

Research Proposal

Hung-Wei Lin

Research Methods and Professional Practice

Project Title

The learning outcome among higher education in relation to pedagogical model for online courses

Introduction and Background

- Online education has significantly grown in decade. It has become one of the most popular options for the students who intends to pursue a higher education

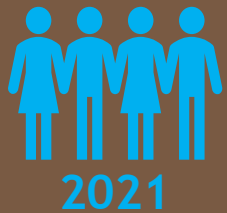
In Global

percentage of students taking one or more online undergraduate classes



(Snyder, Brey, & Dillow, 2018, as cited in Imed, 2022)

In US



8.6
Million

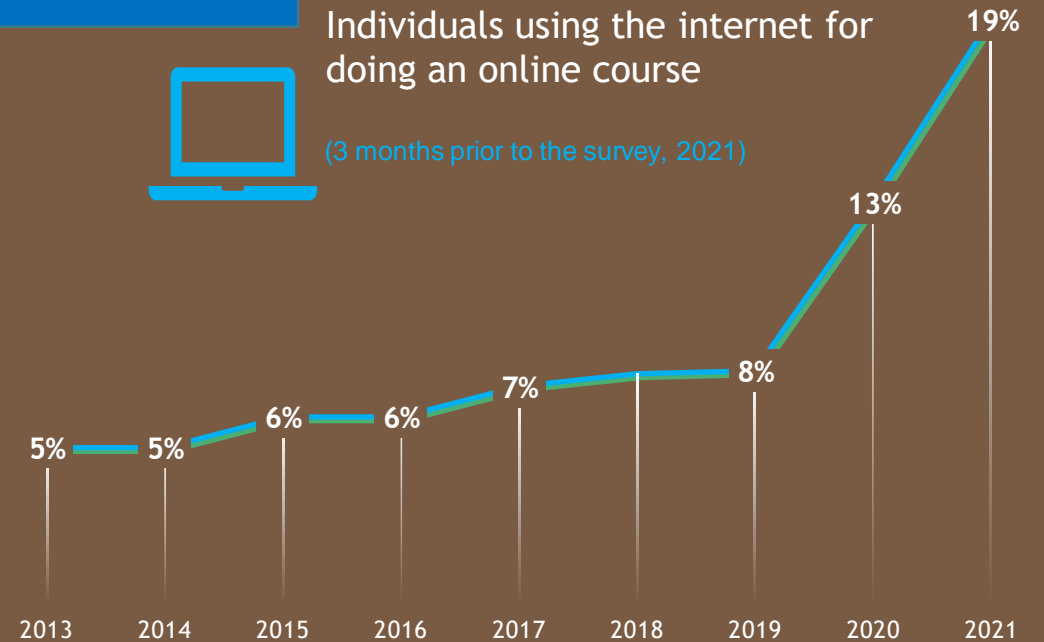
Students enrolled exclusively in online education courses through postsecondary institutions

(Erin, 2022)

In the EU

Individuals using the internet for doing an online course

(3 months prior to the survey, 2021)



(Eurostat, n.d.)

Significance of the study

- From the literature review for this research, students received both positive and negative learning experience from the online education.
- The differences of the learning experience can result from different pedagogical models provided for the online courses.
- There are several research focusing on the convenience that online courses benefit the students, but little research focus on online pedagogy.
- By understanding the different pedagogies and their corresponding learning experience, the research could provide information to help the teachers or educational institution to enhance their online pedagogical model.

Research Questions

- How the different online pedagogical models impact on the learning experience?
- How to optimize learning outcome by enhancing the pedagogical model?
- How to mitigate negative learning experience by adjusting the pedagogical model?

Aims and Objective

- To collect data about the following items:
 - **Online Pedagogical models** which are commonly used
 - **Learning experience** from the students who completed the higher education online
 - **Suggestions of potential improvement** provided by the students of online courses
- To study and categorize the collected learning experience and evaluate the relevant pedagogy
- Identify and determine the efficient pedagogical models for online learning
- Present the research result and provide useful information for the educators

Key literature related to the project

Factor of the learning experience

Knowledge transfer

Knowledge transfer is one of the critical factor to determine the learning quality.

The approach of selecting, accessing, and presenting information have an implication on the learning experience (Entwistle et al., 2002).

Learning experience of the Online learning

Positive

Achievement and satisfaction

The students obtained satisfaction and achievement from the online learning platform by fulfilling the requirement of the learning material (Zembylas et al., 2008).

Negative

Stress and anxiety

Some students experienced anxiety in the process of adapting unfamiliar online Pedagogies (Zembylas et al., 2008)

Methodology & Research Design

Research Method

Quantitative research



- **Descriptive research** will be used for the project.
- The research for the study should be done through the **Secondary research**
- With the collected data, the numerical value is expected to be presented to identify the characteristic of the research object

Research Design

Exploratory research



- Literature research
- Online research
- Case Study

Ethical considerations and risk assessment

Ethical consideration

- To ensure the accuracy of the data analyze
- To avoid the bias for the data selection
- To ensure the data is collected legally
- To ensure citation of literature is included correctly to avoid plagiarism

Risk assessment

- To research the existing health and safety risk assessment template
- To study existing risk assessment guideline
- To make a checklist of the risk assessment for the research project
- To complete the risk assessment before starting the research

Artefact

A list of collected data



Analysis of findings



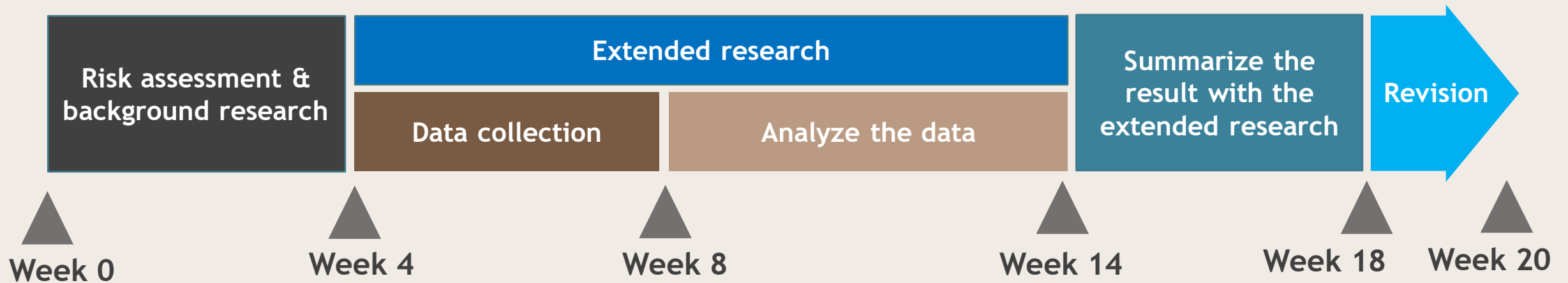
Visualization of
collected data



Risk assessment report



Timeline of proposed activities



Reference

Erin, D. (2022) *Number of college students enrolled in distance education courses U.S. 2020*, Statista. Available at: <https://www.statista.com/statistics/987887/number-college-students-enrolled-distance-education-courses/#statisticContainer> (Accessed: November 23, 2022).

Entwistle, N., McCune, V. and Hounsell, J., 2002. Approaches to studying and perceptions of university teaching-learning environments: Concepts, measures and preliminary findings. Occasional report, 1, pp.1-19.

Eurostat (n.d) *Data Browser*. Available at: <https://ec.europa.eu/eurostat/databrowser/view/TIN00103/default/table?lang=en> (Accessed: November 18, 2022).

Imed, B. (2022) *50 online education statistics: 2021/2022 data on Higher Learning & Corporate training*, Research.com. Available at: <https://research.com/education/online-education-statistics> (Accessed: November 22, 2022).

Snyder, T., Brey, C., & Dillow, S. (2018). Digest of Education Statistics 2018. <https://nces.ed.gov/pubs2020/2020009.pdf> (Accessed: November 22, 2022).

Zembylas, M., Theodorou, M. and Pavlakis, A., 2008. The role of emotions in the experience of online learning: Challenges and opportunities. Educational Media International, 45(2), pp.107-117.

Thank you

Hung-Wei Lin