

Issue Identified

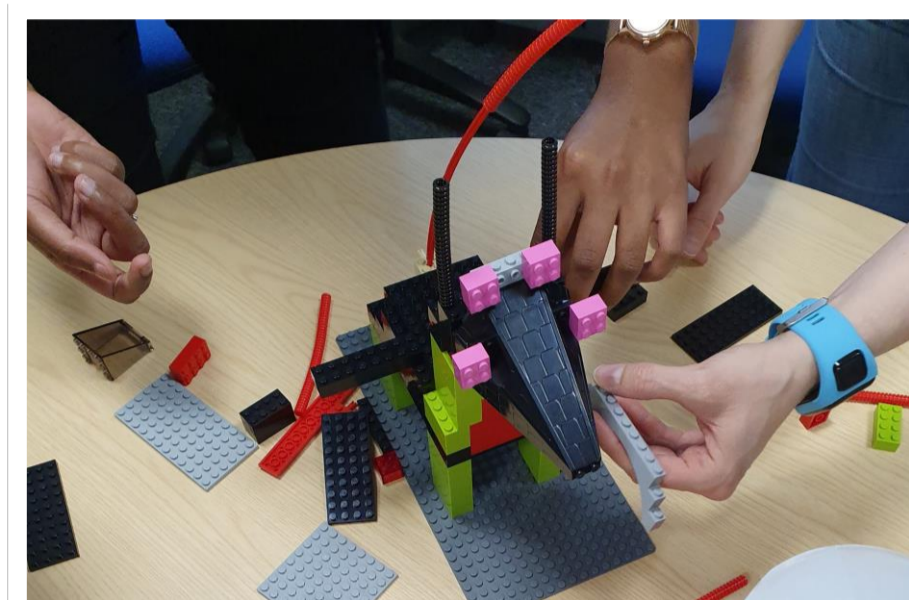
“Resources, activities and academics efforts should focus on learning and engagement first, and achievement second.”

There are many different aspects which can impact on student’s engagement and performance. The main area of activity for this study is to develop effective learning environments and approaches to student support and guidance. This is about how effectively lecturers can use the technologies to provide both formal and informal environments in a range of physical and virtual settings. These environments should be appropriate to learner’s level and needs. More efficiency in use of such environments is through training the lecturers, universities services and learners.

The lecturer can use social interactions, link them with better digital literacies to create digital learning spaces for specific disciplines or learners’ needs. Good examples are developing technology-rich warm-up events or multi-media resources and interactivity for a virtual learning environment; This area should show evidence of the application of core knowledge and inclusive practices.

Creating a balanced learning culture and environment for classes is an important skill to learn and experience by lecturers. Transition from the traditional teaching to the new teaching experience with using technology is an issue for students and lecturers which is studied in this intervention and reflected in this poster.

Aim: This intervention aims to improve young learner engagement and performance by re-designing a module (with use of more technology in teaching and assessments).



Intervention

An active learning approach was used for this project at the University of West London with a group of third year computing students who were attending Saturday intensive sessions. The course contains of 5 long sessions (from 9:am till 17:00 pm) which normally does not have full attendance or students prefer to leave early. We selected Managing IS project module as it was though in a different method to the similar sample previous semester. Performance data and module evaluation were available to compare this intervention. Changes applied on the module from planning and design stage to delivery and assessment using online and offline activities as follow.

- ✓ Class structures, brief lesson plans, reading chapter for each session were added to the module page on Black board
- ✓ Pre study videos and other materials were sent to students few days before the session
- ✓ Designing new online activities such as Padlet and Kahoot for the sessions
- ✓ Using team building games relevant to each topic such as using Legos, project management cards, measuring applications, etc



Literature Review

David (2004, p 27) states that “Pedagogy should at its best be about what teachers do that not only help students to learn but actively strengthens their capacity to learn.” Student engagement is a form of active participation and involvement. This can be in-class curricular-based activities or outside-the-class co-curricular activities (Junco, 2014).

Student engagement has principally focused on increasing students’ sense of belonging to remain in the learning environment (Pearsons & Taylor, 2011).

In the normal UK higher education, student engagement are assessed by their achievements, exam outcomes, student positive behaviours and attendance rates, whilst interest, time on task, and enjoyment in learning were neglected by the old common methods. Technology advances in the past two decades and transition in learning tools has created different goals, learning preferences and needs in education (Pearsons & Taylor, 2011).

Meanwhile, student engagement has moved to a different level wherein lecturers need to attain new skills and developments in student-engagement strategies to be enabled to adopt themselves with the new virtual learning environments (e.g. Moddle and Blackboard) as well as a variety of online courses in different formats (e.g. Lynda.com).

To engage young learners, new educational curriculum and activity must include multimedia and technology (Pearson & Taylor, 2011) to enable them to interact locally and globally with people and events.

While young learners show more attraction towards technology-rich activities (such as different type of gadgets and social-media), they can easily be distracted by them during the lectures too.

Researchers believe that this constant daily routine of social interaction among online platforms and learners can represent multifaced forms of learning (Luo, Moore & Franklin, 2017). Some of these examples illustrated in table one and includes different student engagement in an online inquiry and participation process.

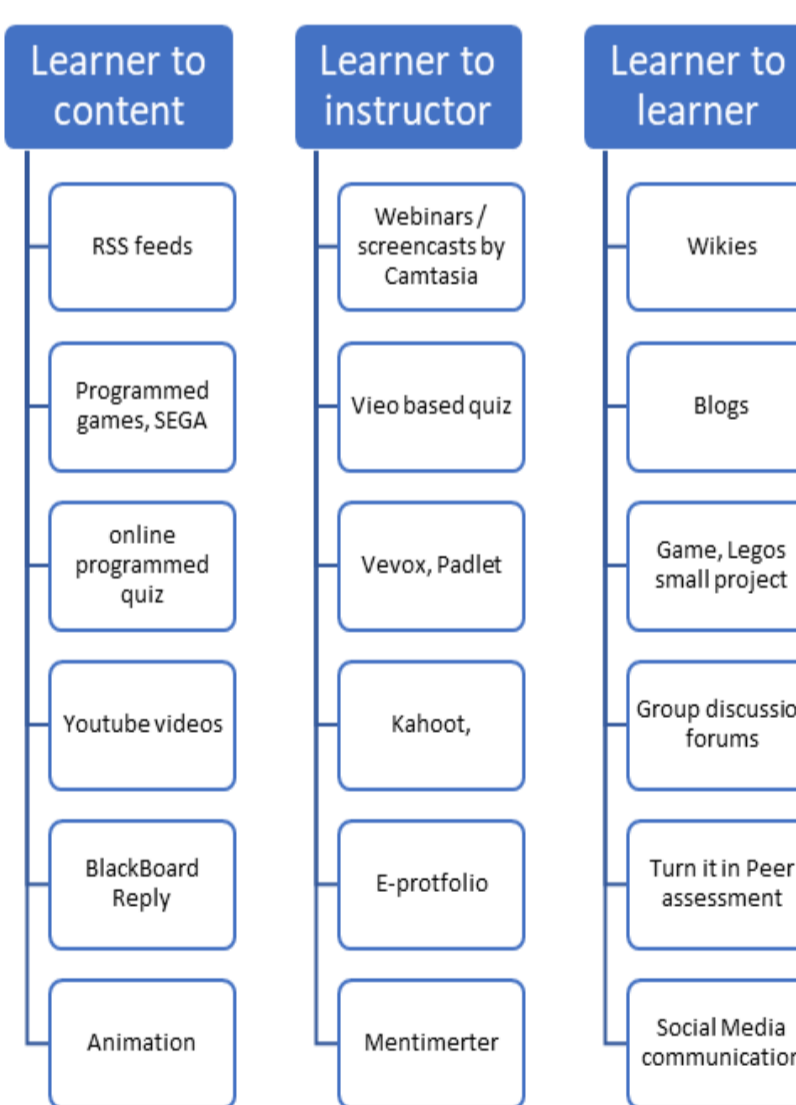


Table 1- Blending digital tools to the lesson plans

Level of uncertainty in their abilities (Bennett and Folley, 2014)	Time-pressured environment and English abilities as student’s second language (Winchester-Seeto et al., 2013)
Affordability of digital tools and specific training for the learner (Dowling & Wilson, 2017).	In higher level classes, face-to-face conversations are required for tacit knowledge sharing (Dowling & Wilson, 2017).

Table 2- Online involvement limitations

The impact on deeper learning by digital tools depends on how they are utilised within the education context, such as subject discipline, class size, resource availability and academics incorporation of such multimedia into their own disciplines. (Chan, 2015) considering some of the limitation in online involvement illustrated in table 2, these limitations can improve by blending virtual and face-to-face environments in learning practices specifically with undergraduates and coursework students (Gosper, Malfroy, & McKenzie, 2013). University services such as library are important in increasing the presence and adoption of technical digital tools.

Encouraging engagement with digital tools needs the provision of disciplinary and interdisciplinary opportunities for social interaction and connection. (Dowling & Wilson, 2017).



- ✓ Follow the main industrial courses alluded them into the teaching activities (PRINCE2 and Agile in particular)
- ✓ Amended the assessment to follow the same type of industrial assessment in a smaller scale to make the student familiar with other opportunities (adding 2 online quizzes based on foundation and practitioner project management courses)
- ✓ Introducing Lynda (video) courses available free on UWL library with certificate to be added to their Linked-in

Discussion and Conclusion

Pearson & Taylor (2011) suggested students want learning environments that stimulate and create a strong culture of learning as well as building interdependent relationships. This shows physical, virtual, and social interactions are all important to increase student engagement in the classroom. Reflection of the mentoring process helped the lecturer to create detailed activities which were announced to students before the session improve their understanding on the lesson and the activities. This has increased the attendance and the importance of attending the session to the students. In general, average attendance has increased by 35% comparing to last time this module was running. Grades has improved by average 15% and pass rate was much better than last year.

“If we could have BBQ on Saturdays for this course, we had the best Saturday in the university. A day full of activity, games and videos make this module fun”

“Enjoy the teamwork and happy with our creative character”

“Online videos and the free certificate can help me in my career in Future”

Students shows more than 80% attendance for all sessions. Attendance on the two quiz days were 100%. Students were tempted to work more as a group and created their own WhatsApp group for informal chats. 50% of students attended the suggested Lynda video-based courses and achieved the relevant certificates. They have enjoyed the games instead of long lectures and can easily link the outcome of the game to the learning outcome of the sessions. 7 out of 8 of the students who has attended the assessment, passed the module with grades higher than 65%.

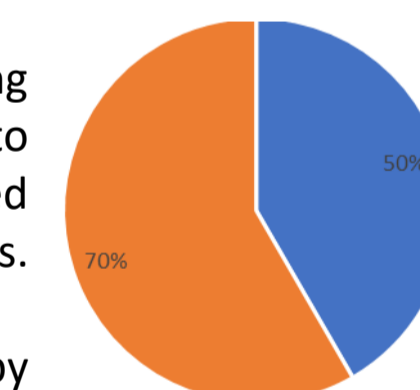


Chart 1- Performance comparison between Year 2019 and 2020 which intervention studied

Number of learners = 10 (3 female and 7 male) in a range of 21-28 years old						
Attendance			Performance			
90%	100% Quiz 1	80%	100% Quiz 2	80%	70% pass	Grades between (65- 89) %
						Linda certificate 50%
						Online quizzes 100%

Table 3- Attendance and performance result after intervention

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