eLearning, Online Platform, MOOC, Facebook and YouTube Technology: Prospects for Teaching Faculty in Self-Financing Tertiary Institutions

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Abstract

In this paper, we document our eLearning initiative project work which aims towards Better Learning Outcomes for self-financing tertiary education programmes. From online learning platform, eLearning concepts and arguments, distance learning or online learning mode of education arguments, we exemplify that Technology underpinnings such as YouTube Channel, Facebook Fan Page play a rather significant, yet rather ignored concept by academic faculty towards enhancing their teaching and learning tasks. YouTube assisted online learning (in the form of MOOC) targeted for ERB courses will be demonstrated, together with a discussion on different academic faculty's affinity with Technology on enhancing their work effectiveness through very low-cost Technology models like YouTube Channel and Facebook Fan Page. The paper will conclude with a reference to MOOC's rationale towards programme marketing, plus a call for Q&A from the participants.

Keywords

Technology enablement; MOOC; Online Learning Platform; Self-Financing, Tertiary Education

Comments from Panel

The topic of this paper should be of interest to participants. It is suggested to indicate the significant findings or the direction of discussion. A clear definition of the concepts related to online learning can be explored.

Enhancing Student Learning Experience through eLearning Online Platform, MOOC, YouTube, …

By Dr Brian SIU, CityU SCOPE

17 November 2016 (Thursday), FSTE 2016 Conference, UG-06, PolyU Hung Hom Bay Campus
- thanks to: **Federation for Self-financing Tertiary Education (FSTE)** and **Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)**

Introduction and Objectives:
-Invitation by FSTE:student population challenges the self-financing tertiary education sector, do we need more efforts to enhance and stimulate the student learning process?
- **our work: I.T.** research work since 2014.
- Objective of this presentation: Sharing with FSTE members to: explore more ideas, views and experience towards a betterment of FSTE institution members.

Ideas Views Experience: Background Information

-research at the School, 2014-present through social media technology

Aims: refine our idea of eLearning? value-add to teaching

Partner programmes

- A definition of eLearning? Will Moodle or Blackboard help

★ THE TOP 20
LMS Software

❶ Show All Data / Hide All Data		CUSTOMERS	USERS	SOCIAL	VENDOR SIZE
1	Moodle				◎
2	Edmodo				○
3	ConnectEDU				○
4	Blackboard				◎
5	SumTotal Systems				◎

Library References (1982-2016 CityU Library)

R.W.Revans (1982) The Origins and Growth of Action Learning
-page 316:Action Learning: get everybody interested, give students confidence, show students what they should do (specification and verification) effects of what they are doing

Chapnick and MeLoy, 2005, Renaissance eLearning
Creating Unconventional Learning Experience
- The Internet

Lehman and Chamberlain (2009), Making the Move to eLearning, putting your course online
-page 1: The Radical Truth: Online Education Can Be Better Than Traditional Education

Drotner and Schroder (2010), Digital Content Creation, Perceptions, Practices and Perspectives
-page 70. Knowledge production and Creation under the notion of Content in Motion

- We carried out work in the last 2 years, making our own assumption of eLearning!

MOOC Study (analysis and demo) Report
Table of content   Jun 2016.

Why MOOC in Hong Kong?

-From HKU, UST, PolyU to CityU and SCOPE?
-Lesson Learnt from a UST Professor's presentation at CityU)
-free MOOC vs. Paid MOOC with Certificate
-Why MOOC in educational institutions

Comparing futurelearn course and coursera MOOC platform

-User interface
-Teaching Faculty involvement through social media
-University and Colleges providing MOOC
-MOOC course duration within a full course of 13 weeks

Applying to MOOC 3-year degree course OR ERB course

-Why all areas?
-Why Online Learning Platform?
-Leveraging on the Online Platform
-Arguments by teaching faculty for or against using MOOC
for OBTL

Our MOOC (in Cantonese) course demo from YouTube Channel

-MOOC for Web Design course
-MOOC for YouTube Channel course
-MOOC for Facebook Page course
presentation plus demo OK (40 minutes including Q&A)

Why MOOC in Hong Kong?

-From HKU, UST, PolyU to CityU and SCOPE?

PolyU has a postgraduate course with financial resources spent on making the course, recruiting people to introduce the course, and getting quite a large number of audience.

Then why other institutions follow their practice?

-Lesson Learnt from a UST Professor's presentation at CityU *G&U & EDGE premms*

The Professor described the amount of time, the amount of work and the lessons learnt from building the MOOC course as an early researcher. In the brief conclusion, the Professor said h has sufficient try out and prefer not to continue with the project.
The project was continued by colleagues on a mixed mode of subject disciplines, i.e. on course which cover different common core subjects.

A question was raised by the Provost of UST, said the Professor. "If everyone take MOOC cours then what happens to our formal degree course and programs?

CityU EDGE : we will join the Mooc initiatn (May 2016)

-free MOOC vs. Paid MOOC with Certificate
It seems that MOOC course are free. As it develops the participant need to pay for the certificate fee. Later on, the courses were accepted by the educational institutions as satisfying certain course entry requirements.

-Why MOOC in educational institutions
Mooc
)MS a As the development goes up to June 2016, MOOC courses were assimilated into the full time programmes, i.e. it is taken as a full course attendance. However the practical course delivery covers around 5 weeks, therefore it has been suggested by City University that the MOOC course development can consider this approach, i.e. taking part of the course material for open online attendance.

Manget Summary
In brief conclusion, MOOC courses are now being designed as part of the formal university programme.

2. Mooc is a prah mt a cmp, thore teachs wh leny on the cmyr has comadh-over thes fellw workers.

3. A 3.5 min-Mooc com help, rechr repeated prent by the f achr, what it ?

4. not all attendes tits proctes, stunt loting & attenan help basies Moove hylt report pt - kanter,

5. See my demn hl. 2 hl. 1 inp. pass

A eLearning definition (as of November 2016):

Virtual And Managed Internet-based Learning Environment➔VAMILE

http://whatis.techtarget.com/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE (retrieved:2016.11.07 Mon)

-Technology: teaching and learning tools used, includes desktop computers, Smart Device and the Internet for enhancing the learning experience.

-Pedagogy aspects (art, science and technology of teaching and learning):

 -curriculum mapping (curriculum as sessions that can be assigned and assessed)

 -student tracking, online support for both teacher and student,

 - e-mail, threaded discussions, chat, Web publishing, and

 - Internet links outside the normal curriculum resources

Managed?: users assigned either teacher or student ID

-Teacher sees what a students sees

-Teacher has additional user rights to create or modify curriculum content and track student performance

Experience sharing with FSTE members.
I.T. support: Do we need I.T. support/self-service?

- Problems on Teaching Platform/ Partners/Nature of programme

e.g. Partner programme vs Tailor-made programme

We **tried out?** MOOC through YouTube, Webinar, Facebook, SlideShare, iCloud using iPhone

- Our work produced: secured MOOC (in YouTube) using two proposed ERB courses

Discussion: But **Who Else interested?**
OR, Who has the technology training/ background

stakeholders to report
latest research
explore ideas, views and experience
share professional experience with others.

Your registration has been confirmed.

registration@fste.edu.hk
Today, 11:03
SIU Brian

CONFERENCE ON
Enhancing Student Le
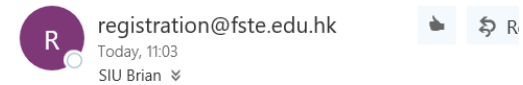
Your registration has been confirme

Thank you for your interest in FSTE-HKCAAVQ Confere
You are welcome to keep abreast of the latest informati

Thank you and see you at the conference!

With best wishes,

Organizing Committee
FSTE-HKCAAVQ Conference 2016
www.fste.edu.hk/conference2016

Recommendations!

Tools, Technique, Platform for MOOC

-our recommendation (leverage on Smart Device)

- my professional experience: iPhone for YouTube, secured MOOC through secured YouTube

- adopting iCloud; for audio then shared in Facebook

- pdf file can be forward to What's APP group

- what's app group can be used for tutorial group chat, audio comments, audio announcements etc.

It DOES ENHANCE Student Learning Experience through Excellent Communications anywhere anytime where Wifi or Internet is available!

- Note: refer Facebook chairman, summer 2016, "Video based for Facebook in 5 years time", I said: "it's Done now, Q3 2016!"

link: see my Facebook (in your Facebook Account, search _ _ _ _ _ _ _ _ _ _ _

Technology (Social Media) focus:

- FOCUS on YouTube (secured access) as part of MOOC, supported by, Webinar,Facebook, SlideShare **(Share and Discover Knowledge)** through iPhone (Smart Device, iPhone 128GB RAM)

PRELIMINARY CONCLUSION: having a secured MOOC in the form of secured YouTube, it is better than having nothing:
- no matter you are on Partner platform or tailor-made platform

-Nature of course suited?

We argue that it applies to all types of courses

-How to get more teaching staff involvement?

Through Teacher training on quick and easy secured MOOC in 15 minutes,

➔YouTube files DO enhance student learning

How? Have a try: workshop, smart device plus desktop, start a 1.5 minutes YouTube video yourself through smart device (you and your learners will like!)

☺

Q&A

Our empirical work experience shows: it is
- worth considering whether we are early starter or late comer!
- How: interest needed, training needed!

Q&A, open to the audience

1.

2.

3.

- Some proposed Questions:
1: When can We Start our Own MOOC (technology, platform, participants!)

2: Who is interested in MOOC, what programme, what role – teacher, or student?

3. What is our (your) timeframe to start the first MOOC course (2017, 2018, or 2019?) in your school, and what platform will you be using?

Appendix

Comparative study 3 MOOC platform
Coursera (US)
Future Learn (UK)
eDX

Coursera

Future Learn

edX
PolyU

Week 1: 10V, 3r, 1Q
Week 2: 12V, 3R, 1Q

Week 3: 6V, 1R, 1Q

28 Videos, 7 Readings, 3 Discussions

-10 Assignment R + D
-Video (Circle Record)

- Videos vary in length from 1.6 minutes to 8 minutes

Web Interface: see below

Week 1: 4 V 4 R
Week 2: 3V 4 R 1D
Week 3: 3V 11R 2D 1Q

Week 4: 4V 11R 1D

14 Videos, 30 Readings, 4 Discussions, 1 Assignment

Web Interface:
   To do   Activity   Replies
           Progress

File   Edit   View   Favorites   Tools   Help

coursera

≡ Catalog   Search catalog   🔍

Institutions   S

My Courses

Last Active

Inactive

Completed

Updates   1

Accomplishments

Recommendations

We Recommend

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Last Active

Courses are sorted by your last activity.

Personality Types at Work
University of Florida

Go to Course

Ends Nov 14

Purchase Course

☆ ☆ ☆ ☆ ☆

To do - Management and ✕

https://www.futurelearn.com/courses/growing-as-a-manager/2/todo/7020

Apps ▶ YouTube CityU Email_Sign in to G Google City University of Hong Facebook Gmail G Google MSN 香港 – 提供 hotr myTV - 主頁 - tvb.con

MANAGEMENT AND LEADERSHIP: GROWING AS A MANAGER THE OPEN UNIVERSITY

BS

To do   Activity   Progress

WEEK 1	WEEK 2	WEEK 3	WEEK 4
10 Oct	17 Oct	24 Oct	31 Oct

WEEK 1: AN INTRODUCTION TO MANAGEMENT   4 weeks ago

The experts speak

This week will focus on the meaning of the term management and the different practical approaches that may be adopted by people when performing in a managerial role – their management styles.

1.1 INTRODUCTION ARTICLE

1.2 MEET THE TEAM ARTICLE

1.3 WHAT DOES IT MEAN TO BE A MANAGER? VIDEO (02:26)

1.4 THE GOOD, THE BAD AND THE WHAT I WANT TO BE DISCUSSION

1.5 AN INTRODUCTION TO MANAGEMENT VIDEO (01:10)

1.6 MANAGEMENT VS LEADERSHIP ARTICLE

1.7 MY APPROACH TO MANAGEMENT VIDEO (02:07)

1.8 AN INTRODUCTION TO MANAGEMENT STYLES ARTICLE

Support

15

coursera

✕ Lessons

Lesson 1: Take the Tests

Lesson 2: The Three Tests

Lesson 3: You and your Superhero

▣ Find your superhero type	5 min	
▶ Why super heroes?	1 min	
▶ Bad superhero = Bad type?	2 min	
▶ Is Vader valuable? (Guy Nicolette, MD; Assistant Professor and Director of PCSMFP)	1 min	
▣ Optional: Facebook Live Lecture (Week 1 Q&A)	30 min	
● **Discussion Prompt:** Superheroes Around The World	5 min	

Week 1 Quiz

Peer Review

https://www.facebook.com/personality

Optional: Click here to watch a recordir

Enjoy!

https://www.facebook.com/personalitytypesatwork/videos/1787796991476009/
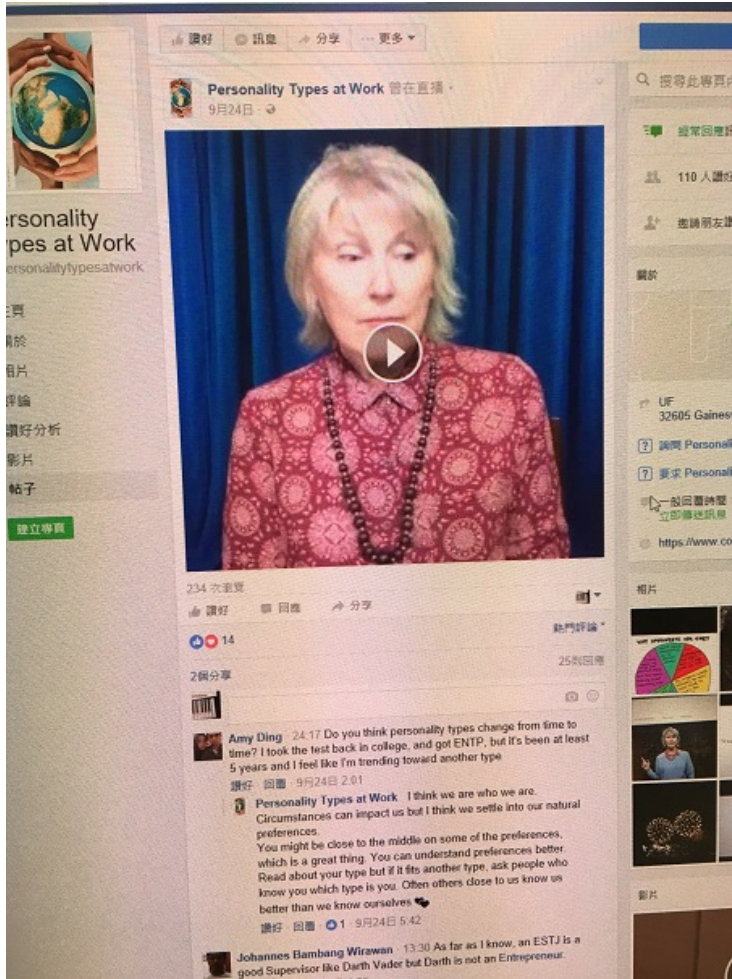
Personality Types at Work - ... ×

S

⚠ **Assignments Overdue:** You can still pass! Remember, you need to pass these assignments before the course ends on November 13, 11:59 PM PST.

THIS WEEK'S FORUM

Week 1

Discuss and ask questions about Week 1.

3 threads · Last post 12 hours ago

Go to forum

Get In: Know yourself

Toni Ratliff

We will get started by exploring 3 personality tests and then look at you and your superhero. This week will be focused on you!

Learning Objectives

Analyze yourself to find your personality type

∨ More

Lesson 1: Take the Tests

▶ Course Introduction 6 min

Resume

💬 **Discussion Prompt:** Your introduction 15 min

▶ Toni Talks: Operationalizing Personality Types 8 min

18

Lesson Learnt from Coursera→ Personality Type

| ISTP | ISFP | INFP | INTP |

realistic, systematic. Hardworking and trustworthy with sound practical judgment.

pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP
Action-oriented, logical, analytical, spontaneous. reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP
Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ
Efficient, outgoing,

ESFJ
Friendly, outgoing,

ENFJ
Caring, enthusiastic,

ENTJ
Strategic, logical,

IMAGE CREDIT: JAKE BEECH

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Jake Beech via Wikimedia Commons // CC BY-SA 3.0

The Myers-Briggs Type Indicator (MBTI®) is an instrument to define your personality along four parameters: (I) Introversion vs. (E) Extroversion, (N) Intuiting vs. (S) Sensing, (T) Thinking vs. (F) Feeling, and (J) Judging vs. (P) Perceiving. Trying the instrument gives you a "type," indicated by a combination of four letters. There are 16 possible combinations, which lend themselves well to a chart, called the Myers-Briggs type table. How accurate the test is and

19

Jung Typology Test™

This free personality test is based on Carl Jung's and Isabel Briggs Myers' personality type theory.

Upon completion of the questionnaire, you will:

- Obtain your 4-letter type formula according to Carl Jung's and Isabel Briggs Myers' typology, along with the strengths of preferences and the description of your personality type
- Discover careers and occupations most suitable for your personality type along with examples of educational institutions where you can get a relevant degree or training
- Understand communication and learning styles of your type.
- See which famous personalities share your type
- Be able to use the results of this test as an input into the Jung Marriage Test™ and the Demo of the Marriage Test™, to assess your compatibility with your long-term romantic partner

Instructions: When responding to the statements, please choose the response you agree with most. If you are not sure how to answer, make your choice based on your most typical response or feeling in the given situation. To get a reliable result, please respond to all questions. When you are done with answering, press the "Score It!" button at the bottom of the screen.

1. You are almost never late for your appointments

YES	yes	uncertain	no	NO

2. You like to be engaged in an active and fast-paced job

YES	yes	uncertain	no	NO

3. You enjoy having a wide circle of acquaintances

YES	yes	uncertain	no	NO

4. You feel involved when watching TV soaps

YES	yes	uncertain	no	NO

5. You are usually the first to react to a sudden event: the telephone ringing or unexpected question

YES	yes	uncertain	no	NO

6. You feel that the world is founded on compassion

YES	yes	uncertain	no	NO

7. You think that everything in the world is relative

YES	yes	uncertain	no	NO

8. Strict observance of the established rules is likely to prevent attaining a good outcome

YES	yes	uncertain	no	NO

9. It is difficult to get you excited

YES	yes	uncertain	no	NO

10. When making a decision, you rely more on your feelings than on analysis of the situation

YES	yes	uncertain	no	NO

The 16 personality types

ESTJ	ISTJ	ENTJ	INTJ
ESTP	ISTP	ENTP	INTP
ESFJ	ISFJ	ENFJ	INFJ
ESFP	ISFP	ENFP	INFP
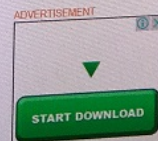
Humanmetrics Jung Typology Test™

You haven't answered 1 question. The reliability of the results has decreased. You may click your browser's "Back" button to answer the remaining questions.

Your Type

ISFJ

Introvert(28%) Sensing(25%) Feeling(6%) Judging(13%)

- You have *moderate* preference of Introversion over Extraversion (28%)
- You have *moderate* preference of Sensing over Intuition (25%)
- You have *slight* preference of Feeling over Thinking (6%)
- You have *slight* preference of Judging over Perceiving (13%)

permanent link to bookmark or share 🔗

How Do You Want to Leverage The Type?

Self-development

Business use

ISFJ Type Description

ISFJs are characterized above all by their desire to serve others, their "need to be needed."

Read full description »

Staff Development & Teamwork

Use advanced Jungian typology to improve collaboration, become better leader, and manage conflicts.

Learn how »

ISFJ Careers

- Career choices
- Communication
- Learning style
- Famous ISFJs

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Identify candidate's strengths, conduct effective interviews and assess compatibility.

Learn how »

To do - Management and

https://www.futurelearn.com/courses/growing-as-a-manager/2/todo/7020

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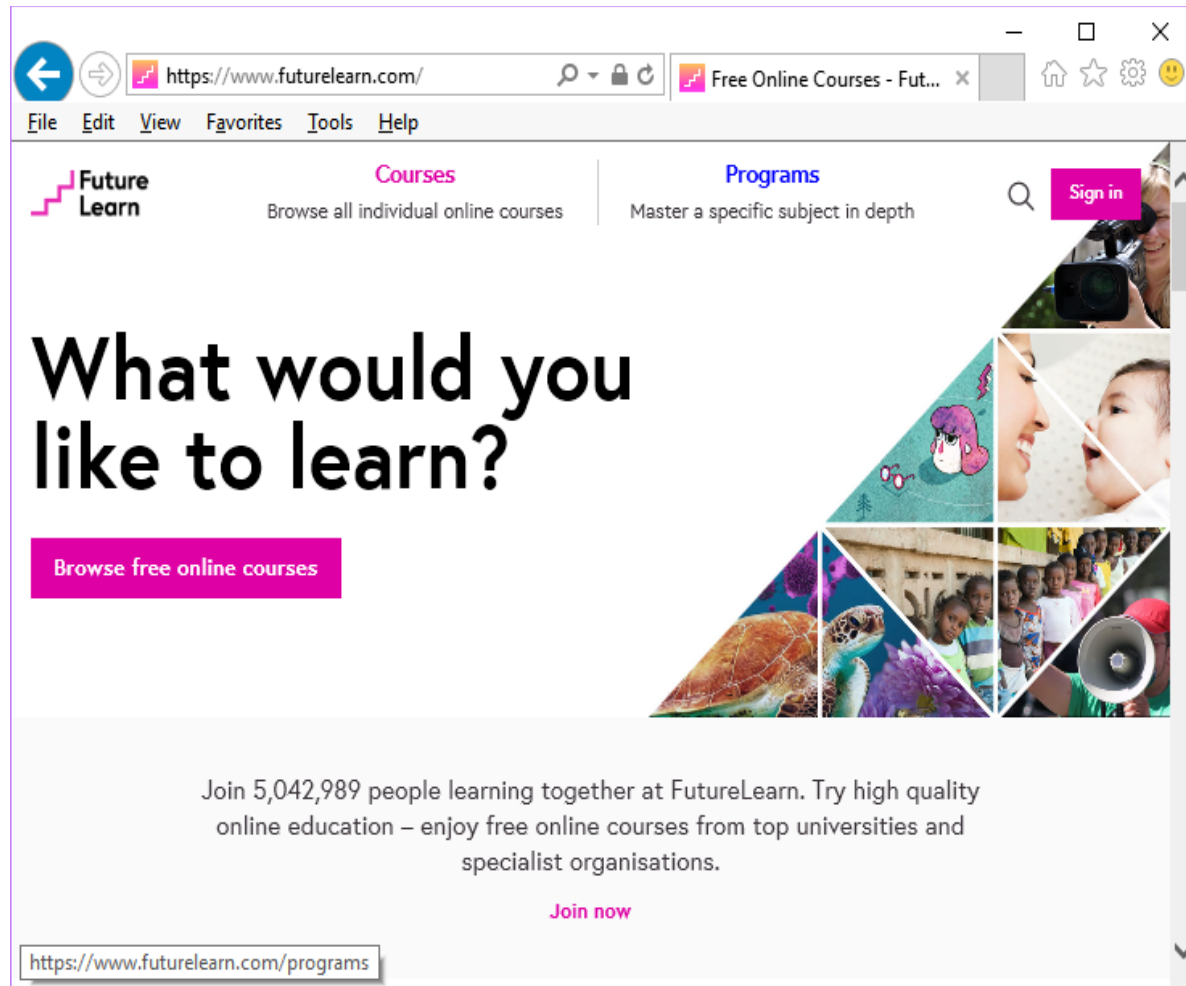
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FAQ

Blog

Support

Future Learn, Open U

MANAGEMENT AND LEADERSHIP: GROWING AS A MANAGER THE OPEN UNIVERSITY

BS

To do   Activity   Progress

WEEK **1**	WEEK **2**	WEEK **3**	WEEK **4**
10 Oct	17 Oct	24 Oct	31 Oct

WEEK 1: AN INTRODUCTION TO MANAGEMENT   4 weeks ago

The experts speak

This week will focus on the meaning of the term management and the different practical approaches that may be adopted by people when performing in a managerial role – their management styles.

1.1   **INTRODUCTION**   ARTICLE

1.2   **MEET THE TEAM**   ARTICLE

1.3   **WHAT DOES IT MEAN TO BE A MANAGER?**   VIDEO (02:26)

1.4   **THE GOOD, THE BAD AND THE WHAT I WANT TO BE**   DISCUSSION

Support

PAUL MYLREA:
There is no one style of leadership. There are multiple styles of leadership, and your style of leadership is your style

- note: We can save the video file

MANAGEMENT AND LEADERSHIP: GROWING AS A MANAGER THE OPEN UNIVERSITY

To do

Activity

Progress

1.3

YOU'VE COMPLETED 0 STEPS IN WEEK 1

Look at voluntary and non-executive board positions.

Close transcript

0:01
PAUL MYLREA: There is no one style of leadership. There are multiple styles of leadership, and your style of leadership is your style. But it's based upon that detailed knowledge of your craft, it's based not upon arrogance, but a desire to learn, and it's based very much upon an ability to hear feedback, to take that feedback, and to develop it. Because if you can do that, then you can give that feedback to other people.

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An introduction to management styles

As you have seen, managers have many roles to perform in the course of their duties.

Management vs Leadership

To bring in another level of complication, debate also exists as to whether there's a difference between the ideas of management and leadership, which has traditionally been seen as the process of influencing others to achieve certain aims and objectives.

Many writers comment on the similarities and differences between managers and leaders. One example is Colenso (1997), who summarises the differences in a table:

Leadership	Management
Addresses 'why'	Addresses 'how'
Inspiration	Clarification
Service focus	Profit focus
Strategy	Operations
Innovation	Improvement
Fulfilment	Performance
Versatility	Consistency
Alignment	Accountability

If you examine these categories carefully you should see that leadership appears to be much more about involving people and motivational aspects, whereas management seems to be more organisational output and task focused.

This sort of differentiation is also captured by Dixon (1993) who states: 'Leadership is the ability to influence the attitudes and behaviours of others. Management is the formal process of decision and command.'

MOOC Technology Adoptions by Universities

Coursera   2013, PolyU, HKUST(new skills: Video filming skill, Acting skill)

https://www.youtube.com/watch?v=d7XlzBPbbmc

2014 and later
- London University (please see next slide)
-PolyU with edX
-CityU with FutureLearn

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2014 PolyU SPEED Presentation Ceremony

By Peter Quinn | 13 February 2014

PolyU SPEED's Presentation Ceremony saw 93 graduates receive their University of London award

PolyU SPEED & University of London International Programmes Presentation Ceremony

University of London LLB and Diploma in Law graduates at the 2014 PolyU SPEED Presentation Ceremony

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▶ **University of London - First English university to launch on Coursera**

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▶ **Preparing to launch**

8

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Provost, Harvard University

Alan M. Garber, M.D., Ph.D., is an edX board co-chair, Provost of Harvard University and the Mallinckrodt Professor of Health Care Policy at Harvard Medical School, a Professor of Economics in the Faculty of Arts and Sciences, Professor of Public Policy in the Harvard Kennedy School of Government, and Professor in the Department of Health Policy and Management in the Harvard School of Public Health. Before becoming the Provost at Harvard, he was a professor of medicine and of economics at Stanford University, where he taught at the medical and business schools and directed the Center for Health Policy and the Center for Primary Care and Outcomes Research.

Martin A. Schmidt, co-chair
Provost, Massachusetts Institute of Technology

Martin A. Schmidt, S.M., Ph.D., is an edX board co-chair and Provost of MIT. A member of the MIT faculty since 1988, Provost Schmidt has been a faculty member in the Electrical Engineering and Computer Science Department. From 1999 to 2006, he served as the Director of the Microsystems Technology Laboratories (MTL) at MIT, and Associate Provost from 2008 to 2013. His teaching and research is in the areas of micro and nanofabrication of sensors, actuators and electronic devices, microelectromechanical systems (MEMS), design of micromechanical sensors and actuators, and

TECHNOLOGY platform of edX

edX

PolyU

The edX platform is implemented mostly in **Python** (with **some Ruby and NodeJS**as well) and the code is being made available under an **AGPL license**.

The main repository is **edx-platform** which includes both the LMS and the authoring tool, **Studio.**

Block: is a component architecture for building courseware.

edx-ora: The Open Response Assessor will take a submission from an XQueue installation, pass it through machine learning grading, peer grading, and staff grading as appropriate, and return a result to LMS. This is to be used with the edx-platform and XQueue. It allows for the assessment of open response problems on the edX platform.