

Helping Students Achieve Outcomes through the Mode of Education 3.0

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Looking for educational changes as manifested in extensive use of technology and the change of learning and teaching mode, “Education 3.0” was introduced by Derek Keats in 2007. He referenced it to the trend “characterised by rich, cross-institutional, cross-cultural educational opportunities within which the learners themselves play a key role as creators of knowledge artifacts that are shared, and where social networking and social benefits outside the immediate scope of activity play a strong role” (Keats, 2007). It places emphasis on collaborative and personalized learning, reusable learning content and recognition of prior learning (Miltonbravo, 2012). Featured by students’ roles of making choices, students being producers of reusable learning content and institutional arrangements permitting the accreditation of learning achieved, Education 3.0 is believed to enable students to meet societal needs (Keats, 2007).

To explore its effectiveness in the VTC context, an experimental workshop on “Creative Ideas for Presentation” was conducted with the idea of Education 3.0 as a case study: 15 HD students from BA, IT and ENG learnt social-constructively with different modes of interaction enabled by technology. With interaction supported by iPad, Apple TV and Socrative, their presentation by the end of the lesson was the indicator of their achieving the learning outcome. Students’ feedback in the form of a questionnaire also reflected the effectiveness.

In relation to the learning outcome, students could all explain their viewpoints clearly with graphic aids. Over 85% of students believed that they could apply the skills learnt and do better presentations in the future. They generally agreed that the use of technology aroused their interest in the lesson. Over 90% were satisfied with this way of learning and teaching.

For Education 3.0-related features, over 70% of students indicated enhanced interaction. 73% thought they learnt through collaborating with classmates. A very high percentage of them, in which 60% even ranked 5 in the 6-point scale meaning “agree”, noticed choices given for their decision making in the learning process. Over 70% stated they were able to practice the skills in the technology-supported setting.

The positivity in both the students’ performance and feedback shows the mode of Education 3.0 brings effective learning experiences for our students generally. This is a good indicator at this early stage of the research. In future, curriculum adaptation, instructional design, pedagogy, infrastructure and on-site technical support are areas that need further study. This research will be continued by collecting more data from different classes of students using this new approach, with control groups if applicable.

References:

- Keats, D. (2007). The genesis and emergence of education 3.0 in higher education and its potential for Africa. *First Monday*, 12(3).
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