

*Enhancing Student Learning Experiences Through Recorded Presentation
Using the “Gongyeh” System*

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Abstract

Oral presentation is one of the core competencies of the higher education professional training. The use of oral presentation is a popular assessment in higher education. In response to the COVID-19 pandemic, there has been a shift from classroom learning to online or blended learning approaches where the class engagement is usually limited. This current study aims at investigating the undergraduate students' learning experiences and their perceptions towards the online collaborative platform “Gongyeh”, which is developed by the Hong Kong Polytechnic University in 2018. It is a web platform for sharing video presentation and allow teachers and their classmates to rate and comment on it. Questionnaire survey was employed to collect the empirical data and followed by statistical analysis. Five hypotheses were statistically tested. The present findings support that the online and collaborative recorded presentation platform has significant positive influence on student's learning enjoyment, learning reflection, peer interaction, learning motivation and student engagement on the subject respectively.

Keywords: Student-Centered Learning, Video Presentation, Peer Interaction, Gongyeh

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Introduction

Oral presentation is one of the key assessments in higher education and it is widely used in assessing student learning outcomes of the course contents and the acquired skills and knowledge (Ginkel, Gulikers, Biemans, & Mulder, 2015; Smith & Sodano, 2011). The ability to present information clearly, professionally and eloquently is the essential soft skill for an undergraduate student should acquire before graduation. In addition, employers also emphasize oral communication competency is the key criteria in the recruitment process. It therefore stresses the importance of oral presentation training in higher education, as does the need for students to self and peer assess their performances.

Given the importance of oral presentation, both students and teachers, however, face challenges and difficulties in optimizing the benefits of it. From students' perspective, they only received instructors' feedbacks and comments, but limited feedbacks from the audiences (their classmates). Besides, students' engagement in classmates' presentations is problematic. Some students may not be focused and did not pay attention to students' presentation, thus making the presenters feel uncomfortable and not-respected. Also, it was observed that some students were reluctant to criticize fellow classmates' presentation work and failed to provide reflective and immediate peer feedback. From teachers' perspective, students may make repetitive mistakes and adversely affected the teaching efficiency. The above situations were considered to get worse during the covid-19 pandemic period, as the class engagements were generally weakened due to the online learning environment. It therefore brings an urgent need to keep students engaged in online learning with innovative pedagogy.

This current study aims at investigating the undergraduate students' learning and their perceptions towards the online collaborative recorded presentation platform "Gongyeh", which is developed by the Hong Kong Polytechnic University in 2018. It is a web platform for sharing video presentation and allow teachers and their classmates to rate and comment on it. In the present study, 148 full-time undergraduate students were participated. They were enrolled to a subject in the School of Fashion and Textiles of the Hong Kong Polytechnic University in Fall 2021. Online teaching approach was applied in the course during the COVID-19 pandemic. Students were required to upload their group project oral presentation to the platform as one of their course assessments. Students were requested to comment or raise questions to other groups' presentation.

Proposed hypothesis

This current study aims at investigating the undergraduate students' learning experiences and their perceptions towards this online collaborative recorded presentation platform "Gongyeh". Five hypotheses were developed to assess the relationship between students' learning experiences and their attitudes towards this learning platform. The five hypotheses were proposed as below:

H1: The online collaborative recorded presentation platform "Gongyeh" significantly improve student's learning enjoyment

H2: The online collaborative recorded presentation platform "Gongyeh" has a significant positive impact on student's learning reflection

H3: The online collaborative recorded presentation platform “Gongyeh” significantly enhance student’s peer interaction

H4: The online collaborative recorded presentation platform “Gongyeh” significantly stimulate student active learning motivation

H5: The online collaborative recorded presentation platform “Gongyeh” significantly improve student engagement on the subject

Methodology

Participants

This study attempts to examine student learning experiences and perceptions towards the online collaborative recorded presentation platform “Gongyeh”. There were 148 participants in this study. All the participants were the full-time undergraduate students of School of Fashion and Textiles of the Hong Kong Polytechnic University, who were enrolled to an elective class ITC4207M Fashion Entrepreneurship Management in Fall 2021. All the participants were come from fashion business major and were final year student under the 4-year curriculum.

Procedures

The course was taught throughout the Fall 2021 semester. This is a compulsory course with intermediate level and targets to all fashion business students. At the beginning of the course, the subject instructor has mentioned the current research and introduced the scope and requirements of the class project which included student online collaborative recorded presentation platform “Gongyeh”. As part of the course requirement, students were required to complete a group project with oral presentation by the end of the course. Each group of students was required to post their recorded group presentation and raise some reflective questions to other groups on the platform (refer to Figure 1). The quality of the questions was then assessed by the instructor with detailed evaluation rubrics.



Figure 1 Example of the peer feedback and interaction on Gongyeh platform

Data collection and analysis

Quantitative research method was applied in this study. User-administrated questionnaire survey was employed. In total, 148 questionnaires were distributed during the class and 25 valid responses were obtained, yielding a 16.9% response rate. 5-point scale rating was employed to measure the students' perceptions towards the online collaborative recorded presentation platform "Gongyeh".

The data gathered through questionnaire survey were analyzed by statistical analysis software SPSS 28.0. Various statistical tests including descriptive statistics, one-sample t-test, and correlation analysis were employed to determine the significant impacts of the online collaborative platform towards students learning experiences. Reliability test was also applied to evaluate the internal consistency of the tested items. In this study, all the calculated Cronbach's coefficient alpha values of the five variables were higher than 0.85 (Table 1), which were regarded as acceptable (Churchill, Brown, & Suter, 2010).

Table 1 Reliability scores of the variables

Variables	Cronbach's Alpha	No of items
Learning enjoyment	0.913	25
Learning reflection	0.887	25
Peer interaction	0.895	25
Learning Motivation	0.882	25
Engagement	0.948	25

Results

Descriptive statistics

Table 2 summarizes the descriptive statistics (mean, standard deviation and standard error mean) of the students' perceptions towards the online collaborative recorded presentation platform "Gongyeh". The overall mean scores (Mean) related to the variables were 3.36, 3.7, 3.7, 3.77 and 3.79 respectively.

Table 2 Descriptive Statistics of the Students Perceptions towards "Gongyeh"

	Number of respondents	Mean	Standard deviation	Std. Error Mean
Learning enjoyment	25	3.37	0.771	0.154
Learning reflection	25	3.77	0.684	0.137
Peer interaction	25	3.7	0.743	0.149
Learning Motivation	25	3.79	0.680	0.136
Engagement	25	3.36	0.550	0.110

Hypotheses testing

In the next stage, one-sample t test was applied to test the below five hypotheses, and the tested p-values were shown in Table 3.

Table 3: Results of the Tested Hypotheses

Tested Hypotheses	p-value	Result
H1: The online collaborative recorded presentation platform “Gongyeh” significantly improve student’s learning enjoyment	0.012	Supported
H2: The online collaborative recorded presentation platform “Gongyeh” has a significant positive impact on student’s learning reflection	<0.001	Supported
H3: The online collaborative recorded presentation platform “Gongyeh” significantly enhance student’s peer interaction	<0.001	Supported
H4: The online collaborative recorded presentation platform “Gongyeh” significantly stimulate student active learning motivation	<0.001	Supported
H5: The online collaborative recorded presentation platform “Gongyeh” significantly improve student engagement on the subject	0.002	Supported

Remark: Significant at the 0.05 level

All the tested p-values of the five variables were smaller than 0.05, which confirms that the above five hypotheses (H1 to H5) were supported. The results suggest that online collaborative recorded presentation platform Gongyeh have significant positive influences on student’s learning enjoyment, learning reflection, peer interaction, motivation and student engagement on the subject respectively.

Then, we also examine the relationship between each variables of students learning behaviors of the online collaborative recorded presentation platform Gongyeh o. According to Table 4, it is revealed that both peer interaction and learning motivation were the significant contributors to enhance students learning enjoyment, as the p- values were lower than 0.05. Secondly, students’ learning reflection could be explained by the peer interaction and learning motivation of students. Thirdly, peer interaction could be significantly explained by learning reflection and motivation. Moreover, learning enjoyment, learning reflection and peer interaction were significantly influenced students’ learning motivation. Lastly, the results implied that student engagement was correlated with all other factors.

Table 4 Correlation among variables (N=25)

<i>Variables</i>	Learning enjoyment	Learning reflection	Peer interaction	Learning motivation	Engagement
Learning enjoyment	1	0.746**	0.693**	0.825**	0.508**
Learning reflection	0.746**	1	0.883**	0.939**	0.534**
Peer interaction	0.693**	0.883**	1	0.886**	0.53**
Learning motivation	0.825**	0.939**	0.886**	1	0.503**
Engagement	0.508**	0.534**	0.53**	0.503**	1

** , correlation is significant at the 0.01 level ($p < 0.01$)

* , correlation is significant at the 0.05 level ($p < 0.05$)

Conclusion

The online collaborative recorded presentation platform “Gongyeh” has been found to be beneficial tools for education. In this experiment, learning enjoyment, learning reflection, peer interaction, learning motivation, student engagement could be enhanced by using this online and collaborative recorded presentation platform.

The results demonstrated that student learning enjoyment and peer interaction could be improved when it applied the online and collaborative recorded presentation platform. It is because students can challenge and interact one another via the recorded presentation platform. In the online learning environment, peer participation is usually lower. Students now could interact with one another by raising interesting questions and exchange their views on the Gongyeh platform. With more peer interaction, their learning enjoyment could be enhanced, which results with a favorable learning experience.

On the other hand, the results confirmed that students’ reflection could be enhanced. Reflection is always the critical and powerful component in the learning process. Learners could examine and interpreted the learning materials themselves and gain new understanding. From this study, there is evidence to show that recorded presentation platform could stimulate students’ enthusiasm for a more quality presentation work.

To conclude, it is suggested that online collaborative recorded presentation platform has beneficial impacts to students overall learning behaviors. Educators are suggested to include it into the course teaching and learning activities.

References

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