Completion Report
Project Supported by LTC/OBA Funding*

(Period covered: 1 August, 2008 – 31 July, 2010)

Part I: General Information

Funding Source (please tick ✓ as appropriate):　☐ LTC　✓☐ OBA Funding

Project Code:	8B0K	**Host Department:**	MM

Project Title:	Visualized Outcome-based Learning Model: From Passive Learning to Active Holistic Experience Sharing

	Project leader (Name & Dept):	Team member(s) (Name & Dept):
Project Team:	Dr. Y H Wong, MM	Dr. Humphry Hung MM Mr. Ken Wong MM Ms. Katarzyna Drzewiecka MM

Part II: Project Details

1. Financial Information

(a) Overview

Approved Funding:		Additional Funding Received (if any):		Total Funding Received:
	+	HK$	=	

Source of Additional Funding:	

(b) Project Expenditure

[^1] Please give reasons for the revised budget and quote the relevant authority's approval reference where appropriate.

2. Project Schedule

	Start date (dd/mm/yyyy):	Completion date (dd/mm/yyyy):
Dates as Stated in Original Proposal:	1 August, 2008	31 July, 2009

	Start date (dd/mm/yyyy):	Completion date (dd/mm/yyyy):
Actual Start and Completion Dates:	1 August, 2008	31 July, 2010

	Total no. of extension(s) obtained :	Obtained during the project period:
Project Period Extension(s) (if any):	1 time(s)	For a total of 12 month(s)

Reason(s) for Extension(s) (if any):	We need more time to fine-tune various tools and to get involved with more students in the interactive exercises.

* LTC: *Learning and Teaching Committee*
  OBA Funding: *Funding for Promoting Outcome-Based Approaches to Student Learning*

3. Project Implementation

(a) Project objectives

The project aims to strive to:
  (1) Help students develop a more proactive approach to learning by assisting students in developing the knowledge and skills in a holistic perspective necessary to work with others to solve problems.
  (2) Discover and disseminate new ways of learning through the development of innovative teaching methods.
  (3) Facilitate students in enhancing their creative and innovative skills in developing learning materials by themselves through diagrams and charts (based on the visualized learning model).

(b) Overview of specific work undertaken for achieving the project objectives (including any changes to original proposal)

In order to accomplish the above project objectives of the project, three phrases of activities and programs have been taken. They are preparation & development, implementation and evaluation phrases. Below is the summary of each phrase with the explanation relevant to the objectives of the project.

1. *Preparation & Development of innovative teaching methods:*
  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-beings

Pilot survey in form of well-being index questionnaire – It is a pilot test in form of simplified 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.

The pilot survey was conducted among undergraduates and postgraduates students from Faculty of Business. The profile of the sample is presented in the table below:

Pilot Test	Undergraduates	Postgraduates	Formal Subjects	Skills-based subjects	TOTAL
Respondent	137	35	35	137	172

  Pilot survey helped us to understand the difficulties faced by students. Based on their suggestions the main Face e-exercise was improved. Some questions were simplified or changed. 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.

2. *Implementation of Core Program - Interactive Homework*

  A web link site was established to facilitate integration, rethinking and dissemination of holistic visualized learning materials for business subjects for students in the Faculty of Business. 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 size of students was 306 students. It contains materials that are based on the idea of Visual Holistic learning, which refers to the educational use of conceptual holistic representations, including diagrams, graphs, words & cartoons, etc.

  An online exercise (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 theirs PolyU accounts. The online questionnaire & exercise is user-friendly. On average student spend 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 other 26 faces. The e-

2

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 (e.g., students in Sales Management were required to apply listening skills to Customer Relationship Management concept by testing the listening skills of salesmen in their interviews with salesmen in financial services). The students had to answer several questions about the comments on their results and how could they apply their results to their managerial implications in their homework which is a part of their continuous assessments.

3. Evaluation of Project

Two major tasks for evaluating the outcome of our exercise are focus group discussion and follow-up survey. The purpose of these tasks is to evaluate the visualized holistic conceptualizations of major perspectives and comments on the efficiency and effectiveness of the learning experience and process.

3.1 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). This Focus Group helped us to understand the needs of students and their perceptions of the learning process. The feedbacks provided us with precious ideas for improvement and also helped to identify some of the shortcomings of the e-exercise.

3.2 Feedback Survey

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

	Undergraduates	Postgraduates	Formal Subjects	Skills-based subjects	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 learning. They suggested some recommendations (e.g. including a new dimension of Social well-being for future measurement.

(c) Difficulties encountered, if any, which have affected progress, and remedial actions taken

Owing to the constraint of the limited budget, we need to employ part-time staffs and student assistants who were not willing to contribute more hours to the project as they were tied up with the workload of their own studies. The progress of the project was affected by insufficient manpower. The remedial action was to recruit more student assistants in summer break.

(d) Deliverables/useful findings/good practices emerged

Deliverables

Educational context
Three seminars to share useful findings & good practice:
1. Outcome-based Approach to Learning & Teaching - *An Experience-sharing session* on Teaching Strategic Management (Departmental Seminar) was organized to promote our visualized holistic approach in teaching management subject.
2. *PolyUMOB Seminar* - Exploring Possibilities for Mobile Learning at PolyU– was orgnaised to share the expertise and experience of our project in eLess context
3. *3+3+4 Symposium* by UGC in 2010 – A seminar "Visualized Outcome-based Learning System: Enhancing and Assessing Students' Learning Outcomes" was presented to audience from local unveristies

Business & Community context

1. The findings of our well-being survey (in a conference paper, *Segmenting Financial Services Clients by Relationship Positioning)* were discussed and 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* (September Issue, 2010)

2. 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.

Useful Findings

The e-exercise has adopted multi-approaches of communicating information to students. This approach enables the activity to be more enjoyable and interesting. In other words several multi-sensor teaching techniques and active learning strategies have been used. Students have gone through e-exercise which adopts the idea of Visual Holistic learning to help them to conceptualize their skills and knowledge.

Through several 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 and more than 6% of students are evaluated to be below the standard. These statistics show that the project has a potential to help all those students to learn together in sorting out similar problems.

(e) Dissemination activities taken/planned to sustain impact

The upcoming activity is to create the e-exercise available for students to let them use the tool for real-life settings. Data gathered will be used to draw comparisons between previous and new results. Students will be provided with more complex tools by providing a comprehensive toolkit which will guide them and help to apply the concept to business setting.

(f) Self-evaluation or additional information/remarks

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 focus group and survey brought positive responses from students. Majority of them agreed that e-exercise was easy to access and comprehensive. Most importantly they agree that the exercise has stimulated their interest in particular subject as well as their creativity and innovation. It also helped them to understand real self (such as weakness & strength, competence & hidden personal problems). Most of the students agree that e-exercise assists them to apply the concepts of well-beings to real-life settings. 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.

In summary, our project meets the objectives. The interactive exercise enhances students' learning through instant response in a funny way. The notion of visual faces aligns with the use of multi-sensory teaching techniques to promote active learning. It also aims to promote students' creativity and involvement in solving their problems.

Name of Project Leader: Y H Wong   Date: Aug 12, 2010

Part III: Evaluation by D/SLTC (or by HoD/Director of School^)

(a) Rating and comments/recommendations on the **financial management** and **project progress**

(please put a ✓ in 1 of the following 2 ratings and provide comments)

Areas	Rating		Comments and Recommendations
	Satisfactory	*Needing attention*	
Financial management/ use of funding	✓		
Project progress	✓		

(b) Issues requiring the attention of FLTC/Director of School and/or the funding authority:

Name of D/SLTC Chair
(or HoD/Director of School): _Warren Chin_ Date: _30-9-2010_
                        (in block letters)

^ *To be prepared by HoD/Director of School if the PL is also the D/SLTC Chair, or if the Centre/Unit/Office does not have a DLTC.*

Part IV: Evaluation by FLTC/Director of School#

(a) Overall rating on the project (please put a ✓ in 1 of the following 2 ratings):

    ☒ Satisfactory

    ☐ Needing attention

(b) Overall comments and recommendations on the project:

(c) Issues requiring the attention of the funding authority:

Name of FLTC Chair/
Director of School: _Prof. Howard Davies_ Date: _31 Aug 2010_
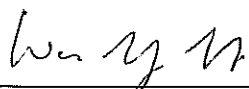   (in block letters)

The Director of School or HoD of the Centre/Unit/Office needs not fill this part if he/she has already commented in Part III.
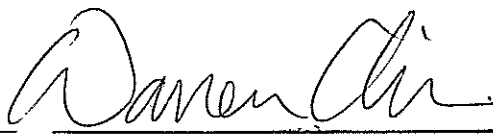
5

Part V: Response & Follow-up Plan by Project Leader

(Response and follow-up plan is required from the Project Leader if there is any area rated as 'needing attention' in Part III and/or IV.)
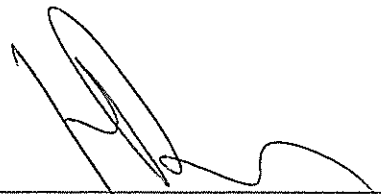
Name of Project Leader: _____   Date: _____

(in block letters)

_____   _____   _____
Signature of Project Leader   Signature of D/SLTC (or HoD) @   Signature of FLTC/
                                                                      Director of School

Y. H. Wong   Dr Warren Chiu   Prof. Howard Davies
(Name in block letters)   Name in block letters)   (Name in block letters)

@ *To be signed by HoD if the PL is also the DLTC Chair, or if the Centre/Unit/Office does not have a DLTC; leave this blank if the PL is also the SLTC Chair.*

The Project Leader and D/SLTC Secretary should each keep a copy of this *Progress Report* for records.
A copy of this *Progress Report* will be submitted along with the *F/SLTC Annual Report (Form 20)*
to LTC/WGOBE as a supporting document.