

Quality Enhancement Support Scheme

Final Evaluation Report
Project No. : 07/QESS/2013
Part A

Project Title : Enhancing Outcome-Based Learning and Teaching with Contextual Learning Approach and e-Learning Support

運用情境教學法及網上學習支援以提升成效為本的教與學

Name of Grantee: Vocational Training Council

Project Period : From September 2013 (month/year) to May 2015 (month/year)

Part B

Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature of
Authorised Person :



Name and Position of
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1. Attainment of Objectives

Table 1: Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective
<p>(a) To develop on-line learning materials and activities that are enriched by practical examples, applications of theories in real-life and local workplace contexts. All materials and activities will be developed using the contextual teaching and learning (CTL) approach and supported by the latest educational technologies for the module of "Economics", which is a core business module common to all BA HD programmes.</p>	<ul style="list-style-type: none"> • Appointment of External Advisor, Dr. LEE Shu Kam, Associate Professor, Department of Economics and Finance, Hong Kong Shue Yan University • Consultation meetings with Economics module team for learning package development from September 2013 to January 2014 • Four focus group interviews with 29 students for learning package development in January 2014 • Production of multimedia and online learning package (e-learning package) • Regular reviews and revisions of the package with the support by Centre for Learning and Teaching (CLT), Economics module team and External Advisor • Trial run of the e-learning package by students in June 2014 • Final review of the e-learning package by CLT, Economics module team and External Advisor • Final revision of the e-learning package to fix technical issues • Evaluation of the e-learning package by online questionnaire survey and student focus group interviews 	<p>Fully achieved</p>	<p>An e-learning package consisting of multimedia learning activities and materials, such as interactive lessons, quizzes with instance feedbacks, case studies, Economics calculators and glossaries, covering the 10 essential Economics topics (listed below), was produced. The content of e-learning package was developed by using the CTL approach.</p> <p>(The learning package covers the following 10 topics:</p> <ul style="list-style-type: none"> (i) Introduction and Basic Concepts (ii) Demand, Supply and Equilibrium (iii) Elasticity (iv) Production (v) Market Structure (vi) National Income Accounting (vii) Aggregate Expenditure and Fiscal Policy (viii) Money, Deposit Creation and Monetary Policy (ix) Unemployment and Inflation (x) International Economics)



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<p>(b) To build up an on-line learning community so as to engage students in learning activities during non-contact hours.</p>	<ul style="list-style-type: none"> • Creation of learning community, with the e-learning package produced, on the VTC's existing e-learning platform (Moodle) which provides various functions that support teachers to track students' learning progress and enable participants to communicate with each other over the e-learning platform • Introduction and demonstration of the learning community containing the e-learning package on Moodle to Economics lecturers before the semester commencement • Publicity of the e-learning package on e-learning platform to students by system messages • Monitoring students' usage and learning progress on the e-learning platform 	<p>Fully achieved</p>	<p>Courses (learning communities) for each individual campus were created in the VTC e-learning platform, Moodle.</p>
<p>(c) To empower the BA teaching staff so that they would adopt good practices of CTL and the latest educational technologies.</p>	<ul style="list-style-type: none"> • Staff training workshops on contextualised learning approach and development of e-learning materials 	<p>Fully achieved</p>	<ul style="list-style-type: none"> • 2 staff training workshops were organised on 18 December 2013 and 14 January 2014 respectively • 54 staff participated

Details of the deliverables to attain the objectives are shown in Section 4

2. Project Impact

The e-learning package developed has achieved very positive results covering the following aspects:

2.1 Fostering students' understanding of theories and concepts in Economics and enhancing their ability to apply theories and concepts of Economics to solve problems in real-life context

- The major objective of the e-learning package was to provide students, particularly those who have difficulties in understanding abstract theories and concepts in Economics, with practical examples that explain how theories are applied in local real-life and workplace contexts.

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- An online questionnaire survey was conducted during December 2014 to January 2015 after the launch of the e-learning package. The results indicated that e-learning package was useful for students to understand Economics concepts and their applications. It was also useful for students to prepare for assessments, which required applications of theoretical knowledge to solve problems in different targeted industry sectors. (Details of the online questionnaire survey results are shown in Appendix A.)
- Focus group interviews were conducted with student users in order to gain a more in-depth understanding on the usage of the e-learning package and its associated impacts. Students expressed appreciation towards the launch of the e-learning package. They commented that the e-learning package enriched their learning with practical examples and cases and facilitates them to connect Economic theories and situations in reality. They also revealed that they were more confident in applying relevant concepts and theories to solve problems in real-life context. (Details of the results are shown in Appendix B.)

2.2 Enhancing staff's professional development in using contextual teaching and learning approach and e-learning technology to support students' learning

- Training in contextual teaching and learning (CTL) approach strengthened staffs' understanding of the concepts and principles of CTL approach and their application in enhancing students to create links between theories and real-life practice.
- Training and familiarisation on updated e-learning technologies equipped staff with skills to develop e-learning materials and up-to-date knowledge for the use of e-learning tools, thereby facilitating students' independent learning and classroom teaching.

2.3 Broadening staff's horizons on contextual teaching and learning and e-learning

- The training workshops introduced showcases and currently available resources for implementing CTL and e-learning as well as rationales of applying CTL and e-learning technologies in modern educational context. Also, staffs, workshop facilitators and External Advisor exchanged ideas, experiences and good practices in contextual teaching and learning and e-learning during the staff training sessions, which are beneficial in sustaining the Project.
- Staffs were actively involved in the planning, design, development, implementation and utilisation of the e-learning package gained skills. Knowledge and experiences gained

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in utilising contextual teaching and learning (CTL) approach and incorporating e-learning into daily traditional mode of teaching enables teachers to supplement classroom teaching and facilitate students' independent learning.

- A sharing session open to all VTC staff was conducted by the project team to share the i) experience gained in the carrying out the Project, ii) difficulties encountered and the remedial actions taken, iii) pedagogical concepts, rationales and technical skills employed in the design and development of the e-learning packages, and iv) the evaluation of the impact on students' performance. External advisor of the Project was also invited to share his experience in using contextual teaching and learning (CTL) approach in the delivery of Economics modules at tertiary education sector and his comment on the e-learning package created. Feedback of the audiences indicated that they gained insight of utilising the CTL and other relevant e-learning tools on the development of the e-learning package, starting from idea generation to the actual output. (Feedbacks from audiences are shown in Appendix C.)

3. Cost-effectiveness

Table 2: Financial Status

Budget items <i>(Based on Schedule I of Project Agreement)</i>	Approved budget \$	Actual expense \$	Balance \$
Manpower	1,188,875*	1,031,946.23	156,928.77
Equipment	0	0	0
Services	323,000*	249,450.00	73,550.00
General Expenses	65,000	3,280.63	61,719.37
Other	42,000	7,742.00	34,258.00
Total	1,618,875	1,292,418.86	326,456.14

(* These include a relocation of \$273,000 from Manpower to Services in the budget as requested by VTC on 28 July 2014 via email and approval from EDB was granted on 30 July 2014 via email.)

2,164 students benefited from utilising the e-learning package. It is expected that similar number of students in each academic year will benefit from the e-learning package in the future.

In terms of sustainability, the Economics module team will maintain, review, revise and update the e-learning package on the e-learning platform, with the support of Centre of Learning and Teaching and Information Technology Services Division of VTC. The team will continue to support and facilitate students' independent learning in Economics during non-contact notional learning hours in the future.

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4. Deliverables and Modes of Dissemination

4.1 Staff training workshops

To achieve the outcome of developing a learning package located in an online learning platform, 2 staff training workshops to equip staff with skills and knowledge in contextual teaching and learning and e-learning were organised. Details of the training workshops are shown in the tables below.

Staff Training Workshop 1	
Title	Using Contextualised Learning Approach to Develop Online Materials for Economics Modules
Speaker/Organizer	Dr. Eva TSANG Yuen Mei, Deputy Director (Learning and Teaching), Educational Technology and Publishing Unit (ETPU), The Open University of Hong Kong (OUHK)
Date	18 December 2013
Time	9:30 am - 12:30 pm
Venue	Room 357, IVE(Morrison Hill), Wan Chai, Hong Kong
Number and types of participants	28 staff from Department of Business Administration (including Economics lecturers) and Centre for Learning and Teaching

Staff Training Workshop 2	
Title	Development of E-learning Materials
Speaker/Organizer	Mr. Buck NG Ting Kin, CEO(Asia), Pukunui Ltd. (official partner of online learning platform "Moodle")
Date	14 January 2014
Time	2:30 pm - 4:30 pm
Venue	Room 1103, VTC Tower, Wan Chai, Hong Kong
Number and types of participants	External Advisor and 25 staff from Department of Business Administration (including Economics lecturers) and Centre for Learning and Teaching

The comments received from the participants of the two workshops were positive. In addition, the participants contributed ideas and views to the formulation of the outline of the required e-learning package during the workshops. The Project Team took into consideration of the inputs from the participants to create the basic framework of developing the multimedia and online learning materials and activities, which received positive feedback from the student users

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after the launch of the e-learning package.

4.2 E-learning package and online learning community

An online learning package entitled “Economics in Daily Life” was created. Such package aims at assisting the students to learn important concepts in Economics with interactive multimedia materials during the non-contact hours of notional learning was created.

To achieve the aim, elements and good practices of CTL approach were employed in the content design of the learning materials and the associated activities. The e-learning package covers 10 essential topic areas in Economics. The design of the contents aims to enhance students, particularly those who are weak in conceptual learning, to construct a link between relevant theories and real-life applications.

The latest educational technologies were adopted to develop the e-learning package. The learning materials and activities in various multimedia formats in the learning package provided interactivity and instant feedbacks to students. The learning package is located in an e-learning platform which offers a learning community with convenient and user-friendly interface and supports accessibility by mobile devices. These features of the e-learning package and environment allow students to revisit and explore theories and concepts anytime at anywhere. The learning package serves as an alternative resource to facilitate students' independent learning during non-contact hours of notional learning.

The learning package covers the following 10 topics:

- (i) Introduction and Basic Concepts
- (ii) Demand, Supply and Equilibrium
- (iii) Elasticity
- (iv) Production
- (v) Market Structure
- (vi) National Income Accounting
- (vii) Aggregate Expenditure and Fiscal Policy
- (viii) Money, Deposit Creation and Monetary Policy
- (ix) Unemployment and Inflation
- (x) International Economics

The following learning materials and activities are included in the learning package:

- (i) interactive lessons
- (ii) quizzes with instant feedbacks (including multiple choice quizzes, video quizzes and

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- interactive animation quizzes)
- (iii) case studies/scenario-based questions
- (iv) Economics calculators with graphical simulations
- (v) glossaries (with entries in the glossaries auto-linking to the lesson contents)

The learning package was accommodated in the VTC online learning platform, Moodle. For easy management and tracking of students' learning progress and performance, 10 learning communities containing the e-learning package have been established in Moodle respectively for 10 departments in 9 IVE campuses, of which students are required to study Economics.

4.3 Sharing session

A sharing session to introduce the background of the project, explain the rationale of developing and implementing the e-learning package, and present figures of the project evaluation was conducted by the project team. An invitation email was sent out to all VTC staffs and staffs from various academic disciplines and member institutes of VTC joined the session. Feedbacks from the audiences were very positive. (Feedbacks from audiences are shown in Appendix C.)

The sharing session was recorded on video which is currently available on the video portal of VTC for viewing by all staffs.

5. Activity List

Table 3: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		Institutions	Teachers	Students	Others (Please specify)	
Staff Training Workshop	Theme: Using Contextualized Learning Approach to Develop Online Materials for Economics Modules Date: 18 Dec 2013 Time: 9:30 am - 12:30 pm	1	28	0		Please refer to the Appendix D.

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	Venue: Room 357, IVE(MH)					
Staff Training Workshop	Theme: Development of E-learning Materials Date: 14 Jan 2014 Time: 2:30 pm - 4:30 pm Venue: Room 1103, VTC Tower	1	26	0		Please refer to the Appendix E.
Consultation Meetings with Economics Module Team	Theme: Identification of students' weaknesses and needs, sharing of good practices in teaching and recommendations for development of e-learning package Date: Sept 2013 – Jan 2014 Time and Venue: Please see Appendix C	1	10	0		Please refer to the Appendix F.
Focus Group Interviews with Students	Theme: Identification of students' difficulties in learning Economics and recommendations for development of e-learning package from students' perspective Date: 27 – 29 Jan 2014 Time and Venue: Please see	1	0	29		Please refer to the Appendix G.

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	Appendix D					
Online questionnaire survey	Theme: Evaluation of the e-learning package Date: Dec 2014 – Jan 2015	1	0	291		Please refer to the Appendix A.
Focus Group Interviews with Students	Theme: Evaluation of the e-learning package Date: March - April 2015 Time and Venue: Please see Appendix F	1	0	30		Please refer to the Appendix B.
Sharing Session	Theme: Quality Enhancement Support Scheme – Enhancing Outcome-Based Learning and Teaching with Contextual Learning Approach and e-Learning Support: Sharing Session Date: 22 April 2015 Time: 3:00 pm - 5:00 pm Venue: Room 701, VTC Tower	1	47	0		Please refer to the Appendix C.

6. Difficulties Encountered and Solutions Adopted

6.1 It was noticed that students may not take the initiative to engage in independent learning or revision until assessments approached.

To ensure that students were aware of the e-learning package and the associated online learning communities and availability of the e-learning package, announcements were made in Economics lessons during which lecturers briefed students on the contents and

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demonstrated key features of the package. Based on the teaching schedule and progress, Economics lecturers also regularly reminded students to visit relevant sections of the e-learning package for consolidation of the concepts learnt in classroom. Messages were sent out to students in the e-learning platform to remind them to use the e-learning package for independent learning and revision.

- 6.2 Some students expressed their preference for face-to-face teaching and consultation and the lack of motivation to use e-learning materials for self-study. One of the reasons was that some of the students were accustomed to traditional way of learning and teaching. Students regarded themselves as passive receptors into which teachers deposit concepts and information and they were not used to independent learning with e-learning materials. Another reason reflected by students for their reluctance to use the e-learning materials was the lack of IT proficiency. They expressed that they would need to spend time and effort to become acquainted with the e-learning materials before they could benefit from using it.

To minimise the hurdles faced by students for using the e-learning package, a video demo showing how to use interactive features of the learning materials was placed at the beginning section of the e-learning package. Meanwhile, lecturers continued to recommend students to use the mobile-accessible e-learning package as a supplementary resource for study and revision during non-contact hours. Students were also encouraged to schedule face-to-face consultations with lecturers if they encountered any problems during classroom learning or using the e-learning package. Some lecturers also discussed the cases embedded in the e-learning package during class in order to arouse students' interest. Students would then be required to find out the answer by using the e-learning package via the online platform or their mobile devices.