

PD Initiatives in In-depth Use of LMSs
and/or Handling Students with Diverse
Backgrounds

*Using **Moodle** as
a **Constructivism** Tool
in learning Marketing
Knowledge*



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Principal Project Supervisor

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Co-supervisor

Objectives



Promote cooperative/collaborative learning among students by **using Moodle functions (Chat, Forum , Participation Forum and Workshops)**

Develop students' independent learning interest and capabilities by **using Glossary, Questionnaire and Wiki in Moodle**

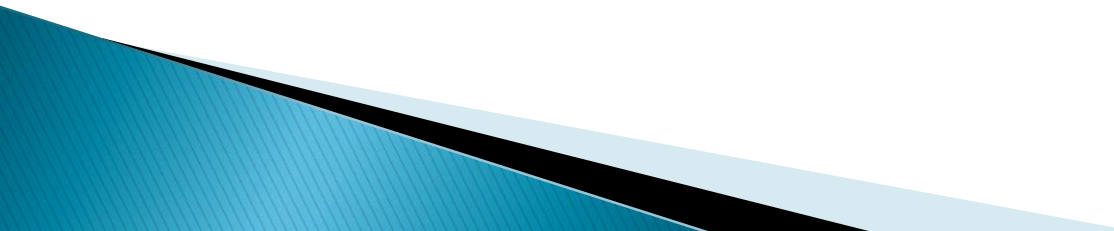
Building up a **learning resources bank of marketing knowledge for lifelong learning of students**

Expected Outcomes

Lecturers and students are able to use the relevant functions of **Moodle in learning** marketing-related knowledge **interactively and independently**.

Student helpers are able to **facilitate learners** to learn interactively and independently by eLearning.

Lecturers are able to **develop e-learning resources** for respective learners.



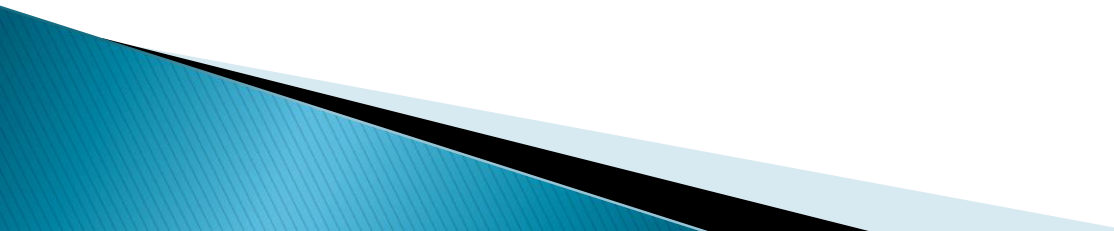
Four e-Learning activities

Duration	E-learning Activity	Moodle Functions	
15 minutes In-class activity	Case Study 1: HK Express Christmas Mega Sales	Chatroom	
25 minutes In-class activity	Case Study 2: Positioning for LG G5	E-forum	
10 minutes In-class activity	Short Quiz	Quiz	
One Week After class activity	Marketing Proposals	Wiki	

Chatroom

Lecturer and his students had *more interactions* by providing **instant feedback**. It works like a group in WhatsApp.

When students gave out interesting answers, the lecturer gave them **immediate responses/feedback** so that **the students were engaged** in the learning process.



Chatroom

●●●● PCCW 4G 20:51 75% moodle.ied.edu.hk

MING KIT PETRINA ▶

18:44 SZE WAY : Hi

18:44: LAU WING LAM has just entered this chat

18:44 CHUN YIU : I agree with you

18:44 WAI FUNG : Low quality of service

18:44: WANG KUOQIAN has just entered this chat

18:45 SEBASTIAN SHANTHA: @SZE WAY hi

18:45 SHAN NI : Gimmick

18:45 KA MAN : increase the profit

18:45 HIU LAAM : And to let more people get to know the brand, as a promotion

18:45 KAM YAN : For promotion

18:45: WONG KWOK HO has just entered this chat

18:45 MAN NI : Extra demand during holiday for air ticket

18:45: SO SHAN NI has left this chat

18:45: LAW KAI SUM has left this chat

18:45 WING KI : To build a wider crowd of consumer by doing discounts, as well as to expand relationships with new clients

18:46: LAM WAI FUNG has left this chat

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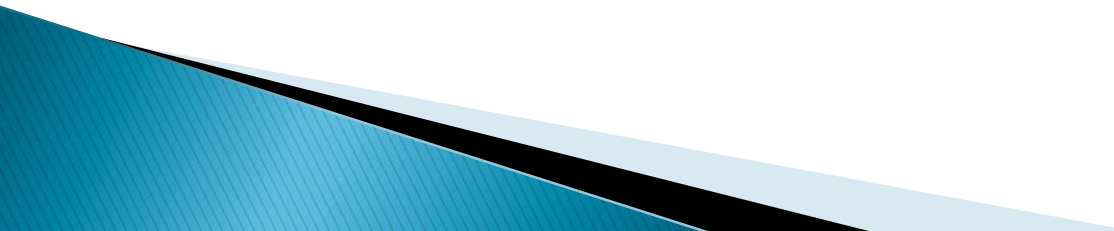
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E-Forum

- ▶ Students **worked in groups** to answer the questions.
 - ▶ They were given **25 minutes to discuss** and the **group leaders were assigned to input their answers** on the e-forum.
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E-forum

Activity 2 - Forum 2



Source: <http://www.gospelherald.com/articles/60925/20151226/lg-g5-release-date-will-be-next-year-lg-g4-g3-android-6-0-marshmallow-update-coming-very-soon.htm>

LG is going to launch her LG G5 in the first quarter of 2016. In order to gain competitive advantage among other competitors, like Apple, she needs well-planned positioning tactics.

Tasks:

- Students have to form groups with 4-5 people in a group
- Each group of students should read the case, search information from the net and formulate a positioning plan for LG G5
- Students should apply concepts from this lecture's powerpoint slides
- Each group of students should upload a positioning plan on this forum

Add a new discussion topic

More the discussion to ...

More

Positioning plan of LGG5

by  - Monday, 18 January 2016, 7:26 PM

User: For those people who like to take photos because of the high quality of the camera

Vs competitor: iPhone cannot change the battery while G5 can replace the battery. It is more convenient for users if their phones are out of battery.

Price: with a lower price when compared to the other competitors

Product class: G5 is the flagship model of LG. So it is quite special and more attractive. The functionalities of the phone are more comprehensive.

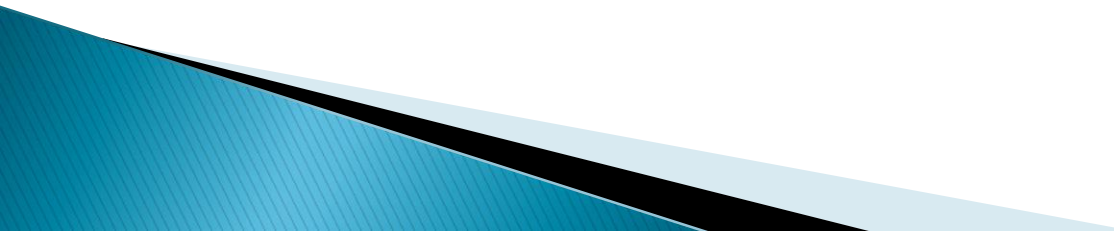
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Quiz

Questions were in *matching style*.

Data on the quiz regarding on *students' performance* *was extracted* by using the XHTML format.

Instant performance statistic could be *shown to the class in a few seconds* after the quiz which *facilitated lecturer's feedback* to students



Quiz Feedback

Quiz information

Quiz name	Quiz 1
Course name	2015-16S2 BUS2012 (03E, 04E, 41E) MARKETING
Number of complete graded first attempts	40
Total number of complete graded attempts	60
Average grade of first attempts	58.71%
Average grade of all attempts	64.52%
Average grade of last attempts	73.71%
Average grade of highest graded attempts	73.71%
Median grade (for highest graded attempt)	75.00%
Standard deviation (for highest graded attempt)	24.74%
Score distribution skewness (for highest graded attempt)	-1.2617
Score distribution kurtosis (for highest graded attempt)	1.6355
Coefficient of internal consistency (for highest graded attempt)	24.01%
Error ratio (for highest graded attempt)	87.17%
Standard error (for highest graded attempt)	21.57%

Quiz structure analysis

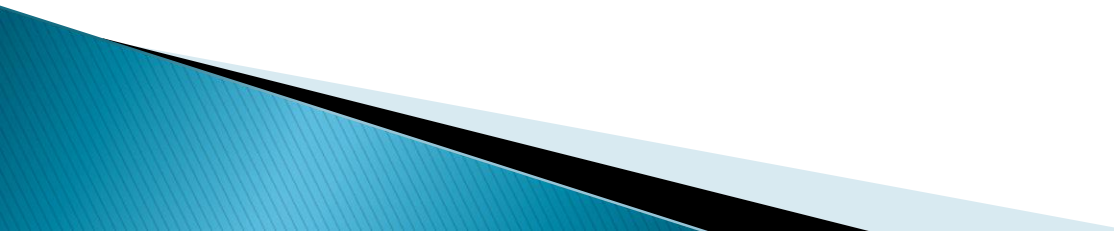
[illegible]

Wiki

Allowed different groups to *finish a Wiki Page* within one week after the second lecture.

Find an advertisement through any sources and tailor a specific marketing plan for the product.

The answers were also *well-organized in paragraph form*, which makes the presentation in a way of *neat and tidy*.



Group Assignment - Marketing Plan

After class activity: Segmentation plan

Instructions:

1. **Choose an advertisement** of your preference from any newspaper, particularly about a product or a service;
2. **Analyze the advertisement** and **create a segmentation** plan based on the advertisement
3. Give your responses by referring to the following **guiding questions**
 - How to segment the market?
 - How to target the market?
 - How to position the market?

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All Wiki

Advertisement of V10

Product

advertisement is an important way and platform to promote a company and their products, even their image too. From the advertisement of V10, we can find out the details of the product and the image that the company wanted to promote. In the following, we will analyze the advertisement first and explain the use and purpose of the v10 advertisement.

Firstly, from its

advertisement, we can have a basic understanding of the function of V10. It can influence the behavior of consumers and encourage them to buy it by showing out a series of functions of V10. It can also establish comparison between

Classroom Interactions



Participants' Evaluation

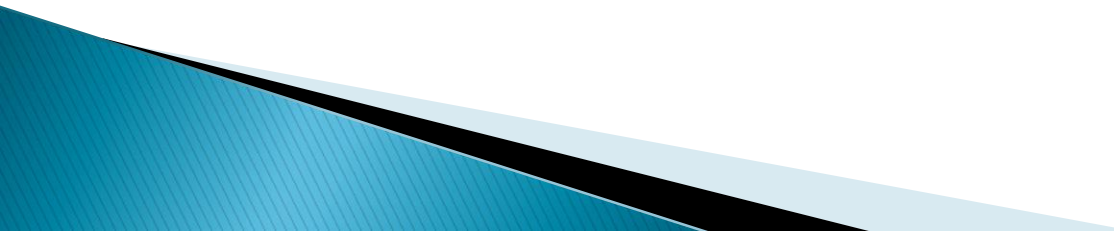
All of the following figures are in percentage (%)

Questions	Descriptions	SA	A	FA	FD	D	SD
1	The e-Forum activity could enhance my participation in class discussion.	0	57	15	0	14	14
2	The e-Quiz could provide me with effective feedback in my learning.	0	42	15	14	14	15
3	The Wiki could help me to construct knowledge collaboratively and conveniently.	15	28	28	14	0	15
4	The e-learning activities could enhance my understanding of the concepts taught.	15	14	42	0	14	15
5	The e-learning activities could enhance my independent learning interest.	0	28	28	28	0	16
6	The e-Learning activities could enhance my understanding of the concepts taught.	14	57	14	0	0	15

Lecturer's Evaluation

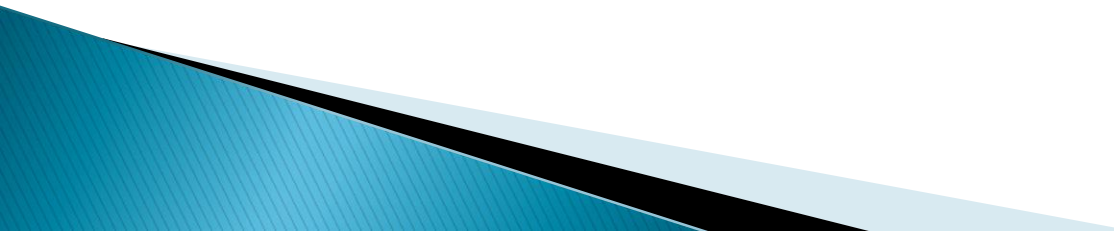
Dr. Law, the lecturer, found that e-learning could *enhance the students' motivation to learn and could enhance cooperative learning online.*

Prompt and collective feedback could be given to the students simultaneously via *e-Forum and Chatroom.*



Observer's Evaluation

Dr. Cheng, the Principal Project Supervisor, performed the *peer-lesson observation* in the lessons and agreed that *e-learning could be an effective pedagogical tool* if the *lesson is well-planned and tutor is well-trained* with respect to e-learning environment

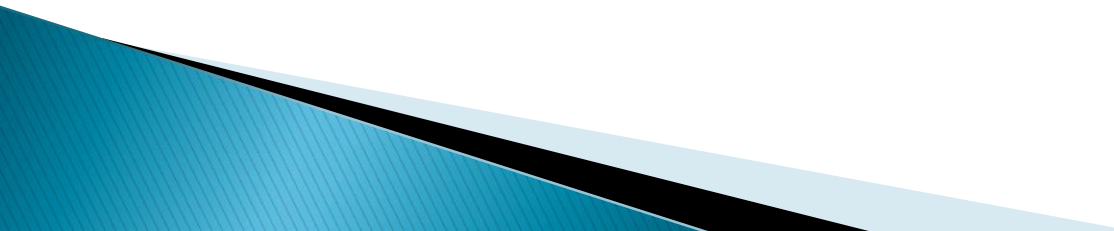


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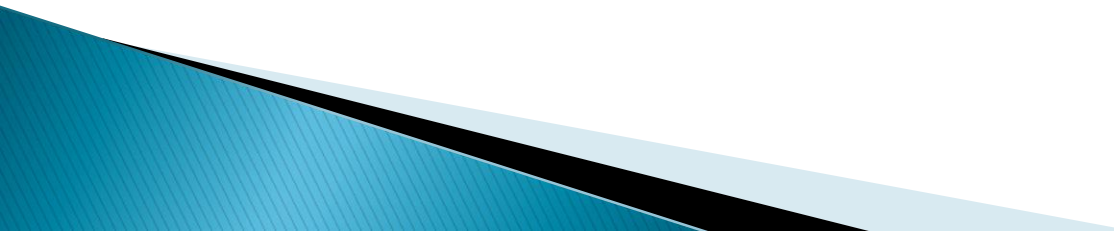
In fact, the design of Moodle system is *user-friendly*.

Using the *e-forum as an example*, most of the students could *get into that page in a few minutes*.

Furthermore, *students' opinions popped up immediately after they had pressed 'Enter' button*. Everyone could *take a look of the others' ideas*.



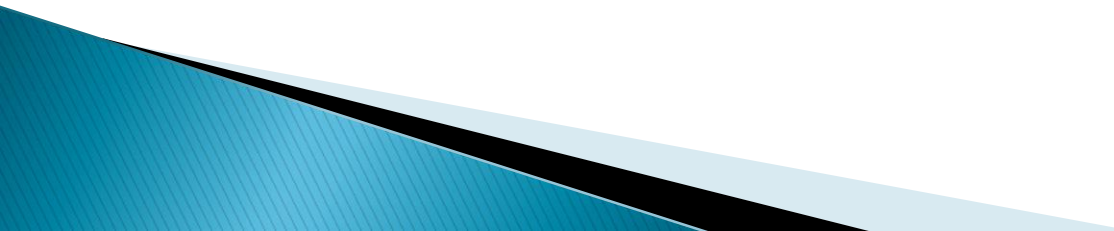
Observer's Evaluation

- ▶ From our *observations* during the e-learning implementation, students were surprisingly active in participating in the e-learning activities.
 - ▶ Whenever we gave instructions to them, they gave responses quickly. They were very co-operative as well.
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Conclusion

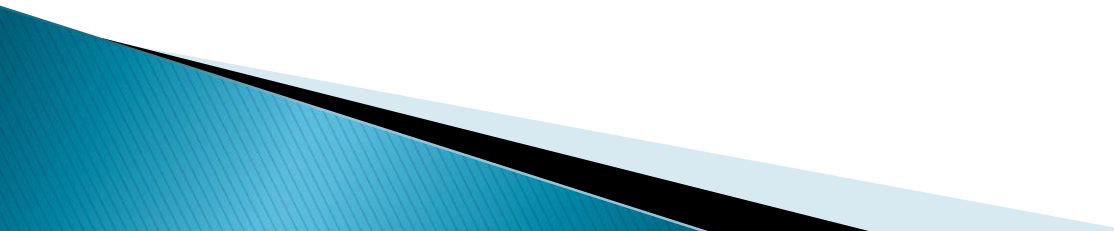
On the whole, e-learning provides students an opportunity to have *knowledge exchange*.

Through such kind of interactive learning platform, students learn much more happily and constructively, especially when they are from *different majors, years and countries....*

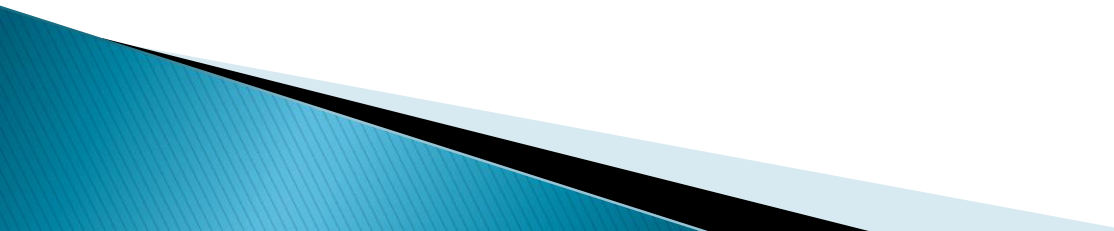


Conclusion

This e-learning project does *not only provide an alternative way for the lecturer who acts as a knowledge provider* to teach their students.....*but also an innovative way for students who act as knowledge constructors to create knowledge collectively and interactively.*



Room for Improvements

- ▶ Better planning of interactive activities that students are allowed to have preparation before the lesson.
 - ▶ Provide summary or conclusion feedbacks to student participants.
 - ▶ Using Moodle as an assessment for learning and assessment as a learning tool.
 - ▶ Enhance learning after normal lesson hours.
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Approved Project Title	Team members	Year of Study
Using Moodle as a Constructivism Tool in learning Marketing Knowledge	Dr. Cheng Wan Suen, Vincent (Principal Project Supervisor)	
	Dr. Law Kim Fai, Eric (Co-supervisor)	
	Tsoi Ki Yan, Mindy (Student helper – Leader)	4
	Choi Shek Kin (Student helper –IT Adviser)	3
	Yeung Ming Chi (Student helper – Secretary)	4
	Yiu Yan Yee (Student helper – Editor)	4
	Tse Ming Kit Petrina (Student helper – Assistant)	1

Project Team



(From left to right: Dr. Law; Dr. Cheng; Mindy; Petrina; Harry; Cheese and Yannie)

IT support course conducted by LTTC



(Left hand side is Mr Wilson Cheng, the Assistant Project Manager of LTTC)

Regular meeting held for curriculum and pedagogy via Moodle



Project Highlights (4 minutes)



