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## PROGRAMME

Venue: Conference Room 313 & Online  
College of Education, National Chengchi University

### Welcoming Session

#### *Opening Remarks*

09.00 am **Prof Chao Yu Guo**, National Chengchi University  
09:20 am **Prof Angela Yung Chi Hou**, National Chengchi University  
**Prof Ka Ho Mok**, Lingnan University

#### *Group Photos*

### Session 1 COVID-19 Impacts on Higher Education Policy Making and Internationalization

**Chair: Prof Robin Jung-Cheng Chen**, National Chengchi University, Taiwan

*The COVID-19 Pandemic and Internationalisation of Higher Education: International Students' Knowledge, Experiences, and Wellbeing*

**Padmore Adusei Amoah** and **Ka Ho Mok**, Lingnan University, Hong Kong

*A Critical Exploration of an Integrated Approach for Crisis Management in Taiwan Higher Education under and after COVID-19 Crisis: Success, Disruption and Transformative Mode for Quality Assurance*

09.20 am **Angela Yung Chi Hou, Chao Yu Guo, Fang Yu Lin, Emma Ying Chen**,  
10:50 am National Chengchi University, Taiwan

*Impact of COVID-19 on the Education System: Local Insights from Pakistan*  
**Abdul Wali Khan**, Lingnan University, Hong Kong

*Development of Distance Education in Chinese Higher Education in Perspectives of Accessibility, Quality, and Equity under COVID-19*

**Emma Ying Chen**, National Chengchi University, Taiwan / Lingnan University, Hong Kong;  
**Angela Yung Chi Hou**, National Chengchi University, Taiwan

10:50 am **Tea Break**  
11:10 am

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## Session 2 Digitalization and Student Learning Outcomes

**Chair: Prof Thomas Smith**, Northern Illinois University, USA

*Designing Knowledge Building Environment as a Reform Site for Innovation in University Teaching*

**Huang-Yao Hong**, National Chengchi University, Taiwan

*Can Blended Learning Ease the Impact of COVID-19 in Rural Schools in Sabah, Malaysia?*

**Hamzah Nor bin Aedy Rahman**, Lingnan University, Hong Kong  
**Santiana Ramli**, SK Labang Nabawan, Sabah, Malaysia

11.10 am  
12:40 pm

*Facilitating Discourse-Based Promisingness Knowledge in a Computer-Supported Knowledge-Building Community*

**Meiju Chen**, National Tsing Hua University, Taiwan

**Huang-Yao Hong, Chao Yu Guo, Jia-Ling Kang**, National Chengchi University, Taiwan

*Digitalization and Learning Outcomes under COVID-19: Insights from Literature and Practices*

**Yang-Hsueh Chen**, National Chengchi University, Taiwan

12:40 pm  
13:40 pm

**Lunch**

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## Session 3 Research Development and New Mode of Learning

**Chair: Prof Ka Ho Mok**, Lingnan University, Hong Kong

*Becoming Resilient and Creative Researchers in Higher Education Facing COVID-19: A Bioecological Model by Bibliometric Mapping*

**Mei-Shiu Chiu**, National Chengchi University, Taiwan

*The Feasibility of Integrating O2O Education into Adult ESL Curriculum*

**Jia-Ling Kang** and **Chao-Yu Guo**, National Chengchi University, Taiwan

13:40 pm  
15:10 pm

*The Perception of Public University Students on the Impact of COVID-19 on Learning in Nigeria*

**Ayomide Oluwaseyi Oladosu**, Lingnan University, Hong Kong

*Effects of Knowledge Building Activities on Students' Learning in a Positive Psychology Course*

**Jing Hua Chen**, Army Academy R.O.C

**Huang-Yao Hong**, National Chengchi University, Taiwan

15.10 pm  
15:30 pm

**Tea Break**

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#### **Section 4: Distance Education and Student Experiences**

**Chair: Prof Huang Yao Hong**, National Chengchi University, Taiwan

*Hong Kong University Students' Online Learning Experiences under the COVID-19 Pandemic*

**Weiyang Xiong**, Lingnan University, Hong Kong

**Jin Jiang**, Hong Kong Baptist University, Hong Kong

**Ka Ho Mok**, Lingnan University, Hong Kong

*Challenges and Transformation: Students' Perspectives Toward Online Learning Experiences under the Covid-19 Pandemic*

15:30 pm **Arianna Fang Yu Lin** and **Angela Yung Chi Hou**, National Chengchi University, Taiwan

17:20 pm

*Online Teaching and Learning in Medical Education under COVID-19*

**Yidan Zhu**, Lingnan University, Hong Kong

**HsingChi von Bergmann**, University of British Columbia, Canada

*Higher Education and COVID-19: Is Hybrid Teaching/Learning the Solution?*

**Francis Arthur-Holmes**, Lingnan University, Hong Kong

*Digitalisation Strategies and Responses during COVID-19 in Norwegian Higher Education*

**Dian Liu**, Faculty of Social Sciences, University of Stavanger, Norway

17:20 pm

#### **Closing Remarks**

17:30 pm

**Prof Ka Ho Mok**, Lingnan University, Hong Kong

**Prof Angela Yung Chi Hou**, National Chengchi University, Taiwan

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## **Session 1: COVID-19 Impacts on Higher Education Policy Making and Internationalization**

**Chair:** Prof Robin Jung-Cheng Chen, National Chengchi University, Taiwan

### **The COVID-19 Pandemic and Internationalisation of Higher Education: International Students' Knowledge, Experiences, and Wellbeing**

Padmore Adusei Amoah  
*Lingnan University, Hong Kong*

Ka Ho Mok  
*Lingnan University, Hong Kong*

Internationalization of education is facing unprecedented challenges when the world is presently confronted with the COVID-19 pandemic. Well before the current global health crisis, growing concerns have been raised about the value and benefits that international education brings to different social groups. Critics against internationalization of education claim the phenomenon favours only the elites in society and disadvantages groups with low socioeconomic status. In view of the COVID-19 pandemic, this argument is even more critical.

Leading scholars in the field of international higher education believe a broad-based crisis for higher education globally is emerging, and one major consequence is intensive inequality and uncertainty in the post-pandemic period. To prepare well for the unpredictable future that lies ahead, there is the need to understand the gaps in current support systems for students involved and the implications for internationalizing higher education. This paper sets out against the unprecedented global health crisis to critically examine how international students assess their well-being under the impact of COVID-19 pandemic. The paper will reflect upon the implications for university management and governance when dealing with international students.

**A Critical Exploration of an Integrated Approach for Crisis Management in  
Taiwan Higher Education under and after COVID-19 Crisis:  
Success, Disruption and Transformative Mode for Quality Assurance**

Angela Yung Chi Hou

*National Chengchi University, Taiwan*

Chao Yu Guo

*National Chengchi University, Taiwan*

Fang Yu Lin

*National Chengchi University, Taiwan*

Emma Ying Chen

*National Chengchi University, Taiwan*

Quality assurance agencies and networks are expected to act as gatekeepers, which develop the knowledge needed to enable higher education institutions to mitigate the negative effects of poor-quality education. National policies for fighting the COVID-19 pandemic mean that these organisations are now being impacted in various ways. Therefore, the aim of this study is to examine government policies and explore the impact of virus pandemics for quality assurance activities and accreditation services in higher education globally. Crisis management and policies from the government, institutions and national quality assurance agency of Taiwan are discussed as a case study as it is recognized as one of the most successful stories of the COVID-19 crisis to date.

Keywords: higher education, quality assurance, crisis management, COVID-19

**Impact of COVID-19 on the Education System: Local Insights from Pakistan**

Abdul Wali Khan

*Lingnan University, Hong Kong*

Across global COVID-19 has engulfed the educational system resulting complete closure of all schools and tertiary educational institutions. In order to response and to contain the spread of COVID-19 to the severity of the pandemic most governments around the world have temporarily closed educational institutions including higher education. According to world health organization (WHO) as of 4 September 2020, approximately 1.277 billion learners are currently affected due to school closures in response to the pandemic. Similarly UNICEF monitoring counts that 46 countries are currently implementing nationwide closures and 27 are implementing local closures, impacting about 72.9 percent of the world's student population. 72 countries' schools are currently open. In response to school closures, UNESCO recommended the use of distance learning programmes and applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. Adopting the concept educational institutions in Pakistan have shifted from face to face classroom interactions to digital online technology. For instance, Tele school which is an initiative of Pakistan television network for online teaching from grade 1 to 12 and similarly Learning Management System (LMS) are some means of digital technology which the university students learn from.

This study was conducted with the 20 students (10 male and 10 female of various class and departments) of Karakorum International University and 60 students (30 male and 30 female from grade 6-10) of three higher secondary school of Tehsil Phander of Ghizer, Gilgit-Baltistan, Pakistan. In so doing group discussion with both university and school students were carried out for more than one hour in order to get their views and experiences of digital learning and sitting at home. The findings show polarized views. In one hand closures of schools and university has pushed authorities to think for innovative alternatives teaching strategies which has engaged and continued students learning at home. Particularly this system has benefited the privileged class who has the capacity to purchase gadgets (laptops and mobile etc) for having online classes. While on the other hand no exposure to the using of new alternative has put students in confusion. Also it has been disastrous for the marginalized students who have no financial capacity to buy those gadgets and take online classes. Equally important is that students have misused online session e.g

cheating in exams and online quizzes, showing attendance without listening and many more. The students shared challenges of internet connectivity, traveling and many other challenges. The study concludes that it is fact that the COVID-19 global pandemic has shaken the world and in this regard higher education institutions and ministries should plan ahead for such unpredictable situation and expose/prepare the students to overcome the situations to happen.

School closures impact not only students, teachers, and families but have far-reaching economic and societal consequences. School closures in response to the pandemic have shed light on various social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, health care, housing, internet, and disability services. The impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work.

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**Development of Distance Education in Chinese Higher Education in Perspectives of Accessibility, Quality, and Equity under COVID-19**

Emma Ying Chen

*National Chengchi University, Taiwan/ Lingnan University, Hong Kong*

Angela Yung Chi Hou

*National Chengchi University, Taiwan*

**Purpose-** This paper aimed to explore the development of distance education (DE) in Chinese higher education as well as the three significant themes: accessibility, quality, and equity in Chinese DE, and how would these three themes affect Chinese DE in higher education.

**Design/methodology/approach-** Document analysis was used as the major research method in this study to examine the development and challenges in terms of accessibility, quality, and equity in Chinese DE. In this study, national-level official policy documents and reports from the Chinese government were collected and analyzed. Also, scientific articles from CNKI were analyzed to find out the evolution of the frontier topics on Chinese DE in Accessibility, Quality, and Equity.

**Findings-** First, analysis of the national-level policies and regulations has revealed that the Chinese government has shown its positive attitude towards DE in higher education. Second, the number of articles in the accessibility of DE was lower than the other two themes, and the problems of accessing online courses were insufficiently caused by content two reasons, one was lacking basic ICT literacy, another was poor Internet infrastructure. Third, there was a gap between Chinese policies and research articles, which caused by ignoring the unbalanced development of accessibility in policy management and research articles.

**Research limitations/implications-** Although this paper has summarized the development of the DE in Chinese higher education, it was clear that the accessibility, quality, and equity were three critical issues in DE. However, there are still other essential factors that contribute to the development of DE require further investigation, such as learner's satisfaction, different features of learning platforms, and instructional strategy.

**Originality/value-** This study showed some significant policies released by the Chinese government towards DE in higher education and revealed the achievements, trends, and challenges in the accessibility, quality, and equity of Chinese DE.

**Session 2: Digitalization and Student Learning Outcomes****Chair:** Prof Thomas Smith, Northern Illinois University, USA**Designing Knowledge Building Environment as a Reform Site for Innovation in University Teaching**

Huang-Yao Hong

*National Chengchi University, Taiwan*

Previous research suggests engaging students in a knowledge-building environment (KBE) helps them develop important 21st century skills. This study further investigated some design factors affecting university instructors' fostering a KBE in class, under a reform initiative for innovation in teaching in a university in Taiwan. Participants were 428 undergraduates who responded to a validated Knowledge-Building Environment Scale. The data were quantitatively analyzed to examine which types of e-learning platform and instructional design can better help instructors to develop a KBE. In addition, data collected from a class of 48 students working in an online KBE for a semester was further analyzed to triangulate the findings from the survey. The main findings were as follows: (1) idea-centered (vs. concept-based) e-learning platforms were more likely to help instructors create a KBE in class; (2) group-directed instructional approach (vs. teacher-directed and contract-based) was more suitable for instructors' use in fostering a KBE in class; (3) assuming agency (vs. working with ideas, and fostering community) appears to be the most challenging for teachers to manage when attempting to foster a KBE in class. Implications for designing effective KBEs are discussed.

## **Can Blended Learning Ease the Impact of COVID-19 in Rural Schools in Sabah, Malaysia?**

Hamzah Nor bin Aedy Rahman  
*Lingnan University, Hong Kong*

Santiana Ramli  
*SK Labang Nabawan, Sabah, Malaysia*

COVID-19 has affected nearly 1.6 billion learners around the world. As of August 2020, the outbreak has affected over 190 countries with the United States topping the global COVID-19 statistics with over 6.41 million cases. Malaysia is currently in 94<sup>th</sup> place in the world with 9, 559 cases. As of 31<sup>st</sup> August 2020, the number of active cases in Malaysia was 169. The decrease in the number of active cases in Malaysia was due to the introduction of social distancing. Throughout this period, all schools in Malaysia were closed resulting in the suspension of all face-to-face teaching and learning. Thus, teachers nationwide have turned to blended learning to ensure all students can learn. Generally, blended learning refers to an approach that combines learning and interaction via online platforms. This approach allows learning to take place without the need to physically be in a classroom. However, in rural schools in Sabah, Malaysia, the use of blended learning can be difficult. Thus, this quantitative research aims to determine the impacts of COVID-19 and to investigate the effects of blended learning throughout COVID-19 in rural schools. A total of 50 teachers and 50 students were conveniently selected as participants in which all of them needed to answer a set of questionnaires. The data collected from the questionnaires were then analysed descriptively using IBM SPSS Statistics 26 software. The findings of this research show that blended learning should further be explored in rural schools. However, teachers and students believed that they faced challenges in incorporating blended learning in the teaching and learning. This is due to the fact that teachers and students are facing 1) limited access to the internet, 2) shortage of electronic devices, and 3) no electricity. If these problems could be solved, blended learning could be the new norm in the Malaysian education system.

**Keywords:** COVID-19, blended learning, rural school, rural education

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**Facilitating Discourse-Based Promisingness Knowledge in a  
Computer-Supported Knowledge-Building Community**

Meiju Chen

*National Tsing Hua University*

Huang-Yao Hong

Chao Yu Guo

Jia-Ling Kang

*National Chengchi University, Taiwan*

This study aimed to analyze the master's thesis of the in service teacher, which was based on knowledge-building principles of instructional design and the use of knowledge forum to analyze how promisingness knowledge was developed, and the relevance of discourse to the generation of promisingness knowledge. The participants were 32 k12 in-service teachers of master's degree programs. The data analysis was based on (a) knowledge types, content from the Knowledge Forum (KF) notes generated from learner interactions, (b) the circumstances of the interactions and the discourse types of the notes generated from the interactions, and (c) Pearson correlation analysis to analyze how different discourse typed support the building of promisingness knowledge. As a result, the more time spent in the KF, the more the participants' knowledge of promisingness increases, the more they were able to explore possibilities, and the more promising their ideas and suggestions become. There was an increasing trend of discourse and building discourse; however, sharing discourse was decreasing. Besides, along with the process of discourse, the increasing level of knowledge-building, arguing discourse, and building discourse were highly relevant to promisingness knowledge; discourse strategies such as conflict, critique, and reflection were strongly related to promisingness knowledge. Implications regarding the creation of knowledge-building environment; based on the knowledge-building principle, the design of teaching and learning through discourse promoting promisingness knowledge and the future master's thesis guide and the study of promisingness knowledge were discussed.

Keywords: computer-supported collaborative learning (CSCL), discourse, in-service teacher, knowledge building, knowledge forum, learning community, master's thesis, promisingness knowledge.

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**Digitalization and Learning Outcomes under COVID-19:  
Insights from Literature and Practices**

Yang-Hsueh Chen

*National Chengchi University, Taiwan*

The outbreak of the COVID-19 has posed enormous threat to human societies, including the education system. Under large-scale campus lockdown and widespread quarantine policies around the globe, digital technologies, particularly online/distance learning have played even critical roles in granting anytime, anywhere learning access, facilitating communications and interactions among instructors and students, stimulating motivation and engagement, and leveraging desirable learning outcomes. Despite the great potential of emerging media technologies, successful online learning may not easily achievable. In fact, past studies has also documented a number of limitations or challenges of online and distance learning, such as reduced social presence in computer mediated communications, insufficient technical support, half-baked peer interactions and instructor feedback, complexity of classroom management and community building, and issues of privacy and digital security. Furthermore, teachers' attitudes toward and readiness to bring new technologies into their teaching routines remain a great challenge. This challenge becomes even evident under the COVID-19 pandemic because teachers need to familiarize themselves with digital technologies and carry them out within a very limited amount of time, plus they have less freedom than usual to decide whether to use technologies or not, as well as what kinds of technologies to use in their classrooms. As such, policy and administrative support, and careful design and facilitation of online courses become critical to ensure teachers' readiness, the quality of online instruction, and students' learning outcomes. In view of the above backgrounds, in the current presentation we would like to explore the following issues or questions based on literature and best practices:

- What impacts have COVID-19 brought to the education system, particularly higher education?
- What policies and initiatives have been taken in Taiwan and other countries to overcome the above impacts?
- What challenges have teachers and students encountered during the implementation of online learning? Are there issues specific to the COVID-19 pandemic?
- What are success factors in the best practices?
- What are the insights for digitalization and teachers' professional development?
- What are the insights for digitalization and students' learning outcomes?

### Session 3: Research Development and New Mode of Learning

Chair: Prof Ka Ho Mok, Lingnan University, Hong Kong

#### **Becoming Resilient and Creative Researchers in Higher Education Facing COVID-19: A Bioecological Model by Bibliometric Mapping**

Mei-Shiu Chiu

*National Chengchi University, Taiwan*

**Background and aim.** Higher education researchers facing the COVID-19 pandemic are, by definition, resilient and creative. The pandemic offers a natural experiment platform for researchers to experience their own survival and striving, similarly experienced by their related agents (students, teachers, institutes, and human communities) by resilience and imagination. This study aims to envision a resilient and creative research agenda by highlighting unique research conceptions and conception relatedness patterns of higher education research in response to COVID-19.

**Method.** Bibliometric analyses map the keyword content and structure of publications related to or not to COVID-19 from 2019 to 2021. The publications were obtained from SCOPUS. A bioecological approach guides the analysis using publications on all academic fields (global system), social sciences (macrosystem), education (mesosystem), and higher education (microsystem).

**Results.** The results of the identified important conceptions and conception relatedness of the publications reveal that the present (or early-stage) higher education research in facing the crisis focuses on survival or resilience, resolving emergent crises or challenges. The research focuses include isolating distance learning research only with 'curriculum' linking to the entire higher education research, returning to basic needs such as the labor market and food supply, relying on top-down teacher/institution control, and lacking research on the vulnerability, diversity, and uniqueness of all the agents in the system.

**Discussion.** The results suggest future (next-stage) striving, creative research agenda as transforming higher education as a bioecological system. With reference to related initiatives to face the COVID-19 challenges, potential measures for bioecologically

transforming higher education include obtaining voices from diverse agents in the higher education system and incorporating, empowering them to take substantial actions. Higher education institutions and multi-industries collaborate to increase the speed, efficiency, and effectiveness of transforming higher education. Human-centered, technical, and sustainable innovations develop to integrate distance learning/working as daily practices of higher education institutions in all aspects including learning, teaching, research, and administration. These measures may achieve the goal that no one will leave behind or alone in facing COVID-19 or future related global crises. The findings obtained by bibliometric analysis, however, should be cautious given the time-consuming publication process in the social sciences field.

**The Feasibility of Integrating O2O Education into Adult ESL Curriculum**

Jia-Ling Kang

*National Chengchi University, Taiwan*

Chao Yu Guo

*National Chengchi University, Taiwan*

(1) Background: Open Online Courses are becoming more commonplace in the delivery of free online education. (2) Methods: Using the Online Learning platform, a research study and O2O evaluation were embedded in the course, and content was delivered in innovative ways without compromising pedagogical approaches. (3) Results: This O2O education provided the teachers with the opportunity to view education as an intervention with a pre-test and post-test. Before and after teaching, the “General English Proficiency Test” on the language test website was used to understand whether students scored differently after being taught by the O2O educational method. Multiple methods, such as using teaching materials, teaching scene records, teaching reflection notes, recording and interviews, were used to observe and record students’ performances, participation attitudes, and interactions with teachers during collaborative learning. In addition, the teaching processes, results and interviews were used to analyze the effect and feasibility of adult students’ ESL curriculum. (4) Conclusion: Data analysis and discussion were performed. O2O education can provide innovative opportunities to redesign educational approaches.

Keywords: Adult, O2O educational learning, online learning platform

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**The Perception of Public University Students on the Impact of COVID-19 on Learning in Nigeria**

Ayomide Oluwaseyi Oladosu  
*Lingnan University, Hong Kong*

At the turn of the 21<sup>st</sup> century, many educational institutions switched gradually from traditional paper-based to online learning, following the domestication of digital technologies and the spread of the internet. The outbreak of COVID-19 has proven how beneficial online learning can be, as students and teachers can remain connected and share information in an event of crisis. The Nigerian government-imposed school closures at the end of March 2020, to reduce the spread of the coronavirus, disrupted learning for approximately 1.5 million students enrolled in higher educational institutions. Private universities, having access to digital technologies were able to resume learning remotely at the end of April. Conversely, 94 per cent of the tertiary students who are enrolled in public universities (PU) were limited as most of their institutions lacked digital technologies and thus could only transmit knowledge face-to-face. In addition, socioeconomic and demographic differences may mitigate or amplify the effect of COVID-19 on learning. Students from poor families or those who reside in remote areas with poor internet connectivity may not be able to access e-learning platforms. Understanding the effect of COVID-19 on learning and how it can play out for different types of students can have significant implications on the higher education sector in Nigeria. Using an in-depth interview, this proposed study aims to investigate how PU students are learning, and how they perceive the effect of the disruption on their learning and learning outcomes. A sample of 15 students will be interviewed and a snowball sampling technique will be used to locate the participants. The findings would be useful to policy makers and non-governmental organizations interested in bridging the digital divide across tertiary institutions in Nigeria.

**Effects of Knowledge Building Activities on Students' Learning in a Positive Psychology Course**

Jing-Hua Chen  
*Army Academy R.O.C*

Huang-Yao Hong  
*National Chengchi University, Taiwan*

This study aims to explore the effects of knowledge building activities on students' learning processes and outcomes in a positive psychology course. A case study method was employed in this study. The instructional design was based on knowledge building principles. The activities were conducted through online discussion in an e-platform called Knowledge Forum. Participants were 56 college students who took a positive psychology course. Data include the records of activity in Knowledge Forum and surveys. The findings are as follows: (1) Students were able to work collaboratively to create, modify, and read notes in Knowledge Forum and the statistics showed significant differences between learning phases. Using the records of activities, we divided students into the high-score group and low-score group, and the high-score group showed a significant improvement in scores than the low-score group. Students were guided to discuss about the PERMA model (Seligman's theoretical model of well-being) and the VIA-IS (Values in Action Inventory of Strengths) online as the main pedagogical design and implementation of positive psychology interventions in this course. And it was found that Knowledge Forum discussion enhanced student knowledge exchange and construction. (2) It was also found that students' dedication to the Knowledge Forum activities has a low to moderate positive correlation with students' academic achievement in the positive psychology course. (3) The means of the pre-test and post-tests of the psychological scales also showed significant increases in terms of psychological well-being and reduced depression symptoms. According to the results, discussion, and suggestions for higher educational practice, as well as future research, are proposed.

Keywords: positive psychology, knowledge building, knowledge forum, PERMA model, VIA-IS

## Section 4: Distance Education and Student Experiences

**Chair:** Prof Huang Yao Hong, National Chengchi University, Taiwan

### **Hong Kong University Students' Online Learning Experiences under the COVID-19 Pandemic**

Weiyan Xiong

*Lingnan University, Hong Kong*

Jin Jiang

*Hong Kong Baptist University, Hong Kong*

Ka Ho Mok

*Lingnan University, Hong Kong*

Since the outbreak of COVID-19 pandemic, online courses, especially the live-streaming classes have been adopted by universities and colleges as the primary teaching and learning method, no matter whether students and instructors are ready or not. The COVID-19 pandemic has forced the live streaming courses to be on the frontline of higher education teaching. Recent studies have shown this sudden transformation has brought many confusions to students and instructors, and the learning effectiveness online cannot meet their expectation. Moreover, the suspects towards online learning have brought a discuss to the argument that online learning and teaching will soon replace the traditional face-to-face classes and become the remedy for issues face by current higher education. From the university students' perspective on teaching and learning, what is the role of information and communication technology under the COVID-19 pandemic? More specifically, how college student evaluate their online learning experiences under the COVID-19 pandemic, are they satisfied with their learnings experience, do they think that their on-learning learning courses are as effective as face-to-face courses, what are the main challenges for their online learning? In order to understand university students' online learning experiences in Hong Kong under the COVID-19 pandemic, this study used the survey approach and received 1,227 valid responses from eight public universities in Hong Kong and parts of other higher education institutions. The findings of this study show that only 27 percent of respondents were satisfied with their online learning experiences during the COVID-19 pandemic. More than 60

percent of respondents thought the learning effectiveness of online courses was worse than that of face-to-face courses. The survey results also show that students' and instructors' IT literacy and skills affect their online learning satisfaction and effectiveness. Higher education institutions thus should pay more attention to the trainings to students to help them get familiar with the online learning platforms and cultivate the appropriate online learning habits. The unprecedented global health crisis has rendered the "normal practices" inappropriate. Leaders and teachers must creatively make use of modern technology informing teaching and learning activities without undervaluing the importance of face-to-face instructions.

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## **Challenges and Transformation: Students' Perspectives toward Online Learning Experiences under the Covid-19 Pandemic**

Arianna Fang-Yu Lin  
*National Chengchi University*

Angela Yung Chi Hou  
*National Chengchi University*

As COVID-19 has spread across the globe, higher education is now experiencing a disastrous crisis. Most of the universities and schools shut down unexpectedly, courses forced a shift to online teaching and faculty members as well as students were compelled to the new teaching and learning mode. Lack of faculty members with rich online teaching experiences and existing online learning assessment tools, the quality of online learning remains a questionable issue. The aim of this study is to examine students' learning experiences under the pandemic and to explore online learning challenges. This study conducted a survey on the online learning experiences of undergraduates, graduate students and doctoral students in Taiwan. In total, 505 valid responses out of 518 returned questionnaires were analyzed. The results show the following: (1) Three major factors of online learning effectiveness were: in-class interactions (68.9%), stability of Internet connection (68%), and after-class communications and consultancy with instructors (51%). (2) Live broadcast plus recorded video was deemed as the most effective online learning model. (3) In-class discussions and thinking guided by instructors was the urgent need for students during the online learning process. (4) Five major challenges of online learning were: lack of interactions (54%), lack of self-discipline (53.6%), distractions from surroundings (49%), unstable Internet connection (43.6%), and poor learning atmosphere (42.6%). (5) Nearly half of students thought that online learning was not as effective as traditional face-to-face teaching. Results suggest that more than 50% of Taiwan's students are willing to learn online before the pandemic is fully controlled. Nevertheless, over 70% of Taiwan's students hope to resume face-to-face learning supplemented by online learning after the pandemic. Amid the COVID-19 pandemic, the IT enhancement and the empowerment of faculty members and students' online literacy may be the issues that HEIs and governments should solve first to ensure quality online learning.

**Keywords:** higher education, COVID-19, online learning, learning quality

**Online Teaching and Learning in Medical Education under COVID-19**

Yidan Zhu

*Lingnan University, Hong Kong*

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The COVID-19 pandemic forced online teaching and learning to become a reality for teachers in all educational settings. Such a new reality posits an opportunity to bridge the artificial academic boundary and to allow educators from the fields of medical education to coalesce efforts in advancing the knowledge of online teaching and learning. Since spring 2020, all medical schools around the world have struggled to quickly respond to this sudden change in teaching mode. During this pandemic, COVID-19 forced all program personnel to quickly learn to use learning technologies coupled with online/multi-media resources so that teaching would not be discontinued for students who were already admitted to the health sciences professional programs. The studies in online teaching and learning, for all conscientious educators in medicine and/or in dentistry, is not only murky but often unknown (Shappell, et. al., 2017; Vogelsang, et. al., 2018). Educators'/faculty members' learning must be rapidly supported if their students' learning needs are to be upheld. This presentation will synthesize the existing literature in the field of online teaching and learning in medical education. Adopting scoping literature review as a research methodology, this study reviewed over 642 academic articles in medical education and identified seven major themes. They are: 1) New technologies in online learning, teaching, and assessment; 2) Teaching and learning strategies and styles; 3) Institutional approaches to online learning; 4) Perceptions/beliefs regarding online learning among individuals; 5) Comparisons between technology-based education and traditional teaching/learning; 6) Global medical education and international online/distance learning; and 7) Inter-professional learning and collaboration online. Based on the seven major themes, this presentation will further discuss how medical educators in health professional preparation programs might use the derived themes to rapidly respond to the online teaching and learning new normal.

## Higher Education and COVID-19: Is Hybrid Teaching/learning the Solution?

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The ongoing Covid-19 pandemic more than ever threatens learning and research activities as well as university governance and institutional management. Therefore, transforming higher education during this pandemic requires changes in institutional management, learning and teaching approaches, and technologies for students and lecturers to use. Many higher education institutions (HEIs) have adopted different approaches to ensure effective learning and teaching in this period. Depending on the Covid-19 situation in a country, some HEIs have implemented either face-to-face or online learning with others deciding on both. All these three strategies have its attendant impact on learning and teaching. In most media and academic discourse, it is argued that hybrid teaching/learning is the best solution we have for HEIs during this global health crisis. But different perspectives concerning this approach have not been brought to the fore for discussion particularly in terms of technologies used, internet/network connection for students living in deprived and rural communities, tuition fees for students (whether there should be a discount or not), inability to access resource in a university library, delivery of some disciplines (such as natural and medical sciences) online, and student assessment and academic development. The argument on and solution for higher education for the “new normal” should go beyond the focus of institutional management to look at the students’ and tutors’ challenges for hybrid teaching/learning approach and the Covid-19 measures of some governments in the developing and developed countries. Thus, this paper seeks to discuss diverse perspectives of hybrid teaching/learning as many countries are trying to implement it as an effort to ease some of the Covid-19 restrictions.

**Keywords:** Covid-19; Higher education institutions; Hybrid learning; Institutional management

## **Digitalisation Strategies and Responses during COVID-19 in Norwegian Higher Education**

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The outbreak of COVID-19 has caused the temporary close-down of university campuses and the immediate launch of digital teaching and learning platforms all over the world, and Norway is no exception. Following the government initiative, Norwegian higher education institutions experienced campus-closing from March 2020, and after the summer, continue with a hybrid model which combines both on-and offline teaching and learning after the first wave. Following the digital preparation and implementation process of Norwegian universities as cases, the study analyses the instructional strategies to facilitate online teaching and learning in Norwegian higher education. The strategies include: readiness of digital tools, availability of resource teams, timely communication between administrative and academic staff, student-feedback collection, and equality assurance in digital teaching and learning. It also discusses the typology of digital responses in relation to organisational agility in higher education.