

3+3+4 Symposium

Enhancing and Assessing Students' Learning Outcomes

Visualized Outcome-based Learning System



By

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Visualized Outcome-based Learning System:

- The visual holistic conceptualization of students' learning in a collaborative and instant feedback mode enhancing *passive* learning to *active* holistic experience



Visualized Outcome-based Learning System

- **Introduction**
 - Summary & objectives
- **Development**
 1. Preparation
 2. Implementation
 3. Assessment
- **Contribution**
 - Scholarly & community
- **Summary & Conclusion**



(1) Introduction: The Approach in Brief.....

- Ideally, a learning platform
 - can reach students wherever they are,
 - using the devices that they want to use,
 - adopting the visual conceptualization of what they have learned, and
 - with the system doing the summary work with the collaboration of the users together *Dream or Fact?*

Objectives (3 I's)



- ***Integrative system*** - Help students develop a more proactive approach to learning
 - by assisting students in developing the knowledge and skills in an *integrated* holistic view necessary to work with others to solve problems.
- ***Interactive mode*** - Discover and disseminate *new interactive* ways of blended learning
 - through the development of innovative teaching methods by combining you-tube video delivery, e-questionnaire homework, real-life interviews, instant face and index feedback, e-learning experience and focus group discussion, etc.
- ***Interesting feedback*** - Facilitate students in enhancing their self learning skills in mastering & organizing learning materials by themselves on an *interesting* basis through diagrams and charts.

(2) Development

- **The exercise was conducted among students of 4 subjects (Personal Skills Development, Innovation and Product management, Sales management, Strategic Management) for both undergraduate and postgraduate levels. The number of students involved was 306 students.**
 - The common characteristic of above 4 subjects is concerned with human behaviour, such as well-being.
 - Our students need to have better understanding of their own total well-beings, which are implicit and hidden unless we have a system to uncover different well-being.
 - However, most tools are not integrated as a system and difficult to use. The gap is how to provide an instant user-friendly tool to our students.
- **We want to blend our face-to-face lecture with more interactive tools (video demonstration, e-exercise, e-questionnaires to uncover individual well-being with summaries in term of faces and various indicators, e-Follow up assessment survey plus focus group discussions).**

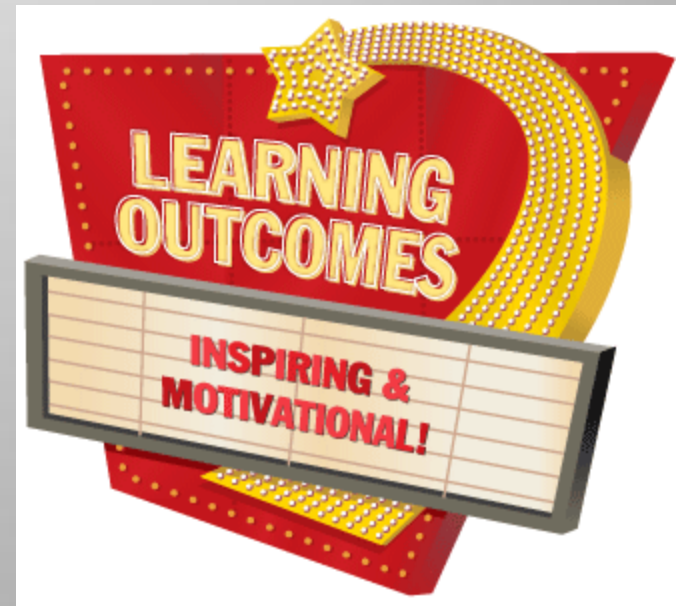
3 Phrases of activities

- In order to solve the learning problems, various phrases of activities and programs have been taken.
- They are
 - a. Preparation & development
 - b. Implementation
 - c. Evaluation



(a) Preparation & Development

- To develop a tool based on a proactive approach by getting feedback from the students, who will then learn how to develop a holistic perspective to understand their own well-being



Pilot survey in form of well-being index questionnaire

- It is a pilot test in form of version of the main Face e-exercise.
 - The students computed the numerical values of three well-being components (Psychological, physical and financial well-being).
 - They were able to check their position in a scale and got description about their well-beings.



Pilot Surveys

- The pilot surveys were conducted among undergraduates and postgraduates students from Faculty of Business during 2005-09, e.g., the profile of the sample in 2009 is presented in the table below:

Pilot Test 2009	<i>Level</i>		<i>Subject</i>		TOTAL
	Undergraduates	Postgraduates	Formal	Skills-based	
Respondent	137	35	35	137	172

- Pilot survey helped us to understand the difficulties faced by students. Based on their suggestions, some questions were simplified or changed. A short explanation of each index and the result were added.
 - The results obtained from the pilot version were used to set the range for the well-being indexes in the main e-exercise.

(b) Implementation of Core Program - Interactive e-Homework

- A **website** was established to facilitate integration, rethinking and dissemination of holistic visualized learning materials for business subjects and students in the Faculty of Business.
 - The site contains material, instant interactive feedback and content based on the idea of Visual Holistic blended learning, which refers to the combination of different modes of delivering e-content in a holistic system, in two e-Modes:
 1. e-Homework and
 2. You-tube video demonstration.

e-Learning

- The establishment of a website open to PolyU only in order to provide the tool
 - to a wider range of staff and students to assist them in understanding their well-being by providing a comprehensive feedback which will guide them and help to apply the concept to both personal life planning & business setting.
- The site is <https://www2.polyu.edu.hk/edc/authws/obp/>



E-Homework

- *e-Homework* - An online exercise (Part of our homework assignments sample) (link: <https://www2.polyu.edu.hk/edc/authws/obp/>) is a major element of the homework. The exercise was conducted in the mode of instant interactivity.
- All students have been provided with the link to the exercise. Detailed email with all the instructions for filling questionnaire had been sent to their PolyU accounts.



Sales Management – Relationship Selling Project Interview Form

To: Students in Sales Management
From: Dr Y H Wong

Today we need to face many problems relating to individual well-being (e.g., stress & financial uncertainty). How can we help ourselves in facing these challenges? In order to cope with these problems, we need to know our well-beings so we can ask some professionals (e.g., Financial Planner, i.e. the Seller) to assist us to sort out different alternatives to handle the coming challenges.

In this project, you need to understand your well-beings (stress, life strategy, spending & lifestyle, etc.) so you will be able to assess the quality of your interactive relationship with the seller.

Please login below link. You will get an instant feedback in a funny Face of you! The information provided is kept to be highly confidentially. The link is:

<https://www2.polyu.edu.hk/edc/authws/obp/>

- Please use your PolyU net ID to login. If you have problem in login, please be free to contact me.
- Please be reminded to complete your e-questionnaire **carefully** as you have *only one* chance to submit the result!

1. Please insert your "Face" of Well-being from your result inside below the box

2. Please describe your "total" well-being.:

If your well-beings are the averages, please explain why:

3. You are required to have interview with a seller in financial planning service. Did your seller identify & uncover your needs (well-being) during the interview or meeting?

If **yes/no**, please elaborate the details of his/er skills (e.g., listening & handling objections skills):

No one is perfect. Please explain his or her problems (e.g., poor questioning, listening or selling skills, etc). Why did your seller make these problems in dealing with you?

Other comments (if any) – Please attach extra page (If you want to give more comments):

Appendix 2 = e-Homework SAMPLE B

Student's name: _____
Student's ID number: _____
Class time: _____

Home Assignment

Hand out date: week 9

Hand in date: week 10 (the regular class time)

Your task is to evaluate your psychological, psychical and financial well-being indexes and to help you to be more creative.

Instructions:

A. Please go to the following website and fill the questionnaire:
<https://www2.polyu.edu.hk/edc/authws/obp/>

- Please use your PolyU net ID to login.
- Please be reminded to complete your e-questionnaire **carefully** as you have only one chance to submit the result!

All your personal data will be kept confidentially.

B. After completing the questionnaire please write down your results:

Measurement	Result
Psychological Well-being Status:	
Physical Well-being Status:	
Financial Well-being Status:	

2. Think of some creative ways (as many as you can) to help you to have better well-being by synergizing your conflicting needs

- e.g., Becoming a volunteer for Red Cross would help me improve my *psychological well-being* as a result of helping others.
- ◆ At the same time I can learn new skill, such as, swimming, so I could improve my *physical well-being* and ...
 - ◆ Earn extra income by working as a part-time swimming pool safety guard to improve my *financial well-being* too!

Other comments (if any):

Please answer the following TWO questions:

1. Please describe your well-beings. Please attach extra page (If you want to give more ideas):

Thank You 😊

2/10

Youtube Video

- ***Youtube Video*** - We created a video in YouTube to promote the importance of WWW: Whole-life Well-being Watch index and implications of its index in the context of business planning as a demonstration.
- The video link (Whole-life Well-being Watch) is:

<http://www.youtube.com/watch?v=uv7m5xscOoI>

Whole-life Well-being Watch



0 ratings

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October 16, 2008

(more info)

Through life planning improve physical health and psychol

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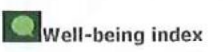


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e-Community

- Our community service is to create a more complex e-exercise (including two more new measurement tools to uncover social and retirement dimensions) available for PolyU graduates and the general public to let them use the tool for whole life planning.
 - Data gathered will be used to draw comparisons between previous and new results by an individual.
 - Based on these comparisons they will be able to have better understanding of their well-being concept for applying effective managerial skills (for example, for our business graduates) or for improving understanding of the concept of Total well-being concept (for general public).
- The link is: <http://myweb.polyu.edu.hk/~msobl/obp/>. This link is open to the public.

Well-being eSurvey - eTool



PART OF FULL eQUEST (COMMUNE)

How often do you feel or do below activities or situations?

	Very Often	Sometimes	Never
01. I am worried about a lot of minor things (e.g. forget my friend's birthday).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02. I always feel scared without any particular reasons (e.g. too worried about the future of our earth).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03. I am tense and alert everyday (e.g. feeling frustrated, angry, restless, or irritable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04. Striving to fulfill what others want me to be (e.g. the best student) makes me feel pressured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05. I find myself getting very tense even during leisure time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06. It is hard to calm myself down once I am being irritated by minor thing (e.g. noise).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07. I find it hard to have the initiative to do a major decision (e.g. go for student exchange).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08. I find myself not feeling enthusiastic about important decision (e.g. choice of university).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you do below activities?

	Very Often	Sometimes	Never
09. My smoking habit (e.g. half a pack of cigarettes per day) is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My daily drinking habit of:			
a. Alcoholic drinks (e.g. 3 alcoholic drinks per day) is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Caffeine drinks (e.g. 3 cups of coffee or tea per day) is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How do you see the following habits of yours?

	Very Poor	Poor	Bad	Fair	Good	Very Good	Excellent
11. Daily fruit and vegetable intake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Daily water intake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Overall daily diet habit (Ideally balanced meal).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Daily exercise habit.

15. Overall, how would you describe your health condition?

To what extent are you satisfied or dissatisfied with below:

	Totally Dissatisfied	Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Satisfied	Totally Satisfied
16. Enough money available for my normal monthly expenditure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Enough money to be financially independent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Enough money for personal interests (e.g. travel).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with below statements:

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
19. Having enough money to spend does not worry me too much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I know clearly what my goals are (e.g. to be financially independent).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Assuming that you have HK\$20,000 to invest or save & you have only one choice, which one would you select?

<input type="radio"/> Saving account	<input type="radio"/> Bond mutual funds
<input type="radio"/> Time deposit	<input type="radio"/> Stocks mutual funds
<input type="radio"/> Government bonds	<input type="radio"/> Stocks
<input type="radio"/> Corporate bonds	

22. Assuming that you invest all \$20,000 in stock market only.

a. To what extent are you comfortable with this single investment?

<input type="radio"/> Totally uncomfortable	<input type="radio"/> Slightly comfortable
<input type="radio"/> Uncomfortable	<input type="radio"/> Comfortable
<input type="radio"/> Slightly uncomfortable	<input type="radio"/> Totally comfortable
<input type="radio"/> Indifferent	

b. Which one of the below returns of above investment would you prefer?

<input type="radio"/> \$2,000 sure gain	<input type="radio"/> \$18,000 gain or \$9,000 loss
<input type="radio"/> \$6,000 gain or \$3,000 loss	<input type="radio"/> \$22,000 gain or \$11,000 loss
<input type="radio"/> \$10,000 gain or \$5,000 loss	<input type="radio"/> \$26,000 gain or \$13,000 loss
<input type="radio"/> \$14,000 gain or \$7,000 loss	

23. When you think of the word "risk", which one of following words comes to your mind first?

<input type="radio"/> Disaster	<input type="radio"/> Luck
<input type="radio"/> Accident	<input type="radio"/> Good Chance
<input type="radio"/> Bad Luck	<input type="radio"/> Golden Opportunity
<input type="radio"/> Indifference	

24. In general, how would your best friend describe your investment behavior as:

- Real Risk Avider Risk Taker
 Highly Cautious High Risk Taker
 Conservative Real Gambler
 Indifferent

Relationship with Your Salesman

01. How many year(s) do you know your FSP (Financial Services Professional)?

- < 1 7-8
 1-2 9-10
 3-4 >10
 5-6

02. How were you introduced to your FSP?

- Referred by your family member From TV / magazine / promotion materials
 Referred by your relative Arranged by the insurance company
 Referred by your friend / colleague Others
 The FSP is your friend / relative

03. What is the job title of your FSP?

- Insurance agent Fund Advisor
 Relationship Manager Certified Financial Planner
 Investment Consultant Others
 Bank Officer

To what extent do you agree or disagree with below statements

Strongly Disagree Disagree Slightly Disagree Neutral Slightly Agree Agree Strongly Agree

04. My financial services professional (FSP) keeps me informed about what is going on with my financial and/or insurance plan at least once a year (e.g. cash value of my life insurance).

-

05. My FSP and I communicate on the same wavelength towards different issues (e.g. current affairs).

-

06. My FSP gives me a full picture of my plan, including the positive & negative sides of the investment and insurance plans.

-

07. My FSP can be relied upon to keep his promises (e.g. to guarantee my principle for guarantee fund investment).

-

08. Whenever I ask my FSP to help, I expect that he will not refuse me (e.g. ask him to provide services even on public holidays).

-

09. If I could not be reached, I would be willing to let my FSP make urgent decisions (e.g. ask my wife to make final decision).

-

10. If problems arise (e.g. changes in company policies against me), my FSP is honest about the problems.

-

11. I am willing to help my FSP if he asks me even for his own personal matter (e.g. helping his son to find school).

-

12. I respect my FSP's judgment (e.g. recommend stocks).

-

13. I don't think my financial services professional would try to take advantage of our relationship (e.g. introduce those investments not suitable for me).

-

14. Most of the promises (e.g. return on investment) made by my FSP are realized.

-

15. In the past, I introduced my existing FSP to my close family members (e.g. wife).

-

16. In the past, I referred my existing FSP to my close colleagues or friends.

-

17. Overall, my financial services professional and I trust each other.

-

18. What is your ideal age of retirement?

- 35 years old or before 51-55
 36-40 56-60
 41-45 61 years or above
 46-50

19. My ideal income for retirement is ___% of my existing monthly salary.

- 20% or below 81-100%
 21-40% 101-120%
 41-60% 120% above
 61-80%

20. Do you make a will?

- Yes No

	Husband/Wife	Closed family members (e.g.Son/Daughter/Parents)	Sister/Brother/Close relative(s)	Close friend(s)/ Colleague(s)
	<input type="radio"/> 80%	<input type="radio"/> 20%	-	-
	<input type="radio"/> 70%	<input type="radio"/> 30%	-	-
a. How can you allocate your estate to different persons as shown in below %?	<input type="radio"/> 60%	<input type="radio"/> 40%	-	-
	<input type="radio"/> 50%	<input type="radio"/> 50%	-	-
	<input type="radio"/> 40%	<input type="radio"/> 60%	<input type="radio"/> 20%	-
	<input type="radio"/> 30%	<input type="radio"/> 70%	<input type="radio"/> 20%	<input type="radio"/> 20%
	<input type="radio"/> 20%	<input type="radio"/> 80%	<input type="radio"/> 10%	<input type="radio"/> 50%
	<input type="radio"/> Other			

- b. Why do you allocate the highest % of your estate to him/her/them? Please select
- Extend my unfulfilled dream Hope him/her/them to remember me
 Show my love Show my generosity
 Protect him/her/them Hope my asset will be increased by him/her/them
 Leave a good memory Others

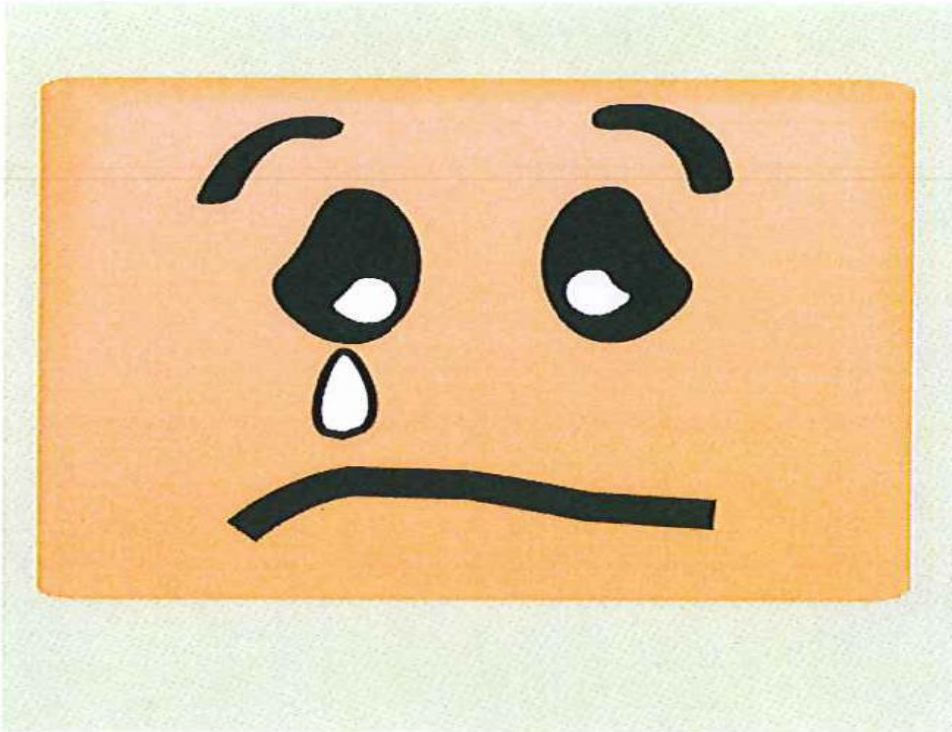
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Efforts of Students

- **According to our e-learning survey, an average student spends 10-15 minutes to complete the exercise. After submitting the results, respondents can see their individual faces which are the visualization of his or her well-beings with various numerical results for all three dimensions of well-being.**
 - The results also include short explanations about their current situations. They can compare their faces and results with others.
 - The e-exercise was used for comparison and assessment as required by the specifications of the project.
- **This exercise aims to get students' involvement on their well-being and requires them to apply the concept to real-life business setting.**

Thanks for completing the survey.
Here is the result:



(A1) Miserable life with poor levels of all well-beings

Well-being Level	Poor	Neutral	Good
Psychological Well-being represented by your Eyes symbolically: <ul style="list-style-type: none"> • Stress • Life strategy Imply:	 Unhappy	 Neutral	 Happy
Physical Well-being represented by your Face symbolically: <ul style="list-style-type: none"> • Health • Lifestyle Imply:	 Not Normal	 Neutral	 Normal
Financial Well-being represented by your Mouth symbolically: <ul style="list-style-type: none"> • Income Inflow • Income outflow Imply:	 Not OK	 Neutral	 OK

	Score	Grade
Measurement of Psychological Well-being Status:	14.3%	Poor
Stress Sub Well-being Status:	14.3%	Poor
Life Strategy Sub Well-being Status:	14.3%	Poor
Measurement of Physical Well-being Status:	14.3%	Poor
Habits Sub Well-being Status:	14.3%	Poor
Health lifestyle Sub Well-being Status:	14.3%	Poor
Measurement of Financial Well-being Status:	14.3%	Poor
Income flow Sub Well-being Status:	14.3%	Poor
Investment Sub Well-being Status:	14.3%	Poor

Visual Feedback

Comparison of Individual Well-being (Face) with Other

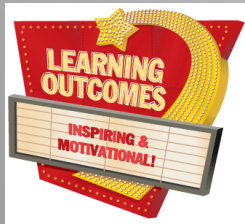
Your Face
Your Well-being

Physical Well-being (Lifestyle & Habits):
Not normal Neutral Normal

Psychological Well-Being (Stress & Life Strategy):
Unhappy Neutral Happy

Financial Well-Being (Income & Expenditure/ Investment):
~ = Not OK
— = Fair
∩ = Good

(A1) Miserable life with poor levels of all well-beings	(B1) Poor, sad with fair lifestyle &/or habits	(C1) Poor, sad but good lifestyle &/or habits
(A2) Poor & bad lifestyle &/or habits	(B2) Poor with fair lifestyle &/or habits	(C2) Poor with good lifestyle &/or habits
(A3) Happy with poverty & poor lifestyle &/or habits	(B3) Happy but poverty & fair lifestyle &/or habits	(C3) Happy with good lifestyle &/or habits but poor
(A4) Sad, bad lifestyle &/or habits but with fair wealth	(B4) Sad with fair lifestyle &/or habits & wealth	(C4) Sad with fair wealth but good lifestyle &/or habits
(A5) Indifferent to the poor lifestyle &/or habits & fair wealth	(B5) Average - OK in all well-beings	(C5) OK in stress &/or life strategy, fair wealth & good lifestyle &/or habits
(A6) Optimistic but poor lifestyle &/or habits & fair wealth	(B6) Optimistic with fair lifestyle &/or habits & wealth	(C6) Optimistic with good lifestyle &/or habits & fair wealth
(A7) Rich but with poor lifestyle &/or habits & grieving mind	(B7) Rich with fair lifestyle &/or habits & anxious mind	(C7) Rich with good lifestyle &/or habits but anxious mind
(A8) Wealthy with moderate stress &/or life strategy but poor lifestyle &/or habits	(B8) Wealthy with moderate stress, life strategy & lifestyle &/or habits	(C8) Wealthy, moderate stress &/or life strategy but good lifestyle &/or habits
(A9) Happy & wealthy but poor in lifestyle &/or habits	(B9) Cheerful & wealthy but fair in lifestyle &/or habits	(C9) Blissful life with great levels in all well-beings. Well Done!

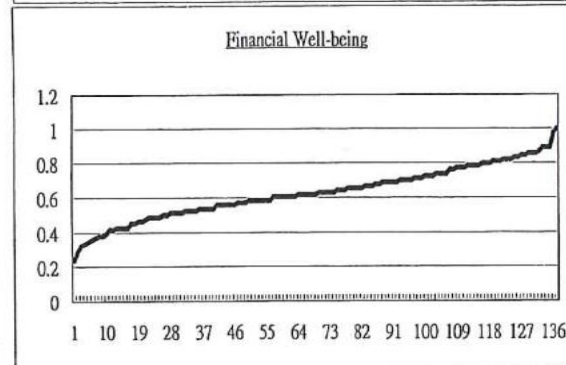
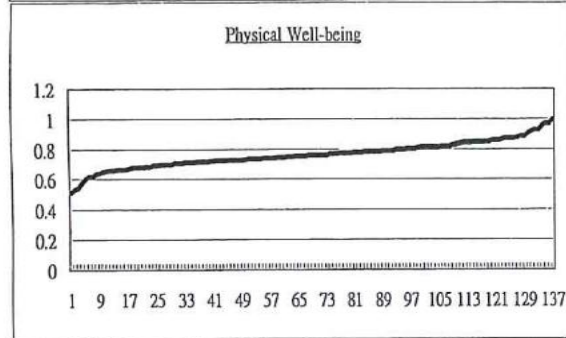
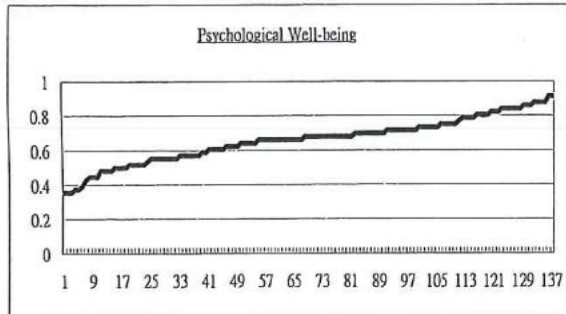
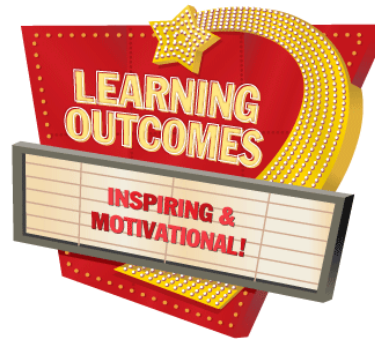


Reflections of Results

- **Reflection of Individual Well-being**
 - **Through several blended activities, students had chances to discover their own well-beings!**
 - **Almost 13% of students enjoy high levels of their well-beings.**
 - Nevertheless almost 8% of students were discovered to have poor lifestyles.
 - More than 6% of students are evaluated to be below the standard.
- **The project has a potential to help all those students to learn together in sorting out similar problems.**

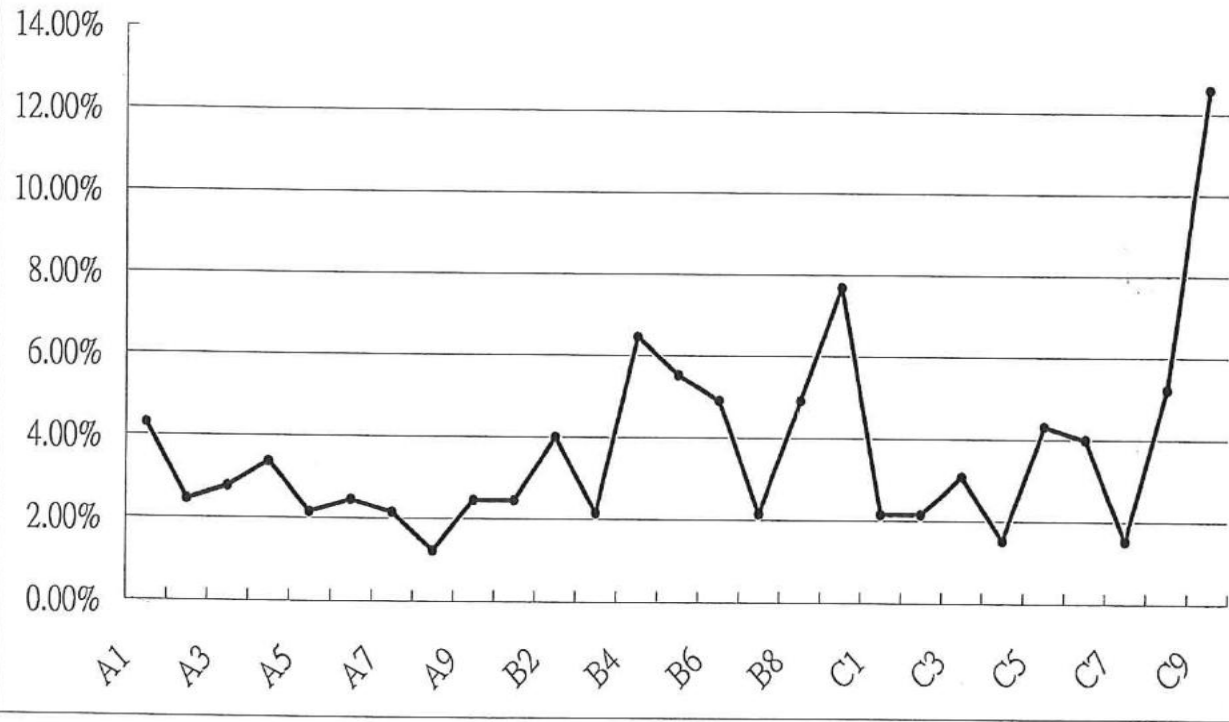
RESULTS =

	Psychological Well-being	Physical Well-being	Financial Well-being
Average	0.659	0.764	0.629
Standard deviation	0.127	0.085	0.150
Av - SD	0.532	0.679	0.479
Av + SD	0.786	0.849	0.779
Av - 0,5SD	0.596	0.721	0.554
Av + 0,5SD	0.722	0.807	0.704
Median	0.679	0.762	0.619
Quartile 1	0.571	0.714	0.524
Quartile 3	0.732	0.814	0.738
Minimum	0.357	0.514	0.238
Maximum	0.911	1.000	1.000

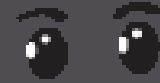


SUMMARY

Faces distribution (TOTAL WELL-BEING 'FACES')



(3) Assessment



- Two major tasks for evaluating the outcome of our blended learning approach were:
 - a. Feedback e-Survey*
 - b. Focus Group*
- The purpose of these tasks is to evaluate the visualized holistic conceptualizations of major perspectives and comments on the efficiency and effectiveness of the blended learning experience and process.



(a) Feedback e-Survey

- The e-survey was conducted among undergraduates and postgraduates students. The no. of questionnaires returned (response rate: 49%) is presented in the table below:

Level/Nature of subject	Undergraduates		Formal Subjects Skills-based		TOTAL
No of Returned Questionnaires	128	24	77	75	152

- In general, the students have positive perceptions about the project and believe:
 - it is useful for their blended learning as the process is integrated with well-designed links between face-to-face teaching and
 - self independent learning in a dynamic e-context incorporating team's collaboration in implementing project in both classroom & real business settings.

Survey on elearning activity

This questionnaire is seeking your feedback on elearning resources developed for this course. Your feedback can help us improve these resources to help students learn.

Number of questions: 15

Question 1

The "Face and well-being e-exercise" were easy to use.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 2

I can access the "Face and well-being e-exercise" easily.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 3

The content of the "Face and well-being e-exercise" were relevant to my study of this subject.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 7

The "Face and well-being e-exercise" stimulated my interest in this subject.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 8

The "Face and well-being e-exercise" stimulates my creativity and innovation

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 9

The "Face and well-being e-exercise" helps me to understand my real self (such as, my weakness & strength, competence & hidden personal problems)

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 4

The activities provided by the "Face and well-being e-exercise" help me achieve the intended learning outcomes of the subject.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 5

The "Face and well-being e-exercise" strengthened my learning skills in approaching this subject.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 6

The "Face and well-being e-exercise" helped me to better relate the concepts learned in class.

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 10

The "Face and well-being e-exercise" assists me to apply the concepts of Well-beings to real-life setting (e.g. innovating new idea or understanding human needs)

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Question 11

Please estimate the total time this semester that you have spent using these "Face and well-being e-exercise" outside class hours (don't add the time used in scheduled hours for classes/labs/tutorials).

Answer:

Question 12

Did you encounter any technical problems while viewing / playing / using the "Face and well-being e-exercise"? If Yes, please explain.

Equation: Equation editor



(b) Focus Group



- The purpose of the Focus Group Discussion was to meet students in person and to ask them what they really had learnt from the process of the Face e-exercise.
- Total 30 students were invited to take part in the focus group. They were divided into 5 groups, led by 5 interviewers.
 - Students appreciated the useful elements of the exercise (e.g., user-friendly and funny feedback) and suggested areas for further improvement (e.g., some questions are too direct).
 - They were keen in giving some recommendations (e.g. including a new dimension of Social well-being for future measurement).
- This Focus Group helped us to understand the needs of students and their perceptions of the learning process.

Summary of Feedback Survey

- Our focus group and survey brought positive responses from students.
 1. Majority of them agreed that e-exercise was easy to access and comprehensive.
 2. Most importantly they agree that the exercise has stimulated their interest in particular subject
 3. It also helped them to understand real self (such as weakness & strength, competence & hidden personal problems).
- They are indeed collaborators of this blend learning process.
- When they graduate from PolyU, they can still use the e-tool for updated assessment of their well-being. The learning experience is beyond PolyU.



(4) Scholarly activities



- We have organized / participated in open forums and workshops for exchanges and sharing of visualized and active holistic learning materials for business subjects among lecturers and students in the Faculty of Business, PolyU and other non-profitable organization.
 - The focus was on the visualized holistic conceptualizations of our major tools and perspectives.
- The scholarly activities are summarized as:
 - a. PolyU context*
 - b. Business Education & Community context*

Online Learning Trends



(a) PolyU context 🤨

- ***Outcome-based Approach to Learning & Teaching: An Experience-sharing session on Teaching Strategic Management (Departmental Seminar)***
 - to promote our visualized holistic approach in teaching management subject.
- ***PolyUMOB Seminar***
 - Exploring Possibilities for Mobile Learning at PolyU– to share the expertise and experience of our project in eLess context



(b) Business Education & Community context

- The results of our well-being survey (in a conference paper, *Segmenting Financial Services Clients by Relationship Positioning*) were presented in Annual London Conference on Money, Economy and Management, Imperial College, London on July 9, 2009. The paper will be published in *World Journal of Management*.
- Total Life Coaching Educational Workshop for The Family and Juvenile Service Association (held in Macau on 5/9/2009) - to share the expertise and experience of our project as a part of community services.

Summary



1. The blended exercise with various e-modes has adopted multi-approaches of communicating information to students and really *getting involved* all of them by providing **unique one-to-one instant feedback**.
 - This approach enables the *blended activities* (from watching a video to collaborating team interview jobs in a business context) to be more enjoyable and interesting.
2. The interactive exercise enhances students' learning through instant response in a *funny* way.
3. The notion of visual faces aligns with the use of multi-sensory teaching techniques to promote *active* learning.

Conclusion



- We blend above scholarly activities, e-learning & e-community services to provide a **holistic** platform for synergizing our teaching and learning experience in a theme of well-being and business application, which is one of big challenges facing all of our students.
 - Learning theory suggests that students learn best when they are dealing with current, immediate and personal issues.
- Our project addresses these issues and involves our students in ***this integrative, interesting*** and ***interactive*** learning journey which will enable our students from today's learners to tomorrow's leaders.

Visualized Outcome-based Learning System

Thank you

