

# Pivot run of Student Feedback on Measuring Effective Communication and Ethical Citizenship in Student Development activities

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# Agenda

- In the context of higher education, sub-degree education has undergone fundamental transformation and tremendous growth over the past decade.
- Institutional Learning Outcome (ILO) creates an innovative educational learning model which creates sub-degree student learning outcomes at the heart of the assessment, curriculum and pedagogy in the 21<sup>st</sup> century.
- Effective communication and ethical citizenship are two of the key ILOs.

# Agenda

- How the sub-degree student perceive on how the enhancement on their effective communication after student development activities?
- Does the activities also principally furnish the sub-degree students in their sense of ethical citizenship?

# Outcome-based education -OBE

- Biggs proposed constructive alignment model that aims to “descend from the rhetoric” to specific objectives.
- Intended learning outcomes (ILOs) should be written up at three levels: the institutional level, the degree programme level and the course level.

# OBE – Putting into Practice

- In the sub-degree sector, the government and related governing parties also advocated the implementation of OBE. In 2009, a Tripartite Liaison Committee, representing the Education Bureau, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and Joint Quality Review Committee (JQRC), explicated regarded outcome-based education as good practices in quality assurance.

# Methodology

- We analyze sub-degree students' evaluation of the learning effectiveness of the two ILOs (i.e., **Effective Communication** and **Ethical Citizenship**)
- We design for the questionnaire into **THREE** main sections.
  - **In Section A**, participants were asked to express that how the student development activities **meet their holistic development and learning experience**;
  - **In Section B**, participants were required to indicate that how the student development activities could be **achieved their ILOs**; and
  - **In Section C**, participants were expected to answer about **the best reflect the characteristics of their student development activities**.

# Methodology

- **Effective Communication – ILO statement:**
  - This activity has strengthened my communication skills in English or Chinese.
- **Ethical Citizenship – ILO statement:**
  - This activity has strengthened my sense of ethics and social responsibility in my daily decision-making.

# Methodology

- **Quantitative studies:** through a questionnaire survey based on the Likert-style score scale (1 = strongly disagree; 2 = disagree; 3 = fairly disagree; 4 = fairly agree; 5 = agree; 6 = strongly agree)
- *Target groups:*
  - 2015/16 cohort sub-degree students
  - 2016/17 cohort sub-degree students



# Methodology

- Student development activities:
  - Non-credit
  - Co-curriculum (complement what students are learning in school. In other words, student learning experiences that are closely associated with the academic curriculum)

# List of Activities (Effective Communication)

Activity Name	Average Score
Polish Up Your Spoken English – One-minute Self-Introduction Skills	4.1
English Corner The Art of Small Talk How to Start a Conversation	4.0
How to Read and Write and Editorial	3.5
Seminar on Putonghua Speaking Skills	4.0
Introduction to Putonghua Shuiping Ceshi	3.9
Workshop for Putonghua Skills	4.8
International Summer School Scholarship	4.6
Preparation Course for Putonghua Proficiency Test	4.5
English Vocabulary Building	3.6
Improving Oral Communication in English	4.1
Improving Grammar for Effective Communication	3.8
<b>Overall</b>	<b>4.1</b>

# Discussion

- In general, sub-degree students have claimed that they have enhanced their communication skills in both **Chinese and English** after student development activities (**11 items**).
  - For **English communication** skills, our College has used **7 activities** to do evaluation. The average scores are **4.0**.
  - For **Chinese communication** skills, our College has adopted **4 activities** to do evaluation. The average scores are **4.3**.

# Discussion

- Communication skills refers to both **written and oral**. These activities have **strengthened** sub-degree students in confidence in the **communication skills** in both English and Chinese. **Comparing with their HKDSE exam results, their language ability has clearly improved.** This clearly shows that sub-degree education reinforces higher education level.
- These activities have **motivated** sub-degree students as an **independent language learners**.
- These activities are **enhanced** sub-degree students **further study in their further studies and transferrable skills** in their practical workplace.

# List of Activities (Ethical Citizenship)

Activity Name	Average Score
Sustainability Development - Hydroponic Gardening	3.8
Food Waste Recycling Experiential Workshop	4.1
Love Nature Speed Boat Geotour to Ma Shi Chau	4.3
Servicing Team -Photography Production Crew	4.0
<b>Overall</b>	<b>4.1</b>

# Discussion

- In general, sub-degree students have claimed that they have their ethical citizenships after student development activities (4 items). The average scores are 4.1.

# Discussion

- This activity has strengthened the students in a sense of **ethics** and **social responsibility** in their daily decision-making.
- These activities have increased sub-degree students' **awareness on the importance of care and respect to people in need**.
- These activities are definitely **enhanced sub-degree students further study and transferrable skills** in their practical workplace. This can meet the employers expectations.
- These activities have changed sub-degree students **personal values** and **broadened their horizon**.

# Conclusion

- The findings **support** the propositions where student development activities enhance the sub-degree students on their confidence in **effective communication** while their **sense of ethical citizenship** are also **significantly encouraged** by student development activities.
- More in-depth studies is needed on the effect on ILOs is needed in long term.
- OBE encourages the **smooth transition** of **programmes from sub degree to undergraduate level**. OBE has trained up the **graduates employability skills** for the workplace.



Thank You

# Q & A