



HKU SPACE Community College 香港大學附屬學院

CITERS 2016



Tsang Ka Yee Kitty



SOUL^{2.0}
Your Learning *SPACE*

Supporting Teaching and Learning with **SOUL & SOUL Mobile App**



Courses



News



Grades



Reminders



Calendar



Message

HKU SPACE

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HKU SPACE Community College

3rd June, 2016

Background info

LMS in HKU SPACE

– SOUL computer version & SOUL mobile app

The use of SOUL: relatively low level

soul2.hkuspace.hku.hk/course/view.php?id=47757

The screenshot shows the top banner of the HKUSPACE course page. On the left is the HKUSPACE logo and a building image. The center text reads 'Intra- and Interpersonal Competencies / 內省及人際才能'. On the right, there are illustrations of books (one labeled 'High Education Quality Career Development'), a globe, and other educational icons. A login status bar at the top right says 'You are logged in as TSANG Ka Yee Kitty (Log out)'. A pink navigation bar at the bottom of the banner shows 'Home > CC 88-259-02-02 (41)' and a 'Turn editing on' button.

The navigation sidebar on the left contains the following links:

- Home
- My profile
- Current course
 - CC 88-259-02-02 (41)
 - Participants
 - Badges
 - General
 - Topic 1
 - Topic 2
 - Topic 3
 - Topic 4
 - Topic 5
 - Topic 6
 - APA format practice exercise
- My courses
- Courses Maintenance

The 'Upcoming events' section at the bottom left states: 'There are no upcoming events' and includes a link 'Go to calendar...'.

The 'Topic outline' section in the center lists the following topics and resources:

- 0
 - Quiz marks
 - Announcement
 - IIC written assignment
 - IIC Course Outline
 - Class schedule
 - how to do library search using HKU SPACE electronic resources
 - APA format
- 1
 - L1 Knowing and valuing yourself
- 2
 - L2 Understanding yourself throughout the life span

The 'Support Center' section on the right includes:

- Get familiar with SOUL 2.0**
 - For Learner
 - For Instructor
 - For Staff
 - FAQs
- Need more help?**

If you have any queries or comments regarding SOUL online services, please click here to let us know.

The 'HKU SPACE e-Services' section at the bottom right includes:

- Useful Links**
 - HKU Library
 - Staff Intranet
 - SKIES
- Plagiarism**

To know more about plagiarism, please click here to read the details.

Quasi-experimental design

🌟 2014-15 second semester

🌟 Course: *Intra- and Interpersonal Competencies*

– 3 hours lecture/ week (in-class activities e.g. game, role-play, psy tests)

🌟 **118** participants from 5 classes completed both pre- and post- intervention questionnaires (**response rate: 72%**)

– Associate Degree in Social Science

– Associate Degree in Science

– Associate Degree in Chinese Medicine

– Higher Diploma in Chinese Medicine

– Control group: N=42 (25M, 17F)

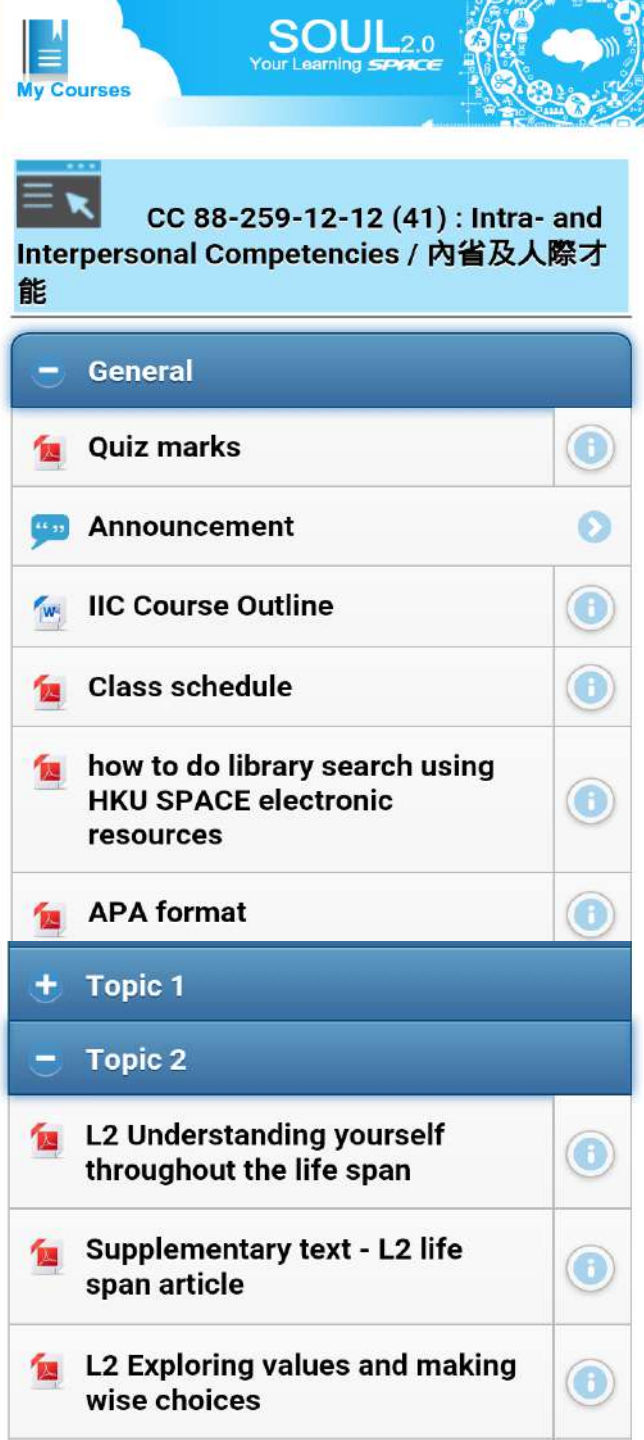
– Experimental group: N=76 (28M, 48F)

Some participants were invited for interviews after intervention

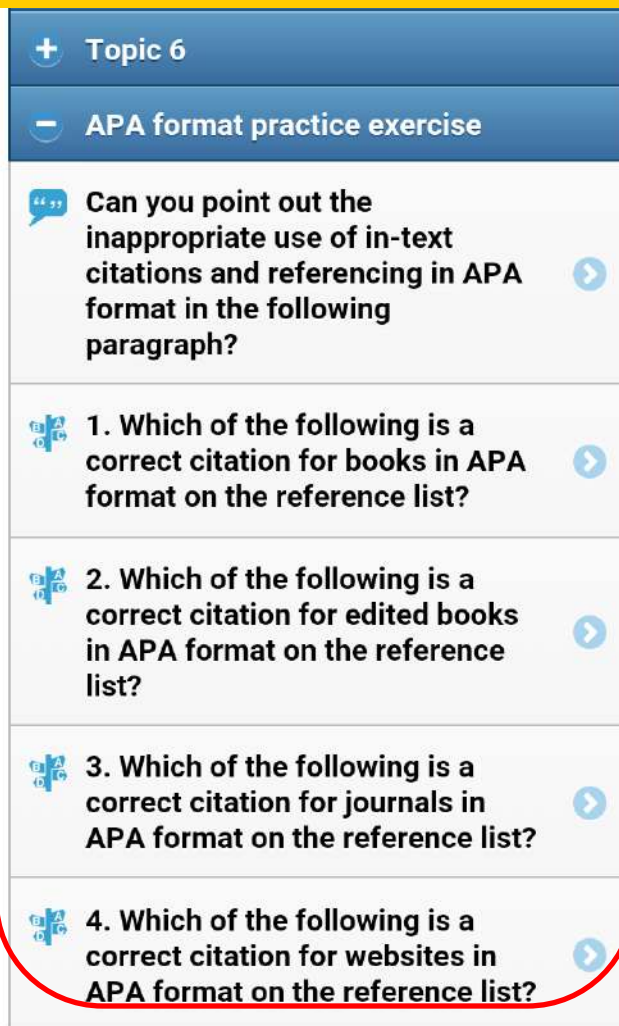


**Introduced &
demonstrated
SOUL mobile app**

Experimental gp



**Designed simple
interactive learning
activities using
SOUL**



APA format practice exercise

APA format practice exercise

1. Which of the following is a correct citation for books in APA format on the reference list?
2. Which of the following is a correct citation for edited books in APA format on the reference list?
3. Which of the following is a correct citation for journals in APA format on the reference list?
4. Which of the following is a correct citation for websites in APA format on the reference list?

Choice
activity
(computer
version) 😊

Experimental gp

ace.hku.hk/mod/choice/view.php?id=413126



Intra- and Interpersonal Competencies / 內省及人際才能



You are logged in as TSANG Ka Yee Kitty (Log out)

Home ► CC 88-259-02-02 (41) ► APA format practice exercise ► 1. Which of the following is a correct citation to...

1. Which of the following is a correct citation for books in APA format on the reference list?

View 30 responses

1. Which of the following is a correct citation for **books** in APA format on the reference list?

- A) Hanna, Sharon L., Rose Suggett, and Doug Radtke. *Person to Person: Positive Relationships Don't Just Happen*. 5th ed. Upper Saddle River, NJ: Prentice-Hall, 2010. Print.
- B) Hanna, S. L., Suggett, R., & Radtke, D. (2010). *Person to Person: Positive Relationships Don't Just Happen* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.
- C) Hanna, Sharon, Rose Suggett, and Doug Radtke. *Person to Person: Positive Relationships Don't Just Happen*. 5th ed. Upper Saddle River, NJ: Prentice-Hall, 2010.
- D) Hanna, S. L., Suggett, R., & Radtke, D. 2010. *Person to Person: Positive Relationships Don't Just Happen* 5th ed. Upper Saddle River, NJ: Prentice-Hall.

☐ A ☐ B ☐ C ☐ D

Save my choice

Home ► CC 88-259-02-02 (41) ► APA format practice exercise ► 1. Which of the following is a correct citation to... View 30 responses ► Responses

1. Which of the following is a correct citation for books in APA format on the reference list?

Responses



- + Topic 3
- + Topic 4
- + Topic 5
- + Topic 6
- APA format practice exercise

1. Which of the following is a correct citation for books in APA format on the reference list?
2. Which of the following is a correct citation for edited books in APA format on the reference list?
3. Which of the following is a correct citation for journals in APA format on the reference list?
4. Which of the following is a correct citation for websites in APA format on the reference list?

Back

Choice

Home

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D) Hanna, S. L., Suggett, R., & Radtke, D. 2010. *Person to Person: Positive Relationships Don't Just Happen* 5th ed. Upper Saddle River, NJ: Prentice-Hall.

A

B

C

D

Choice activity (SOUL mobile app)

Unable to view other classmates' response after answering the Q

Can you point out the inappropriate use of in-text citations and referencing in APA format in the following paragraph?

Q & A Forum (computer version)

Home ► CC 88-259-12-12 (41) ► APA format practice exercise ► Can you point out the inappropriate use of in-text...



Search forums

Can you point out the inappropriate use of in-text citations and referencing in APA format in the following paragraph?

Chinese parents have generally been characterized as controlling and restrictive without autonomy granting (Chiu, 1987, cited in Chao & Tseng, 2002), yet Chinese children outperform their Western counterparts in a number of academic subjects in international comparisons such as the Programme for International Student Assessment (PISA, 2009). This puzzle is coined as the "Chinese Parenting Paradox" (Chao, R. K., 1994). The paradox of Chinese parenting was first derived from an early large-scale survey of high school students in the United States (Dombusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987). Results of this survey corroborated with Baumrind's (1991) conjecture, showing that authoritarian parenting style with high demandingness but low autonomy and warmth predicted poor motivation and academic outcomes consistently across gender, age, parental education, ethnic, and family structures. However, this prediction had one exception. It did not work for Asian American groups. Asian American parents were perceived as more controlling than their European counterparts but their children still achieved high grades in school (Dombusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987).

References

- Baumrind, D. (1991). Parenting styles and adolescent development. In J. Brooks-Gunn, R. M. Lerner, & A. C. Peterson (Eds.), *The encyclopedia of adolescence* (pp. 746-758). New York: Garland.
- Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting through the cultural notion of training. *Child Development*, 65(4), 1111-1119. doi: 10.2307/1131308
- Chao, R. K., & Tseng, V. (2002). Asian and American parenting. In M. Bornstein (Ed.), *Handbook of parenting* (2nd ed., Vol. 4, pp. 59-94). Mahwah, NJ: Erlbaum.
- Chiu, L. H. (1987). Child-rearing attitudes of Chinese, Chinese-American, and Anglo-American mothers. *International Journal of Psychology*, 22, 409-419. doi: 10.1080/00207598708246782
- Dombusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F., & Fraleigh, M. H. (1987). Parenting styles and adolescent development. *Child Development*, 58, 1244-1257. doi: 10.2307/1130618
- Programme for International Student Assessment (PISA). (2009). *Hong Kong PISA results*. Retrieved from http://www.fed.cuhk.edu.hk/~hkpisa/events/2009/files/PISA2009_Results_e.pdf

Back

Can you point out ...

Home

Search discussion...

Add discussion

☹ Description could not be shown on SOUL mobile app →

Experimental gp

Calendar



Detailed month view for: CC 88-259-12-12 (41) ▼ New event

◀ March 2015

April 2015

May 2015 ▶

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8 IIC Group 5 & Group 6 presentation	9	10	11
12	13	14	15 IIC Group 7 presentation	16	17	
19	20	21	22 IIC Written Assignment & Oral Presentation	23	24	
			25 IIC written assignment - Part 1			
26	27	28	29 IIC Quiz & Oral Presentation	30		

Export calendar

Import calendar

iCal



< **April 2015** >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2
3	4	5	6	7	8	9

21/
4

Intra- and Interpersonal Competencies / 內省及人際才能

IIC Written Assignment & Oral Presentation

21/

Intra- and Interpersonal Competencies / 內省及人際才能

Experimental gp

Announcement

General news and announcements

Post an announcement Post to multiple courses

Discussion	Started by	Replies	Last post
IIC Quiz marks	 TSANG Ka Yee Kitty	0	TSANG Ka Yee Kitty Wed, 17 Jun 2015, 4:24 PM
SOUL research project	 TSANG Ka Yee Kitty	0	TSANG Ka Yee Kitty Tue, 26 May 2015, 5:19 PM
IIC Warm reminder for Written Assignment & Oral Presentation			
IIC warm reminders on APA format practice exercise			
Social Sciences Study Tour 2015			

Back

IIC Quiz marks

Home



IIC Quiz marks

By :Tsang Ka Yee Kitty
17, Jun 2015 16:24:28

Dear students,

The marks for the quiz have been uploaded to SOUL, you may check your result.

For your Written Assignment, some feedback for your improvement in writing academic paper:

1. Appropriate theories have to be integrated with your analysis of the case

Example: Praises from Ken's high school teachers have become positive direct definitions that enhance Ken's self-esteem (Wood, 2014).

2. Clear and legible sentences and

Announcement



Intra- and Interpersonal Competenci...

Search News

IIC Quiz marks

By :TSANG Ka Yee Kitty
Updated at: 17, Jun 2015 16:24:20

SOUL research project

By :TSANG Ka Yee Kitty
Updated at: 26, May 2015 17:19:41

IIC Warm reminder for Written Assignment & Oral Presentation

By :TSANG Ka Yee Kitty
Updated at: 12, Apr 2015 22:05:49

IIC warm reminders on APA format practice exercise

By :TSANG Ka Yee Kitty
Updated at: 16, Mar 2015 0:44:24

Social Sciences Study Tour 2015

By :TSANG Ka Yee Kitty
Updated at: 29, Jan 2015 12:29:15

Control gp &
Experimental gp

Turnitin assignment submission (only available on computer version)

Home ► CC 88-259-12-12 (41) ► General ► IIC written assignment ► Turnitin Assignments ► IIC written assignment Update this Turnitin Assignment

Submission Inbox Turnitin Tutors Turnitin Students

Part 1

Title	Start Date	Due Date	Post Date	Marks Available	Export
IIC written assignment (Part 1)	28 Mar 2015 - 00:40	22 Apr 2015 - 14:40	22 Apr 2015 - 14:40	100	
Summary: Case Study					
Report Generation Speed: Generate reports immediately (resubmissions are not allowed)					
Peermark Assignments (0)					

Show 10 ▾ **Entries** **Search:** **Refresh Submissions** **Turnitin Messages Inbox (0)**

Showing 1 to 10 of 24 entries. ◀ Prev Next ▶

Student	Submission Title	Paper ID	Submitted	Similarity	Grade
	Written Assignment-Case Study1		21/04/15, 21:57	12%	--/100
	Written Assignment-case study		20/04/15, 19:26	7%	--/100
	written assignment		22/04/15, 09:34	2%	--/100
	assignment		21/04/15, 10:56	21%	--/100

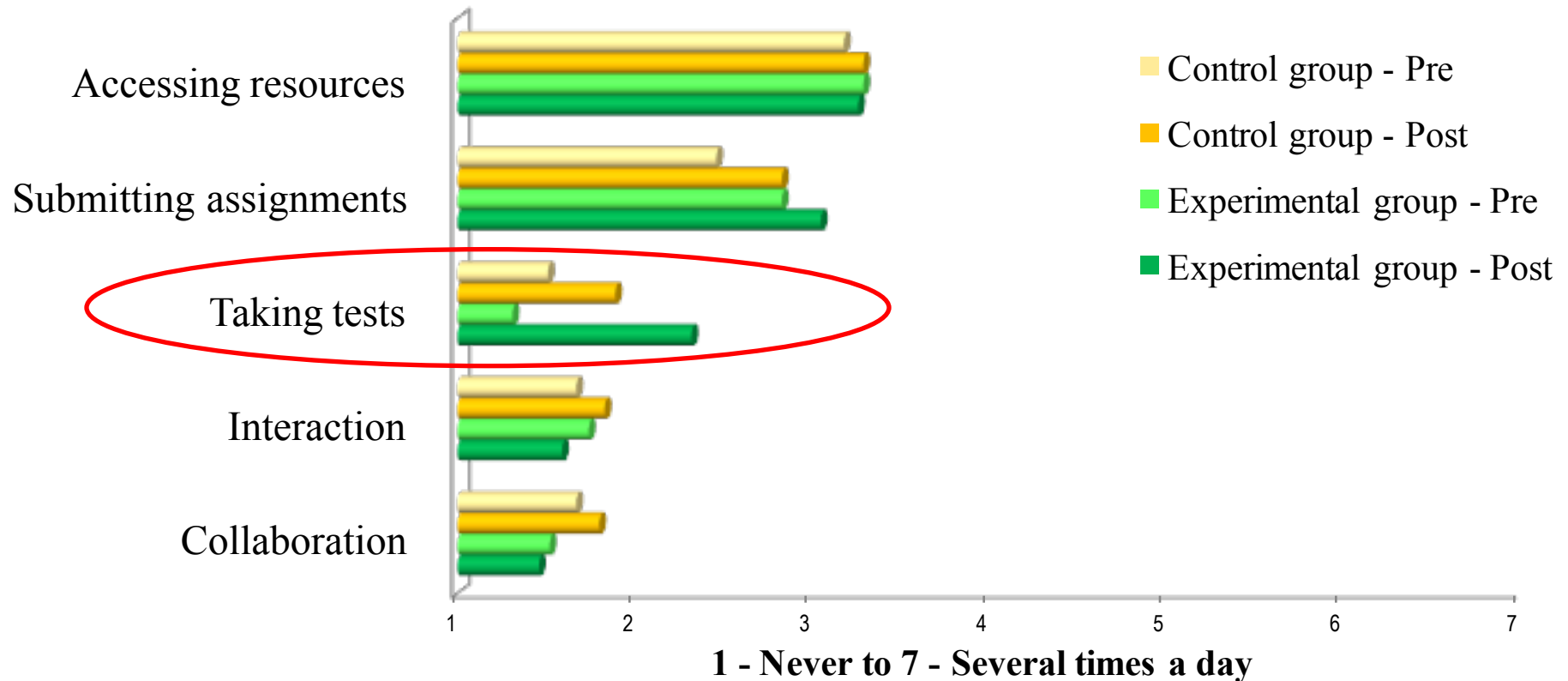
Control gp &
Experimental gp

Demographic info & Manipulation check

		Control group	Experimental group
Previous SOUL Experience ⁽¹⁾	N	42	75
	Mean (SD)	2.52 (.74)	2.24 (.75)
	Median	3.00	2.00
IT Competency ⁽²⁾	N	42	75
	Mean (SD)	2.60 (.86)	2.51 (.84)
	Median	3.00	2.00

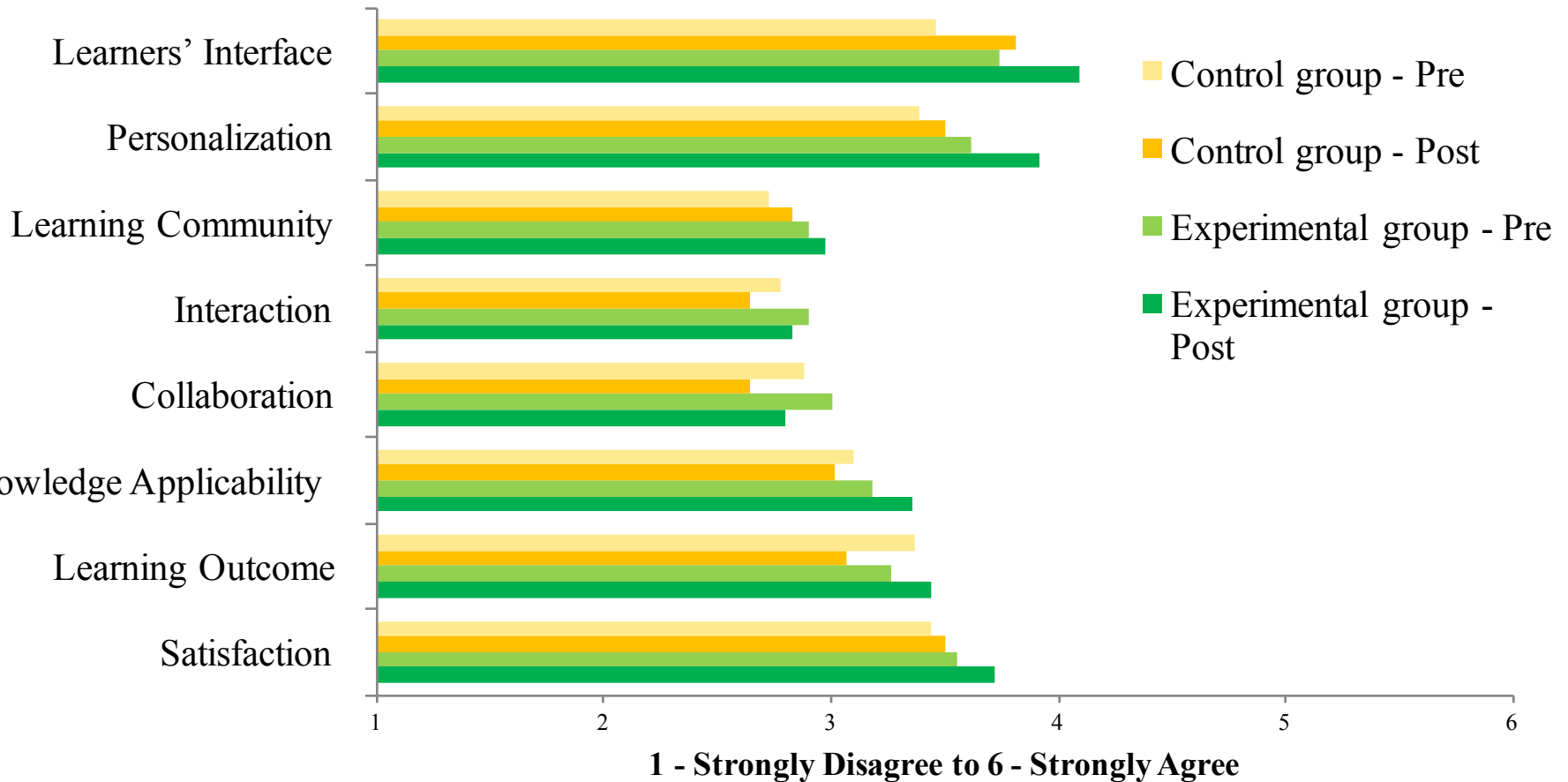
Notes. ⁽¹⁾Ratings of “SOUL Experience” are based on a 4-point Likert-type scale: 1 – “Less than 3 months”, 2 – “3 months to less than a year”, 3 – “1 year to less than 2 years”, 4 – “2 years or more”; ⁽²⁾Ratings of “IT Competency” are based on a 5-point Likert-type scale: 1 – “not competent”, 2 – “of little competency”, 3 – “somewhat competent”, 4 – “competent”, 5 – “very competent”
 $*p < 0.05$, $**p < 0.01$, $***p < 0.001$.

1) Change in frequency of using SOUL (computer version) before & after intervention



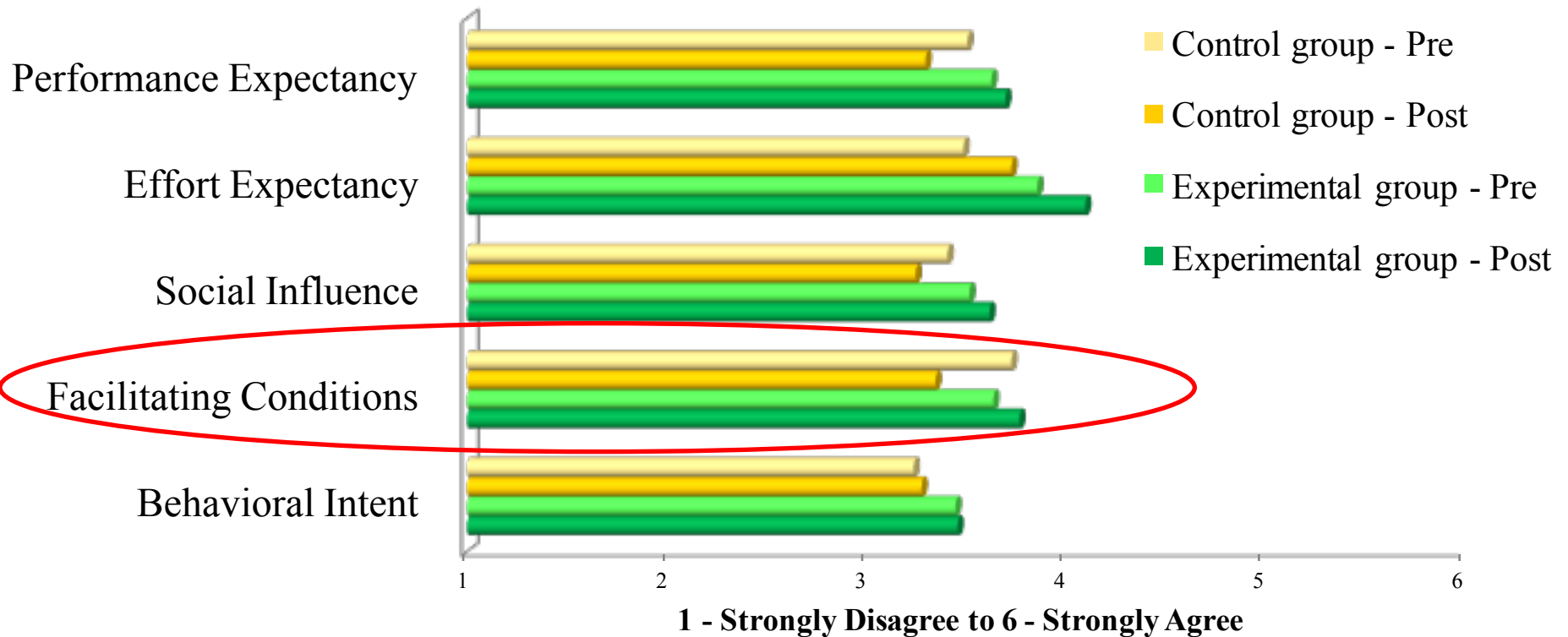
Notes. Ratings are based on a 7-point Likert-type scale: 1 – “Never”, 2 – “Once a month or less”, 3 – “Once every 2 weeks”, 4 – “1-2 times a week”, 5 – “3-6 times a week”, 6 – “Once every day”, 7 – “Several times a day”.

2) Change in perception with SOUL (computer version) before & after intervention



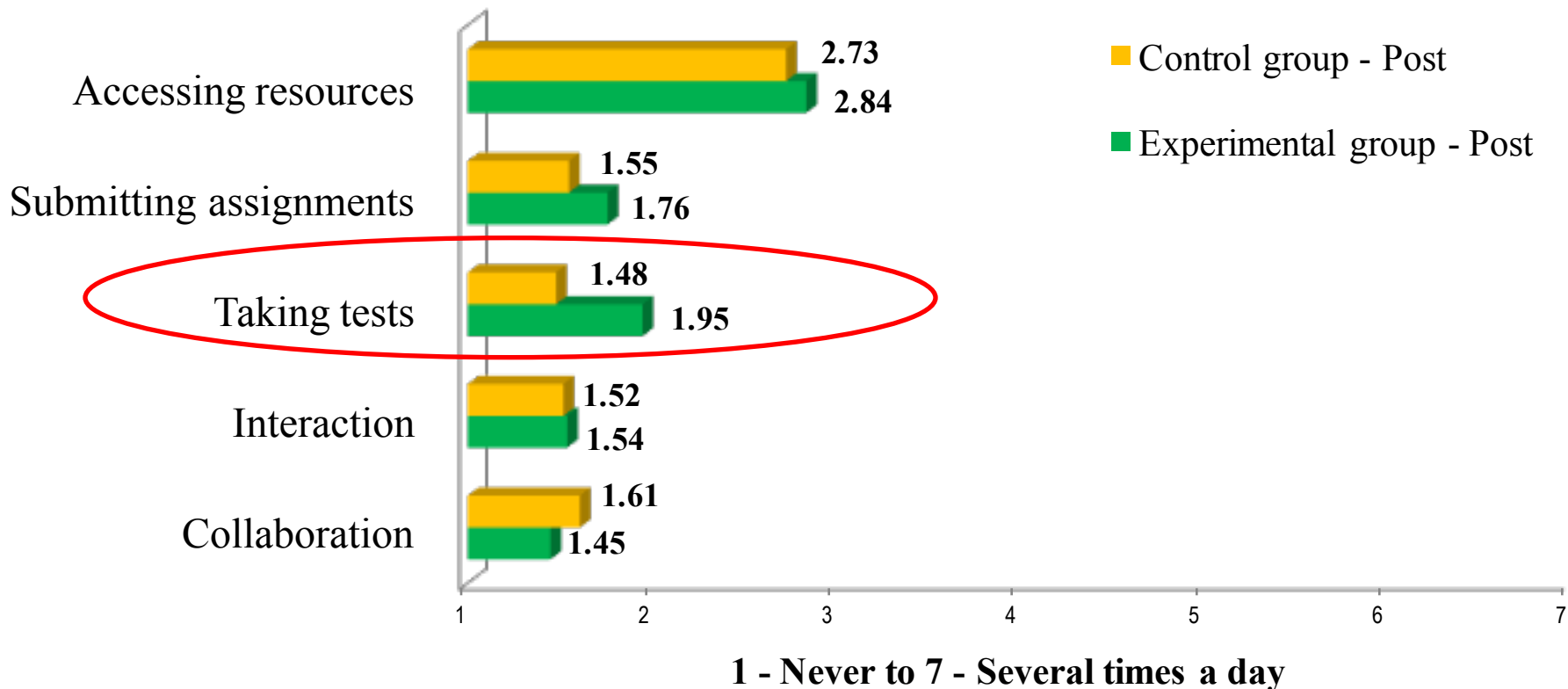
Notes. Ratings are based on a 6-point Likert-type scale: 1 – “Strongly Disagree”, 2 – “Disagree”, 3 – “Slightly Disagree”, 4 – “Slightly Agree”, 5 – “Agree”, 6 – “Strongly Agree”.

3) Change in opinions on using SOUL (computer version) before & after intervention



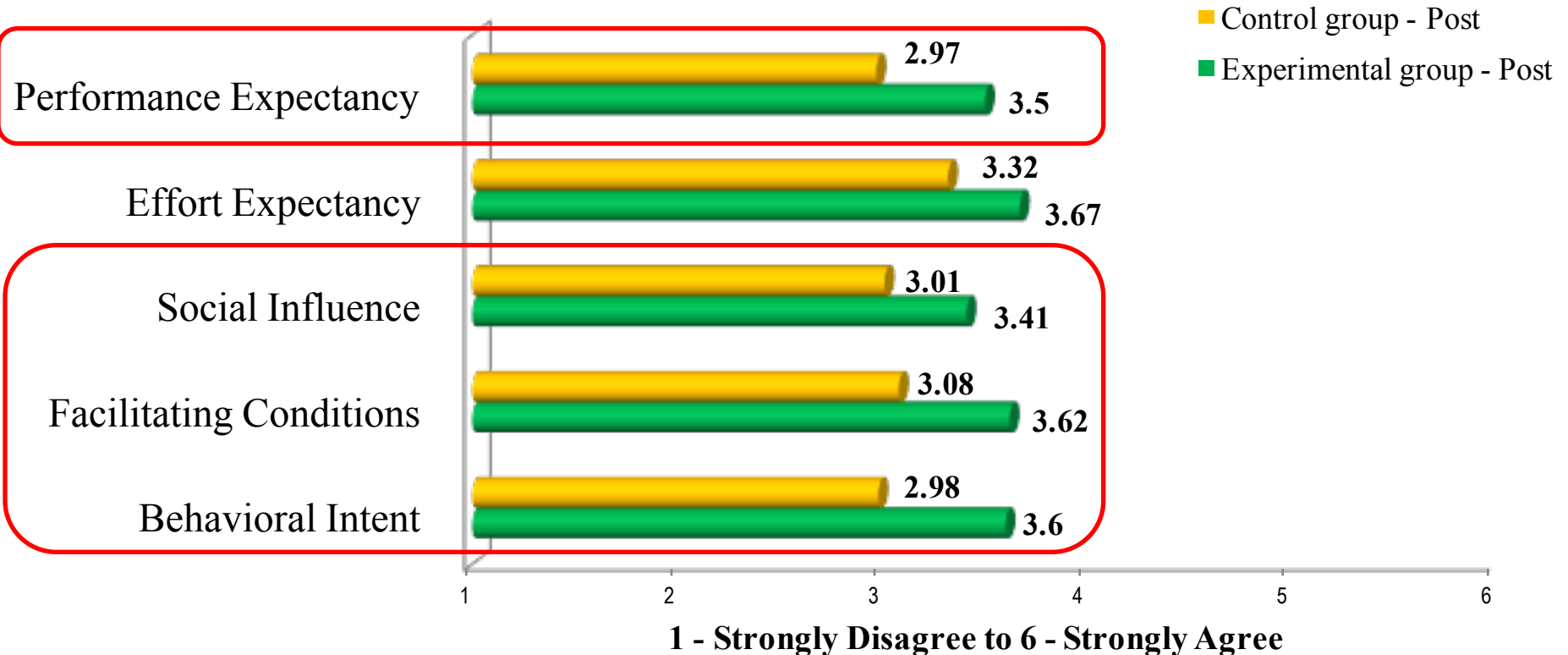
Notes. Ratings are based on a 6-point Likert-type scale: 1 – “Strongly Disagree”, 2 – “Disagree”, 3 – “Slightly Disagree”, 4 – “Slightly Agree”, 5 – “Agree”, 6 – “Strongly Agree”.

4a) Frequency of using SOUL via mobile access (i.e. SOUL App and/or mobile web browser)



Notes. Ratings are based on a 7-point Likert-type scale: 1 – “Never”, 2 – “Once a month or less”, 3 – “Once every 2 weeks”, 4 – “1-2 times a week”, 5 – “3-6 times a week”, 6 – “Once every day”, 7 – “Several times a day”. These items were asked in post-intervention survey only.

4) Opinions on using SOUL via mobile access (i.e. SOUL App and/or mobile web browser)



Notes. Ratings are based on a 6-point Likert-type scale: 1 – “Strongly Disagree”, 2 – “Disagree”, 3 – “Slightly Disagree”, 4 – “Slightly Agree”, 5 – “Agree”, 6 – “Strongly Agree”. These items were asked in post-intervention survey only.

Limitations & Future directions

• Incentives

e.g. participation marks

• Mobile access: potentials & development

The slide features a yellow horizontal banner across the top. A green line swooshes from the top right, loops around, and ends at a small black circle with green dots on the left side of the banner. The left side of the slide has a vertical strip with a repeating pattern of small, stylized chemical structures.

Thank you! ☺

**Your feedback and comments are
very much appreciated!☺**