Hong Kong Higher Education Hybrid-Learning in COVID-19 Pandemic from Mainland Student Perspectives: Responses and Challenges

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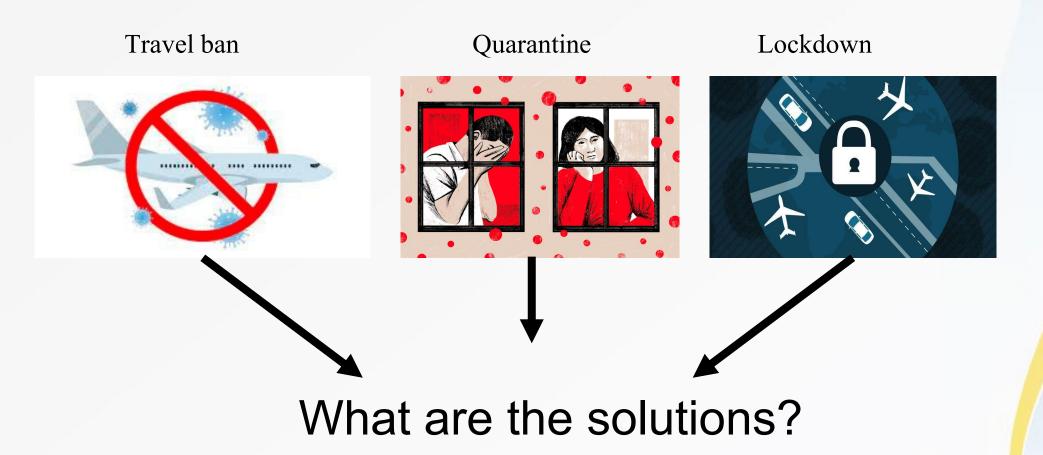
Content

PART 01

Research Background

1. Research Background

> **International mobility**

Higher education has been disproportionately impacted by the global spread of COVID-19, with international student mobility suffering the most due to the unprecedented health crisis (Mok et al., 2022).

Travel ban   Quarantine   Lockdown

What are the solutions?

1. Research Background

Health support

Travel allowance

Online Learning

Hybrid learning

Onsite

Online

1. Research Background

> **The importance of Hybrid learning**

As part of internationalization, hybrid teaching and learning is becoming increasingly significant (de Wit & Altbach, 2021).

Different places: Satisfy the students both online and onsite because of different severe level of Covid-19 circumstances

Same place: Those who students get infected virus can keep learning online and the other students still can study onsite.

In light of the global pandemic, university may utilize hybrid instruction instead of traditional teaching to continue offering courses.

A. Definition of Hybrid Learning

Internet-based education is impacting traditional higher education as online components increasingly become integrated into face- to- face (FTF) courses [7], [8]. The goal of combined internet-based and traditional education is to take full advantage of the benefits of each platform (i.e., online and face- to- face) in order to provide an educational opportunity that can promote student learning better than can either platform alone [9]. Courses and programs include internet-based and traditional education components. These are called as hybrid, web-enhanced, mixed mode or blended [10].

Fig. 1 The components of hybrid learning

1. Research Background

➢ **As the pandemic diminishes in Hong Kong, most universities were starting to adopt the hybrid teaching model to facilitate student learning in the begining of 2020.**

	Teaching Arrangements	
University of Hong Kong	17 February 2020	In term 1 2022-2023, all undergraduate and research postgraduate students should have f2f classes on campus. However, the teaching mode of taught postgraduate programmes can be in person or hybrid.
The Hong Kong University Of Science and Technology	19 February 2020	
Chinese University of Hong Kong	17 February 2020	
City University of Hong Kong	7 February 2020	
The Hong Kong Polytechnic University	10 February 2020	
Hong Kong Baptist University	17 February 2020	
The Education University of Hong Kong	19 February 2020	
Lingnan University of Hong Kong	17 February 2020	

PART 02

Literature review

2. Literature review

a) Neo-institutionalism pespective

➢ Critical juncture

Covid-19 pandemic initiated digital transformation of higher education, novelties in higher education that would typically take many years because of differing managerial regulations were presented quickly within limited number of days (Strielkowski, 2020).

b) Distributive Justice

➢ Marginalized group

Access to online instruction may be unequal because students from financially disadvantaged backgrounds may be unable to afford the computer equipment and high-speed internet access required to participate in fully synchronous online classes (Kohnke & Moorhouse, 2021).

c) Pragmatism

➢ Tools and instruments for prediction, problem solving

Blended learning offers greater flexibility and a more varied learner experience than either fully online or entirely face-to-face instruction (Hrastinski, 2019; Van Doorn & Van Doorn, 2014), allowing students to engage in ways that meet their diverse needs and providing teachers with a variety of ways to support student learning.

2. Literature review

d) Perception of stakeholders

➢ Students and teachers
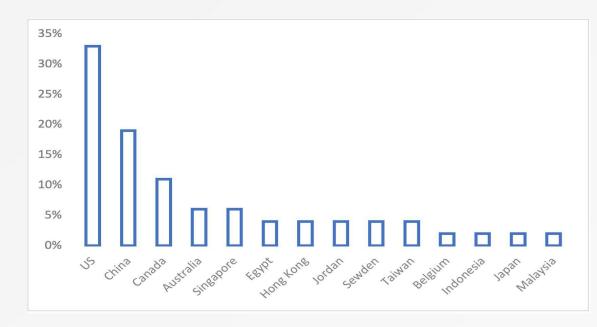
Experience and behaviours in the hybrid learning; Chen and Chou (2014) investigated how students learning experience and outcomes has been affected by the hybrid learning mode. Xiao et al., (2020) explored the predictive learning competence for hybrid learner's experience and satisfaction.

Participants' perception in hybrid learning; Miliszewska (2008) reports the transnational students view on hybrid learning and discusses the importance of cultural sensitivities. Xu and Wang (2010) adopt a discourse analyse approach and find that teachers and students in HEI in Hong Kong hold a positive attitude.
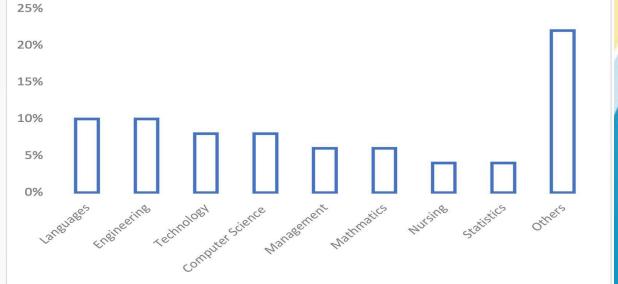
e) Outcome-oriented

Impact, benefits and chanllenges in hybrid learning ;Azizan (2010) focus on the implementation and benefits of hybrid learning in HEI in Malaysia.

Effevtiveness of hybrid learning; Mossavar-Rahmani & Larson-Daugherty (2007) measures the effectiveness of a hybrid course delivery model from student's satisfaction withe the delivery system. McNaught (2011) found that the learning technologies among HK univeristies have been intergrated into the FTF teaching contexts is facilitate desired student learning outcomes.

2. Literature review

● **Countries/ regions of publications in hybrid learning from 2012 to 2021 from Scopus**

● **Subject disciplines for hybrid learning research from 2012 to 2021 from Scopus**

(Wong et al., 2022)

2. Literature review

➤ **Aims of study**

1. *To measure the perception and attitude of both students and teachers.*

1. *To identify problems faced by students as they transitioned to a hybrid medium of instruction.*

1. *To derive feasible advice for enhancing the hybrid teaching mode.*

➤ **Research questions**
1. *What are students' concerns and attitudes towards the hybrid learning based on their learning experience?*
2. *What are their expected improvements to the hybrid learning?*

PART 03

Methodology

3. Methodology

Qualitative Study

Sampling

A convenience sampling technique

We collected 3 universities in Hong Kong and 1 educational major program for each of university. We got total 3 major programs and targeted 6 student participants.

Data Collection

Semi-structure Interview

We did 6 semi-structure interviews within 3 months

Analysis

Thematic Analysis

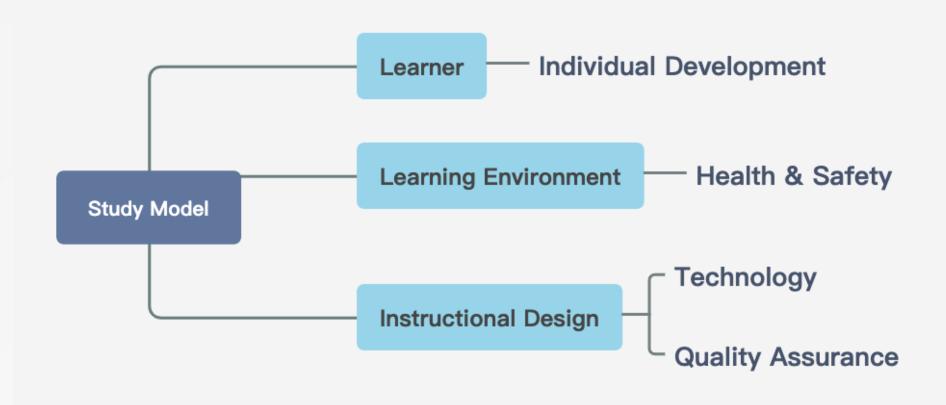We coded the transcripts of six semi-structure interviews

3. Methodology

Sampling

University of Hong Kong	Master of Education	1 person (Female:1)
~~Chinese University of Hong Kong~~	~~Doctor of Education~~	~~1 person~~
Hong Kong Baptist University	Master of Education	2 person (Female:2)
~~The Education University of Hong Kong~~	~~Doctor of Education~~	~~1 person~~
Lingnan University of Hong Kong	Master of Arts in International Higher Education and Management	3 person (Male:2 & Female: 1)

PART 04

Findings

Source: Chun, Y. (2019)

Key points	Factors	Themes
Personal ability	1. Individual development	**1. Individual development**
Cost of living	2. Financial issue	
A sense of safety	3. Environment safety	**2. Health & Safety**
Anxious about efficiency	4. Mental health	
Situation of lockdown	5. Flexibility	**3. Quality Assurance**
More online exams	6. Quality of teaching	
Difficulties in groupwork	7. Collaboration	
Devices issues	8. Technical support	**4. Technology**
Lines drop	9. Internet issues	

Responses

Individual development
"For me, I am a person who lacks the confidence to stand and speak openly in person, Zoom does provide an additional alternative."

"If I choose to attend on-site classes, I will be more familiar with the local city and life when comparing with my online peers."

"I have more chances to improve my personal capacity and problem-solving skill."

"If I choose to attend on-site classes, I will have more social and academic networks and resources when comparing with my online peers."

Financial issue
"Hybrid learning can reduce my cost of living in Hong Kong"

Responses

Environment safety
"Considering the spread of the virus, the implementation of hybrid learning by school allows me to attend classes at home with a sense of safety and then return to face-to-face classes once the epidemic has improved."

Mental health
"When I physically can't participate in all the classes, I think my student life might be challenging. I would get anxious about the lack of efficiency in online group discussions or communication with my teachers."

"If I choose to attend the online class, I will worry about my grades are lower than those who attend the on-site classes."

Responses

Flexibility
"I think this hybrid mode allowed me to take the lesson online when my city was under lockdown."

"The school allows us to attend live online classes before we finish our quarantine."

Quality of teaching
"The teacher is not able to give 100% attention to the online students during the lesson."
"On-site students have more chances to ask the lecturer questions and have in-depth discussions."

Collaboration
"Attendance and student engagement were declining. Many online students fail to turn on their webcams or quit the online class during the group discussion, which might irritate their on-site peers."

Responses

Technical support
"There were not enough microphones in the classroom, or some on-site students were sitting far away so that they could not be heard clearly by the online students when they answered questions."

"If there is a problem with the internet or equipment in the classroom at night or on weekend classes, the teachers have to solve it by themselves or seek help from students, as the IT department is not on duty."

Internet issues
"Sometimes teachers have internet problems if they are teaching at home."

"Some of my classmates drop the line suddenly when they are answering questions."

Challenges

PART 05

Discussion

The Role of hybrid learning under pandemic:
- Flexible option for students
- Make the learner experience more inclusive
- More efficient than merely providing online teaching

Suggestions:
✓ Develop appropriate infrastructure to support hybrid learning methods
✓ Focus on capacity building of faculty
✓ Emergency preparedness

PART 06

Conclusion

The COVID-19 pandemic has had a profound impact on international student mobility in higher education. Travel bans, quarantine measures, and lockdowns implemented worldwide have severely limited the ability of students to pursue education abroad.

The disruption caused by these restrictions has resulted in challenges such as limited access to campuses and resources, financial uncertainties, and difficulties in adapting to remote learning.Future research should focus on assessing the short-term and long-term effects of the pandemic on international student mobility, examining the strategies employed by institutions to mitigate these challenges.

studying the impact of COVID-19 on international student mobility, researchers can contribute valuable insights to the development of policies and practices that address the unique needs of international students and promote the continuation of global educational opportunities in the face of future crises.

Thanks for listening !

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