11:15-12:45 | Saturday, 14 November 2020
Parallel Session 4
Teaching and Learning Innovations
Session Chair: Luyao Zhang

CHER023 | 11:15 – 11:30
Higher Education and COVID-19: Is Hybrid Teaching/Learning the Solution?
Francis Arthur-Holmes, Lingnan University, Hong Kong

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.

CHER040 | 11:30 – 11:45
Technology-enabled Teaching and Learning in COVID-19: Implication for Professional Development in Hong Kong's Post-secondary Colleges
Beatrice Yan-yan Dang, HKU SPACE Po Leung Kuk Stanley Ho Community College, Hong Kong*
Hayes Hei-hang Tang, The Education University of Hong Kong, Hong Kong
Joanna WY Yeung, Tung Wah College, Hong Kong

The global crisis of COVID-19 has severely impacted the entire higher education sector (Marinoni et al., 2020) and spurred timely, innovative, and radical responses from educational institutions across the sector and the world. The focus of much of this attention has been on flagship universities (University World News, 2020). However, the impact of COVID-19 has been even more severe on other institutional types, such as community colleges. About two-thirds of the 20,000 universities worldwide reported that online classes had substituted face to face teaching while the altered practices of teaching and learning through digital means call for new pedagogies, access to the Internet, digital devices and technical infrastructure, as well as digital literacies of instructors and students from diverse backgrounds (Marinoni et al., 2020). This study focuses on an exploration of the effects and implications of COVID-19 on the case study of Hong Kong community colleges.

The higher education that community colleges deliver traditionally depends on the concept of dynamic learning community, featuring liberal teacher-student interactions and pedagogic environment, learner-centred formative assessment, effective student services for strategic university articulation, and dynamic student activities and engagement (Tang and Dang, 2019). In the case of Hong Kong, a small community college campus in Hong Kong that serves as a hub of geographic location where the above-mentioned activities take place in real time. In late 2019, it was unprecedented that COVID-19 made Hong Kong's community colleges close their campus and moved teaching, learning and assessment completely online. This study engages in the case study of Hong Kong's community colleges in view of how it mitigated COVID-19 through organisational adaptation and sustained the delivery of higher education, especially when global pandemic may persist in upcoming times.

*Presenter

CHER032 | 11:45 – 12:00
Hybrid Learning: Online Learning in a Residential Environment
Ying Xiong, Duke Kunshan University, China*
Jingduo Bi, Duke Kunshan University, China

Most universities around the world transitioned their courses from in-person to online in response to the outbreak of the COVID-19 pandemic early this year. The hastened transformation has revealed many challenges of online education situated in infrastructures and support systems that were not initially designed for online operations. After a semester-long campus-closure, reopened universities started to offer hybrid courses to accommodate students and faculty on campus or scattered in different geographical locations. Duke Kunshan University (DKU), a Sino-US joint venture university, is one of those universities. Currently, all its domestic students are back to campus, taking hybrid courses with their international peers who cannot return back to campus due to international travel bans. Though almost all courses have to contain certain amount of online components due to the fact that international students and certain number of faculty members are still overseas, DKU is able to provide close to full-scale residential support and services to on-campus students. The residential learning environment is expected to bring benefits of social community to offset some of the challenges found in earlier online instruction (e.g., lower student engagement, social isolation, technical difficulties). To supplement studies that have been conducted at Minerva University and Florida Central where distance/online learning is intentionally adopted and implemented in a residential environment, our contribution is to examine such a model on a campus that used to offer only in-person classes, and gather information via student and faculty surveys to explain the impact of social community on online learning and teaching. Findings will help examine the effectiveness of the residency-based hybrid model, and prompt universities to leverage global teaching resources and faculty expertise to enrich local students' learning experience and address challenges presented in the pandemic era.

CHER031 | 12:00 – 12:15
Hybrid Education and Collaborative Learning: A Natural Experiment During COVID-19
Luyao Zhang, Duke Kunshan University, China*
Ying Xiong, Duke Kunshan University, China
Jiaxin Wu, Duke Kunshan University, China

Although abound literature has studied the merits that hybrid education brings to individual learning, there is little research about how hybrid education and collaborative learning are related. By a natural experiment, we study how various teaching strategies for hybrid education affect the effectiveness of collaborative learning. Our main dataset was collected by the assessment office from students in all undergraduate courses at Duke Kunshan University during Autumn 2020. The data includes answers to questions such as collaborative learning activities, hybrid teaching strategies, the effectiveness of collaborative learning, other general questions for teaching evaluation, and course information. We further control other individual factors that might affect collaborative learning by combining the main dataset with a baseline survey including students' performance for three tests: The Global Perspective Inventory, Define Issues Test, and Quantitative Literacy and Reasoning Assessment.

CHER015 | 12:15 – 12:30
Catching Teachers Off Guard from Remote Learning: An Implication of Innovative Teaching Training in Hong Kong
Derek Wai-sun Chun, The Education University of Hong Kong, Hong Kong*
Siu-ho Yau, The Education University of Hong Kong, Hong Kong
Wai-man Chan, The Hong Kong Polytechnic University, Hong Kong

Remote learning has increased exponentially in Hong Kong since the outbreak of COVID-19 in early 2020, and it has been continued even in the new academic term, which can be regarded as a "new normal" that students and educators need to manage as they integrate technology into their everyday teaching and learning cycle. In this biggest online learning experience for students so far in Hong Kong, different stakeholders are forced to adapt in new technology. In addition to parents and students are found difficult to catch up with online classes, teachers also revealed their challenges on preparing and implementing remote teaching. In particular, when blended learning or E-learning pedagogy have not been mainly emphasised in pre-service training in Hong Kong, teachers probably are one of the new joiners of remote teaching without adequate proficiency. As a result, the effectiveness of teaching and learning is in doubt which arouses more attention in post COVID-19 education practice. Hence, this paper aims to explore what difficulties teachers encountered of remote learning in this timely age, and figure out whether existed teacher training can enable effective facilitation for this remote learning urge. 3-4 in-service teachers will be interviewed to share their experiences and views on their remote teaching, and review if current and previous training has tackled this matter in much attention. The findings are hoped to provide a transformative direction of how teaching training should be innovatively reformed to respond to the challenges from remote teaching and learning in the globe.

12:30 – 12:45
Q&A Session

*Presenter