The Third International Conference on Open and Flexible Education (ICOFE 2016)

Innovative Pedagogy and @Technology

PROGRAMME & ABSTRACTS OF PAPERS

6–8 July 2016

Jubilee College
The Open University of Hong Kong
Hong Kong SAR

Organizer:

香港公開大學
THE OPEN UNIVERSITY OF HONG KONG
政府創辦・多元創新
Government established • Diversified and innovative

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The organizer reserves the right to amend the programme as and when necessary.

Message from the President, The Open University of Hong Kong

Prof. Yuk-Shan Wong
President
The Open University of Hong Kong

It is with great pleasure that I welcome you to the Open University of Hong Kong (OUHK). As the organizer of the Third International Conference on Open and Flexible Education (ICOFE 2016), I hope that you will enjoy this Conference and take home knowledge and skills that will benefit educators and learners alike. Besides ICOFE 2016, you are also encouraged to take advantage of the Open and Innovation Education Week, which features talks, seminars and workshops by renowned experts in the field.

To address an important social need, the OUHK has accumulated 27 years of experience in providing open education to non-traditional students. The University has diversified its educational offerings and now includes face-to-face, e-learning, distance learning and blended learning modes of educational delivery; and it offers a wide selection of undergraduate degree programmes and postgraduate programmes, including doctoral degrees. The University has also served the community by developing Open Educational Resources. Open and flexible education is in line with the University's mission and that is why we commit to organizing this Conference annually.

Applying information and communications technology to education is no longer a novelty, but increasingly a necessity. Pedagogical advances arise from technology-mediated instruction, big data analytics and other innovations that help to reduce the costs of education delivery and enhance learning outcomes. With "Innovative Pedagogy and Technology" as ICOFE's theme this year, I am confident that the research findings and best practices which the presenters will share will have broad implications for higher education institutions, including both open and conventional universities.

This year, the University is pleased to launch the Institute for Research in Open and Innovative Education, which brings together top researchers in the field and promotes research in a number of strategic areas. I invite you to join us and other stakeholders at the launch ceremony to share this exciting moment with us.

The Conferences held in the last two years were successful, and this will be another significant gathering of scholars and educators from around the world to discuss pedagogical issues and build professional relationships. I commend ICOFE 2016's Organizing Committee for a job well done. I also thank you for your participation and, if you have come from overseas, hope you have a very pleasant stay in Hong Kong.

Message from the Chair, Conference Organizing Committee

Dr K C Li
Chair
Conference Organizing Committee
Director
University Research Centre
The Open University of Hong Kong

The future of education is created by today's educators. First, researchers are laying the foundation for many innovations to come. We need new ideas and hypotheses, new empirical studies to test their validity, and new publications and workshops to disseminate these theories and put them into practice. Second, the next generation of educators are now being taught in classrooms, or through online or mobile learning. With this in mind, the theme for the Third International Conference on Open and Flexible Education (ICOFE 2016) — "Innovative Pedagogy and Technology" — connects the profession's future with the present; and I am sure that all the Conference participants share the goal of shaping education's future.

I welcome you all to ICOFE 2016. This year, our keynote sessions feature Professor Wing On Lee, Vice President of the Open University of Hong Kong, and Dr Alan Bruce, Founder of Universal Learning Systems, who will impart their knowledge and experience. Dr Eva Tsang of the Open University of Hong Kong will also deliver a workshop. In conjunction with the Open and Innovative Education Week, we are delighted to offer a number of equally exciting events for ICOFE 2016's participants. The following eminent speakers will share their expertise with us and answer our questions: Professor Robert Tennyson, the University of Minnesota; Professor John Traxler, the University of Wolverhampton; Dr Anatoliy Gruzd, Ryerson University; and Professor Alan Tait, the Open University of the UK. I am sure that our presenters will inspire us with their latest research findings and best education practices.

The Best Paper Award recognizes research excellence based on the project's originality, rigour and significance. Last year, the judging panel had to choose the winner from a significant number of research papers. Given the quality of the projects and papers, the decision was a difficult one — and this year's will be no different. The Conference also gives the Best Practices of Flexible Learning Award to promote exemplary practices that will have an impact on educators worldwide.

The Conference is also a major platform for building lasting professional relationships. I encourage you to take the time to get to know your counterparts from other countries and regions, so that you can carry on conversations and collaboration throughout the year. We hope you will meet many old friends and make many more new ones who share a passion for open learning and innovative education.

I owe a great debt of gratitude to the Organizing Committee and Programme Committee for their guidance and oversight. I also want to express my thanks to the President of the Open University of Hong Kong for institutional support, as well as to all the colleagues from units who have been involved in making this Conference a success.

Lastly, I thank you all for joining us at ICOFE 2016, which is a positive step for moving our profession forward, and I hope to see many of you again next year.

Committees

Organizing Committee

Chair:	Dr K C LI	The Open University of Hong Kong
Vice-chair:	Dr Eva Y M TSANG	The Open University of Hong Kong
Members:	Dr K S YUEN	The Open University of Hong Kong
	Mr Alex J W WONG	The Open University of Hong Kong
	Dr Franklin S S LAM	The Open University of Hong Kong
	Dr Robin R W YANG	The Open University of Hong Kong
	Dr Andrew K F LUI	The Open University of Hong Kong
	Dr Simon C LAM	The Open University of Hong Kong
	Dr C W TAM	The Open University of Hong Kong
	Dr William K W TANG	The Open University of Hong Kong
	Dr Samuel P M CHOI	The Open University of Hong Kong

Programme Committee

Chair:	Dr K C LI	The Open University of Hong Kong, China
Vice-chair:	Dr Eva Y M TSANG	The Open University of Hong Kong, China
Members:	Dr Zahid MAJEED	Allama Iqbal Open University, Pakistan
	Prof. Mohamed ALLY	Athabasca University, Canada
	Prof. Philips WANG	Caritas Institute of Higher Education, China
	Prof. Kiyoshi NAKABAYASHI	Chiba Institute of Technology, Japan
	Dr Anuchai THEERAROUNGCHAISRI	Chulalongkorn University, Thailand
	Dr Ishan Sudeera ABEYWARDENA	Commonwealth of Learning, Canada
	Prof. Wolfgang HALANG	Fernuniversität in Hagen, Germany
	Prof. Nabi Bux JUMANI	International Islamic University, Islamabad
	Dr Giuliana DETTORI	The Istituto di Tecnologie Didattiche del CNR, Italy
	Dr Tae Rim LEE	Korea National Open University, Korea
	Dr Young-Sook JUNG	Korea National Open University, Korea
	Dr Farideh MASHAYEKH	Pedagogy.Ir, Iran
	Mr Kin Chew LIM	SIM University, Singapore
	Dr Samuel P M CHOI	The Open University of Hong Kong, China
	Ms Baljit KAUR	The Open University of Hong Kong, China
	Dr Franklin S S LAM	The Open University of Hong Kong, China
	Dr Simon C LAM	The Open University of Hong Kong, China
	Dr Mei Kuen LI	The Open University of Hong Kong, China
	Dr Andrew K F LUI	The Open University of Hong Kong, China
	Dr C W TAM	The Open University of Hong Kong, China
	Dr William K W TANG	The Open University of Hong Kong, China
	Dr K S YUEN	The Open University of Hong Kong, China
	Dr Billy Tak-Ming WONG	The Open University of Hong Kong, China
	Mr Alex J W WONG	The Open University of Hong Kong, China
	Ms Wendy Wing Chi WONG	The Open University of Hong Kong, China
	Dr Robin R W YANG	The Open University of Hong Kong, China
	Dr Yosuke MORIMOTO	The Open University of Japan, Japan
	Prof. Tsuneo YAMADA	The Open University of Japan, Japan
	Dr Daryono DARYONO	Universitas Terbuka, Indonesia
	Prof. Moses MONTESH	University of South Africa, South Africa
	Dr Patricia ARINTO	University of the Philippines Open University, the Philippines
	Dr Melinda BANDALARIA	University of the Philippines Open University, the Philippines
	Dr Juvy Lizette GERVACIO	University of the Philippines Open University, the Philippines
	Dr Jean SALUDADEZ	University of the Philippines Open University, the Philippines
	Dr Rizwan SALEEM	Virtual University of Pakistan, Pakistan
	Dr Muhammad ZAHEER	Virtual University of Pakistan, Pakistan
	Prof. Phalachandra BHANDIGADI	Wawasan Open University, Malaysia

Theme of the Conference — Innovative Pedagogy and Technology

The theme for the Third International Conference on Open and Flexible Education (ICOFE 2016) is **'Innovative Pedagogy and Technology'**, featuring creative pedagogical practices to enhance open and flexible learning and novel use of technologies in educational contexts. It will explore the possibilities of new approaches and means of pedagogy for learning in a wider range of places and times. The conference encourages sharing of research and practices concerning teaching and ways to meet the needs of various types of learners, as well as for better or more effective processes, technologies, or ideas that are accepted by those in charge of education such as teachers, educators or policy makers.

Subthemes of the conference include the following:

1 Pedagogical innovations;

2 Innovations in educational technology;

3 Innovations in curriculum development;

4 Mobile and ubiquitous learning;

5 Engaging students and learning design;

6 Social media and technology-mediated learning communities; and

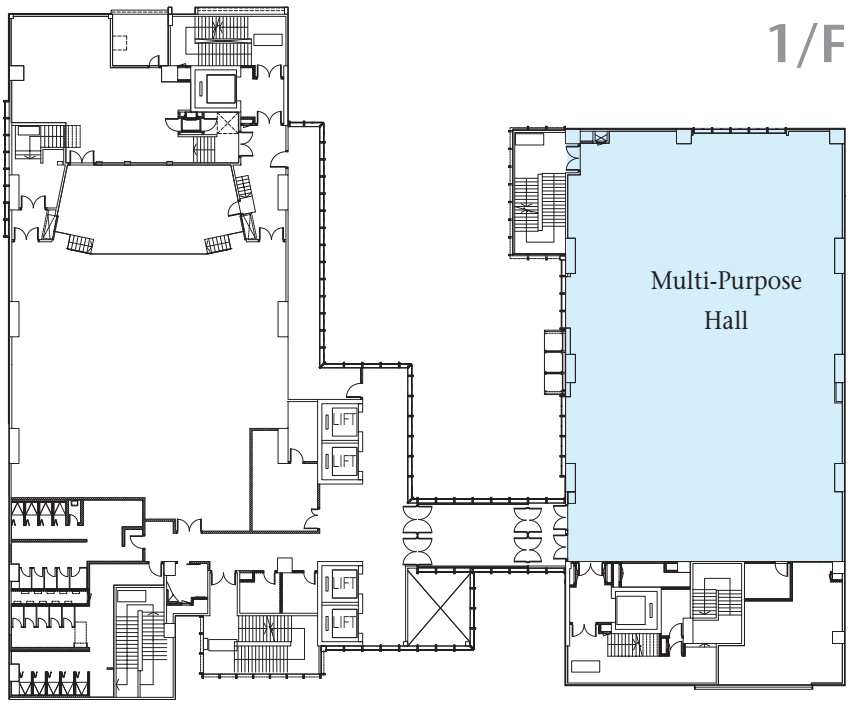
7 Open educational resources and MOOCs.

Jubilee College, The Open University of Hong Kong

Wi-Fi Internet access is available throughout the OUHK campus.
Wi-Fi Username: WIFI2016 Password: OUHK2016

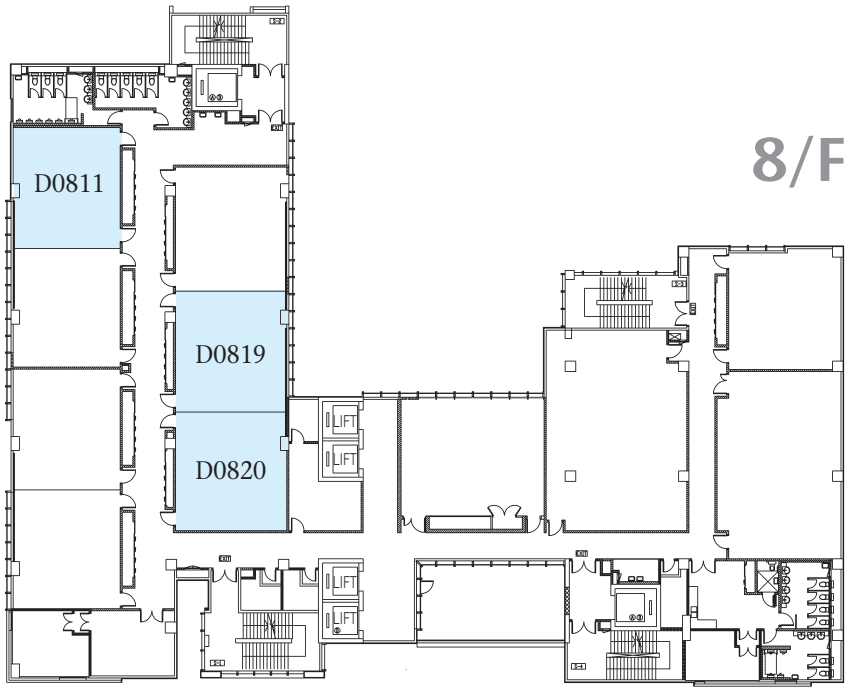
Multi-Purpose Hall (1/F, JC)

- Registration
- Opening Ceremony
- Keynote Sessions
- Coffee Breaks
- Conference Lunch
- Conference Dinner
- Welcome Reception
- Poster Presentation Sessions
- Closing Ceremony



D0811, D0819, D0820, (8/F, JC)

- Parallel Paper Presentation Sessions
- Conference Workshops



Programme

DAY 1
6 JUL 2016
WEDNESDAY

13:30–14:30	Registration	Multi-purpose Hall, 1/F
14:30–15:00	Opening Ceremony Welcoming Remarks **Prof. Yuk-Shan Wong** President The Open University of Hong Kong Opening Address **Dr K C Li** Chair, Organizing Committee	Multi-purpose Hall, 1/F
15:00–16:00	Keynote Session I **Open and Flexible Pedagogies: The Changing Role of Teachers in the 21st Century** Chairperson Dr Andrew Lui The Open University of Hong Kong Keynote Speaker **Prof. Wing On Lee** Vice President (Administration & Development) The Open University of Hong Kong *Please refer to p.16 for details.*	Multi-purpose Hall, 1/F
16:00–16:30	Coffee Break	Multi-purpose Hall, 1/F
16:30–18:00	Parallel Paper Presentation Session I *Please refer to p.11 for details.*	D0819, D0820, 8/F
	Conference Workshop I **Emerging Technologies for Mobile, Online and Blended Learning** Workshop Speaker **Dr Eva Tsang** Director, Educational Technology and Publishing The Open University of Hong Kong *Please refer to p.18 for details.*	D0811, 8/F
18:00–19:30	Welcome Reception	Multi-purpose Hall, 1/F

Programme

DAY 2
7 JUL 2016
THURSDAY

08:30–09:00	Registration	Multi-purpose Hall, 1/F
09:00–12:30	Poster Presentation Session I and Networking *Please refer to p.15 for details.*	Multi-purpose Hall, 1/F
12:30–14:00	Conference Lunch	Multi-purpose Hall, 1/F
14:00–14:30	Launch of Institute for Research in Open and Innovative Education	Multi-purpose Hall, 1/F
14:30–15:30	Keynote Session II **Open Horizons and Global Citizenship: The Disruptive Innovation of Collaborative Pedagogy** Chairperson Dr Andrew Lui The Open University of Hong Kong Keynote Speaker **Dr Alan Bruce** CEO and Director Universal Learning Systems Dublin, Ireland *Please refer to p.17 for details.*	Multi-purpose Hall, 1/F
15:30–16:00	Coffee Break	Multi-purpose Hall, 1/F
16:00–17:30	Parallel Paper Presentation Session II *Please refer to p.12 for details.*	D0819, D0820, 8/F
17:30–18:30	Parallel Presentation Session *Please refer to p.13 for details.*	D0820, 8/F
	Presentations on Flexible Learning Practices *Please refer to p.18 for details.*	D0819, 8/F
18:30–20:00	Conference Dinner	Multi-purpose Hall, 1/F

Programme

DAY 3
8 JUL 2016
FRIDAY

09:00–10:30	Parallel Paper Presentation Session III *Please refer to p.14 for details.*	D0819, D0820, 8/F
	Conference Workshop II **Shaping Innovative and Inclusive Learning Communities: Lessons from the European Experience** Workshop Speaker **Dr Alan Bruce** CEO and Director Universal Learning Systems Dublin, Ireland *Please refer to p.18 for details.*	D0811, 8/F
10:30–11:00	Coffee Break	Multi-purpose Hall, 1/F
11:00–12:30	Poster Presentation Session II and Networking *Please refer to p.15 for details.*	Multi-purpose Hall, 1/F
12:30–13:00	Closing Ceremony with Award Presentation Closing Remarks **Prof. Danny S N Wong** Vice President (Academic) The Open University of Hong Kong Closing Address **Dr Eva Tsang** Director, Educational Technology and Publishing The Open University of Hong Kong	Multi-purpose Hall, 1/F

DAY 1: 6 July 2016, 16:30–18:00

Parallel Paper Presentation Session I

D0819

Social media and technology-mediated learning communities

The Digital Class: Learning in the 21st Century
Abi Sujak, Timbul Pardede and Elvin Khoirunnisa
SEAMEO SEAMOLEC
Bantem, Indonesia
p.20

Factors Contributing to the Gender Disparity in Academic Achievement: A Systematic Review of the Research Literature in Pakistan
A, Bashir and R, Khalid
Beacon House National University
Lahore, Pakistan
p.20

Exploring a Web-based Project Management and Collaboration Tool: The UPOU's Initial Experience of Basecamp
Anna Ma, Elizabeth F Cañas-Llamas, Joane V Serrano, Myra C Almodiel and Roberto B Figueroa, Jr.
University of the Philippines Open University
Los Baños, the Philippines
p.21

Engaging Virtual Students with Web Tools in Business Communications Learning Activities
Bob Barrett
American Public University
West Virginia, USA
p.21

An Evaluation of the Role of Middle School Curricula in Developing Integrity Values and Anti-corruption Concepts in Students in Qassim Region
Waleed Brahim Al Abiky
Qassim University
Saudi Arabia
p.22

Innovations in educational technology

Deepening and Strengthening Social Work and Development Discourses through the Use of Webinars in Social Work Courses in UPOU
Finaflor F Taylan
University of the Philippines Open University
Los Baños, the Philippines
p.23

An Interactive Learning System for Improving Students' Learning Experience in Classroom Teaching
Simon Wing Lung Yau, Simon Ching Lam, Chun Wai Tam, Jonathan Ka Ming Ho and Andy Chun Yin Chong
The Open University of Hong Kong
Hong Kong SAR, China
p.23

D0820

Mobile and ubiquitous learning

Prompting Metacognition via Abductive Reasoning Tasks and Digital Video
Tristan Currie
University of Technology
Sydney, Australia
p.25

Mobile Solutions for Synchronized and Offline Versions of Video-based Open Educational Resources
Reinald Adrian Pugoy
University of the Philippines Open University
Los Baños, the Philippines
p.25

Usability Evaluation of an Augmented Reality Application for English Communication in Nursing: Philippines and Thailand Perspectives
Reinald Adrian D L Pugoy, Roberto B Figueroa Jr. and Rita C Ramos
University of the Philippines Open University
Los Baños, the Philippines
Boontip Siritarungsri, Aree Cheevakasemsook, Premruetai Noimuenwai and Pattaya Kaewsarn
Sukhothai Thammathirat Open University
Nonthaburi, Thailand
p.26

A Review of Indicators of Success in Mobile Learning
Kam Cheong Li and Billy T M Wong
The Open University of Hong Kong
Hong Kong SAR, China
p.26

Career Profile: Career Planning Using Neuroscience-based Assessment with Machine Learning Evaluation
Calvin Poon, S C Ng and Andrew Lui
The Open University of Hong Kong
Hong Kong SAR, China
p.27

Supporting Pre-service Teachers in Preparing for Teaching Practicums: A Blended Learning Approach
James Ko
The Education University of Hong Kong
Hong Kong SAR, China
p.27

DAY 2: 7 July 2016, 16:00–17:30

Parallel Paper Presentation Session II

D0819

Open educational resources and MOOCs

An Analysis of Japanese Students' First Exposure to Corpus Data

Yoko Hirata and Yoshihiro Hirata
Hokkai-Gakuen University
Sapporo, Japan

p.28

Engaging students and learning design

Learning Outcomes in Online and Distance Learning: A Study of Learners' Experience

Soon Seng Thah and Latifah Abdol Latif
Open University Malaysia
Penang, Malaysia

p.32

Social media and technology-mediated learning communities

The Relationship Between Learning Style and the Use of a Facebook Group as a Learning Management System for Online Learners

Myra C Almodiel and Aurora V Lacaste
University of the Philippines Open University
Los Baños, the Philippines

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Innovations in curriculum development

Observing the Implementation of a School-based Curriculum by Teachers of Different Mind Styles: a Case Study

Samson H L Yuen
Nottingham Trent University
Nottingham, the United Kingdom

p.39

Supporting the Wellness of Students in Open and Distance Learning

Beryl Y Y Wong and Billy T M Wong
The Open University of Hong Kong
Hong Kong SAR, China

p.39

Pedagogical innovations

Using Custom Textbooks As Distance Learning Materials: A Pilot Study in the OUHK

Henry M F Choi and Eva Y M Tsang
The Open University of Hong Kong
Hong Kong SAR, China

p.44

D0820

Open educational resources and MOOCs

Introducing Web 2.0 Resources for Arranging Collaboration among Students Learning English as a Second Language

Irina Malinina
National Research University Higher School of Economics
Moscow, Russia

p.28

Students and Teachers' Perception, Acceptance and Effectiveness of Using Massive Open Online Courses (MOOC) as Blended Learning Activity for Vocational and Professional Education and Training (VPET)

Ricky Yuk-kwan Ng, William Leung, Wing-yee Lau and Alan Nga-lun Wong
Vocational Training Council
Hong Kong SAR, China

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Beyond Learning and Completion: A Search for a Development-oriented Model for MOOC

Melinda dela Pena Bandalaria
University of the Philippines Open University
Los Baños, the Philippines

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The Design of MOOCs: An Instructionalist and Constructivist Approach

Paula Hodgson, Betty Hui and Coco Lam
The Chinese University of Hong Kong
Hong Kong SAR, China

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Use of ID Models and Emerging Technologies in Designing English OER Textbooks

Eva Y M Tsang and Henry M F Choi
The Open University of Hong Kong
Hong Kong SAR, China

p.30

Developing an Open Educational Resource (OER) in a Sino-foreign HEI: Reflections on an Interdisciplinary, Student-Staff, Multi-media Note-making App Project

Dave Towey, David Foster, Filippo Gilardi, Paul Martin and Andy White
The University of Nottingham Ningbo China
Ningbo, China
Cecilia Goria
The University of Nottingham
Nottingham, the United Kingdom

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DAY 2: 7 July 2016, 17:30–18:30

Parallel Presentation Session

D0820

Pedagogical innovations

Assessing the Computer Literacy of University Graduates
Serkan Dincer
Cukurova University
Adana, Turkey
p.44

Collaboration of Multidisciplinary Students on the Development of Mobile Games
Wing-Kwong Wong, Wei-Te Liu, Hsi-Hsun Yang and Tsung-Kai Chao
National Yunlin University of Science and Technology
Douliu City, Taiwan
Sheng-Kai Yin
MingDao University
Pitou Township, Taiwan
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The Core Ideas of Contemporary Distance and Open Universities
Jian-luo Xie
Hunan Radio & TV University
Changsha, China
p.45

Building up the Research Capacity of an Open and Flexible Learning Institution
Billy T M Wong, Beryl Y Y Wong and Kam Cheong Li
The Open University of Hong Kong
Hong Kong SAR, China
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DAY 3: 8 July 2016, 09:00–10:30

Parallel Paper Presentation Session III

D0819

Engaging students and learning design

A Colloquim Approach to Determining Research Preparedness in a Graduate Programme Curriculum
Melinda F Lumanta
University of the Philippines Open University
Los Baños, the Philippines
p.32

Engaging Yi Jin Students: Problematic Educational Experiences
Tina Byrom and Philoria Ng
Nottingham Trent University
Nottingham, the United Kingdom
p.33

The Effect of Using Instant Messaging Communication on the Teaching and Learning Experience of Students
Francis Yue
City University of Hong Kong
Hong Kong SAR, China
p.33

Learner Profiling for Improving Learner Success
Latifah Abdol Latif, Thirumeni T Subramaniam and Zainuriyah Abdul Khatab
Open University Malaysia
Kuala Lumpur, Malaysia
p.34

Does 360° Student Engagement Work for the Generation Z?
Pamela M H Kwok and Doreen Y P Tse
The Hong Kong Polytechnic University
Hong Kong SAR, China
p.34

Piloting Small Private Online Course to Engage Cross-regional Learners of English EducationUndergraduate Programme in Learning: Taking the Online Course Media Assisting English Teaching as an Example
Aiwu Peng
Hunan Radio and TV University
Changsha, China
p.35

D0820

Innovations in curriculum development

Preparing the next Generation of China's Computer Scientists: A Snapshot of Challenges for Sino-foreign Computer Science Education
Dave Towey
The University of Nottingham Ningbo China
Ningbo, China
p.40

Student Perception of Using a Monopoly-based Accounting Simulation Game: Evidence from Hong Kong
Anson Wong and Bruce Li
The Hong Kong Polytechnic University
Hong Kong SAR, China
p.40

Emerging Trends of E-Learning in Pakistan: Past, Present and Future
Siddiquei, L Nabia and R, Khalid
Virtual University of Pakistan and
Beacon House National University of Pakistan
Lahore, Pakistan
p.41

A Case Study of Leveraging UniSIM programmes with the SkillsFuture Initiative
Kin Chew Lim, June Tay, Patrick Chan and Wai Ping Low
SIM University
Singapore
p.41

Closing the Gap: Remedial Programmes in Maths and English for Grade 11 Students in Schools for Low-income Families
June Kate Perello
PHINMA Education
Makati City, the Philippines
p.42

Engaging students and learning design

A Study on Students' Use of Real-time Voting Results of Digital Classroom Polling in Formative Assessment
Andrew Kwok-Fai Lui and Sin-Chun Ng
The Open University of Hong Kong
Hong Kong SAR, China
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DAY 2: 7 July 2016, 09:00–12:30 & **DAY 3:** 8 July 2016, 11:00–12:30

Poster Presentation Sessions

Multi-purpose Hall, 1/F

Innovations in curriculum development

Meeting Pedagogic and Technical Knowledge and Skills for Teaching with Technology in Second Language Teacher Education
Kevin Watson
University of the Ryukus
Okinawa, Japan
Grant Agawa
University of Hawaii
Honolulu, USA
p.42

An Analysis of Attitudes and Achievements in Geography in Secondary Schools in Japan and New Zealand
Yoshihiro Hirata
Hokkai-Gakuen University
Ken Hirata
Hokurei Secondary School
Sapporo, Japan
p.43

Survey on Online Learning Behaviour and Perspectives among Nursing Students in Higher Education in Hong Kong
Hemio C Y Lam, Jessie Y S Chung, Simon C Lam and Summer C N Siu
The Open University of Hong Kong
Hong Kon SAR, China
Lily S Li
Beijing Normal University
Beijing, China
p.43

Engaging students and learning design

The Effects of Video Texts Supported with and without Subtitles on the Listening Comprehension of Foreign Language Learners: A Meta-Analysis
Pei-Hua Tsai
National Changhua University of Education
Changhua City, Taiwan
Lung-Hsing Kuo
National Kaohsiung Normal University
Kaohsiung City, Taiwan
p.36

Validation of a four-item questionnaire for assessing student engagement in innovative teaching methods
Andy Chun Yin Chong, Simon Ching Lam, Simon Wing Lung Yau, Chun Wai Tam and Jonathan Ka Ming Ho
The Open University of Hong Kong
Hong Kong SAR, China
p.37

The Gooey Behaviour among Millennial Learners in a Malaysian Institute of Higher Learning
Sheila Cheng
Asia e University
Kuala Lumpur, Malaysia
p.37

The Impact of Teachers' Conversational Style on Student Undergraduates' Performance in Creativity and Imagination in Graduate Project Processing
Chien-Heng Yeh
Tainan University of Technology
Tainan City, Taiwan
p.38

Innovations in educational technology

Pedagogical Use of Virtual Reality in Clinical Nursing and Healthcare Education
A W Y Chan, K K M Cheung, K F Wong, S W L Yau and V M H Lau
The Open University of Hong Kong
Hong Kong SAR, China
p.24

Keynote Session I

Prof. Wing On Lee
Vice President
(Administration & Development)
The Open University of Hong Kong

Prof. Wing On Lee is a Vice-President and Chair Professor of Comparative Education at the Open University of Hong Kong. He has 20 years of senior management experience in higher education. Prior to his current appointment, he had served as Dean of Education Research at National Institute of Education, Singapore (2010-2014). He has also previously served at Hong Kong Institute of Education as Vice President (Academic) & Deputy to President, Acting President and Chair Professor of Comparative Education, Founding Dean of the School of Foundations in Education, Head of two Departments and Centre for Citizenship Education. In 2005, he was invited by University of Sydney to be Professor and Director (International). Prior to his service in Australia, he had served at the University of Hong Kong as Associate Dean of Education and Founding Director of Comparative Education Research Centre. He has served on strategic committees in his public services, such as Chair of Research Ethics Board on Population Health for the National Healthcare Group and Conference Ambassador for Singapore Tourism Board in Singapore, and Education Commission, Central Policy Unit, Curriculum Development Council and Quality Education Fund in Hong Kong. Prof. Lee is a world-renowned scholar in the fields of comparative education and citizenship education. He has published 30 books and over 170 journal articles and book chapters. He is former President of the World Council of Comparative Education and has served as Honorary Professor in many esteemed universities, including the University of Hong Kong, University of Sydney and Beijing Normal University.

Keynote address

Open and Flexible Pedagogies: The Changing Role of Teachers in the 21st Century

The notion of 21st century competences began merely as a thought at the time when it was first mentioned in UNESCO'S Delors Report (1966). Nevertheless, the continuous discourse, and the development of various assessment frameworks around the world seem to indicate that there is increasing buy-in of the concept, although the details and what counts as appropriate and robust measurements of this set of competences are still in a state of fluidity and will take time to consolidate. Voogt and Roblin's (2012) comparative review of 21st century competences frameworks indicated that the various international projects on 21st century competences gradually converged into some common attributes to be required for the 21st century knowledge economies namely creativity, innovation, critical thinking, problem solving, communication skills, collaboration, information and digital literacy, conflict resolution, and social and inter-cultural skills. If we take teaching these attributes seriously, it requires fundamental paradigm shift in pedagogies and teachers' roles. Traditional education that focused on cognitive knowledge gave teachers an authoritative role of knowledge transmission. With easy access to information via the internet nowadays, knowledge acquisition has become less teacher-dependent. Further, as the expected learning outcomes are changing in the face of the knowledge economy, teachers need to reflect on whether they should continue their traditional role as "sage-on-the-stage", or gradually shifting to the role of being a "guide-on-the-side" and "meddler-in-the-middle".

Keynote Session II

Dr Alan Bruce
CEO and Director
Universal Learning Systems
Dublin, Ireland

Dr Alan Bruce, a sociologist by training, is CEO and Director of Universal Learning Systems, an international consultancy firm specializing in research, training and project management. His extensive experience includes teaching worldwide, policy research for the European Commission in Brussels, as well as training and accreditation of vocational rehabilitation specialists for the disabled in Ireland.

He was National Coordinator (Ireland) of the EU Open Discovery Space programme. In 2015, he was elected as Senior Fellow of European Distance and E-Learning Network (EDEN), and became its Vice-President in 2010. In 2016, he was appointed as Visiting Professor in Global Education at the National Changhua University of Education, Taiwan.

Keynote address

Open Horizons and Global Citizenship: The Disruptive Innovation of Collaborative Pedagogy

The notion of global citizenship has gained prominence in international development discourse. Education now assumes an important role in resolving the interconnected challenges by teaching values, technologies, and skills that help transcend barriers and enable innovation.

For learners and educators, there is now an urgent need to re-conceptualize the environments in which one works and learns. Besides a profound re-examination of the nature and scale of learning in the globalized 21st century, the understanding of the dynamics of globalization itself is also needed as its impact on education and learning is highly problematic. Learning resources (course materials, existing terminology and subjects, and web-based learning) have been criticized for their cultural and linguistic bias. Nevertheless, globalization also opens up real possibilities for transformative learning, with which knowledge can be generated exponentially without being constrained by national curricula or vested interests. New models of learning beckon global collaborations to develop a new pedagogy.

Conference Workshops

Conference Workshop I

Emerging Technologies for Mobile, Online and Blended Learning

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The ever-evolving technologies have had a major impact on the way we live, learn and work. They have completely transformed how we communicate and interact with each other, and these new methods of interaction can have a very significant effect on education. In such a context, emerging technologies with the appropriate use of pedagogies have a considerable potential to make learning available in new ways which can be incorporated into various types of learning modes.

As education professionals, we have to create learning environments that converge with the learners' lifestyles and self-directed learning through the integration of mobile apps, devices and instructional approaches into various types of learning.

This workshop will introduce participants to a variety of new technological tools, such as infographics, social bookmarking, polling, mind mapping, e-Portfolio, cloud-based resources and mobile apps. Also, the affordance of these learning technologies will be demonstrated by their appropriate use in various modes of learning that fit different pedagogies. The session will allow participants to explore the effectiveness and suitability of these tools.

Participants are recommended to bring their own mobile devices/tablets (iOS or Android) so that they can download the mobile apps to explore their features and usability.

Conference Workshop II

Shaping Innovative and Inclusive Learning Communities: Lessons from the European Experience

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Creativity and innovation have been the talk of the town all over Europe for past decades. The two related concepts have been described as Europe's anchor in a myriad of global socio-economic relations. In fact, sustaining creativity and innovation will require a deeper and more cogent evaluation of what creativity — theoretical and applied — really is, and how it can be fostered in order to articulate an innovation perspective that radically addresses and re-imagines human needs.

This interactive workshop will look at key issues and outcomes from leading EU projects in which innovation was prioritized, particularly on inclusion of traditionally marginalized learners. These projects' outcomes will be discussed in relation to the theoretical perspectives developed from a set of new and dynamic digitally enhanced pedagogies. Web-supported vocational guidance tools, digital repositories for social inclusion in art making, web-supported training for teachers in competence-based learning, social media in parent/teacher collaboration, ICT innovation in language teaching for the blind, and universal design for learning will illustrate how innovations in education were achieved.

Best Practices of Flexible Learning Award Competition

Submission I

Blended learning, 360 degree student engagement, and using formative and summative assessments

Pamela M H Kwok and Doreen Y P Tse
The Hong Kong Polytechnic University
Hong Kong SAR, China

Submission II

The practice of interactive learning system in mass lectures: Monitoring knowledge acquisition and enhancing engagement of students' learning

Simon Ching Lam, Simon Wing Lung Yau, Chun Wai Tam, Jonathan Ka Ming Ho, Andy Chun Yin Chong, Nelson Chung Yiu Lee and Eva Yuen Mei Tsang
The Open University of Hong Kong
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Abstracts of Papers

An effort has been made to classify the abstracts under the conference sub-themes to which they primarily relate, although in some cases they obviously span more than one sub-theme.

The Digital Class: Learning in the 21st Century

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Ministers of Education of the member countries of the Southeast Asian Ministers of Education Organization (SEAMEO) have agreed to make seven agenda items promoting basic education programmes as a guide to policy-making in SEAMEO until 2035. One of these involves applying a 21st century curriculum that promotes knowledge, skills, and values to prepare students to become global citizens. The Indonesian government will seek to develop this 21st century curriculum. The curriculum also promotes the skills that students need to have, including mastery of information technology and communication. The optimal use of information and communication technology in education is being explored. This paper describes the concept of the Digital Class as a way of using information technology to answer the educational challenges in Indonesia and promoting goals-motivated students who will succeed in the 21st century curriculum. The Digital Class concept proposed also raises the issue of cooperation among the countries in Southeast Asia in the field of education, with the long-term aim of improving its quality for all citizens of ASEAN and beyond. SEAMOLEC, as one Centre under SEAMEO, is developing open and distance learning (ODL) through a Digital Class Programme that started in early 2015. This programme has three levels: Basic, Intermediate and Advanced. The basic level starts by giving an online test (OT/UDJ) to students and creates collaboration between students and teachers in schools, provinces and countries in Southeast Asia through a social learning network platform, which trains the student in higher-order thinking skills (HOTS), communication, collaboration and creativity.

Factors Contributing to the Gender Disparity in Academic Achievement: A Systematic Review of the Research Literature in Pakistan

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Pakistan lies in the region of the globe where 75% of the world's illiterate population resides, the vast majority of whom are women. However, examining the educational performance of young adults shows that female students perform better than male students in almost every subject and at every level. Consequently, researchers are becoming increasingly interested in studying the factors which contribute to the better academic performance of female students.

The published research (50 articles) carried out in Pakistan was. reviewed. Most of these studies were either presented in conferences and published in booklets of abstracts from the 1990s to 2015 or were articles published in national and international psychological journals.

The review of the literature indicates that, when compared with male students, female students' significantly better academic performance is due to positive study attitudes that are reflected in appropriate study habits. Another factor that results in the better performance of female students is the gender difference in the use of information and communication technology, utilizing digital libraries and accessing and using digital resources.

To the best of our knowledge, this is the only study which has documented in detail a review of research projects in this area, which examines the factors which contribute to the academic achievement of Pakistani male and female students. This review also discusses the factors which contribute to the gender disparity in academic performance.

Exploring a Web-based Project Management and Collaboration Tool: The UPOU's Initial Experience of Basecamp

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The choice of the tools for communicating and collaborating in an organization is vital. These tools, as the avenue for messages and exchanges, allow people to connect, share, explore and engage in limitless ways, and they can make or break the efficiency and effectivity of the whole communication process. In an era with an online workforce, the plethora of available web-based tools offers the convenience of faster and more effective collaboration among people in different places.

This paper presents the preliminary findings of an exploratory study on the use of Basecamp, a web-based project management and collaboration tool, by employees of the UP Open University (UPOU). As an Open University, the faculty and staff are stationed in various remote locations, and so there is a need to explore tools and strategies for managing projects in these locations. This paper aims to find out staff perceptions on the use of Basecamp, as well as their level of acceptance, adoption and adjustment to this newly-introduced technology. Interviews and a survey which included the Usability Test were conducted. The respondents' frequency of use and technology preferences for communicating within the organization were also recorded. The results of this research show how effectively Basecamp helped UPOU employees in managing collaborative work.

Engaging Virtual Students with Web Tools in Business Communications Learning Activities

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The role and function of business communications in the workplace has proved to be both a requirement and a problem area for various stakeholders. However, one of the growing demands of the business community has been in the area of business communications, in particular helping employees and management to learn better methods for handling all types of communication that affect business on all levels. Many universities have therefore incorporated it as a requirement in their business curricula. Also, with the onset of more technology in the workplace, many companies are faced with changing demands and challenges of electronic mail, and its impact on today's businesses in terms of ethics, business law, organizational culture, and firms' marketing. Just as important as e-mail, the use of social media by many companies has risen to such a level that it is now a main lecture component in most business communications in today's classes. No longer are the days when a simple business law discussion was sufficient for most MBA and Business Administration majors; rather, it is the process of communication in business that is a necessary skill which can be enhanced with today's technology. This paper addresses how business communication has been evolving over the past several decades but, more importantly, it examines the impact of e-mail and social media on academic studies in preparing students for business and management careers. Finally, the paper covers how the use of Web tools is being introduced into blended, as well as online, courses to help strengthen the skill sets of business students to address the growing needs of business today.

An Evaluation of the Role of Middle School Curricula in Developing Integrity Values and Anti-corruption Concepts in Students in Qassim Region

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As school curricula are significant tools for achieving any societal, educational and social goals, the current study attempts to evaluate the role of middle school Arabic and social studies curricula in developing positive attitudes to the values of integrity and the concepts of anti-corruption. First, a list of the values and concepts that should be implemented in these curricula was developed, and then a curriculum unit was designed and tested for efficiency. To achieve the goals of the study, descriptive and quasi-experimental methods were used. The findings can be summarized as follows: (1) there was an agreement on 14 integrity values and 13 anti-corruption concepts which are suitable for middle school students; (2) the implication of these values and concepts in the Arabic and social studies curricula were unbalanced; (3) some of the values and concepts were omitted, such as self-reliance, participation and transparency, the fight against unemployment and poverty, the rejection of bribery, and respect for law reform; (4) the implications of these values and concepts played a significant role for middle schools students' perceptions and acquisition; and lastly (5) the design was effective, with statistically significant differences between students' average scores in pre- and post-tests.

The Relationship Between Learning Style and the Use of a Facebook Group as a Learning Management System for Online Learners

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Social networking sites, such as Facebook, have emerged and are becoming popular in academe as a learning management system (LMS). The capabilities of Facebook groups to augment online learning show that Facebook can become an effective LMS. However, students' acceptance of Facebook as a learning environment may vary depending on their individual learning styles. This study aims to describe how the students' acceptance of a Facebook group as an LMS is linked to their learning styles. To determine the students' learning styles, a survey using Felder's Index of Learning Styles (ILS) was administered. Online students' attitudes, intent to use and perceptions of the usefulness and ease of use of a Facebook group as an LMS were observed using the technology acceptance model (TAM). The differences in students' acceptance of Facebook groups according to learning styles were then determined. The results suggest that students find Facebook groups easy to use and a good idea for an LMS. Verbal learners perceived a Facebook group as easy to use and useful for learning, while active and intuitive learners intended to continue to use Facebook groups for learning.

This study aims to contribute to the growing literature on the use of Facebook groups as an LMS in the Asian setting.

Deepening and Strengthening Social Work and Development Discourses through the Use of Webinars in Social Work Courses in UPOU

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The University of the Philippines Open University (UPOU) has graduate-level programmes in Social Work which provide continuous education for those who want to pursue a career in social work and contribute to social change. Guided by its open and distance e-learning framework, UPOU's Social Work programmes can reach anyone, anywhere. Each course is managed online, with a course site which is commonly referred to as "myportal". In many of the Social Work courses, "webinars" (a term coined for a combination of seminars and the Web) are used for discussion.

The website of the UPOU networks and its corresponding YouTube channel are used to host discussion on different relevant development topics and issues in Social Work and related disciplines. In addition to the the Social Work students and faculty, other UPOU students and faculty, development and social workers in general, and the wider public are given the chance to share their inquiries and opinions. These videos are recorded and web-streamed "webinars" which can be viewed at a later date by anyone anywhere. As webinars are integrated into the Social Work courses, the sharing and discourse are widened and strengthened through the use of information technology and the Web, which improves access to such venues for discussion and information in general.

An Interactive Learning System for Improving Students' Learning Experience in Classroom Teaching

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Students' knowledge acquisition in conventional classroom teaching is difficult to assess during lectures. To enhance students' learning experience and improve interaction between students and lecturers, we adopted the Student Response System (SRS), an instant interactive learning system for assessing students' knowledge acquisition effectively during lectures. This study aims to evaluate the effectiveness of adopting the interactive learning system in improving student learning in classroom teaching.

A single cohort of Year 1 nursing students was recruited by a convenience sampling method. Knowledge-based questions were given and evaluation was conducted using the SRS. Three knowledge-based questions (score=0–3), covering the contents to be delivered in the lecture, were asked. The same questions were asked again at the end of the lecture in order to assess students' instant knowledge acquisition from the lecture. Students' evaluation on the SRS (students' engagement and satisfaction) was also assessed by a 5-point Likert scale (i.e. from "very disagree" to "very agree", score=1–5). The evaluation was designed using a 3-dimension engagement model to assess whether adopting the SRS could improve students' engagement and satisfaction during lectures.

Out of 233 students, 203 participated in this study. A paired t-test result indicated that the mean student score on the knowledge-based questions improved from 1.81 to 2.53. Such an improvement was reasonable and demonstrated that SRS can be used to evaluate students' instant knowledge acquisition.

The students favoured the adoption of the SRS in lectures regarding their behavioural, emotional and cognitive engagement in learning. The overall engagement and satisfaction scores were fairly positive, which indicated that the SRS is a better way to enhance their learning experience in classroom teaching. Similar studies can be performed on other groups of students in other lectures to improve data reliability.

Pedagogical Use of Virtual Reality in Clinical Nursing and Healthcare Education

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This paper addresses the development and application of virtual reality (VR) training facilities in clinical nursing and healthcare education in the Open University of Hong Kong (OUHK).

For creating more advanced learning environments for nursing students, one of the challenges is to understand the pedagogical underpinning that should inform the design and use of this VR system, including knowledge of anatomy and physiology; communication/assessment skills; and mental health caring skills. It is essential for students to deliver healthcare services in the hospitals and the community. VR is a computer technology that replicates an environment, real or imagined, and simulates a student's physical presence in that environment in a way that allows the student to interact with it. The use of VR facilities in clinical nursing and healthcare education includes 3D models and immersive VR.

The OUHK has employed the pedagogy of using a VR in the nursing education curriculum since 2015. One of the lecture theatres in the University had installed the VR system so that 3D models could be projected and be seen by wearing 3D spectacles. In November 2015, the VR system was used in anatomy and physiology courses for nursing students. The demonstration of different dissections of the human body systems could be clearly shown in the 3D models; and students could have an immersive experience, with a realistic sense of attending dissection classes.

The immersive VR system was installed in the Virtual Reality Education Unit in the Clinical Nursing Education Centre at the OUHK. A student can enter the virtual world when wearing a VR headset. The immersive environment can be similar to the real world, creating a life-like experience. Programmes are specially designed for learning therapeutic nursing, including communication skills which are essential in clinical nursing practice.

The tailor-made pedagogical use of VR can provide nursing students with clear visualization and realistic images which can enhance their understanding of the course content. The attractive 3D models and virtual world experience can also arouse students' interest in learning, as well as enhance their integrated skills competency.

Prompting Metacognition via Abductive Reasoning Tasks and Digital Video

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Metacognition or "thinking about thinking" involves processes vital to higher-order thought that modern educators need to integrate into their learning outcomes when engaged in sufficiently rigorous course design. Due to their many responsibilities and the disrupted nature of adult learners' education, self-access learning is convenient in terms of time and cost when coupled with high-quality, focused video content which can provide enticing and engaging curricula. This paper presents an ethnographic case study of an intermediate-level *English Pragmatics* course using a video-based curriculum. Presented here are the findings about the tasks involving abductive reasoning which have been evaluated for their success in prompting metacognition. Formal in-class learning and informal out-of--class mobile learning are compared and contrasted. *English Pragmatics* focuses on the often unspoken or indirectly communicated world of speakers' intentions. The paper concludes that to truly unlock speaking as a macro skill for second language learners is not simply a matter of "more practice, more confidence", but rather building up learners' confidence in their analytical judgement.

Mobile Solutions for Synchronized and Offline Versions of Video-based Open Educational Resources

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A large number of open educational resources of different and distinct types are available in numerous domains. Many of these OERs are text-based and image-based. Nowadays, there is an increasing number of audiovisual OERs due to recent technological advances. Though video-based OERs are now more openly accessible and available, and constitute learning material of great pedagogical value, their potential is not always fully exploited (Hobbs, 2006). One possible reason for this, which is quite unique to the Philippine setting, is that its Internet connection is considered to be one of the slowest in the world. This may lead to difficulty in viewing video materials, thus discouraging learners. Another factor is that many educational institutions are located in far-flung areas where the Internet is very limited or not available.

In this regard, mobile approaches and solutions for Android devices are explored, developed and provided. These solutions allow the viewing of video-based OERs even when users are offline. They only connect to the Internet whenever they wish to download the latest videos and synchronize them with the app. Also, the usability and usefulness of these solutions will be evaluated by potential users using a survey based on the System Usability Scale (SUS).

Usability Evaluation of an Augmented Reality Application for English Communication in Nursing: Philippines and Thailand Perspectives

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There is a growing number of English-as-a-Second Language (ESL) nursing students globally. English is the official working language in the Association of Southeast Asian Nations (ASEAN). This poses a challenge to nurse educators and practitioners since most of the nursing books and materials are written in the English language. Comprehension of the written materials in English affects the academic and clinical performance of the learners. Crawford and Candlin (2012) reported a number of English support programmes for ESL students, which includes the utilization of videos, group meetings and role play as strategies to be used to promote English communication skills among ESL students. However, there have been recent advances in technology such as the use of augmented reality which allows the convergence of real world and virtual objects with each other. In this study, an AR-based OER prototype was developed and was tested by nursing students in the Philippines and Thailand. These students evaluated the prototype using the USE Questionnaire to determine the following: (a) usefulness; (b) ease of use; (c) ease of learning; and (d) satisfaction.

A Review of Indicators of Success in Mobile Learning

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As one of the key developments in technology-enhanced learning, mobile learning has been practised extensively worldwide in the past decade. There have been a broad range of reports on the practices, which reveal how mobile learning has been designed and practised in diverse contexts, and evaluate its success using various indicators. To what extent these indicators are applicable to a broad range of contexts, however, has not been adequately studied.

This paper presents a systematic review of mobile learning practices, covering the contexts in which mobile devices were applied and the indicators of success. A total of 50 cases in 14 countries in the period 2006 to 2015 were reviewed. As regards the applications of mobile devices for learning, 90% of the cases involved one-way access to information in online or offline modes; 52% involved social interaction; and 72% involved the use of apps or websites designed for specific courses. The indicators of successful mobile learning practices revolved around ten categories, viz. perceived usefulness, satisfaction, motivation, ease of use, learning achievements, cognitive load, self-efficacy, social engagement, system usage and learning attitude. The majority of cases used learning achievements or perceived usefulness as indicators of success. The results also show that studies of mobile learning practices focused mostly on specific courses with less than 100 participants, but the subject disciplines of the courses were not usually provided in the reports. Based on the findings, a number of limitations in interpreting the success of mobile learning practices are discussed.

Career Profile: Career Planning Using Neuroscience-based Assessment with Machine Learning Evaluation

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Hong Kong's economy and population have grown at a fast pace in the last 20 years, and the level of studies and qualifications has risen, which has increased the number of "Monster" parents. They have begun to rely solely on tutorial classes to enhance their children's academic performance, with unrealistic expectations which totally disregard their childrens' willingness and capability. They misconceive that, with more intensive training, a better future for their children can be guaranteed. In fact, this has adverse effects on students' discipline, attitudes and character, and their inner talents may not be developed.

Only recently did the Education Bureau increase funding and human resources for providing holistic support to schools for career guidance services and life-planning education. However, an increased workload and extensive administrative duties have caused many problems for teachers; and the lack of a comprehensive planning and record system for students from a young age has made the effectiveness of their efforts questionable.

This paper reports the design and implementation of a lifetime career profile to help a person determine his/her intellectual abilities, holistic thinking patterns, natural personality preferences, and progress. It provides a comprehensive gauge of qualities that helps students to choose their appropriate academic stream and career path, from gaining admission to higher education to acquiring a suitable job. The system updates and advises parents on their children's progress and development, and helps them to understand their children better and reinforces their relationship. The system also aims to ease teachers' workload, assisting them in formulating the appropriate counselling for students, and choosing suitable students for specific tasks according to their profiles.

The Career Profile adopts a Holistic Thinking Pattern Assessment (HTPA) as a neuroscience-based tool to determine the thinking pattern of an individual, with a question-based test given to parents and students. Also their academic results are collected from students, and these data are then sent to an artificial neural network to identify the type of the resulting thinking patterns. Individuals are then advised on the corresponding high school subjects, university courses, extra-curricular activities and jobs according to their study levels.

Competence, competitiveness, and a well-balanced character are assured for the next generation through these measures

Supporting Pre-service Teachers in Preparing for Teaching Practicums: A Blended Learning Approach

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In this study, an e-platform used a Google site for delivering six online lessons and related learning activities; and 61 pre-service teachers participated at three different periods before their block practice periods in April and October 2015. The learning activities included practice in rating lesson videos — using the same Field Experience form as used to rate them during their own practicums — lesson planning, and micro-teaching. The students could use blogs to discuss their work experiences in schools and seek support from the investigators.

E-learning has been promoted in many courses in teacher education. However, there has been little attempt to support student teachers in preparing for their practicums in both the pre-practicum and practicum periods. To address this gap, this project aimed to create an e-learning context in which student teachers could self-access a series of online lessons developed to help them to review classroom practices and share work experience with their fellow students in the practicums. It was expected that student teachers' supportive agency beliefs could be enhanced through the knowledge-building and peer-sharing activities involved.

The sense of agency of the participants during the practicum was assessed using the scale developed by Malmberg and colleagues (2004).

The results suggested that a blended learning approach involving support from the project investigators was crucial for engaging students who were working in schools. Those who felt that they were more competent and accomplished in their work tended to have stronger agency beliefs in their classroom practices and the capacity to provide students with instructional and emotional support. In general, these students showed confidence, but they lacked confidence in their practicum settings. While students who were more self-confident tended to be more positive in their practicums, some showed disillusionment after the practicums, consistent with the findings in England (Malmberg et al., 2012).

An Analysis of Japanese Students' First Exposure to Corpus Data

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Over the last three decades, various corpora (the plural of corpus, which is defined as a large electronic database of authentic language taken from newspapers, textbooks, transcriptions, etc.) have played an important role in dictionary compilation sectors and higher educational organizations. Despite the popularity of corpus applications for language learning, not enough research has been conducted on how novice users of a corpus or corpora can utilize these language resources. It is also difficult even for instructors to be aware of what kinds of methodological approaches work successfully for a particular group of students. This study reports the results of an investigation into the different types of challenges 38 Japanese university students encountered in the process of utilizing corpus data in their English studies. It also examines the ways the instructor dealt with the challenges arising from corpus-based activities assigned to these students. The findings indicate that students' educational backgrounds have a very significant influence on the outcomes of their corpus consultation (i.e. concordance lines – sample sentence fragments from the database). A further key result was that introductory lexical exercises are of crucial importance in enabling students to utilize corpora more effectively.

Introducing Web 2.0 Resources for Arranging Collaboration among Students Learning English as a Second Language

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Arranging collaborative work with the help of Web 2.0 resources is a contemporary trend in educational environmens (Laal, Laal, & Khattami-Kermanshahi, 2012; West & West, 2009). The purpose of this article is to present the results of research on introducing Web 2.0 resources into the learning process of Year 3 students in the Economics Faculty who were studying English as a second language. The aim of this research is to assess whether using Web 2.0 resources improves communication and fosters collaboration among students. The main objectives of the project are to (1) select Web 2.0 resources aimed at collaboration to suit the educational programme; (2) identify the collaborative learning backgrounds of students and their attitudes towards online collaboration; (3) examine the students' participation in collaborative work; and (4) scrutinize the influence of Web 2.0 resources on creating a collaborative learning atmosphere and students' readiness to collaborate. The main methods employed in this project are a survey questionnaire, interviews and observation of students' collaborative work. The project showed a rise in students' involvements in collaborative learning activities; shifts towards more positive attitudes to using Web 2.0 resources for educational purposes; and (3) an increase in students' readiness to collaborate online. Among the main advantages of Web 2.0 identified by students were more ideas (88%), discussion (74%) and convenience (64%). Also, the Web 2.0 resources implemented (Tricider.com, MeetingWords.com, TodaysMeet.com) helped teachers to evaluate each student's contribution to collaborative work and, thus, avoided unfair assessment.

Students and Teachers' Perception, Acceptance and Effectiveness of Using Massive Open Online Courses (MOOC) as Blended Learning Activity for Vocational and Professional Education and Training (VPET)

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Massive open online courses (MOOC) have been widely adopted by higher education institutions as a flexible learning activity. However, the application of MOOC in vocational and professional education and training (VPET) is relatively sparse. Other than learning theories, VPET emphasizes hands-on practice, and so questions and doubts have been raised on the possibility of adopting MOOC for VPET. To address this issue, this paper explores students' and teachers'perceptions and acceptance of MOOC, and the effectiveness of using MOOC as a blended learning activity for VPET.

The study was carried out in one of Hong Kong's largest VPET institutions, with two groups of students being invited to participate in this comparative study. MOOC was used as a blended learning activity for one group of 20 students, while another group of 20 students received only face-to-face classroom delivery. Paper-based assessments were conducted to assess the learning performance and learning effectiveness of the two groups of students after two weeks of lessons. Questionnaire surveys were then conducted on the students and teachers using MOOC as a blended learning activity to examine their perceptions and acceptance. The results of the written assessment indicated that the learning performance and learning effectiveness of the students using MOOC as a blended learning activity were relatively better than the group who received only face-to-face classroom delivery. The findings also revealed that students' and teacher' perception and acceptance of using MOOC as a blended learning activity to support their learning and teaching were generally positive. Noteworthy points from this study are: (1) MOOC enhanced VPET students' online self-directed learning experiences by sequencing theory learning and hands-on practice of a topic; (2) as a blended learning activity, MOOC allowed pre-lesson preparation and post-lesson revision, as well as timely review, to enhance students' learning performance and effectiveness; and (3) continuous assessment within the MOOC course was the essential 'backwash effect' to motivate and engage students in learning.

Beyond Learning and Completion: A Search for a Development-oriented Model for MOOC

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It was predicted that MOOCs would disrupt conventional education because of the revolutionary position it assumed in terms of openness of access to learning, as well as to educational institutions which in the past proved to be so exclusive and inaccessible. Because of the massive enrolment and the design of course delivery, the course completion rate has become the main focus in evaluating MOOCs. Over the last few years, several models have been adopted in an effort to sustain students' interest in MOOCs, such as various mechanisms by which a learner can obtain a certificate, MOOC-4-Credit, and as a tool for development. The UP Open University has positioned MOOC as a tool for development in the design of its MOOCs. This paper examines how successful the UPOU has been in this attempt by answering the following research questions: (1) Did the MOOCs reach the target learners the University hoped to have on its MOOCs?; (2) How do other learning institutions view MOOCs offered by the UPOU and what models can they adopt to make use of MOOCs?; (3) Are the MOOCs' Certificates acceptable to industries?; (4) Are there success stories from the MOOC learners/completers?; and (5) What models for MOOCs can be recommended to fulfil its potential as a tool for development.

These questions are answered by analysing the documented process of UPOU's MOOC offerings since 2013 for a total of ten MOOCs. The results of this study, hopefully, can also provide insights to other academic institutions which may want to use MOOCs for development.

The Design of MOOCs: An Instructionalist and Constructivist Approach

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The completion rate for massive open online courses (MOOCs) is approximately 15%, mainly because students typically need five to eight weeks to complete one, including assessment tasks. Having completed ten MOOCs, the authors explore the design features of the variety of learning and assessment tasks from three platforms: edX, Coursera and FutureLearn. Although recorded videos are commonly found in these courses, MOOC educators in universities in the United States, the United Kingdom and Australia adopt different instructional strategies to engage diverse learners. With reference to an instructionalist and constructivist approach to pedagogy, the learning activities and variations in assessment activities in these MOOCs are examined.

Use of ID Models and Emerging Technologies in Designing English OER Textbooks

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One of the difficult tasks for language teachers is to deal with mixed-ability classes. The single textbook they have chosen cannot easily meet every student's needs. In order to accommodate students with different abilities, it is suggested that teachers customize the textbooks. However, it is time-consuming for them to search for relevant materials and the materials selected may have copyright restrictions. Open educational resources (OERs) can help to solve this problem, but many frontline teachers may not be confident in adapting OERs and some guidelines are needed.

With the support of the Education Bureau of Hong Kong SAR (EDB) and funded by the Hong Kong Jockey Club Charities Trust, the Open University of Hong Kong (OUHK) has developed a series of OER textbooks, namely *Open English,* which covers all the school levels, i.e. from Primary 1 to Secondary 6. The textbooks have been approved by the EDB and included in its Recommended Textbooks List. The English OER textbooks are stand-alone textbooks, which can also be customized and adapted to suit various teaching and learning circumstances.

This paper first briefly introduces the *Open English* series, and the instructional design (ID) models, pedagogical principles and the use of emerging technologies are also discussed. In addition, the paper illustrates how the various formats of open educational learning resources – such as print-based textbooks, ePubs, online versions, mobile apps and so forth –can be used in pre-class, in-class and after-class learning environments. The series of textbooks has been pilot-run in schools and teachers' comments and feedback are also reviewed and discussed.

Our experience in developing *Open English* may serve as a reference for teachers and textbook developers. Teachers can use our experience in designing and customizing the OER textbooks to meet their teaching needs in classrooms, and textbook or language learning material developers can can refer to our experience in the use of instructional design models and various technologies for developing teaching and learning materials.

Developing an Open Educational Resource (OER) in a Sino-foreign HEI: Reflections on an Interdisciplinary, Student-Staff, Multi-media Note-making App Project

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As the higher education (HE) situation in the People's Republic of China (PRC) has been evolving, we have been witnessing major changes, not just in traditional higher education institutions (HEIs), but also in the appearance and growth of Sino-foreign HEIs (SFHEIs), and an expansion of non-traditional, more open and flexible learning (OFL) options. The SFHEIs, often representing best practices from both Chinese and foreign education systems, are frequently seen as centres for innovation and creativity. This paper examines a recent initiative in one of these SFHEIs, where a team comprising students and faculty across academic disciplines, carried out a software development project to design and implement an open educational resource (OER): a multi-media note-making app. The project involved undergraduate software engineering students conducting the complete requirements engineering, specification, design and implementation processes for the desired app – thus placing the students firmly at the centre of this research and development. The SFHEI's multilingual, multicultural environment, in the PRC context, created a number of obstacles and challenges for both the students and the faculty. Although ultimately overcome, these challenges led to several reflections and comparisons of the constraints inherent in traditional education systems, those in SFHEIs, and potentially those in OFL options. This paper outlines the background to the project, and examines both the achievements and the difficulties, contrasting how they were experienced in the SFHEI compared with how things might have been in alternative educational environments. The identified advantages and disadvantages of the different systems may serve as guidance for future initiatives seeking to involve students in collaborative projects; for instructors planning to incorporate OFL aspects into their course delivery; and for OFL and OER designers aiming to afford more realistic, professional experiences in the learning resources.

Learning Outcomes in Online and Distance Learning: A Study of Learners' Experience

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Online and distance learning (ODL) institutions have often been seen as possessing an innovative and technology-driven delivery approach in teaching and learning practices. The key lies in the online delivery of instruction for working learners. Online delivery requires e-tutoring and the use of teaching and learning materials to facilitate instruction across diverse groups of learners in a ubiquitous learning environment. This study focuses on Open University Malaysia's (OUM) approach in leveraging online learning for its stakeholders. The research attempts to confirm factors which affect the learning outcomes in ODL. The study was conducted via a Web survey on 397 learners enrolled at OUM from 2012 to 2015, with the sample consisting of learners aged between 18 and 64. The measurement of learning outcomes was determined using a 5-point Likert rating scale questionnaire. Three key constructs emerged from factor analysis, viz. (1) teaching and materials; (2) e-tutoring; and (3) learners' experience. These three factors were then confirmed using structural equation modelling (SEM) techniques to determine model fit. The results showed a good fit of the hypothesized model with the structure of the data. As ODL institutions enrol learners from various demographic groups, this study attempts to look at whether demographic differences – such as gender, age, experience in online learning, the learners' CGPA results and the time spent on online learning – have a significant bearing on the learning outcomes. An interesting finding was that the time learners spend in logging-in to the online sessions had a significant effect on the learning outcomes. The study concludes that the more time expended in logging-in online, the better the outcomes in teaching and the use of the materials, e-tutoring and learners' experiences. Based on the empirical evidence of the study, it is proposed that the ODL programme in OUM is an effective delivery system for working learners, leading to good learning outcomes. ODL can guide such learners to acquire the desired knowledge and the skills needed to excel in academic pursuits.

A Colloquim Approach to Determining Research Preparedness in a Graduate Programme Curriculum

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The colloquium, as a class format, has been characterized as a learner-centred, supportive and collaborative model (Higgins & Face, 1998). It provides flexibility for learners to select topics of interest; engages them in conversation with each other which reflects what is interesting and important to them; and encourages the exchange of ideas in a collegial manner.

This paper explores the use of an online colloquium format to determine the readiness of students to conduct a research-based thesis/dissertation. Interaction among the course participants in an online student-led colloquium on research issues and tools was plotted and mapped using a network analysis programme. Students' postings were analysed using content analysis to determine research preparedness as revealed in the use of research-related terminology and the strength of arguments based on the research method proposed.

The initial results indicate that the level of interaction among course participants was largely unidirectional and primarily intended to provide feedback and inputs to the colloquium moderator who presented his/her proposed dissertation topic as a case in point. Research preparedness was shown to be associated with such factors as early identification of a research topic and the research tradition to be pursued.

Engaging Yi Jin Students: Problematic Educational Experiences

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Education is cited as a route out of poverty and a key to improved life chances for disadvantaged young people. As such, the educational experiences of students from disadvantaged backgrounds is a key policy concern in many countries. In spite of the recent education reform in Hong Kong that aims to provide education for students of all abilities, the educational journeys and experiences of students who study for the Yi Jin Diploma in particular are problematic. Such students are constructed as "other" in a context where an emphasis is placed on English language proficiency; successful completion of and concomitant attainment in public examinations is expected; and the competition for limited university places is very high. This qualitative study explores the educational experiences of four students to answer the following research question: How does a student's habitus constructed in the context of home, school and through social networks influence their educational experiences? Through the use of interviews and creative data collection tools (e.g. memory boxes and journals), the findings indicate the ways in which education processes and structures work to support such students and their engagement with education, but also the ways in which students are structured within a context focused on performative measures.

The Effect of Using Instant Messaging Communication on the Teaching and Learning Experience of Students

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There has been recent interest in studying the use of instant messaging (IM) as a teaching tool for supervising students' dissertations and tutoring undergraduate students. Research studies on this topic have indicated that students are very positive about the use of IM in communicating with their tutors or supervisors. This paper aims to study the use of IM as a supplementary tool in tutoring undergraduate students. In this research, the use of IM obtained is analysed, together with the teaching and learning feedback from a traditional end-of-course teaching and learning experience questionnaire survey. Such a survey is typically conducted for most university courses to collect students' views on the teaching and learning process for the course concerned. A correlation analysis was conducted to study the possible relationship between the use of IM and students' experience of teaching and learning. Other associated measures, such as the tutorial attendance rate and assessment marks, are examined.

Learner Profiling for Improving Learner Success

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There have been many research projects on learner attrition in open and distance learning institutions. Open University Malaysia has introduced numerous interventions to mitigate the first semester attrition, where the drop-out rate is highest, but improvements have yet to be seen. This work aims to gather learner profiles to be used as a guide in studying attrition. The research uses a survey methodology, with the survey instrument consisting of two parts. Part I had eight items covering the demographic profile; and Part II consisted of 49 items related to three constructs: *personality*, *attitude* and *motivation*. The survey was conducted online using SurveyMonkey. The first-semester learners in the January 2016 intake were asked to access the survey via the URL which was posted in the *Learning Skills for Open and Distance Learners* course portal. Of the total population of 2,970, 637 (21.4%) responded, but only 438 completed questionnaires were used for the analysis. Statistical analysis using SPSS version 22 showed that the 4-scale inventory provided good reliability for all three constructs. In the *personality* construct, more than 90% of the respondents fell into the 'high' category for *openness to experience* and *conscientiousness*; 84.4% were in the 'high' category for *leadership*; and only 78.3% were in the 'high' category for the *autonomous* construct. In terms of *attitude*, more than 90% of the learners were 'high' for both the *attitude towards career* and *attitude towards education*). Under *motivation*, *affiliation* and *power* have less influence compared to *achievement*. This outcome suggests that, while learners are generally open to experiences and conscientious, effort is needed to encourage and guide them to become more autonomous, which is a required characteristic for learners in open and distance learning. For learners with a positive attitude towards education and career, their academic achievement can be a motivating factor. This suggests that the university programmes should be designed to meet the needs of working adults in their career development, as this is most likely to increase the likelihood that they will achieve academic success and complete their programmes.

Does 360^0 Student Engagement Work for the Generation Z?

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Student engagement is always a challenging but imperative issue for both educators and researchers. Fredricks et al. (2004) propose that student engagement covers three major components: behavioural, cognitive and affective. Nowadays, it may be difficult for educators to adopt a traditional approach to motivate and engage the Generation Z in their learning. Modern pedagogy or specific learning design in terms of blended learning may be needed because Generation Z is characterized by multi-tasking, self-centredness, and being with "always on" technology that allows them to be connected with others easily. The target respondents in this study are 110 final year marketing students studying the two-year self-financed associate degree programme in Hong Kong. Primary data were collected from both a qualitative survey and observational study (on both online and off-line learning behaviour) to study the impact of 360^0 student engagement in their learning experiences.

Piloting Small Private Online Course to Engage Cross-regional Learners of English EducationUndergraduate Programme in Learning: Taking the Online Course Media Assisting English Teaching as an Example

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The research focus of inclusive education was, and still is, on classroom-based instructions for conventional students, despite the fact that technology-mediated e-instruction for distance learners is burgeoning today. In the light of this, a pilot field investigation of SPOC of MAET was carried out among learners on an English Education undergraduate programme at HNRTU which aimed to engage cross-regional learners in learning, and also identify possible improvements for satisfying such needs. The research findings show that the learners in this pilot study learned through an unsatisfactory approach, which resulted from poor non-academic student support in the RTVU network. It is suggested that attention should be paid to balancing the opportunities for 'speaking' in the communities to help 'the silent' and 'edgy' in the virtual cross-regional learning communities so that they experience happy and self-confident learning, and promoting the generation and accreditation of prior learning.

A Study on Students' Use of Real-time Voting Results of Digital Classroom Polling in Formative Assessment

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Integrating digital classroom polling into instruction, especially for classes with a large enrolment, has become increasingly popular. With mobile phones, which are the latest incarnation of a voting device, students' responses are aggregated and a summary of voting results is displayed for everyone to see. When digital classroom polling is employed to support formative assessment, a tangible benefit is the feedback-intervention effect (Chien et al., 2016). Students are made aware of misconceptions through observing the voting results, as well as receiving explanations from instructors. This answer-feedback-adjustment loop can be completed quickly, helping students to maintain focus on the learning tasks. This technology-driven process, coupled with suitably designed questions, has been found to promote student engagement and active learning. The display of voting results can engage students in at least two ways. The popularity of different choices would normally be used for review after making a response, but the same could be used instead as a hint before making a response. The latter case might weaken the instructional effect of a question — some students would be more interested in getting the correct answers than thinking about the course content. The timing of revealing the voting results is therefore an important consideration in the use of digital classroom polling.

This paper describes a study on how students perceive the role of the voting results in their attempts at in-class formative assessment. The study was designed to investigate several ways of using the voting results and participating in formative assessment. To allow students sufficient flexibility in choosing their participation mode, the formative assessment lasted for the whole class session in parallel with classroom instruction. A specially designed digital classroom polling system, called *LikeClass*, was developed to support this study. The system could display voting results side-by-side with presentation slides, allowing students to view both at the same time. The students could also view the voting results and submit responses through a mobile application. Hard copies containing formative assessment questions were also available for students who preferred the conventional mode. The research was set in the context of an introductory programming course with over 100 students. In each session, five to eight multiple-choice questions, mostly set at the applying level, were provided. After 13 weeks of instruction, an instrument containing 32 items was administered to the class to survey their usage patterns for

(Cont'd)

the formative assessment and perceptions of the role of the voting results. It was discovered that there were significant differences in the perceptions of the learning effectiveness between those who used the voting results before and after making a response. These findings should be useful not just for instructors but also designers of digital classroom polling systems.

The Effects of Video Texts Supported with and without Subtitles on the Listening Comprehension of Foreign Language Learners: A Meta-Analysis

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Using multimedia in classroom language learning has been shown to be consistently superior to an all-lecture approach, as it allows learners to be exposed to authentic material, saving learning time, and results in a better performance. Video texts have become a teaching resources which is commonly used in language classrooms. Language learners who are not proficient often find it difficult to understand the oral speech in video texts. Several studies have found that captioning films is beneficial for expanding learners' capability in listening comprehension. This article presents a meta-analysis of multimedia programme effectiveness research on listening comprehension.

The paper summarizes experimental intervention studies on multimedia and language learning for listening comprehension that have included students ranging from high school to university level. The interventions on the instructional components have included language types, captioning languages, and order. The effect sizes for a corpus of 29 intervention studies are analysed across instructional domains, subgroup sample characteristics, intervention parameters, and methodological procedures.

The meta-analysis of studies controlled for captioning status indicates a more positive effect for a combined model that includes components using multimedia with native-language and target-language subtitles than for competing models conducted in lectures. Interventions varied in control conditions in terms of teaching material, and types of captioning; and interventions which controlled for such variations yielded larger effect sizes than studies that failed to do so.

The results support the all-pervasive influence of captioning video texts as teaching material for promoting listening comprehension. Based on the findings of this study, it is suggested that instructors should take the benefits of captions into consideration when using video texts to teach listening skills.

Validation of a four-item questionnaire for assessing student engagement in innovative teaching methods

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Student engagement has become crucial for evaluating the effectiveness of technological innovations applied in higher education, including, but not limited to, virtual reality, mobile learning and simulation. Most of the existing instruments for comprehensively assessing all the three dimensions of students' engagement level are too lengthy to be applied in the context of a tight lecture schedule. This study aims to develop a four-item questionnaire for measuring the level of student engagement in innovative teaching methods without losing the comprehensiveness of its theoretical framework.

The questionnaire includes three items selected from behavioural, cognitive, and emotional engagement and one item for the overall engagement level. Through a cross-sectional survey study, 301 convenience sample data from Year 1 Bachelor of Nursing students were collected about their engagement in the instant interactive learning system employed in the lecture. One hundred randomly-selected data were split for conducting exploratory factor analysis (EFA, by maximum likelihood factor extraction) and the other 201 data were used for performing confirmatory factor analysis (CFA) in order to delineate the factorial structure of the four selected items of student engagement.

The statistical results revealed a single factor structure in the four-item scale of student engagement through EFA, with acceptable internal consistency. The findings from CFA also confirmed the good model fit and factor validity of the one-factor model of the questionnaire.

With satisfactory reliability and validity, this slimmed down questionnaire would help researchers to assess the level of engagement of students more efficiently in the tight and limited lecture time. Further studies can be conducted on different cohorts or programmes for getting more data in order to provide a more generalized validation of the instrument and investigate its measurement invariance across groups.

The Gooey Behaviour among Millennial Learners in a Malaysian Institute of Higher Learning

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A report from Informate Mobile Intelligence in 2015 indicated that people in the USA check their Facebook, Twitter and other social media a whopping 17 times a day – but, in this context, Americans are not alone. In fact, smartphone users in Malaysia, Thailand, Argentina, Mexico, South Africa and Qatar check these networking apps at least 40 times a day. Davis (2015) reported that people spend an average of eight hours 41 minutes a day on media devices. We call this act of netizens being glued to their smartphones "gooey behaviour". In Malaysia, students in the higher educational institutions (HEIs) are allowed to bring their smartphones into the classrooms. However, this gooey behaviour among the millennial learners has two significant effects, especially on the roles of the classroom instructor. On the positive side, it has helped to authenticate the data of instructors; but it has a negative impact in distraction from other non-related activities. Both behaviours pose challenges to the 'traditional' pedagogical mode. It has been found that, whether the effects produced were positive or negative, the chalk-and-talk of lecture delivery is now challenged as an effective way to engage these netizens in learning. This paper presents part of the research findings on a sample of 30 students who were undergraduates aged 19 to 24 and were studying in a Malaysian HEI. A mixed-research methodology was employed in this study which included a questionnaire survey and face-to-face interviews. The millennial learners indicated their views on "an interesting lecture" as being a lecture which should be fun, useful and meaningful, and able to make students' curious and attract their attention. The results call for a disruptive innovation in teaching and learning, and a transformation in pedagogy. This paper also provides insights for instructors who are designers of their lessons on how to orchestrate lessons in ways which engage these gooey netizens.

The Impact of Teachers' Conversational Style on Student Undergraduates' Performance in Creativity and Imagination in Graduate Project Processing

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This study aims to explore whether different conversational styles between teachers and students have an impact on student performance in creativity and imagination in graduate project processing. Classroom observations and semi-structure interviews were conducted; and both qualitative and quantitative data were collected for analysis. The sample included 30 people, separated into four groups/teams, each with a tutor. Through classroom observations, we found that the four teachers had different conversational styles for directing and leading their groups of students. Semi-structure interviews were then held to understand how different the four teams were in their thinking processes and paths of imaginative and creative thinking. We also gathered some quantitative data using an Imagination and Creativity Scale.

The main findings were as follows. Some students suppressed their points or ideas because of fear of being criticized by their dominant teacher. One group even changed its ideas and project in a completely different direction, far from their original prototype, perhaps because there was an authority issue between the teacher and students. This must be an important issue of concern, especially when a group needs more power to make its own decisions to imagine or produce something creative. In addition, the team guided by the teacher who was inclined to be more open in conversation had a better performance in creativity than another team guided by a dominant teacher.

Finally, some suggestions are proposed based the above conclusions for further studies and for the practice of creativity and imagination education.

Observing the Implementation of a School-based Curriculum by Teachers of Different Mind Styles: a Case Study

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Research on school-based curriculum development (SBCD) in Hong Kong is scant. Previous studies (e.g. Lo, 1999) have shown that government-led SBCD programmes aim to satisfy bureaucratic requirements and therefore fail to address issues connected to learner diversity. This qualitative case study aims to examine the implementation of a teacher-initiated curriculum in a Hong Kong secondary school. Using classroom observation, the researcher studied the English lessons conducted by four Secondary 5 (Year 11) teachers with different mind styles according to the Gregorc Style Delineator (Gregorc, 1982). Running logs were used to record how the four teachers delivered the school-based materials at the classroom level. Adopting a thematic analysis, this paper highlights the eight most frequently occurring lesson activities from the running logs for discussion, namely classroom housekeeping, revision, setting targets, applying the target language, presentations, questioning techniques, offering assistance and a lesson summary or review. The research found that teachers with the same mind style shared common features in lesson activities. Concrete Sequential teachers, for example, preferred to start their lessons with revision and setting targets. During the lessons, they constantly required students to apply the target language by reading aloud the answers and giving short presentations. In closing the lesson, they consolidated students' learning by assigning relevant homework, evaluating the learning task and correcting students' attitudes. The Abstract Sequential teacher, however, adopted a trial-and-error discovery approach throughout the lesson by giving minimal help to students, and insisting that they think on their own. Despite adopting different styles, all the teachers were able to use their preferred styles to engage students in learning. Finally, the paper discusses the extent to which the factor of mind styles should be incorporated into curriculum design, in both conventional schools and open and flexible education, to avoid 'fossilised' teaching or learning methods.

Supporting the Wellness of Students in Open and Distance Learning

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Among the key areas of student support, wellness has been regarded as crucial. While student services for wellness are commonplace in face-to-face teaching institutions, open and distance learning (ODL) students have far fewer opportunities to access such services because of the constraints in the ODL context, and the services for conventional institutions do not suit their needs. This paper presents an exploratory study on the needs of ODL students for support related to wellness. The study was built on the premise that the choice and focus of service provision should be guided by relevant principles and a thorough understanding of students' needs. It adopts a six-dimensional framework, covering the occupational, physical, social, intellectual, spiritual and emotional dimensions of wellness. An online survey and three focus group interviews were conducted, with 133 and 16 participants, respectively. The findings revealed that career development was most important of the wellness dimensions for the students. A diverse range of student support, specific to the ODL context, was suggested by the participants, such as the development of an enhanced social network to alleviate their feelings of alienation and isolation; an online channel for the delivery of information on student affairs; academic advisory services; extended hours for facilities and student services; and effective communication among the Student Affairs Office, students, alumni and academic staff. The results, which contribute to the field as empirical evidence, highlight that wellness support should be seen as an integral component of higher education regardless of the mode of education delivery.

Preparing the next Generation of China's Computer Scientists: A Snapshot of Challenges for Sino-foreign Computer Science Education

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The first Sino-foreign higher education institution (SFHEI) opened in China over ten years ago, and was followed by a number of others, all offering opportunities to the local Chinese student population to not just experience a foreign education style, but also earn a foreign degree and, in some cases, study overseas as part of their student life. The experiences for students (and faculty) at these institutions were not without difficulty, and a number of obstacles had to be overcome, especially in the early years. As time has passed, and these institutions have become more accepted and mainstream, the kinds of challenges facing the stakeholders have also evolved, but not yet disappeared. Following an autoethnographic tradition, this paper draws on both semi-structured interview data and the author's own decade of experience teaching computer science in Sino-foreign universities in China. It presents some reflections on what are perceived as continuing challenges for computer science education in these institutions.

Student Perception of Using a Monopoly-based Accounting Simulation Game: Evidence from Hong Kong

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A Monopoly-based accounting simulation game is one of the most popular accounting simulation games in the business faculties of universities around the world. Numerous studies (Albrecht, 1995; Heyman, 1975; Knechel & Rand, 1994; Lewis & Mierzwa, 1989; Tanner & Lindquist, 1998) have reported that the Monopoly-based accounting simulation game can effectively facilitate students' learning in accounting courses. However, their findings seldom report Hong Kong students' perceptions on using this game for learning – a gap which this study aims to fill by investigating local students' views on using this game in accounting courses. The data were collected by a survey. On average, students supported using this simulation game in learning and they believed that using clickers could improve their learning competency. The results of the study can help instructors to assess the impact of the accounting simulation game when considering using it as an active learning tool.

Emerging Trends of E-Learning in Pakistan: Past, Present and Future

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E-learning is increasingly becoming a powerful and leading avenue of education in developed countries. The need for substituting emerging models of e-learning for traditional pedagogy is now becoming more pronounced in developing countries, such as Pakistan. The conceptual realization among stakeholders is in the process of becoming a practical reality, with various initiatives being implemented, but there are several hurdles and challenges that need to be addressed. This paper discusses the developments in the e-learning education sector in Pakistan and identifies the obstacles to its future development. The research endorses adaptation to e-learning as a paradigm shift that involves the restructuring of both technical and human elements. The human aspect involves the existing psychological orientation of teachers and students, who — due to various socio-economic, socio-political and socio-cultural factors — are prone to resisting the paradigm shift. The technical aspect includes institutional barriers and limitations in curriculum intervention. The research proposes e-learning as a potential revolution in the education sector of Pakistan as it is cost-effective and maximizes performance.

A Case Study of Leveraging UniSIM programmes with the SkillsFuture Initiative

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The purpose of this paper is to elaborate on how the SIM University's (UniSIM's) academic programmes have been enhanced by leveraging with the SkillsFuture initiative. Singapore's university landscape has changed drastically since 2011. Firstly, the competition has intensified, with the number of universities increasing from three to six. Secondly, several universities have collaborated with leading universities such as MIT and Duke University. Thirdly, to reflect our young people's aspirations to gain new skills leading to better-paid jobs, a considerable emphasis has been placed on industrial collaboration, applied research, student internships and employment. Lastly, in line with our government's effort to restructure the economy and boost productivity, it recently introduced the lifelong learning movement known as SkillsFuture. SkillsFuture creates an ecosystem of education and training providers, employers and unions to provide skills mastery courses, with several government financial subsidies. Against the backdrop of a competitive university context, UniSIM's strategy has been to leverage on the SkillsFuture initiative and counter new challenges. These challenges include the reducing student numbers resulting from competition; the ageing population; and the expansion to new market overseas. UniSIM's unique business model of pervasive e-learning and modular courses has enabled its successful coupling with the SkillsFuture initiative to re-define itself and search for new markets. Our courses have been designed and developed in a modularl fashion; and industry professionals teach in many of our applied-based courses. Pedagogically, we adopt different approaches, such as flipped classrooms, traditional face-to-face sessions, active learning and online virtual classes. We have also set up a repository of free virtual classes which students can download and go through the material. In addition, we now have course offerings on multiple platforms such as Udemy, Coursera and the WDA (Workforce Development Agency) Portal.

Closing the Gap: Remedial Programmes in Maths and English for Grade 11 Students in Schools for Low-income Families

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PHINMA Education Network (PEN) consists of four tertiary schools situated in different parts of the Philippine Islands, namely Pangasinan, Cabanatuan, Iloilo and Cagayan De Oro. In line with PEN's advocating "Make Lives Better" for the Filipino people, these four schools serve families who are mostly of low socio-economic status and make education available to everyone by allowing students to enrol without requiring them to take an entrance examintion. Coming from families with low incomes, the students face many challenges in order to at least meet the minimum standards expected for their grade level. Because of these challenges, PEN started a Student Success Programme to make every effort to support them and make resources available to ensure that students become successful in school.

Based on the results of the Asian Psychological Services and Assessment (APSA) given to incoming Grade 11 students in PEN schools, about 80% of them do not meet the minimum standards in Maths and English. This necessitated the creation of remedial programmes in these subjects as part of the Student Success Programme. The study is two-fold, involving (1) the provision of teacher training; and (2) the implementation of the remedial programmes. The remedial programmes use homogenous ability groupss, individual tracking systems, and self-assessment tools in a classroom setting. The study aims to evaluate the effectiveness of the programmes in getting the students to master the competencies in Maths and English expected at Grade 11 by comparing their pre-test and post-test scores. In addition, the students' study skills, self-assessment, and peer-coaching skills were measured through their responses on activity sheets.

Meeting Pedagogic and Technical Knowledge and Skills for Teaching with Technology in Second Language Teacher Education

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The ever-growing integrated nature of classroom technology has created a continuing need for improved second language teacher education (SLTE) in computer-assisted language learning (CALL). There is a distinct disconnect between the technology-based skill set of graduating students from SLTE programmes and their corresponding pedagogical skill set. On this point, Watson and Agawa (2013) stress the importance of a structured learning framework or interrelated frameworks in CALL. This is important, but it is the training and the integration of technological knowledge and skills concomitantly combined with pedagogical knowledge and skills that remains paramount. In his discussion of digital natives, Prensky (2010) calls this integration "partnering". With continuous upgrades in technology, there is a need to ensure that: (1) all teachers stay up-to-date through training, and (2) teachers continue to find ways to integrate their own pedagogical skill sets into their technology-based classrooms and also classrooms that intermittently use technology. In this case study, we show how current SLTE is performing in relation to the standards for teaching with technology. Second, we illustrate how instructors, focusing on technology, are meeting the ISTE 2000 standard. Last, we provide interview data that stress the need to ensure that CALL teachers and teacher using technology in the classroom continually update their skill sets and are able to integrate technical knowledge and skills with pedagogical knowledge and skills.

An Analysis of Attitudes and Achievements in Geography in Secondary Schools in Japan and New Zealand

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Geography is a subject that secondary school students study in both Japan and New Zealand, but their teaching methods and achievement goals are different. Geography education in Japan focuses mainly on memorization of the world's topographical, economic and political facts and data, while in New Zealand it is centred on sustainability education and the acquisition of key geographical concepts/skills. The purpose of this study is to investigate the differences and similarities in students' attitudes and achievements, by conducting a survey of their understanding and feedback based on their self-evaluation. The results indicate that students' evaluation of their own comprehension of the subject is lower in Japan compared to New Zealand, but its usefulness for their future is evaluated more highly in Japan than New Zealand. Moreover, the advantages of ICT in geography learning are recognized equally by students in both countries, but the attitudes towardits its use in geography learning are more positive in New Zealand. It is not possible to conclude that geography education is better in either country, but in both cases it can still be improved for better quality and achievement.

Survey on Online Learning Behaviour and Perspectives among Nursing Students in Higher Education in Hong Kong

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The rapid advances in mobile technology are making online learning more popular. A recent study showed that the effectiveness of online learning is comparable to the face-to-face learning mode in Hong Kong (Kekkonen-Moneta & Moneta, 2002). However, there is a lack of information about what makes online learning effective. To address this issue, this study aims to investigate the online learning pattern and attitudes toward online learning among nursing students in Hong Kong. Nursing students are selected because they are required to access the Open Learning Environment (OLE) frequently during their clinical practicums.

This is a cross-sectional survey study. A convenience sample of 808 full-time Year 1, 2 and 4 nursing students was recruited in the Open University of Hong Kong. After deleting data with missing items, the final sample consisted of 703 students (attrition rate = 13%). The participants were asked to rate their online learning behavioural patterns and their attitude toward online learning on a 5-point Likert scale.

The results showed that, on average, the participants spent three hours on online learning per week. The devices used for online learning were (according to frequency) notebooks, mobile devices, desktop computers at home and desktop computer in the University. The participants reported positive attitudes toward the following aspects of online learning: flexibility, convenience of knowledge acquisitio, and ease of sharing. They rated the following as disadvantages: discomfort caused by prolonged viewing of a computer screen; less convenient than a hardcopy; and inefficient self-regulated learning. The findings revealed that nursing students were well adapted to using various devices in online learning and appraised this learning platform positively. This shows that the development of online course materials and even mobile applications are justified.

Using Custom Textbooks As Distance Learning Materials: A Pilot Study in the OUHK

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The Open University of Hong Kong (OUHK) has been providing distance learning programmes for more than a quarter of a century. Over the years, OUHK students have been provided with specifically developed self-study units, regular face-to-face tutorials and online learning support. Students are also directed to read selected textbook chapters or journal articles in the comprehensive study units.

The development of study units, however, is labour-intensive and time- consuming. In view of the advances in the learning support in tertiary level textbooks, the University has considered the possibility of adopting commercial textbook(s) or selected chapters of textbooks to replace the OUHK-developed study units. A total of four courses in the School of Business and Administration were chosen for a pilot study in 2015 and 2016, and the present study is designed to evaluate the new approach to learning support – namely the "custom textbook approach" – to see if it provides comparable learning support to students.

A total of 22 students from the four courses were invited to attend focus group interviews. The interviews were semi-structured, and students were asked to express their opinion about this new approach to learning support. Students who had completed courses with self-study units were asked to compare their learning experience in the two approaches, and express their preference. The expected quality of custom textbooks and possible enhancement to this custom-textbook approach were also explored.

The interviews revealed that the new approach to learning support was in general accepted by students, although some still preferred the conventional study units. The pros and cons of the new approach were also identified by experienced distance learners. Useful suggestions were collected and they could be beneficial for the later development and provision of learning support. Certain qualities of the custom textbooks were also distinguished which were considered to be essential for the success of this approach.

Assessing the Computer Literacy of University Graduates

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Computer literacy is the level of knowledge and skill for the effective use of computers and technologies to fulfil individuals' aims. However, the purposes of using computers differs from person to person. Therefore, there is no explicit standard regarding computer literacy levels – and yet there is a common view on the basic levels. Although many studies have been conducted on computer use in a wide range of fields, a very limited number of them are related to levels of computer literacy. For instance, adults are supposed to be computer literate, but there is no assessment for this situation. In this regard, it is crucial to analyse the computer literacies of university graduates. This research aims to identify the computer literacy levels of individuals who graduated from the Universit, with 525 graduates from various departments participating in the study. According to the results of the analyses conducted, their basic computer literacy levels were found to be low.

Collaboration of Multidisciplinary Students on the Development of Mobile Games

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Traditionally, an engineering course on game programming on mobile devices focuses on programming skills. However, a successful game on mobile devices must address such issues as attractive graphics, a game plan and marketing. The final projects for engineering students in such courses often don't produce appealing games due to the lack of attractive graphics or other critical elements. On the other hand, many design students can produce stunning graphic designs but may not be very skilful in programming. The researchers therefore designed three courses in three departments of two universities and several workshops to get engineering students and design students to work together to produce video games on mobile devices. Questionnaires for students examined the communication process and the problems of collaboration. The responses showed some positive results and some problems in team communication and other dynamics. These observations could help to improve the collaboration between students from different disciplines.

The Core Ideas of Contemporary Distance and Open Universities

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Contemporary distance and open universities in China are founded on the Radio and TV University, and its core ideas are embodied in three concepts: inclusive education, lifelong education, and competitive advantage. Inclusive education involves providing education for all in an objective and fair way which meets their needs, with the core values of collectivism and cooperation. The concept of lifelong education refers to a person's desire to continue to learn throughout life and embraces the sum of all the education received at all stages of life. The idea of competitive advantage in contemporary distance and open universities involves the pursuit of an effective balance between high quality and low cost, so as to maintain their core competitiveness. Together, these three concepts, which are indispensible, support the effective development of contemporary distance and open universities.

Building up the Research Capacity of an Open and Flexible Learning Institution

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This paper presents an institution-wide programme for building up the research capacity of the Open University of Hong Kong, a teaching institution offering open and flexible programmes. The University is keen to excel in teaching through research which has the strategic value of keeping its academics active in scholarly activity and informing their teaching. The programme began with a needs analysis to determine the specific factors that favour or discourage academics' involvement in research. The analysis involved a total of 17 academics from diverse disciplines who had taken part in different levels of research activity. In the three focus group interviews held, the participants were asked about the perceived barriers to research; their views on enhancing the research culture; and their need for research support.

Based on the findings of the needs analysis, the programme for research capacity-building was designed and implemented. It covers three major areas: (1) research promotion – developing an institutional research culture and enhancing the knowledge of academics about research; (2) research facilitation – delivering efficient research administrative support and providing consultation services; and (3) research orientation – helping the University to position its research and to develop a sustainable research environment. Details of the programme include a broad range of academic events and activities, such as seminars, workshops and regular roundtable meetings; an e-newsletter on research; an online platform of research resources; and an enhanced research administration system. This paper also discusses how the programme addresses academics' research support needs and the challenges faced during its implementation.

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