




商業研究所
RESEARCH INSTITUTE FOR BUSINESS
香港恒生大學
THE HANG SENG UNIVERSITY
OF HONG KONG



School of Business
The Hang Seng University of Hong Kong

SPEAKER: DR CHRISTINE ARMATAS

APRIL 07 2022 | 2:15P.M. – 3:30 P.M. | ZOOM MEETING



Developing pedagogical research and writing skills leading to refereed journal publications for HSU academic staff (SDG)

RIB THEME-BASED RESEARCH SEMINAR
PEDAGOGY, TEACHING AND CASE RESEARCH

Organized by Research Institute for Business (RIB)
School of Business



BIO For Dr Christine Armatas



Dr Christine Armatas is an educational consultant with over 20 years' experience working as an academic and educational researcher in Australia and Hong Kong. Until recently she was the Associate Director, Educational Development at The Hong Kong Polytechnic University where she was responsible for the Institutional Analytics and Evaluation Section in the University's Educational Development Centre. She has led numerous teaching and learning projects, including a major cross-institutional project funded by the Hong Kong Government's University Grants Committee. This project developed and piloted a learning analytics approach to programme review, including development of a software tool for academic administrators. She has numerous publications in peer-reviewed journals reporting on educational research she has conducted with academic colleagues. Her current research interests include the use of learning analytics for curriculum enhancement and quality assurance.

This workshop is expected to cover two themes. First, the presentation will be given to such topics as the role of simulation on learning marketing or management, exploration of social media as a medium of peer learning, comparison between students with different prior learning experience (online or physical), and comparison of students learning outcome for the online class performance from the previous workshop.

Secondly, it is noted that there has been a significant focus on assessing the impact of COVID-19 on students' learning outcomes; less attention has been paid to the effects of COVID on students' job prospects. The proposed study will examine how students' perceptions of job prospects to determine what effect COVID-19 has had on their views about getting a job after they graduate and whether this differs by discipline or major area of study will be introduced. Using survey and interview data collected from students studying at two universities, the study will examine how pessimistic students are about getting a job in their area of study (and why) and whether they intend to defer entering the workforce and pursue further studies as a result.

Summary of research topics discussion from last round:

- 1) Compare students with different prior learning experience (online or physical) before taking the subject under investigation.
- 2) Compare students learning outcome for the online class performance (grade) conditional to their academic standing
- 3) Explore how social media as a medium of peer learning vs physical meeting for students
- 4) Simulation vs no simulation to learning marketing or management
- 5) **General comparison of students learning under COVID.** Based on student attributes and see what attributes can help to survive COVID better for learning. One area of focus could be assessment practices – how did they change, what effect have these changes had for both students and teachers and have any of these changes been retained and if so, why? Data could be drawn from assessment results and student feedback at the end of the subject mapped to different assessment practices for the same subjects offered at different times.





Students Opinion Survey on Job Prospect Under COVID-19

The purpose of this survey is for the subject lecturer to better understand student's opinion on their own job prospect under COVID-19. The survey data may be used in academic studies leading to journal publications. All students' data including the opinion data will be kept confidential and no personal identity of students will be disclosed in any publications or reports. Your participation in this survey is appreciated and serves as an implicit consent for us to use the data as mentioned above.

Your email will be recorded when you submit this form

* Required

Part A: Personal Background

Module code (e.g., FIN4014): *

Your answer

Student name (full name in English): *

Your answer

Student ID: *

Your answer

Gender:

- Female
 Male

Year of study:

- Year 1
 Year 2
 Year 3
 Year 4

Major:

Your answer

CGPA until January 2022:

Your answer

If you do not remember your CGPA, please select from below:

- (1) ≤ 2
 (2) $> 2 - 2.25$
 (3) $> 2.25 - 2.5$
 (4) $> 2.5 - 2.75$
 (5) $> 2.75 - 3$
 (6) $> 3 - 3.25$
 (7) $> 3.25 - 3.5$
 (8) $> 3.5 - 3.75$
 (9) $> 3.75 - 4$

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Part B: Questions

Notes:

Strongly disagree = 1 ; Strongly agree = 5

Q1) I am pessimistic about getting a job I like since the COVID problem in Hong Kong. 由於近月香港新冠肺炎疫情轉趨嚴重，我沒有信心畢業後能找到喜歡的工作。

(Strongly disagree = 1 ; Strongly agree = 5)

Choose



Q2) I believe that the job area related to my major suffers more than the other areas due to the COVID problem. 由於疫情關係，我相信與我主修科相關的工作受到較嚴重的影響。

(Strongly disagree = 1 ; Strongly agree = 5)

Choose



Q3) Under COVID, I believe that academic performance is more important than critical thinking ability in getting a good job. 在疫情下，我相信比起批判性思考能力，我的學術成績更能助我找到好的工作。

(Strongly disagree = 1 ; Strongly agree = 5)

Choose

Q4) Under COVID, I believe that critical thinking ability is more important than academic performance for getting a good job. 在疫情下，我相信比起我的學術成績，批判性思考能力更能助我找到好的工作。

(Strongly disagree = 1 ; Strongly agree = 5)

Choose

Q5) Under COVID, I am considering more seriously in pursuing further study instead of getting a job after graduated. 由於疫情關係，我更認真考慮畢業後繼續升學，而非立刻找工作。

(Strongly disagree = 1 ; Strongly agree = 5)

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~Thank You~



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Identifying research topics

Dr Christine Armatas

Research Fellow

The Hang Seng University of Hong Kong

Potential Research Ideas – from last meeting

- The effect of online learning through COVID-19 – does prior learning experience matter?
- Comparing face-to-face and online - are students' learning outcomes different?
- Can social media substitute for face-to-face as a medium for peer learning?
- Do simulation help students learning marketing or management concepts better?
- What effects has COVID-19 had on the student learning experience and have some students coped better and why?

Additional research idea

The effect of COVID-19 on students' perceptions of their job prospects

- Are students more pessimistic about getting a job in Hong Kong or internationally after they graduate?
- Does this differ by discipline or major area of study?
- What other factors could contribute to this?

GROUP DISCUSSION

What topic related to the effect of COVID-19 on students' learning would you be interested in exploring?