. The significance of this study will be to introduce a learning methodology that implements student-generated videos using a blended learning model with various forms of gamification.

This research will partner with psychology department in Thammasat University (Thailand), and Finance in IPMI Business School (Indonesia) to create a cross-country research significance.

**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 COVID, challenges in student-engagement has increased. There are several tools for educators to deliver content, but there is little that can increase student motivation. Prior research suggests that tools regularly used for engagement (eg. Facebook) using user-generated content do not fit the utilitarian needs. Other tools like Microsoft teams, or learning management systems (eg. Blackboard, Moodle), do not easily allow teachers to manage large volume of student-generated content (like pictures and videos) well. They also do not provide necessary analytics to make it sustainable and scalable. Based on the above, a Tiktok-like mobile app customized for education (Soqql EDU) was identified to be fit for this research. It boosts the ability to manage student-generated content, and provide learning analytics in the form of a web dashboard to facilitate feedback management. It also incorporates gamification elements like badges that can further help teachers to reinforce goals. Specifically, the goal of this research is to use Soqql and incorporate a game-like environment into the classroom. Groups in the class can be setup with learning objectives and compete to win limited benefits (like badges) within the application. Based on group consensus (using the likes feature to vote), students will receive accomplishments that is linked to grades or participation points.

(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
ECO3001	The Hong Kong Housing Market	3	Lect-Tutorial	30

CLD9025	Climate Change and Human Health	3	Cluster course	Year 1 - 4; max 35 students for each session
MGT505	Performance Management	3	Section+tutorial	50-70

Partnering University / External Parties:

IPMI International Business School , BBA program
Thammasat University, Psychology Faculty

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)

Literature Review

To look into user motivation, this study will discuss the adoption of social cognitive theory (Bandura, 1991) in social media for education. A recent study into Tiktok (Wang, 2020) shows that it can increase user-motivation. But when adopted into education, they lack utilitarian purpose (Paliktzoglou & Suhonen, 2014). However if done well in a blended learning environment, it could solve self-regulation issues in the classroom (Rasheed, Kamsin, & Abdullah 2019).

According to social cognitive theory (Bandura, 1991), consistent and concise goal setting is one way to extend the ability to achieve motivation and self-regulation. Unfortunately, existing tools fit for student-generated videos (like Facebook, or Tiktok) do not provide necessary features to help teachers give feedback, and set goals accordingly. Furthermore, this study will look into gamification. Apps like Kahoot is today unable to consistently achieve motivating results (Wang & Tahir, 2020). This study will aim to achieve a different type of blended learning using gamification with student-generated videos / pictures.

Research Model

This project will utilize constructive alignment (Biggs, 1999), seen in Figure 1 below. Furthermore, to help us to define activities to conduct with social learning, a study by Yeop et.al (2019) suggests four factors with the biggest influence on behavioral intention and use behavior. They are Use Expectancy, Social Influences, Facilitating Conditions, and Teacher Efficacy.

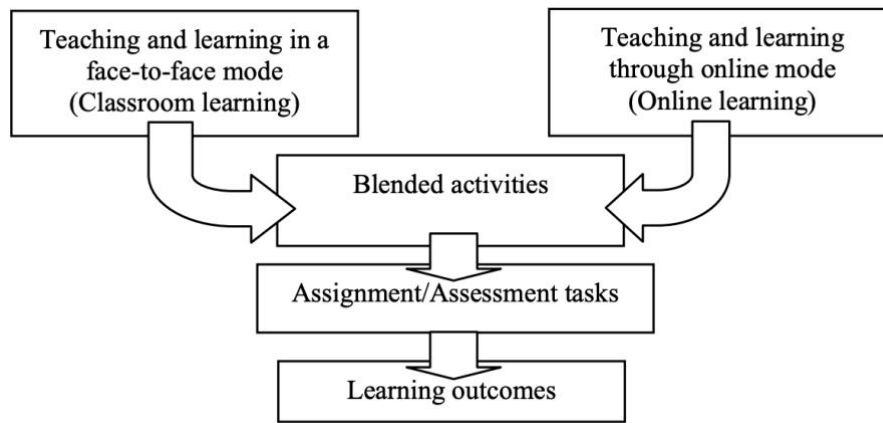


Figure 1. Constructive alignment (Biggs, 1999) of blended learning for learning outcomes

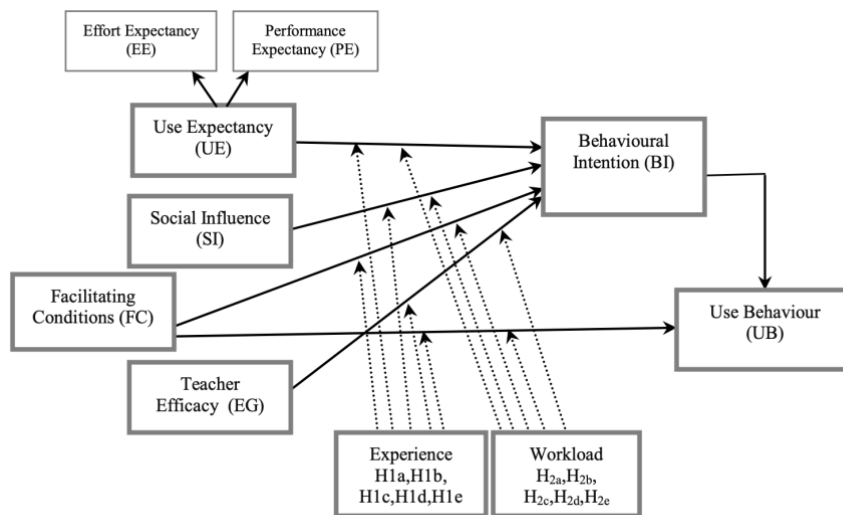


Figure 2. Model of Use Expectancy, Social influence, Facilitating Conditions and Teacher Efficacy to Behavioural Intention and Use Behaviour

Table 1 Hypothesis and Research Model

	Blended Activities	Assessment	Learning Outcomes
Use Expectancy	Case studies are setup in the class with competing groups. Students upload content in an asynchronous manner, and reviewed synchronously.	Teachers provide ‘stars’ and provide feedback on posts. Posts with high stars will be visible to everyone in the class.	Increase feedback management, goal setting, visibility of individual contribution – leading to increase student motivation.
Social Influences	User-generated content with the ability for comments is suggested (Wang, 2020) to increase engagement and motivation.	Highly-rated stars can be viewed by the group. Students can work as a group to identify how to improve content overall.	Self-generating method to moderate and increase social influence within the classroom, based on merit. Increase group work.
Facilitating Conditions	The application is designed with user interface similar to the latest social mobile	Feedback is synchronized between the teacher’s method	Ease of use increases adoption and chance of peer to peer

	app (TikTok). Supports Android, IOS, Browser, and multiple languages.	of input (web/mobile) and student's review (mobile).	learning and teacher-student engagement
Teacher Efficacy	Customized web-dashboard for teacher to manage classroom size and encourage student participation.	Easy way for the teacher to give feedback using a 'star system' on both web and mobile.	Higher volume of teacher / student engagement through increased feedback

The model above will create a casual model (figure 3) studied positively by Zimmerman, Bandura, & Martinez-Pons (1992) to increase student motivation.

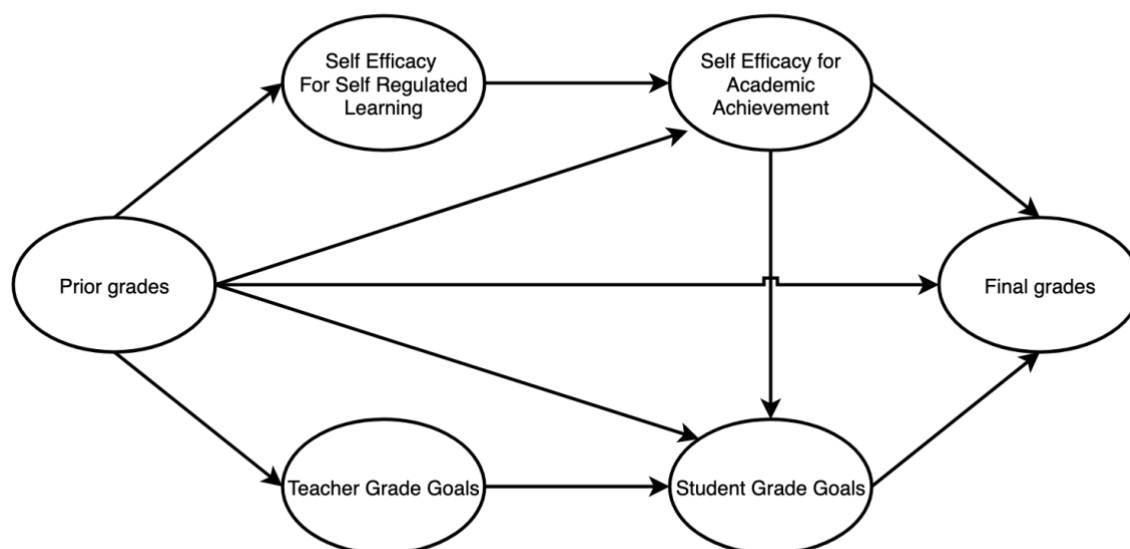


Figure 3 A causal model of student self-motivation

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, 50, 248-287.

Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2019). Challenges in the online component of blended learning: A systematic review. *Computers & Education*, 103701.

doi:10.1016/j.compedu.2019.103701

Paliktzoglou, V., & Suhonen, J. (2014). Facebook as an assisted learning tool in problem based learning: The Bahrain case. *International Journal of Social Media and Interactive Learning Environments*, 2(1), 85–100. <https://dx.doi.org/10.1504/IJSMILE.2014.059694>

Yeop, M. A., Yaakob, M. F. M., Wong, K. T., Don, Y., & Zain, F. M. (2019).

Implementation of ICT Policy (Blended Learning Approach): Investigating factors of Behavioural Intention and Use Behaviour. *International Journal of Instruction*, 12(1), 767-782.

Wang, A. I., & Tahir, R. (2020). The effect of using kahoot! for learning – A literature review. *Computers & Education*, 103818. doi:10.1016/j.compedu.2020.103818

Wang, Y (2020). Humor and camera view on mobile short-form video apps influence user experience and technology-adoption intent, an example of TikTok (DouYin). *Computers in Human Behavior*. <https://doi.org/10.1016/j.chb.2020.106373>

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal-setting. *American Educational*

Research Journal, 29, 663-676.

(iv) Project Activities, Timeline and Evaluation Strategy

Major deliverables (<i>including but not limited to blended learning materials and descriptions</i>)	Target date for achieving the deliverables (mm/yyyy)	Evaluation / Quality Assurance strategy
Finalize Research Model for the research	Jan 2021	Reviewed and approved by team and external partners
Conduct Pilots for classes in scope	Mar 2021	Finish experiment and complete required data-collection
Draft and complete academic paper documenting case studies	June 2021	Complete paper with meaningful discussion / conclusion
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).	June 2021	Informal Feedback will be sought from participants
Final Project Report (Compulsory within 1 month of the Project finishing)	July 2021	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
<input type="checkbox"/> Personnel <input type="checkbox"/> Space <input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> General expenses	Space will be provided for visiting consultant(s), as well as necessary computer hardware and software.

<input type="checkbox"/> Additional funds from departmental account	
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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 does/ does not involve* 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?	*	
2. Are any subjects under the age of 18 or otherwise potentially unable to give informed consent?	*	
3. Will students be audio taped/ videotaped as part of the study? <i>If you answered ‘Yes’, please complete Question 1 of Section B of this Part.</i>	*	
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)? <i>If you answered ‘Yes’ please complete Question 2 of Section B of this Part.</i>	*	

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 PPS:

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: WONG Wai Chung Gary..... Signature:
(in block letters)

Dept / Faculty / Unit / Centre: Economics..... Date: 18/9/2020.....

Please send the completed proposal, in both hard and soft copies (MS Word) to Ms Vicky Lau of TLC (vickylau@ln.edu.hk) on or before the specified submission deadline.
