

Teaching Awardees' Sharing Seminar
25 March 2019

Dr. Chan Ka Shing Kevin
Associate Professor
Department of Psychology
Faculty of Education and Human Development



Chan Ka Shing Kevin



Background

- Health psychologist
- Mental health researcher



Teaching Expertise

- Teach courses about mental illnesses
- Help students learn about symptoms, causes, and interventions



Teaching Awards

- Faculty Top 10% Teaching Awards (2016; 2017)
- Faculty Teaching Award (2018)

My Beliefs about Teaching and Learning

- I believe that students find the learning process more meaningful:
 1. When topics are relevant to their lives, needs, and interests
 2. When they are engaged in creating, understanding, and using knowledge
- I believe that as a teacher, I must:
 1. Adopt a learner-centered approach (Blumberg, 2009)
 2. Provide experiential learning opportunities (Kolb, 2015)



Learner-Centered Approach

Enhancing personal relevance of conceptual knowledge

- Link course materials to students
- Help students gain insights into themselves

PSY3005 Abnormal Psychology

Self-administration of psychological tests

Assessment of perspective taking

not believing

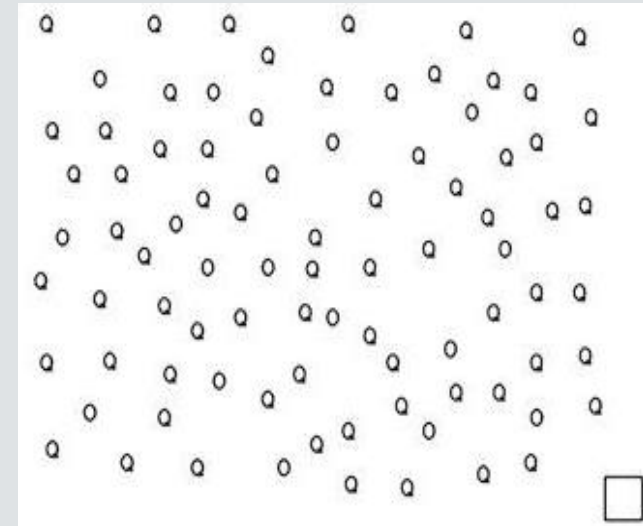
friendly



wanting to play

relaxed

Assessment of attention



Learner-Centered Approach

Tailor-making my teaching according to students' knowledge levels

- Engage all students in taking an e-quiz at the end of each lecture
- Obtain instant information on the student's knowledge of the subject matter
- Provide on-the-spot feedback to students
- Construct an interactive, game-like, and interesting learning environment

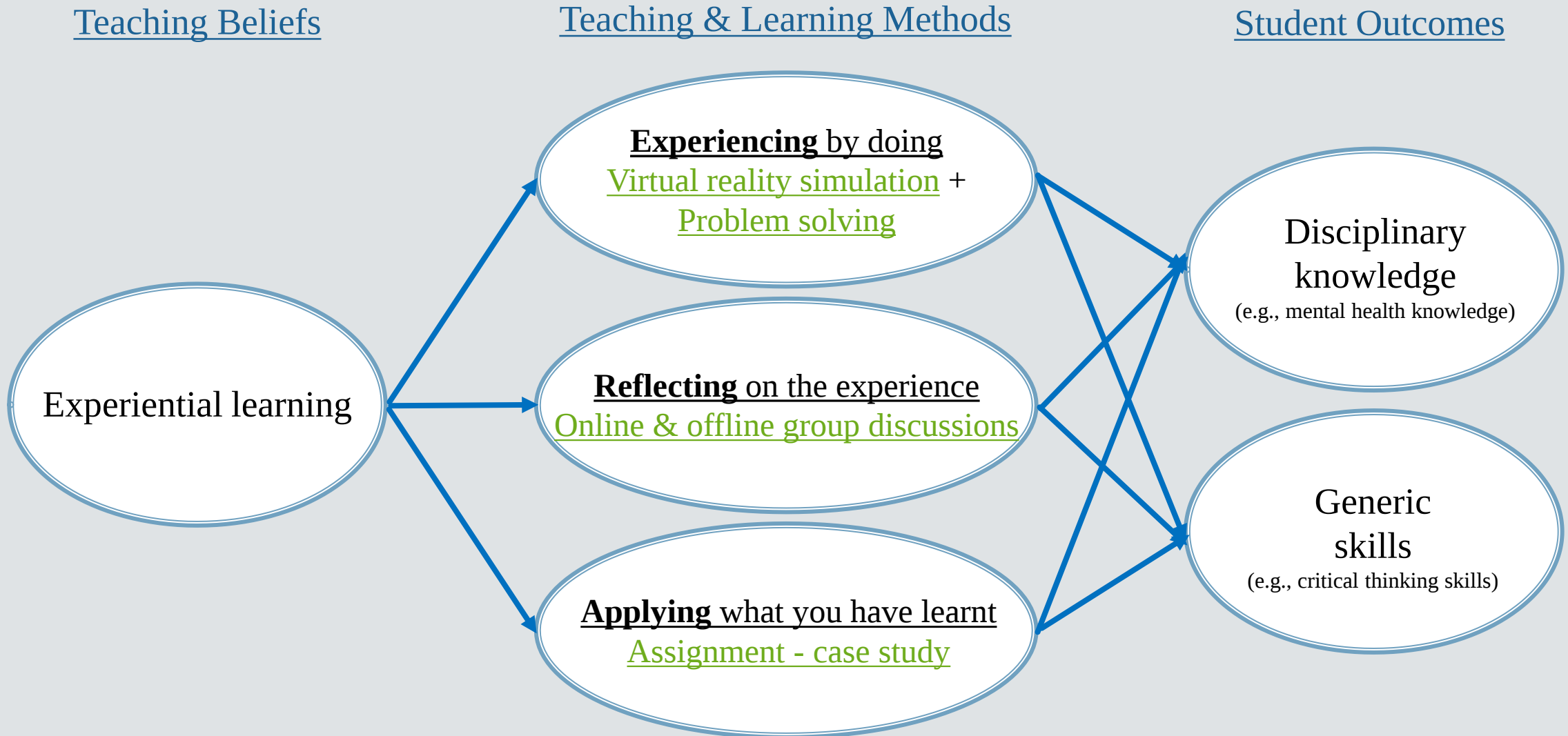
Kahoot!

QUIZ
TIME!



Experiential Learning Method

Experiencing, Reflecting, and Applying (ERA) Model of Teaching and Learning



Experiential Learning Method

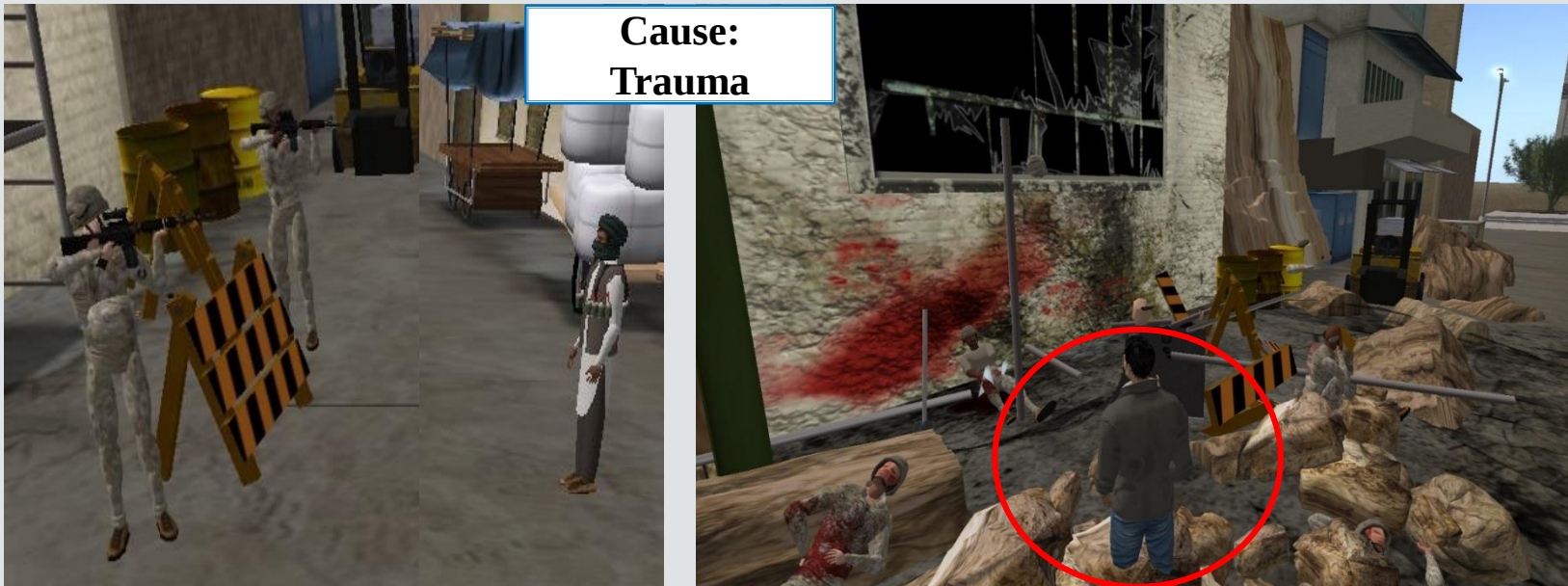
Stage 1 – *Experiencing* through virtual reality simulation



- Students learn about mental illness by using *Second Life* (an online platform providing clinical simulations)
- Virtual reality simulation: ↑ knowledge and empathy for patients (Holloway & Reger, 2013)

PSY3018 Child and Adolescent Psychopathology

Learning the causes and symptoms of post-traumatic stress disorder with simulations in Second Life



**Cause:
Trauma**



**Symptom:
Flashback**



Holloway, K. M., & Reger, G. M. (2013). T2 virtual PTSD experience: A virtual world environment to educate service members and veterans about combat-related posttraumatic stress disorder. *International Journal of Human-Computer Interaction*, 29, 594-603.



Experiential Learning Method

Stage 1 – *Experiencing* through problem solving

- Students do case conceptualization exercises to gain experiences of applying theory to practice
- Problem solving: ↑ knowledge and critical thinking skills (Yew & Goh, 2016)

PSY3005 Abnormal Psychology

Analyzing the symptoms of movie characters with mental illness



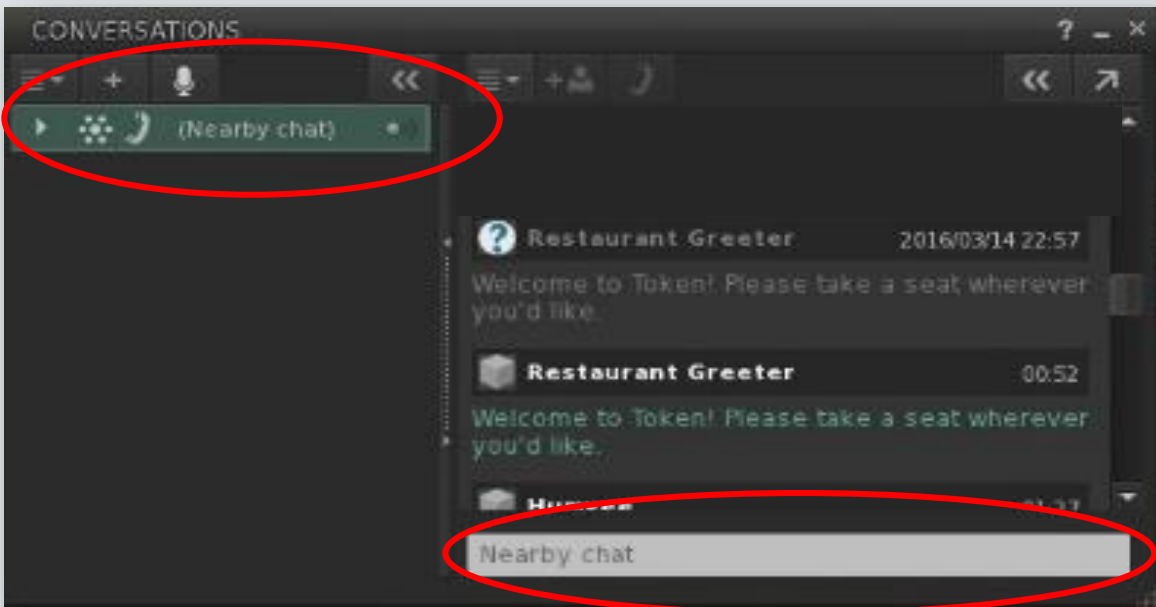
Experiential Learning Method

Stage 2 – *Reflecting* through online and offline group discussions

- Students have in-class and out-of-class, online and offline discussions of the learning experiences
- Group discussion: ↑ knowledge, critical thinking skills, and learning motivation (Jones, 2014)

PSY3018 Child and Adolescent Psychopathology

Online discussion in Second Life
after having virtual reality experiences



PSY3005 Abnormal Psychology

In-class discussion of the
case conceptualization process



Experiential Learning Method

Stage 3 – *Applying* through case study

- Students apply their knowledge and skills to do a case analysis project at the end of the semester
- Project-based learning: ↑ knowledge and critical thinking skills (Kokotsaki et al., 2016)

PSY3018 Child and Adolescent Psychopathology

Case study of a child with mental illness

PSY3005 Abnormal Psychology

Case study of an adult with mental illness

Analyzing the diagnosis, symptoms, and etiology

Proposing methods to treat the illness

Writing up a reflection paper

Disciplinary
knowledge

Generic
skills



Experiential Learning Method

Stage 3 – *Applying* through case study

- Students' learning outcomes were evaluated using assessment rubrics
- Most students showed outstanding/mastering levels of mental health knowledge and critical thinking skills

<u>Assessment rubrics</u>	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
Evaluate psychiatric diagnoses	Thoroughly and critically analyze relevant evidence using scientific principles and draw insightful, carefully qualified conclusions about psychiatric diagnoses.	Analyze relevant evidence using scientific principles and draw reasonable and appropriately qualified conclusions about psychiatric diagnoses.	Identify relevant evidence and conduct yet workmanlike (without nuance) analysis. Draw plausible conclusions about psychiatric diagnoses.	Limited or irrelevant identification and analysis of evidence. Draw uncertain or incorrect conclusions about psychiatric diagnoses.
Describe psychiatric symptoms and etiological perspectives	Describe the symptoms and etiologies clearly and accurately, showing thorough explanations without confusions.	Describe the symptoms and etiologies clearly and accurately and with examples provided.	Describe the symptoms and etiologies sufficiently but lacking connections with relevant literature.	Describe the symptoms and etiologies in superficial ways.
Identify correct and relevant intervention approaches	Identify correct and highly relevant intervention approaches.	Identify correct and relevant intervention approaches.	Identify fairly correct or relevant intervention approaches.	Poor identification of intervention approaches.



Impact on Students' Learning Outcomes

Formal feedback from students on Student Evaluation of Teaching (SET) Questionnaires

- Students' comments on the SET:

PSY3050

Abnormal Psychology

“Increased my knowledge about abnormal psychology.”

“Had an in-depth understanding of the symptoms, etiology and interventions.”

PSY3018

Child and Adolescent Psychopathology

“Learnt about the causes of different disorders and how to tackle them.”

“Extremely applicable to my future career.”

GEG2048

Mental Health Issues in the Contemporary Society

“Know more about mental health problems in the society.”

“Helpful for future career”

Leadership in Teaching – University Level

Sharing good pedagogical practices with colleagues through newsletters and seminars

Using Second Life as a Virtual Environment for Learning

Dr. Chan Ka-shing Kevin (陳家榮博士), Department of Psychological Studies (PS)

Experiential learning, self-assessment, and peer review were extensively utilized in the Master of Social Sciences in Psychology (Schools and Community Settings) [MScSPSCS] Programme. In the course of Abnormal Psychology, a blended learning technology, called the virtual world *Second Life*, was adopted to help students understand the causes, symptoms, and treatments of post-traumatic stress disorder. *Second Life* is an interactive 3D virtual reality playground, which follows real-world rules, such as gravity, topography, locomotion, and real-time actions. *Second Life* users can create virtual representations of themselves, called *avatars*, which can interact with other avatars.

The e-learning platform offered by *Second Life* allowed students to participate in experiential learning activities and create online interactions and discussions with each other. The e-quizzes built in *Second Life*, including multiple-choice and true-or-false questions, enabled students to conduct self-assessments of knowledge regarding the subject. In addition, *Second Life* offered opportunities for students to conduct a self-assessment of their mental health status (symptoms of post-

traumatic stress disorder) after experiencing the simulated trauma (the experiential learning activity). These activities not only engaged the students in the learning process but also improved the learning outcomes of the students.

Students were also asked to assess the case analyses presented by other student groups to promote active and reflective learning in class. All students were given the opportunity to question and rate the presentations using a set of criteria derived from the PILOs of the programme: (1) the description and explanation of different concepts, (2) the evaluation and synthesis of different theories, and (3) the application of knowledge in different real-world settings. As revealed in the end-of-course evaluation ratings and comments of the students, our students generally provided positive quantitative and qualitative feedback on the teaching and learning approach.



▲ *Second Life* allowed students to experience a simulated traumatic explosion.



▲ The e-quizzes offered by *Second Life* can provide instant feedback and guidance to students, encouraging independent learning and revision.

Sharing Session on Academic Advising System

Date: 8 June (Thursday)

Time: 1-2pm

Venue: B4-LP 08

Language: Cantonese and English

Chair: Prof. May Cheng May Hung
Associate Vice President (Academic Affairs) cum Registrar

Dr. Kevin Chan Ka Shing is an Assistant Professor of the Department of Psychology and Health. He is currently the Programme Coordinator of the BScSPSCS Programme. His sharing will focus on the BScSPSCS (Psy) Programme's academic advising system. The features and benefits of the system will be discussed.



Dr. Lewis Cheung Ting On has joined the Department of Social Sciences, EdUHK as an Assistant Professor since 2014. He currently is the Subject Coordinator of the BEd (Geog) Programme. He will share his experience in providing academic advice for his BEd (Hons) Geography students and offering support for their career and whole person development.



Organized by: An evaluation project on Academic Advising System (funded by the University's Central Research Allocation Grant)
For registration or enquiries, please contact Ms. Li (Tel.: 2948 6234; Email: twli@eduhk.hk)



Seminar Series: Blended Learning technologies to enhance learning and teaching in Psychology courses

Using Second Life as a virtual environment for learning

Description:

In this session, **Dr. CHAN Ka Shing Kevin** (PS) and **Mr. Brant KNUTZEN** (Blended Learning Consultant, Blended and Online Learning and Teaching project, FEHD) will introduce using the virtual world, *Second Life*, in teaching. **Dr. CHAN Ka Shing Kevin** will share his experience using *Second Life* to help students in Abnormal Psychology understand the experience of Post-traumatic stress disorder (PTSD).



Enquiries: Ms. CHAN walmchan@ied.edu.hk



Co-organizer:
TEL-HUB, Blended & Online Teaching & Learning Project

Teaching Awardees' Sharing Seminar (2)

25 Mar 2019 | 11:00 – 12:30 (includes Q&A) | D2-LP-04 | ENG

Experiential Learning of Mental Health and Mental Illness

11:40 – 12:20

My teaching philosophy is primarily guided by Kolb's (1984) theory of experiential learning, which posits that students learn most effectively when they are directly engaged in a learning experience and actively construct meaning out of it. In this presentation, I will share how I engaged students in learning mental health and mental illness with various pedagogical strategies focused on experiential learning. Specifically, I will share how I utilized technology-enhanced learning approaches to foster student-centered learning and student-initiated learning. I will also talk about how I created experiential learning opportunities inside and outside the classroom in order to enrich students' experiences.

Dr. Kevin Chan is an Associate Professor of the Department of Psychology of EdUHK. His research interests focus on mental health and mental illness. He has three intersecting lines of research: the psychopathology of mental illness; barriers to recovery from mental illness; and promotion of mental health. He received the President's Award for Outstanding Performance in Research (Early Career Research Excellence) in 2017 and the Faculty Teaching Award in 2018.

Dr. CHAN Ka Shing Kevin

Enquiries: Ms. Louise Lee at lylee@eduhk.hk

Registration: or visit <https://www.itc.eduhk.hk/7p-3534>

Remarks: Participation in this seminar can be counted towards the Certificate Course, "Introduction to Teaching in Higher Education" under the theme, "Seminars/Workshops in Learning and Teaching".

All Staff and Students are Welcome



Seminar on Teaching Development Grant Project: Blended Learning Technologies

Using Second Life as a Virtual Environment for Learning



<https://goo.gl/BFzD6G>

Speakers:

Dr. Chan Ka Shing Kevin
Associate Professor
Department of Psychology

Dr. Poon Kai Tak Ivan
Assistant Professor
Department of Psychology

Dr. Wong Tin Yau Terry
Assistant Professor
Department of Psychology

Currently, psychology students may not have a chance to have face-to-face contact with persons with mental disorders when they learn about abnormal psychology. Without such experience, students may not be able to put themselves into the shoes of those with mental disorders and empathize with them. Luckily, with the advancement of information technology, such experiential learning experience, known as "Second Life", is now available. This project aimed to examine the beneficial learning effects of such realistic, interactive experience in understanding people with mental disorders. Findings provided useful insights for the development of innovative and interactive e-learning tools.

6 July 2018 (Friday) 1:30 pm – 2:30 pm D2-LP-03 (Tai Po Campus)

Enquiries: Miss Winnie Fung 2948-8967 twfung@eduhk.hk

Remarks: All are welcome!
Seats are limited and available on a first come first served basis.



Leadership in Teaching – Regional Level

Offering professional advice to local institutions



香港教育大學
The Education University
of Hong Kong

Learning & Teaching @EdUHK Festival

February - May 2019

Excellence in Learning and Teaching in the Digital Era

Teaching innovation



Using **Second Life** as a Virtual Environment for Learning,

Dr Kevin Chan (PS)

Virtual world *Second Life* was adopted in *Abnormal Psychology* to help students understand the causes, symptoms, and treatment of post-traumatic stress disorder.

Second Life is an interactive 3-D virtual reality world. This aids experiential learning activities and online interactions and discussions. E-quizzes enabled students to self-assess their knowledge of the subject. These activities improved the student learning outcomes.

Faculty of Education and Human Development



Faculty of Education and Human Development
教育及人類發展學院

Enquiry:
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2948 8576



Leadership in Teaching – Regional Level

Offering professional consultations to local institutions



香港特別行政區政府
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浸信會愛羣社會服務處
BAPTIST OI KWAN SOCIAL SERVICE



New Life
Psychiatric Rehabilitation Association
新生精神康復會



香港心理衛生會
The Mental Health Association of Hong Kong



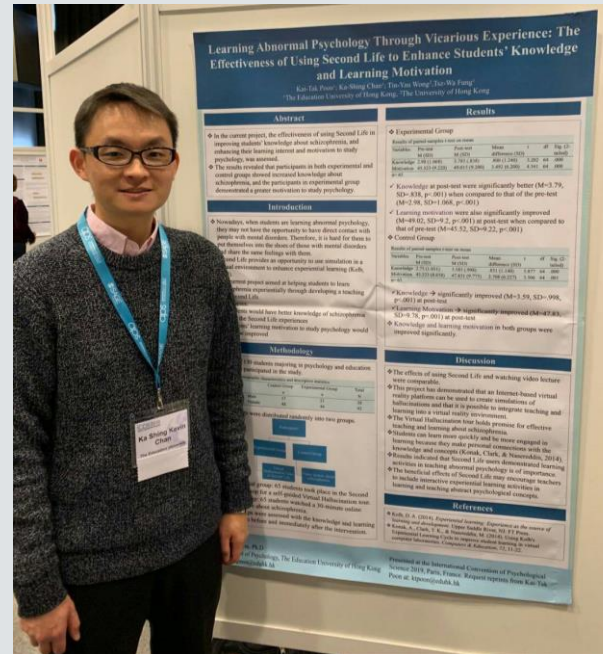
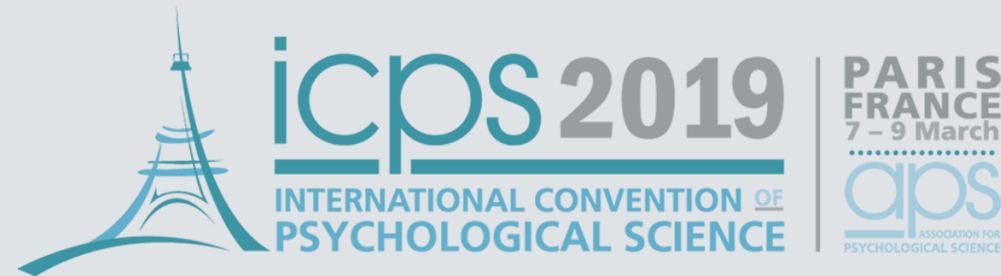
香港明愛
Caritas
HONG KONG



Leadership in Teaching – International Level

Sharing good teaching methods at an international conference

- Poster Presentation at the Teaching Institute at the International Convention of Psychological Science (ICPS) in Paris in March 2019
- Attracted experts in the field to discuss collaboration plans



Learning Abnormal Psychology Through Vicarious Experience: The Effectiveness of Using Second Life to Enhance Students' Knowledge and Learning Motivation

Kai-Tak Poon¹, Kai-Shing Chan¹, Tin-Yau Wong², Tsz-Wa Fung¹
¹The Education University of Hong Kong, ²The University of Hong Kong

Abstract

- In the current project, the effectiveness of using Second Life in improving students' knowledge about schizophrenia, and enhancing their learning interest and motivation to study psychology, was assessed.
- The results revealed that participants in both experimental and control groups showed increased knowledge about schizophrenia, and the participants in experimental group demonstrated a greater motivation to study psychology.

Introduction

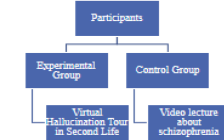
- Nowadays, when students are learning abnormal psychology, they may not have the opportunity to have direct contact with people with mental disorders. Therefore, it is hard for them to put themselves into the shoes of those with mental disorders and share the same feelings with them.
- Second life provides an opportunity to use simulation in a virtual environment to enhance experiential learning (Kolb, 2014).
- The current project aimed at helping students learn schizophrenia experientially through developing a teaching tool-Second Life.
- Hypothesis:
 - Students would have better knowledge of schizophrenia after the Second Life experiences
 - Students' learning motivation to study psychology would also be improved

Methodology

- A total of 130 students majoring in psychology and education programs participated in the study.

Participants' demographic characteristics and descriptive statistics			
Characteristics	Control Group	Experimental Group	Total
Gender	n	n	N
Male	17	21	38
Female	48	44	92

- Participants were distributed randomly into two groups.



- Experimental group: 65 students took place in the Second Life workshop for a self-guided Virtual Hallucination tour
- Control group: 65 students watched a 30-minutes online video lecture about schizophrenia
- Both groups were assessed with the knowledge and learning motivation before and immediately after the intervention

Results

Experimental Group

Results of paired-sample t-test on mean						
Variables	Pre-test	Post-test	Mean difference (SD)	t	df	Sig. (2-tailed)
Knowledge	2.98 (1.048)	3.785 (838)	800 (1.240)	5.202	64	.000
Motivation	45.523 (9.220)	49.015 (9.200)	3.492 (6.200)	4.541	64	.000

- ✓ Knowledge at post-test were significantly better ($M=3.79$, $SD=.838$, $p<.001$) when compared to that of the pre-test ($M=2.98$, $SD=1.69$, $p<.001$)
- ✓ Learning motivation were also significantly improved ($M=49.02$, $SD=9.2$, $p<.001$) at post-test when compared to that of pre-test ($M=45.52$, $SD=9.22$, $p<.001$)

Control Group

Results of paired-sample t-test on mean						
Variables	Pre-test	Post-test	Mean difference (SD)	t	df	Sig. (2-tailed)
Knowledge	2.75 (1.031)	3.585 (.998)	831 (1.140)	5.877	64	.000
Motivation	45.123 (8.658)	47.831 (9.775)	2.708 (6.227)	3.506	64	.001

- ✓ Knowledge → significantly improved ($M=3.59$, $SD=.998$, $p<.001$) at post-test
- ✓ Learning Motivation → significantly improved ($M=47.83$, $SD=9.78$, $p=.001$) at post-test

- ✓ Knowledge and learning motivation in both groups were improved significantly.

Discussion

- The effects of using Second Life and watching video lecture were comparable.
- This project has demonstrated that an Internet-based virtual reality platform can be used to create simulations of hallucinations and that it is possible to integrate teaching and learning into a virtual reality environment.
- The Virtual Hallucination tour holds promise for effective teaching and learning about schizophrenia.
- Students can learn more quickly and be more engaged in learning because they make personal connections with the knowledge and concepts (Konak, Clark, & Nasereddin, 2014).
- Results indicated that Second Life users demonstrated learning activities in teaching abnormal psychology is of importance.
- The beneficial effects of Second Life may encourage teachers to include interactive experiential learning activities in learning and teaching abstract psychological concepts.

References

- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: FT Press.
- Konak, A., Clark, T. K., & Nasereddin, M. (2014). Using Kolb's Experiential Learning Cycle to improve student learning in virtual computer laboratories. *Computers & Education*, 72, 11-22.

Conclusion

- I have facilitated **students** to gain disciplinary knowledge and generic skills by:
 - Adopting a **learner-centered** approach
 - Providing students with **experiential learning** opportunities
- I have facilitated **educators** to advance teaching practices by:
 - Sharing my effective teaching methods at the **University, regional, and international** levels





THANK YOU!