



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:	The Use of Telegram and Gamification for Blended Learning in Marketing Education		
Role / Name:	Post:	Faculty/ Department/ Centre/ Unit:	Email:
Principal Project Supervisor (PPS) / {Patrick Poon}	Professor of Teaching	Department of Marketing & International Business	patpoon@Ln.edu.hk
Co-Supervisor/ {insert name}			
Team Member and / or Overseas Collaborator {insert name}			
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)

Owing to the influence of COVID-19, implementation of hybrid teaching which involves blended learning has been widely adopted. The blended learning utilizes and integrates face-to-face and virtual learning experiences. However, our students are new to such pedagogical approach and there is a concern about their engagement and performance in the blended learning environment. The use of social media and gamification are expected to be effective methods to enhance student engagement and performance in such learning.

Following the technological innovations in education, this project aims to examine the effectiveness of the use of social messaging app (i.e., Telegram) and gamification (i.e., gamified quiz) in the blended learning class. Focus group interview and questionnaire survey will be conducted in one marketing course (MKT4312 Strategic Brand Management) during the 2nd Term of 2020-21. The focus group interview will help in the design of questionnaire. Data about students' perception and satisfaction toward blended learning will be collected. In addition, teamwork commitment and efficiency will be measured. An experimental comparison of a group of students having gamified quiz vs. a group of students without gamified quiz (control group) will be designed so that a comparison of student performance and engagement can be achieved. Quantitative analysis such as multiple regression will be performed with SPSS. The findings are expected to benefit us in the adoption of technology-enhanced learning within the University.

**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

- 1) To examine the effectiveness of social messaging app Telegram in blended learning with regard to learning efficiency and teamwork commitment;
- 2) To investigate the effectiveness of gamified quiz on student engagement and academic performance;
- 3) To study the students' perception and satisfaction toward blended 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
MKT4312	Strategic Brand Management	3	Hybrid mode	70
Partnering University / External Parties:				

This proposed study is exploratory in nature and so will not involve external parties. However, the follow-up project will be larger in scale and involve external partnering universities in Alliance of Asian Liberal Arts Universities (AALAU), such as Northeast Normal University or Tunghai University.

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)

Previous studies on education have shown that the use of social media and gamification can foster student motivation to participate in learning activities (Chan and Leung, 2016; Huang and Hew, 2018; Ngan et al., 2018). The growth of digital technology such as computer and mobile application has provided an innovative approach in teaching, and blended learning can integrate teaching pedagogy with media-rich technology. As indicated by Ngan et al. (2018), the concept of gamification advocating the use of game design elements in non-game contexts to engage learners for critical connection is progressively adopted in education to facilitate knowledge acquisition. Students are more often motivated and achieve better learning outcomes when e-learning activities involve competitive elements (Worm and Buch, 2014). The scoring system enables students to track self-learning progress and receive a positive social-comparative feedback among peers.

The main objectives of this project are to examine the effectiveness of Telegram in blended learning with a focus on learning efficiency and teamwork commitment; to investigate the effectiveness of gamified quiz on student engagement and academic performance; and to study the students' perception and satisfaction toward blended learning. Owing to the benefits of Telegram, it is selected as the social messaging app for blended learning in this project. Telegram is cloud-based and has an advantageous option of not showing the user's telephone number, it is found to have a significant increase in the adoption by young people. In fact, Telegram has a collection of funny images that can be used in chats. It provides platform for chatting in groups, forum discussion and can share documents in more variety of filetypes than WhatsApp, as well as image and video sharing, without size limit (Sutikno et al., 2016).

In this project, data collection will be conducted in one marketing course offered in the 2nd Term, 2020-21 (i.e., MKT4312 Strategic Brand Management). As there will be two sessions of MKT4312, an experimental design with the use of questionnaire survey can be adopted to compare the students having gamified quiz (35 samples) with the students without gamified quiz (35 samples; control group). A focus group interview of about 12 students will be performed for the design of questionnaire. Measures will include students' perception and satisfaction toward blending learning, learning efficiency and teamwork commitment, student engagement and academic performance. The measurement scales will be adapted from relevant literature such as Johnes and Chen (2008) and Martin et al. (2018). Seven-point Likert scale will be used (1=strongly disagree, 7=strongly agree). Demographic variables will also be collected. SPSS will be used to perform the data analysis.

References

- Chan, Winslet T. Y and Chi Hong Leung (2016), “The Use of Social Media for Blended Learning in Tertiary Education”, *Universal Journal of Educational Research*, 4, 4, 771-778.
- Huang, Biyun and Khe Foon Hew (2018), “Implementing a Theory-driven Gamification Model in Higher Education Flipped Courses: Effects on Out-of-Class Activity Completion and Quality of Artifacts”, *Computers & Education*, 125, 254-272.
- Jones, Keith Thomas and Clement C. Chen (2008), “Blended Learning in a Graduate Accounting Course: Student Satisfaction and Course Design Issues”, *The Accounting Educators’ Journal*, 18, 15-28.
- Martin, Florence, Chuang Wang, and Ayesha Sadaf (2018), “Student Perception of Helpfulness of Facilitation Strategies That Enhance Instructor Presence, Connectedness, Engagement and Learning in Online Course”, *The Internet and Higher Education*, 37, 52-65.
- Ngan, Olivia, Taylor Tang, Aden Chan, Daisy Chen, and Mei Kuen Tang (2018), “Blended Learning in Anatomy Teaching for Non-Medical Students: An Innovative Approach to the Health Professions Education”, *Health Professions Education*, 4, 149-158.
- Sutikno, Tole, Lina Handayani, Deris Stiawan, Munawar Riyadi, and Iman Subroto (2016), “WhatsApp, Viber and Telegram: Which is the Best for Instant Messaging?”, *International Journal of Electrical and Computer Engineering*, 6, 3, 909-914.
- Worm, Bjarne Skjodt and Steen Vigh Buch (2014), “Does Competition Work as a Motivating Factor in e-Learning? A Randomized Controlled Trial”, *PLoS One*, 9, 1, e85434.

(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
Updating of literature review and preparation of gamified quizzes for MKT4312 (Strategic Brand Management)	Dec 2020	The prepared gamified quizzes will be tested with students and feedback will be collected for refinement.
Design and conducting focus group interview	Jan 2021	Consultation of experts or TLC staff
Questionnaire design and conducting questionnaire survey	May 2021	Consultation of experts or TLC staff
Data analysis and summary of findings	June 2021	
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
Presentation of findings in Business Faculty Retreat (and/or international conference on higher education)	Aug 2021	Feedback will be sought from participants
Findings will be submitted to an international referred journal for publication purpose (such as <i>Journal of Marketing Education</i> or <i>Internet and Higher Education</i>)	Nov 2021	Discussion with TLC will be arranged

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 <input type="checkbox"/> Additional funds from departmental account	Space will be provided for visiting consultant(s), as well as necessary computer hardware and software.

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 Faculty of Business (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?	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? <i>If you answered ‘Yes’, please complete Question 1 of Section B of this Part.</i>	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)? <i>If you answered ‘Yes’ please complete Question 2 of Section B of this Part.</i>	X	

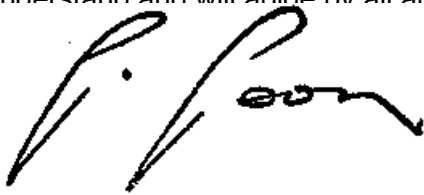
Section B

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 of this proposal form and guidelines. *(In signing below, the PPS is provided and adherence by all staff participating in the*



Name: PATRICK POON
(in block letters)

Signature:

Dept / Faculty / Unit / Centre: Marketing & IB Date: 25 September 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.
