II Project Information

Social Communication Networking and Multimedia Lab for Excellence in Teaching and Learning Enhancement	社交通信網絡與多媒體實驗室

A. Project Summary

'I have always imagined the information space as something to which everyone has immediate and intuitive access, and not just to browse, but to create.'
Tim Berners-Lee, The Web Inventor

The advent of Web 2.0 and related technologies has enabled social communication through networking to become a new paradigm for the ways educators and students communicate and learn. Social media, including social communications and networking Web sites include: YouTube, Facebook, Wiki, blog, twitter, online groups and forums, podcast, Web mashup, virtual worlds, recommender/evaluation systems, social tagging/bookmarking. These spaces are enabling innovative behaviors that enable and foster the acquisition, access, manipulation, processing, retrieval, presentation, and visualization of information within a teaching/learning space. Social media for education has become dynamic, ubiquitous, distributed, real-time, collaborative, bottom-up, many-to-many, value-based, and personalized (White, King & Tsang 2010).

The focus in Education is changing from rote testing towards individual and collaborative enquiry. Likewise, the role of the teacher is changing. The content and the technology employed to harness learning are continually changing. Educators and administrators must be reminded that learners are also changing. Teachers who have won excellent and distinguished achievement awards during the past decade have expressed concern that they are no longer able to hold the attention of their students if they rely on traditional pedagogies.

John Seely Brown, Chief Scientist at Xerox and director of its Palo Alto Research Center, commented that students no longer conform to the traditional image of learners as permissive sponges and educators need to rethink and redesign education for the Digital Age. In particular old ideas of learning need to be rethought. Indeed learning is socially constructed (Brown 2002; Brown 2009).

The proposed lab will provide powerful support of current best teaching and learning practice, as well as underpin innovative and effective uses of social networking and multimedia in education. It will also assist staff to develop multimedia learning materials suitable for blended delivery. During the initial three years, the lab will be charged to organize online and face-to face seminars and conferences. These will be designed to facilitate the dissemination of world best practice of using social networking platforms. Following this the lab will become a core component of the teaching and development unit within CBCC's Centre for Excellence.

Internally all CBCC staff will benefit from the technical, editorial, instructional design and multimedia support that will impact their course design and delivery. Likewise 1200 students will benefit from harnessing the social networking platform. In extreme situations; for example, the return of SARs, the lab would enable CBCC to seamlessly carry out its teaching, learning and administrative activities. Previously this would have been impossible with the resulting closure of student activity and classes.

Externally, the post-secondary sectors will benefit from the teaching and e-learning e-portfolio competitions and "conferences' organized by the Lab. These events will provide in-depth showcasing of the digital learning tools and platforms that are currently being used, or may potentially be used. World best cutting-edge systems that enhance learning spaces will be showcased. To foster greater collaboration among institutions, course materials in the form of e-course modules, will be made open access.

The proposed Lab is conceived as a *Lab for Excellence*. The nomenclature employed does not purport regional or international recognition; rather, it speaks to the central goal of the Lab which is to build capacity for excellence in the procurement of substantial recognition through successful project implementation and reporting.

B.	Project Objectives

The target recipients include CBCC specifically as well as the broader post-secondary sector in general. Within CBCC, the target recipients include: administrators (20), academics (60) and students (1200). Outside CBCC the target recipients include academics and students in the post-secondary sector. Members of local communities with an interest in educational development may also take advantage of the lab.

As for the specific needs of CBCC:

♦ Unlike some other higher education institutes which have specific education technology units to support teaching and learning material development, none are established at CBCC. The students and staff at CBCC will greatly benefit from the support (instructional design, editorial support, and innovative activities) offered by the proposed lab.

♦ Many secondary schools and post secondary institutes have developed robust online learning platforms and facilities to allow blended learning in the case of emergencies that require closure of a physical facility. CBCC is far from ready to embrace the challenge posed by such unforeseen misadventures. The proposed lab will enable CBCC to conduct its teaching and learning via social networking platforms (such as YouTube and Facebook) when such misadventures arise.

Many CBCC sub-degree academics are falling woefully behind their students in understanding and using the new media and technology. In many cases, one can rightly say that teaching and learning has shifted from a generation **gap** to a generation **lap** – students are "lapping" their teachers on the technology track. Many of our sub-degree students have a natural affinity to social networking sites. They instinctively turn first to Facebook, YouTube, Wiki, Twitter, which provide an online forum to communicate, search, understand and learn (Tapsott 2009; Li, et al 2010).

A significant percentage of the Hong Kong post-secondary population (2006 onwards) is familiar with the Web 2.0 technologies, make use of social networking tools, and visit sites daily. On the other hand most CBCC teaching staff are already overloaded with daily teaching and need greater support to harness this platform to enhance their teaching effectiveness and the student learning experience.

The central goal of the lab is to build capacity for excellence in the area of social media for teaching and learning enhancement.

C.	Outcomes and Deliverables of Project

The outcomes of the project are:

♦ To provide a quality learning space, both online and physical, for the enhancing of teaching and learning quality in CBCC and the post-secondary education sector.

♦ To foster greater collaboration among institutions and to offer the sharing of quality course materials in the form of e-course modules.

The deliverables of the projects are:

The first major deliverable is the "*CBCC on Social Network Site*" which coordinates CBCC delivery of courses and communication within courses. The deliverable will facilitate the seamless continuation of teaching, learning, and administration, even when the school site needs to be closed due to unexpected incidents (such as SARs, Fire etc). The total number of beneficiaries will be around 1200.

The second deliverable is the enhancement in course design, teaching and learning, which is enabled through the dedicated instructional design, editorial support and multimedia support that will be given to all courses as a result of this project. This will result in a much enhanced student experience at CBCC as students are able to gain individual and collegial support and feedback from instructors and peers alike. The yearly target beneficiaries will be 2400 students and 60 courses, including the typical number of secondary students who attend the annual on campus "taster program".

The third deliverable is the systematic support of academic staff in course design which will be supported also through the establishment of a refurbished classroom into a Social Communication Networking and Multimedia Teaching and Learning Lab.

The forth deliverable are various dissemination activities, such as the creation of a continuous learning culture with respect to the harnessing of the digital revolution to course design and delivery. This will commence through the design and delivery of an annual online conference and a face-to-face conference. The first of these is tentatively titled:

Education 2.0 International Conference: Enhancing Sub-degree Teaching and Learning

The design and management of online conferences requires a set of specialist skills. Therefore, it will be important to bring in expertise to build the first couple of conferences. It is expected that a mentoring process will enable CBCC staff to gain needed expertise and experience to enable CBCC to thereafter stand alone and to take on the role as one of the lead experts in Hong Kong. The annual face-to-face conference is a showcase of post-secondary e-learning projects and incorporates the student e-portfolio competition. This competition affords participants the opportunity to demonstrate their e-learning work and projects and includes: applications, courseware, learning spaces and e-teaching tools. Projects may involve the use of social networking site technology but this is not mandated and might simply offer a good solution to a teaching and learning problem.   Other deliverables include the dissemination of research results via refereed publications including books and journal papers. Such opportunities raise the research quantum of CBCC and the reputation of Hong Kong scholars. Examples might be:

♦ *Social media tools and platforms in learning environment* (White, King, & Tsang 2011). The seminal work will provide an important reference of current unique, innovative, and effective uses of Social Media in education for teaching and learning. More specifically, the volume will provide an in-depth analysis of the tools and platforms that are currently being used, or may potentially be used, in a learning environment. It will highlight the future cutting-edge systems that enhance learning spaces.

♦ *Good practices in using Web 2.0 teaching in the post-secondary higher education sector.*

♦ *A competency model for empowering teaching effectiveness and student learning in the post-secondary higher education through Web2.0 technologies (YouTube, MySpace, Face book, Twitter).*

Finally, an evaluation of the project and deliverables in relation to the achievement goals will be conducted. This will assist in the sustainability and sharing of the project across HK institutions.

References
Brown, S. (2009). "An approach to teaching: let's try doing it the easy way… and then amplify that with the net". Online presentation. Last retrieved 23 March 2010 from http://vimeo.com/7650988.
Brown, S. (2002). Growing Up Digital: How the Web Changes Work, Education, and the Ways People Learn, *USDALA Journal*, 16(2). Last retrieved 23 March 2010 from http://www.usdla.org/html/journal/FEB02_Issue/FEB02_issue.pdf.
Li, S., Chen, L., Eustace, K., & **Tsang, P.** (2010). "Competency Model for Chinese Distance Education in Higher Education" in Wang, P., (et al) (eds) *Blended Learning*, Springer [In press].
Tapscott, D. (2009). Grown Up Digital: How the Net Generation is Changing Your World., NY: McGraw-Hill.
White, B., King, I., &**Tsang, P**.(2011). *Social media tools and platforms in learning environment, Springer.*

D.   Implementation Details

The project will take 36 months to complete and involve eight phases:

Phase	Item	Duration (months)	2010 Q3	2010 Q4	2011 Q1	2011 Q2	2011 Q3	2011 Q4	2012 Q1	2012 Q2	2012 Q3	2012 Q4	2013 Q1	2013 Q2
1	Initial set up of the lab and blended teaching quality assurance training	6	■	■										
2	Instructional, quality assurance and teaching skill training workshop	6			■	■								
3	Conference and more	3					■							
4	Pilot CBCC courses on the Social Networking Platform	3						■						
5	Continue to design and deliver online courses	6							■	■				
6	Online Training and Conference	3									■			
7	CBCC courses on the Social Networking Platform	3										■		
8	Project evaluation and sharing of course materials with other institutes	6											■	■

Phase 1: Initial set up of the lab and blended teaching quality assurance training [September 2010 – February 2011]
- Refurbishment of a 30 seat capacity classroom as the Social media lab and office
- Installation of video recording facilities in three (100-200 capacity) lecture halls at CBCC
- Recruitment of staff in
  - Editorial & translation support: (1) part-time native English editor, one (1) part-time Chinese editor
  - Multimedia & graphic programming support: one multimedia programmer and one graphic designer
  - Instructional development support: one instructional designer
  - Administration support: Executive officer
- Purchasing of video and audio equipment
- Research into appropriate social networking development software
- Purchase of laptops and mobile learning devices
- Call for participation in the "Education 2.0 International Conference: *Enhancing Sub-degree Teaching and Learning 2011* as a component of the ICT2011 International conference on teaching and learning to be held in July /August 2011 at CBCC
- Provide teaching staff with instructional and curriculum design training in quality course material preparation, and provide blended teaching skills
- Draft the training manual for blended quality teaching and learning
- Establish Project Social Networking website for collaborative and inspirational purposes. (As the academic staff are essential stakeholders in this project every effort will be made to use online spaces to seek input from academic staff and to also coordinate the project activities)

Phase 2: Instructional, quality assurance and teaching skill training workshop [March 2011 – August 2011]
- Video taping and editing of 10% of CBCC class lectures/tutorials/workshops for teaching and learning enhancement
- Preparation of an online template
- Identification of class materials suitable for blended teaching and learning (both face-to-face and on the web and appropriate integration therein)
- Conduct discussion forum to address concerns about the use of the net for systematic improvement of teaching and learning
- ICT2011 conference papers/demo due. Review of conference papers

Phase 3: Conference and more [March 2011 – August 2011]
- Host *Education 2.0 International Conference*: *Enhancing Sub-degree Teaching and Learning 2011* as a component of the ICT2011 International Conference on Teaching and Learning at CBCC
- Prepare two of the CBCC courses for online delivery

Phase 4: Pilot CBCC courses on the Social Networking Platform [September 2011 – February 2012]
- Deliver two online CBCC courses
- Prepare a further 10% of CBCC courses for online delivery

Phase 5: Continue to design the Social Networking Platform and Conference [March 2012 – August 2012]
- Video tapping and editing of 15% of CBCC class lectures/tutorials/workshops for purpose of enhancement of teaching and learning
- Preparation of class materials suitable for blended teaching and learning (both face-to-face and on the web)
- Organization of Education Conference

Phase 6: Online Training and Conference [September 2012 – February 2013]
- Second round Staff Teaching Quality Assurance workshop
- Preparation for four more CBCC courses for online delivery

Phase 7: CBCC courses on the Social Networking Platform [September 2012 – February 2013]
- Delivery of a total of six CBCC course online
- Achieve target of 90% of CBCC courses being available online where classes can be conducted in the event of the closure of campus due to unexpected incidents such as SARS/Swine Flu

Phase 8: Project evaluation, publications & e-module sharing [March 2013 – August 2013]
- Preparation of project report
- Submissions of publications
- Sharing of e-modules with other local post-secondary institutes

E.	**Implementation Schedule** *(Please extend this table if necessary.)*		

Estimated start date of project: <u>   1 September 2010   </u>.

Action *(please indicate key milestones)*	**Timeframe**	**Cash flow Requirement**
Phase 1: Initial set up of the lab and blended teaching quality assurance training ♦ Establishment of Project Reference Group and of sub group specialists ♦ Design of refurbished teaching space ♦ Selection of suitable equipment and software ♦ Sign off on space ♦ Specification of job descriptions for new staff ♦ Staff report for duty ♦ Establish Conference Committee, set conference parameters ♦ Design professional development program. Measure success in terms of decrease in anxiety among teaching staff ♦ Create timeline for online course design and delivery. Evaluate against peer review and student feedback ♦ Design peer review process and student evaluation instrument ♦ Establish online community of practice (CoP), including external experts, for ongoing conversation about online issues ♦ Develop online conference template. Evaluate outcome via peer review process of content and participant feedback **Key milestones:** (1) Evaluation report of Online SNS for project - Fit for purpose; (2) Established Project Social Networking website for collaborative and synergetic purposes. (As academic staff are essential stakeholders in this project every effort will be made to use online spaces to seek input from academic staff and to also coordinate the project activities); and (3) Confirmation of the physical space and location for the lab.	September 2010 to February 2011	910,000

Phase 2: Instructional, quality assurance and teaching skill training workshop ♦ Video taping and editing of 10% of CBCC class lectures/tutorials/workshops for teaching and learning enhancement ♦ Preparation of an online template ♦ Identification of class materials suitable for blended teaching and learning ♦ Conduct discussion forum to address concerns about the use of the net for systematic improvement of teaching and learning ♦ ICT2011 conference papers/demo due. Review of conference papers ♦ First round of courses / training for staff **Phase 3: Conference and more** ♦ Launch of conference *Enhancing Sub-degree Teaching and Learning 2011* as a component of the ICT2011 International conference on teaching and learning to be held at CBCC ♦ Prepare a further two CBCC courses for online delivery **Key milestones:** (1) Provision to staff of the edited video lectures for personal growth and reflection; (2) Identification of two CBCC courses ready for online presentation that will be able to make use of social networking sites; and (3) Publication of the Proceedings of the Education Conference; and (4) Publication of social media tools and platform book.	March to August 2011	242,800
Phase 4: Pilot CBCC courses on the Social Networking Platform ♦ Deliver two online CBCC courses ♦ Prepare a further six CBCC courses for online delivery **Key milestones:** (1) Two online CBCC courses launched. (2) Submission of postmortem report of the Conference and the associated workshops and competition.	September 2011 to February 2012	273,800
Phase 5: Continue to design the Social Networking Platform and Conference ♦ Video tapping and editing of most if not all CBCC class lectures/tutorials/workshops for purpose of enhancement of teaching and learning ♦ Preparation of class materials suitable for blended teaching and learning (both face-to-face and on the web) ♦ Organization of Education Conference **Key milestone**: (1) Delivery of four more CBCC courses online; and (2) Publications of conference proceedings and delegate survey.	March to August 2012	238,800

Phase 6: Online Training, continue to design and deliver of online course ♦ Second Round Staff Teaching Quality Assurance workshop ♦ Preparation for four more CBCC courses for online delivery **Phase 7: CBCC courses on the Social Networking Platform** ♦ Delivery of six more CBCC course online ♦ Enabling, most if not all, the CBCC courses to be available online so that classes can be conducted in the event of the closure of campus due to unexpected incidents such as SARS/Swine Flu. **Key milestones**: (1) Deliver of four business courses online website (2) Delivery of six more CBCC design / training courses online.	September 2012 to February 2013	100,800
Phase 8: Project evaluation, publications & e-module sharing ♦ Preparation of project report ♦ Submissions of publications ♦ Sharing of e-modules with other local post-secondary institutes. **Key milestones:** (1) CBCC ready for online operation even in the event of campus closure due to unexpected incidents; and (2) Submission of project report.	March to August 2013	121,800
	Total	**1,888,000**

Estimated completion date of project:　　　　31 August 2013

F.	Project Budget					

Projected Expenditure	**Amount in HK$**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
a. Manpower	923,400	496,600	220,600			1,640,600 (Amount to be borne by College: $38,800)
b. Equipment / Facilities	246,200	24,000	24,000			294,200 (Amount to be borne by College: $72,000)
c. Services						
d. General Expenses	8,000	35,000	1,000			44,000
e. Others (e.g. auditor's fee)			20,000			20,000
Total Expenditure :	1,177,600	555,600	265,600			**1,998,800 (Amount to be borne by College: $110,800)**

Projected Income	**Amount in HK$**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total**
a. (e.g. fees received)						
b.						
c.						
Total Income :						

Sources of Funding

a.   Amount of grant sought under this application: _____HK$1,888,000_____ .
b.   Other sources of funding *(this may include donations, contributions from the applicant/its parent organization, etc. Please give the name(s) of the sponsor(s), the amount of funding, and indicate whether the funding has been secured.)*:
   (i)   The cost of inviting two overseas keynote speakers for the ICT 2011 and ICT 2012 (i.e. $38,000), manpower cost of Multimedia Programmer & lab Manager ($800) and the 3 years extra broadband Internet connection to the lab (i.e. $72,000) will be supported by the College.
   (ii)   Instructional Designer of this project will also take up the duties of Project Officer of the QEGS Project – Learning in an Outcome-based System via Technology and Enhancement of Regulation Strategies (LOBSTERS) of CFHC.
   (iii)

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G. Monitoring and Self-evaluation Mechanism

The monitoring includes both a formal and a self efficacy evaluation mechanism. The formal mechanism consists of:
1. Progress reports every 6 months
2. Final evaluation report and users experiences survey
3. Final audited financial report

The self efficacy evaluation mechanism has a number of components:

Within CBCC, the project team will have regular progress and development meetings. Minutes will be written and reported in the Monthly Senior Management Group Meeting.

Outside CBCC, a buddy mechanism will be in place: By three monthly reports the project team will keep Buddy external advisors (from local and overseas post-secondary and higher education sectors including Lingnan University, CityU, HKU, CUHK, PolyU, OUHK, Stanford U, Oxford University, Beijing Normal University, and Central Radio and TV University) appraised of progress and will seek their constructive comments and reflective input. A summary of both elements of the self efficacy mechanism will be included in the final report to EdB.

H. Management Support and Key Personnel Involved

1. Prof Philip Tsang, Vice President (Academic & Research) and Principal Investigator (PI) of this project
2. Prof Reggie Kwan , President of the CBCC
3. Dr Sandy Tse, Assistant Director, Centre for Excellence
4. Mr Gary Lam, Head, Department of Design

External Expert Advisor
1. Adj Prof James Henri (UNT) Expert in online delivery with 30 years experience world-wide

External Buddy:
1. Dr Bob Fox (HKU) (ICT2011 conference co-chair and co-editor of conference proceedings)
2. Mr Peter Duffy (PolyU) (Long term chapter contributor of ICT education books edited by the PI)
3. Prof Irwin King (CUHK) (Co-editor of an upcoming book on Social Networking)
4. Prof Bebo White (Stanford) (Also co-editor of an upcoming book on Social Networking)
5. Prof David Philips (Lingnan University) (Co-organizer with the PI of a major ICT Int'l Conference in Canada 2010)
6. Dr Chen Li (Beijing Normal University) (Co-author with the PI)
7. Dr David Kennedy (Lingnan University) (Co-online presenter in a recent online ICT education conference)
8. Dr Daniel Churchill (HKU) (Expert in learning objects and M technologies)
9. Prof Geoffrey Walford (Oxford University) (Editor-in-Chief, *Oxford Education Review*)
10. Prof Kai Koong (University of Texas) (Editor-in-Chief, *Int'l Journal of Services and Standards*)

I.	Special Justifications if the Grant Sought Exceeds $2 million

N/A

III Other information

1 Project Sustainability

CBCC will budget a minimum of $400K per year following the funded first three years of the project.

2 Preparatory work done

This project will take advantage of the previous results of QEGS funded projects. Specifically, this project benefits from the video conferencing facilities installed on CBCC campuses. This was part of the OASISS project funded by QEGS (2009).

A number of the contributors are long standing colleagues with excellent history of nurturing collaborative ventures including contributing chapters for a forthcoming Springer book:
Social Media Tools and Platforms in Learning Environment [Editors: Bebo White (Stanford), Irwin King (CUHK), and Philip Tsang (CBCC and CHFC)]

3 Past experience in organizing projects of similar or relevant nature and achievements

The chief investigator Prof. Philip Tsang has extensive experience, since 1994, in organizing major International ICT conference within an educational environment. He is also chair of the ICHL 2010: Hybrid Learning to be held at Beijing Normal University. Prof Tsang has successfully conducted a number of similar or relevant projects:

He was instrumental in the successful bidding and operation of the HKJC funded $10 Million Multimedia Lab Project at OUHK 2000.

He received back-to-back OUHK President's Outstanding Achievement award in 2007, 2008 and 2009.

His e-health education project (together with HK Doctors' Union) was a finalist of the Stockholm Challenge Award in 2008, Sweden.

Prof Tsang is also editor of three refereed international journals (*Int'l Journal of Learning and Innovation*, *Interactive Technology and Smart Education*, *Int'l Journal of e-finance*) and serves as an editorial member on a number of other International journals. He has authored three ICT education books, and edited six ICT education books. His SCI and Engineering indexed education and ICT research papers were published in prestigious journals published by Oxford University Press, Elsevier, Springer, Wiley, World Scientific, Inderscience and IEEE.