

LEVEL 7 ASSESSMENT SPECIFICATION

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Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

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I. Evaluation of Current Research

I. 1. The Chosen Article

An article was chosen with the title of “A qualitative case study of employee turnover in retail business”, which was published by Elsevier Limited in 2019. The authors are Omotayo Olubiyi, Garrett Smiley, Henry Luckel and Ralph Melaragno and its Impact Factor is 1.66.

The abstract of the chosen article is extracted below:

“This study on the person-organization fit theory, measured in terms of value congruence, explored qualitative data from a survey of non-managerial retail employees in a Northwestern state in the United States in relation to job satisfaction and employee-organization value congruence in a retail establishment that has shown a remarkable deviation from the norm with employee turnover far below what is obtainable in the retail industry. The results of a field study of 18 employees, through open ended interviews and survey transcripts, analyzed thematically using Nvivo qualitative data analysis tool, identified five themes that influence job satisfaction and employee retention: Friendly workplace environment, Flexibility, Stability, Management Support, and Independence.”

I. 2. Title Page and Abstract

The title of the article is clear and explicit. The authors used key words to describe the short title in terms of “employee turnover”, “retail business” and “a qualitative case study” have alerted the reviewer to their work, of which accurately described their paper.

Total words of the abstract are 109, which is perceived to be shorter according to (Nagda, 2013) that an abstract is a self-contained summary of a paper (about 150 to 250 words), which should give readers a sense of what the paper will reveal. However, the first two sentences of the abstract

convince the reviewer about the importance of the paper and which state the specific research problem and purpose. Note the methods the researchers employed and, finally, what they found out through the research project. The abstract alerts the reviewer to what the researchers are doing and their main point, which functions as a self-contained overview of the study.

I. 3. Introduction

The researchers set up the problem by introducing it in the first set of paragraphs, where places the research problem in a broader research context. They grab the reviewer with their first sentence what they intend to do in the paper. That is, they alert their readers to the goals of their paper. The paper intends to provide a better understanding to its readers and take the survey result as a guide to retail business in the United States about the relationship on how effectiveness of human resource practices with employee retention.

I. 4. Research Philosophy

A positivist scenario of the interview process is one where the researcher asks questions that the respondent then answers. Communication flows in just one direction, the object of the interview is to obtain information, and this is often done in the form of standardized or semi-standardized questions. There is a specific agenda that the interviewer has in mind (Kvale and Brinkmann, 2009).

The paper tries to investigate the interrelationship amongst stability, friendly workplace environment, family orientation, flexibility and commitment on how of these five elements affect the employee retention in retail business and describes value congruence as a key element in positive outcomes, improved performance, job satisfaction and employee retention. The researchers had designed a framework and had logically presented with how stability, friendly workplace environment, family orientation, flexibility and commitment could be associated together in reaching the conclusion as significant factors for employee retention of an organization. The

suggested framework of the paper was empirically tested and verified that are positive direct relationship among human resource management practices and employee retention.

Although five recurrent themes, consistent within the results of the study were stability, friendly workplace environment, family orientation, flexibility and commitment, there are still other key factors influencing the employee's retention. Delery & Gupta (2016) highlighted the maximum gain in employee retention could be achieved through bundles of human resource practices and which is a vital issue in many companies. The researchers are suggested to employ a mixed method research to integrate the quantitative and qualitative research to provide a more complete understanding of the research problem as there is no single practice can improve employee retention.

I. 5. Literature Review

In a qualitative project, the literature review is often not collected all at once in the beginning of the project. As a qualitative project seeks to discover theories, an iterative process is more useful (Chenail, 1995).

It was surprising that there's no literature review section in the paper. It may leave doubt and unknown to the reader that are the researchers knowledgeable about their research problem and have they a good grasp of the key empirical and theoretical research related to their research problem? Does their literature review frame the context of their specific research problem and have they referred to the most relevant literature regarding their research problem? Have they made sure to include the most recent research conducted in the given inquiry area?

Furthermore, it leaves the reviewer with a sense that whether the researchers have developed some unique insights, theories, or ideas about the research topic and that their specific research problems will in fact contribute substantially to ongoing discussion in the area of inquiry they have chosen for their research.

I. 6. Research Methods

The paper uses qualitative approach to collect data from retail employees in a North-western state in the United States. A total of 26 non-managerial staff were selected purposively. Miles and Huberman (1984) noted that a chronic problem of qualitative research is that it is done chiefly with words, not with numbers. Words are fatter than numbers and usually have multiple meanings, the use of computer software packages can enhance a researcher's analysis. In the study, the qualitative data was taken through interviews to obtain feedbacks from respondents, the data was analysed and tested by the Nvivo software which provides computer assisted coding systems, including qualitative analysis of interview responses. The data analysis and interpretation in the paper are highly developed.

The researchers using simple English designed the questions to reduce uncertainties and misunderstanding by the participants on the interviews. Furthermore, due to the targeted participant and information is available and readily from the retail shop, in the paper units of sample were selected in principle of convenient.

The research design enables researchers to come up with solutions to the problems and guides researchers in the various stages of the research. In the paper the cross-sectional design type was chosen. This is the most predominant design used in social sciences. Data collection was done by researchers themselves and clarified misunderstanding of the items. A pilot study was conducted prior to the data processing, the researchers tested the reliability of the instrument empirically.

Qualitative interviews produce knowledge that is contextual, linguistic, narrative and pragmatic (Kvale & Brinkmann, 2009). The design of qualitative interviews is deemed as appropriate for this paper as which meets the research objectives and purpose for the study. The researchers applied a highly structured interview that asked each participant the same series of questions. Bristol & Fern (1996) agreed that when used for exploratory purposes, qualitative interviews are well suited for, they help generate, develop and screen ideas or concepts.

However, another survey method of focus groups, which is not only simply in exploring what people have to say, but also in providing insights into the sources of complex behaviours and motivations (Morgan, 1996). The reviewer suggests the researchers to take focus group interviews as well to gain needed exploratory data, the focus group interviews can be used in multimethod designs with other qualitative research methods, the possible combinations run the gamut of available qualitative methods (Morgan, 1996). As focus groups have a distinct advantage over other available research methods when the researcher doesn't know what all of the issues surrounding a topic are. The data will be qualitative in nature and thus descriptive and process oriented, giving the researcher depth and breadth to a subject about and a greater range of responses in a shorter time period to explore people's feelings, thoughts and behaviours (Costigan, 1990).

I. 7. Sampling Procedure

Ponterotto and Grieger (2007) wrote in their study on communicating qualitative research, in writing up the sampling procedure, researchers need to describe the research participants in sufficient detail to allow readers to get a clear picture of the salient characteristics without giving away any identifying information. In the paper, the authors had specified how they collected their data, described their sampling procedure and provided details about their specific sample. There are five themes in the sample identified influencing job satisfaction and employee retention in terms of management support, flexibility, friendly workplace environment, independence and stability. The demographic characteristics of the sample including age range, gender, relationship, education before joining the organization and education after joining the organization are found relevant to the research questions for the paper.

I. 8. Data Analysis and Interpretation Procedures

The researchers had addressed the specific procedures and techniques they employed for data analysis. One of the techniques described was a grounded theory analysis. The grounded theory approach represents only one of many analysis strategies, such as narrative analysis or discourse

analysis, one might employ to analyse qualitative data. The researchers applied such an analysis and discussed about this technique and how they used it to analyse their data in the paper, which convinced the reviewer that their data analysis procedures had answered their research questions.

The researchers provided visuals of their data after qualitative interviews in the form of charts, they presented excerpts of their interview transcripts to illustrate a specific finding from their analysis and transformed forms of qualitative data into numbers. Moreover, they also provided a demographic table that listed the characteristics of their research sample in terms of age range, gender, relationship, education before joining the organization and education after joining the organization and so on. Part of what they chose to present on the specific research problem of employee retention and the type of sample they have collected are deemed appropriate.

(Ponterotto & Grieger, 2007) suggested to choose data examples wisely because it is through these detailed examples that readers can logically understand the process from initial coding to theme generation. The more transparent with the readers on interpreting analysis, the more trustworthiness and credibility will be having with the readers. These steps are important for establishing the validity of the findings. The process of presenting the findings from the analysis of the paper showed the reviewer the analytical steps they have taken to make sense of their data and that they have well-constructed ideas about what is going on of their theoretical frame.

I. 9. Research Ethics

The researchers chose all respondents from an establishment to conduct the research; the reviewer argues it might be difficult to ensure the result of the study to be accurately estimated. The single source of respondent was not easy to effectively determine the research objective well. Furthermore, if the population was only selected from a single organisation, the needs and views of non-managerial staff from other retail shops might be different because the different working environment in different retail shops. Thus, the reviewer doubts that since the survey and investigation was only conducted limiting to an organisation, using a single organisation's primary

research data is indeed hardly to treat the survey result as a guide to retail industry as stated in the article.

On the other hand, respondents might be biased in giving answers for the interviews as coming from a same organisation. The opinions of non-managerial staff may not be the same if the survey conducts in different organisations. The respondents may have the tendency to disagree or agree with certain questions since they are under a similar employment condition and working environment. This may lead to unreliability and inaccuracy of the answer.

Nevertheless, the researchers had obtained ethical approval from the Internal Review Board of Northcentral University for the conduct of their study. They briefed the participants on the background information of the study and informed the participation that was on a voluntary basis and they could withdraw from the study at any time without any consequences. The staff who agreeing to participate in the study had to sign a consent form as some of the research questions were containing sensitive data such as paycheck, performance rating and job satisfaction of the staff. The participants were treated with due ethical consideration and briefed by the researchers of the study prior to the interview.

I. 10. Reliability and Validity

Downing (2006) pointed out that, an effective test development requires a systematic approach to ensure sufficient reliability and validity evidence to support the proposed inferences from the test scores, to ensure the reliability and the validity of the data and construct for the study.

Peterson (2006) argued that if the sampling size of a research were larger, the data generated would be more accurate. In the paper, the researchers adopted sample size formula from Marshall et al., (2013) that 10 to 15 interviews will reach thematic saturation for a qualitative research. The sample size in this research was only 26 (dropped to 15 after elimination of disqualified surveys), the present findings cannot be generalized to all or many of retail shops in the United States. Future

research should include a more diverse range of staff in different retail shops for collecting a greater number of samples.

I. 11. Conclusions and Implications

In concluding a qualitative study, Wolcott's (2001) advice is to be modest and practice restraint, and be sure to stick close to the data, who also suggests to work toward a conservative closing statement that reviews succinctly what has been attempted, what has been learned, and what new questions have been raised. The conclusion of the paper generally includes a summary of the major research interpretations of findings that were directly linked to answering the research question and sub-questions. It is clear to the reviewer that their research questions supported the answering of the problem and contributions of the study.

The conclusion includes a brief review of the limitations of the study, suggestions for future research and also ties together the major research findings. The concluding section includes a restatement of the paper in the light of the evidence the researchers have supplied to the readers; it is yet another opportunity the researchers convinced the readers of the trustworthiness and credibility of their research project.

I. 12. References

The authors used different style of in-text citation and referencing with numbering which confused the reviewer, where Harvard Referencing (APA) is recommended to adopt for a clear presentation.

Research Proposal

II. Learners' Perception of Sino Group eTutor

II. 1. Abstract

E-learning has become very popular in higher education institutions. It is obvious that the majority of higher educational institutions today tend to use various educational technologies and among them one of the most popular methods is e-learning.

Leveraging on information and communication technology has enabled some companies to come up with creative ways of engaging with learners. As a result, learners are constantly being exposed to new ways of learning and collaborating with their peers. Also, accessibility to company intranet with fast connections has intensified the integration of technology into the commercial sphere. Sino Group has long recognised this trend and has been actively developing various tools to deliver its learning materials through the online model. To date, the Group has already developed 75 video lectures spanning various academic disciplines in terms of Property Management, Clubhouse, Language (English/ Mandarin), Car Park, Security, Cleaning, Maintenance, Green, Landscape and Leasing. These video lectures were produced by department heads working in tandem with the Group Training Department.

One such tool is its online eTutor. This paper describes an exploratory study of the users' perception of web-based eTutor in their studies. The study is based on a qualitative research to determine learners' expectations and preferences for the eTutor used in the Group and also on what other additional features, if any, should be included. The motivation of this research is to help the Group making an informed decision on the future development of eTutor based on the feedback of staffs as learners so that the learning system can be aligned with the expectations of their staffs.

Keywords: *Online Video Training, Technology-Assisted Learning, E-learning, eTutor*

II. 2. Research Questions (include Aims and Objectives)

There are three specific objectives focus on this study as below:

1. To determine learner's expectations and preferences for the eTutor;
2. To explore the suggestions from learners for improvement on eTutor; and
3. To elicit their suggestions and feedback on what additional features could be included for future eTutor development.

It is also aimed to help the Group making decision on the future development of eTutor based on the feedback of the learners.

II. 3. Research Philosophy

Sino Group has its own set of values, traditions and cultures. It has been actively developing various tools to deliver its learning materials through the online model. The eTutor is one in the current property management industry, which is an e-learning tool to support staff's learning, which provides self-directed learning for distance learning learners and the content of the eTutor is informative.

The eTutor courses have received Level 2 accreditation from The Hong Kong Council for Accreditation of Academic and Vocational Qualifications which is equal to a Certificate Level, assists learners to achieve progression in the direction they desire.

There is an interaction between the research problem and the literature review (the process of finding, summarizing, and synthesizing existing literature on e-learning). The researcher employs a grounded theory perspective, collects data, interprets it and formulates a range of ideas to test out on additional data collected in order to obtain subjective evidence from the participants as learner's perception and impression on using eTutor.

Methodology is perceived to be a bridge between philosophical standpoint (ontology and epistemology) and methods. Methodologies are derived from the assumptions about the nature of existence (ontology) and are also linked to the researcher's viewpoint on the nature of knowledge building (epistemology). The research problem the researcher selected is tied to engage methodologically (theoretically) with the concrete e-learning world, including the methods selected to answer problems. Qualitative data was taken through semi structured interview and open-ended questions to explore learner's views of reality on using eTutor and allow the researcher to generate theory. The study was analysed using codes and the thematic analysis, the analysis perspective starts from an engagement with the data and ends with a theory that is generated from grounded in the data (Glaser & Strauss, 1967). Finally, to discuss values on learning experience, to obtain new knowledge accessing to technological tool and to find solutions to align with the expectations of eTutor learners for further enriching the learning experience.

II. 4. Literature Review

Distance learning is a term used to describe technology-aided learning whereby learning is done at a distance, i.e. learners and the teachers do not necessarily share the same physical location (Botha & Coetzee, 2016). One learning resource that has grown, exponentially, in popularity and already exists on many different platforms is the video lecture. It is intriguing to note how video usage predominates the Internet bandwidth in daily life.

This is a blessing for the adult learner; research has shown that they allow for flexible and active learning, where learners can learn curriculum content at their own convenience and preferred pace (Maxwell & Mucklow, 2012). Technologies have changed how education are delivered on campus and at a distance. Learning are now becoming more flexible and accessible which would require a specially designed course material that needs to satisfy a large range of demands for learning (Little John & Shum, 2003). Ng & Yang (2017) in their study on perception of academics and learners on blended learning emphasised the importance of giving clear understanding of pedagogical goals as it would increase the quality of learning when technology is being used in learning.

Moss (1983) states that video offers the benefit of using the visual perception, it is powerful and different from other learning technologies. Goodyear & Steeples (1998) point out that video can bring in a striking and clear manner descriptions to present knowledge and information hard to describe through text. Moreover, videos have gained considerable traction among education providers, being a supplemental material to the principal face-to-face instruction rendered and a key component of web-based courses, which to be perceived as a powerful instructional and communication tool (Ramlogan et al., 2014).

Where education and technology are concerned, then such definition from El-Hussein & Cronje (2010) fits the overall representation of the definition: “Any type of learning that takes place in learning environment and spaces that takes into account the mobility of technology, mobility of learners and mobility of learning”. In assuming the challenge to free formal instruction of being confined within a place and time, various technologies from clay tablets, scrolls and printed books were employed before the 20th century. Desktop computers, laptops and web-based applications meliorate with greater flexibility in offering access to learning materials in the late 20th century.

Thanks to better and faster Internet connectivity, video lectures can be accessed more faster, easier and across multiply devices and platforms. It can be viewed anytime and anywhere; and also stopped and replayed as many times as needed (Greenberg & Zanetis, 2012). Nicoll et al. (2018) have done a systematic review on Technology Enhanced Learning (TEL) Programs for Health Care Professionals. TEL includes all the digitally mediated activities. In the study, they have found out that TEL has three potential benefits including efficiency, enhancement and transformation, which is also mentioned in The Higher Education Funding Council for England’s e-learning strategy. The study also points out the fact that TEL is increasing in demand due to resource and time constraints as well as popularity of blended learning formats. It was also mentioned that the availability of mobile devices would enable the learner to learn/ train easily, whenever and wherever it is suitable for them.

Hence, e-learning has stood out as an important tool to facilitate and assist the learning and teaching process as nowadays' learners want self-paced, mobile, personalised content and relevant. Therefore, their necessity is fulfilled with this modern concept "online mode of learning". Learners are no longer required to spend time on travelling to another location to attend a class; they can access to learn whenever they want no matter day or night, wherever they want it no matter at work or at home. The learning is no longer required to be a passive experience and learning by face to face interaction and through manual documentation system for assessments (Bates, 2015).

However, Woo (2011) argued in an Open and Distance Learning institution that it is the quality of learning materials that provide learners with a meaningful and fulfilling learning experience as instructors are not physically near to fulfil each learner learning style.

II. 5. Description of Context and Participants

This study used qualitative design where interview sessions were done with participating learners separately. The research questions were open ended questions (to elicit feedback and suggestions for future video lecture development). The respondents were the learners from Sino Group.

10 learners from different academies were purposely selected for the study. The required sample size to conduct interviews for this study has been compiled with according to Johnson & Christensen (2008) that at least six participants shall be formed as the minimum sample size for interview data collection procedure. The selection of informants was observed carefully to ensure the objective is met. The participants' recruitment began by contacting the selected learners in different department. The permission was granted, and the appointment was set up by the supervisor of the learners after explaining about the study. The researcher then directly distributed invitations to participate in the study through their supervisor. Participants (see table 1) were invited to participate in an interview at a time convenient to them.

Table 1. Demographic data

Academy	Participant	Age Range	Gender	Education
Property Management	Assistant Property Officer	21-25	Male	Associate Degree
Clubhouse	Assistant Clubhouse Officer	21-25	Female	Diploma
Language (English/Mandarin)	Customer Services Assistant	26-30	Female	Secondary School
Carpark	Carpark Attendant	46-50	Female	Primary School
Security	Guard	36-40	Male	Secondary School
Cleaning	Cleaner	46-50	Female	Primary School
Maintenance	Technician	26-30	Male	Diploma
Green	Building Supervisor	31-35	Male	Secondary School
Landscape	Gardener	51-55	Male	Primary School
Leasing	Leasing Officer	26-30	Female	Degree

II. 6. Explanation of Data Collection Steps

All the interview sessions were held in accordance to the informants' convenience. Each of the interview session took about 40 to 60 minutes depending on how much information was elaborated by learners, and some even with detailed examples. Probing was done continuously until the saturation point was met.

At the onset of the interview, all the informants had to sign a consent form to prove their willingness as informants to the study. The purpose of this study was conveyed before interview questions were asked. Furthermore, the participants of the research were informed of the collected data would be used for academic research only and their data would be treated confidentially of individual response during the conduct of study and be fully anonymous, no correct or preferred answers is required thereto, and honest appraisals of the item being provided by the participants is desired.

In addition to obtaining the consent of the respondents, the researcher has removed the identifying information from the interview materials. The research was approved by the Group's Business Ethics Committee, few adjustments to the research design were made based on specifications from the Committee.

Data from the interview and observation were utilised to understand the situation to obtain a better insight. Several themes emerged from the data and those themes were interpreted accordingly.

II. 7. Explanation of Data Analysis

The researcher has overcome the impact of difference in the interview process through matching respondents' important status characteristics (age/ education/ gender). The researcher, working in the same Group with the respondents, is an insider in that who is familiar with the respondents' group situation, takes advantage of the insider status in gaining access to interviews and obtained cooperation and rapport within the situation to expedite understanding the respondents. Such a balance in some of these status characteristics decreases the possibility of power and authority imbalances in the interview situation (Oakley, 1981).

All interviews were audio taped during that time as to make sure none of the incidences missed during interpretation and analysis stage. The outcome of the interview was then transcribed from the Cantonese dialect to English for analysis purpose.

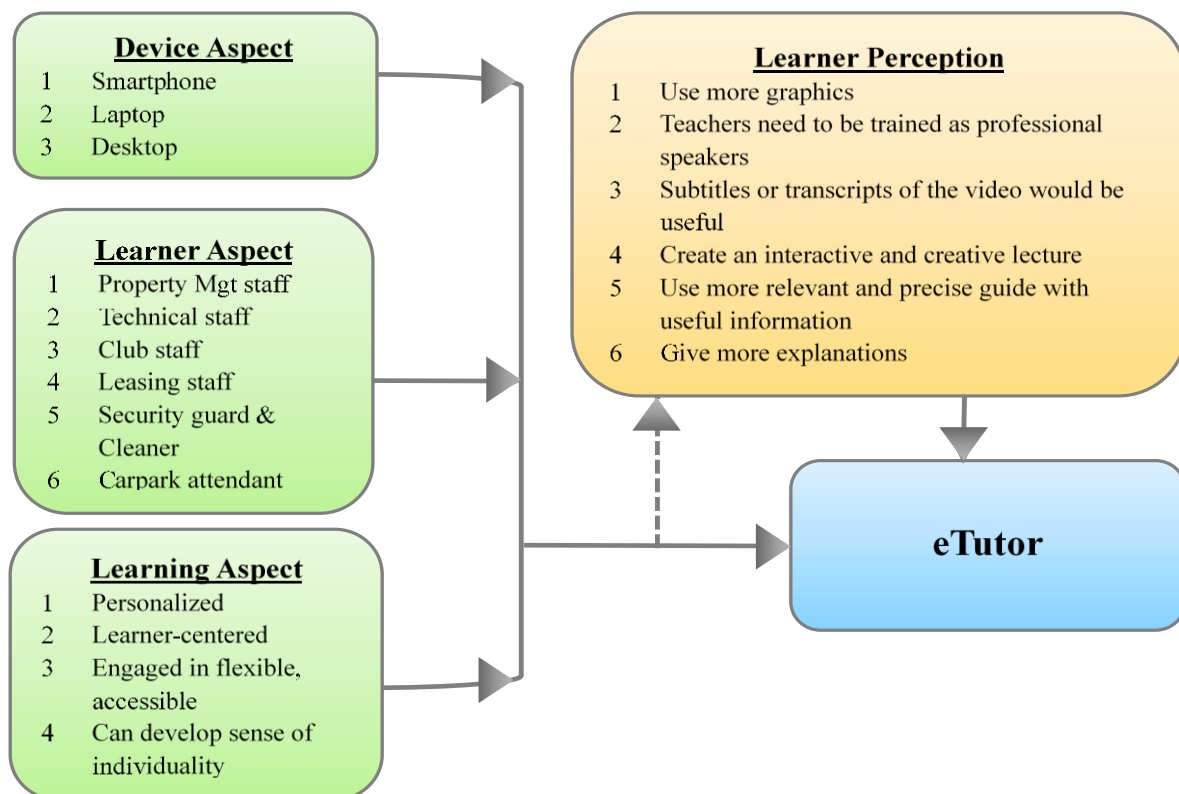
The data, was organized by summarizing it into categories (coding), was given each of these specific categories (e.g. Device Aspect, Learner Aspect, Learning Aspect and Learner Perception) a label (code), and the findings were integrated with interpretation.

II. 8. Preliminary Findings

Coding is a central part of a grounded theory approach and involves extracting meaning from nonnumerical data such as text, audio, video and multimedia (Scott, 2004).

The researcher uses coding (see figure 1) to reduce the data and organise it into meaningful categories and patterns.

Figure 1. Coding



II. 9. Discussion that Emerged from Findings

Thematic analysis was employed to identify specific themes related to the eTutor. Basically, seven themes emerged from qualitative data analysis were collected through open ended questions and interview.

II. 9. 1. Access

The data suggested that most of the respondents (70%) prefer to access their video lectures on their office desktops during office hours. The remaining respondents were nearly split in their choice of watching the video lectures on their laptops (10%) or smartphones (20%). The low preference in watching video lectures on smartphones is worth noting as the learners in the study not only own a smartphone but are also familiar with the basic functions of mobile applications. There can be a couple of reasons for this: the respondents are unaware that video lectures can just as easily be downloaded and accessed through their smartphones, or secondly, they do not consider this device as a “learning” tool. Or perhaps the limited screen size of the smartphones makes them an unattractive proposition for viewing video lectures. It appears that the “visual aesthetics” of video lectures combined with audio can best be enjoyed on a larger screen. Hence, the popularity of the desktop as the device for watching video lectures among the respondents.

II. 9. 2. Tool

There was an agreement among informants that the eTutor is an important tool to support staff learning. They agreed that the eTutor do guide them on their learning as well as provide all necessary list of learning materials related to their study and the comments are as follows:

- “eTutor is very important especially for a person to do learning on own initiative.”
- “It guides me on what to study.”

II. 9. 3. Informative

Majority of the respondents agreed that the eTutor is simple, and it gives broad views of what to expect in the course. They agreed that the training video gives whole picture of the course by providing learners with learning target and goals. There was an agreement among learners that the eTutor describes learning outcomes that learners must achieve by the end of the course. They found that the list of references in the eTutor is very useful and the comments are as follows:

- “I first get the whole idea of the course after seeing the eTutor. Then I start to plan my study based on the eTutor. Firstly, I will download or search all the materials given in the eTutor and arrange nicely in folder accordingly.”
- “I think one of the key things I find useful was the references part where the system lists down what books/ journals/ articles to refer to.”

II. 9. 4. Self-directed Learning

Majority of the respondents mentioned that the eTutor provides self-directed learning for distance learning learners to plan at their own time to study. As compared to traditional classroom teaching methods, this mode has relatively quick delivery cycles. It is a way to provide quick delivery of lessons and the comments are as follows:

- “I like the discussion questions in the eTutor. I will try to find answers for each of the questions.”
- “Online learning accommodates everyone’s needs; it can be taken up by learners depending on their comfort and availability at the time that suits them.”
- “It is different with classroom teaching; we can access the content unlimitedly and attend the online lectures whenever we want with ease.”

II. 9. 5. Reason for Access

40% of the respondents watched the video lectures to help understand difficult concepts. This could indicate that video lectures may be helping respondents in the understanding of difficult concepts by providing them with better concept clarity, as these can be more efficiently visualised and explained in detail as opposed to reading the module. For example, in a video lecture it is very common to present concepts in a video lecture with the presenter simultaneously expounding therein. On the other hand, 30% of the respondents used the video lectures to reinforce material that they already understood from the module. In other words, the video lectures appear to be having some impact in supplementing the course by helping elucidate difficult concepts and reinforcing understanding of the content in the course.

II. 9. 6. Features

The top features which the respondents want to see more of in video lectures are graphics and interactivity. These are basically the main features which can enhance the videos further and make them more interesting as a learning supplement. Interactivity maybe a useful feature that can be added to future video lectures and the comments are as follows:

- “Use more graphics.”
- “Use a lot of graphics and mind mapping.”
- “Create an interactive and creative lecture.”
- “Use more relevant and precise guide with useful information to the learners.”
- “Video lecture must be specifically tailored to ensure learners are provided with relevant support, information, knowledge and skills to ensure career progression.

II. 9. 7. Suggestions

The respondents had also provided feedback and suggestions for further improvement. From the aspect of delivery of video lectures, some respondents suggested the need for presenters to improve their presentation skills and the comments are as follows:

- “Teachers need to be trained as professional speakers in order to conduct lectures lively and interesting.”
- “Some video speakers tend to repeat whatever is on the screen.”
- “Some notes are not organized therefore create confusion.”
- “Keep the video lectures interesting by improving the way how it is delivered, sometimes, they're too rigid.”

Respondents also suggested that presenters should use more colloquial speech and provide more explanation of the content as reflected in the following comments:

- “The speaker should have used more colloquial speech, which could help us to understand.”
- “Video lecture should be more elaborated than the current one.”
- “I hope the speakers could give more explanations in their own words instead of just reading out the content.”
- “It would be nice for the learners to feel like attending lectures face to face.”
- “The speakers could bring out some of the common problems that the learners may have to deal with in our course of study.”
- “Subtitles or transcripts of the video would be useful for us.”

II. 10. Conclusion

The research findings from this exploratory study through open ended and semi-structured interviews have provided some useful preliminary insights on Sino Group learners' perception towards eTutor. The results of the study highlights that the learners' perception towards eTutor was positive when considering the traditional teaching and learning methods such as face to face lecturing sessions and manual assessment system.

It can be concluded from this study that the respondents accessed video lectures through desktops, laptops and smartphones. The respondents in this study endorse the importance of eTutor as a guideline for their study. Majority of learners agreed that the eTutor is interesting and user friendly, which has supported their learning throughout the course of the programme.

Through the open ended questions, it could be recognised that all of the participants (100%) have accessed to digital devices and internet, and they prefer to access on line based tools in their learning process rather than stuck into traditional learning methods in teaching and learning process with manual documentation of assessment system. It emphasizes that accessing to modern technology in the learning process is more interesting than the traditional methods of learning.

However, the respondents would like to see more graphics, interactive features, subtitles and learning aids like mind-maps to be added in future to enhance video lectures. To improve presenters' skills to capture learners' attention, tips on effective presentation skills are suggested to be included in future video lecture workshops.

The eTutor is a modern and innovative concept for property management learners who used to learn only utilizing traditional learning strategies. Learners' positive perception and impression revealed that the change in the e-learning system is required to cater all education needs of learners and motivate them to obtain new knowledge accessing to modern technological tools by creating user friendly, interesting and effective learning and teaching environment.

The feedback provided in this survey is to help the Group making an informed decision on the future development of eTutor based on the feedback of staffs as learners so that the learning system can be aligned with the expectations of their staffs to further enriching the learning experience. “E” in e-learning stands for electronic; it can be an abbreviation also stands for “everywhere, every time, everybody, enhanced and evolving.” This is likely to enhance lifelong learning and support retention and progression rate.

II. 11. Personal Reflections

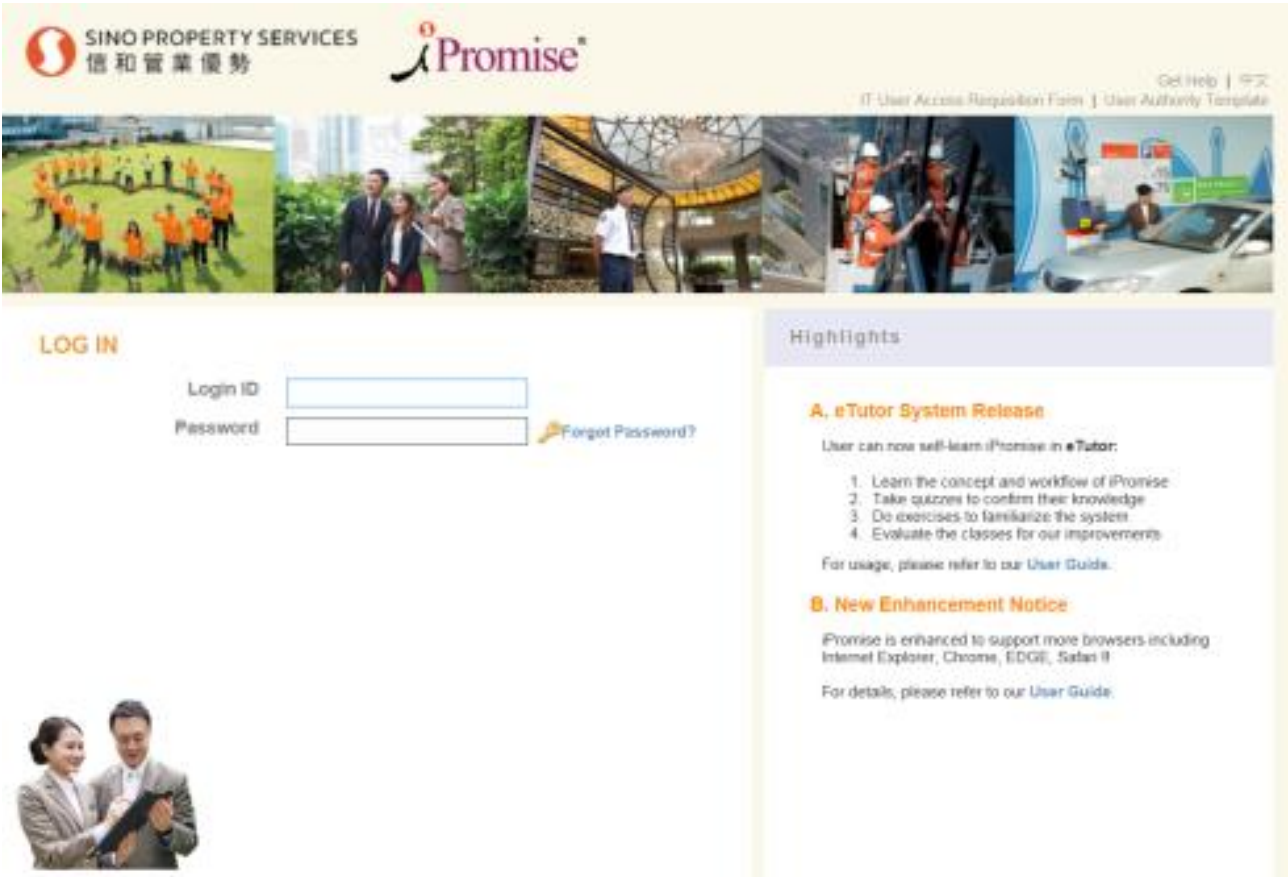
This study as a pilot interview, focuses on the learning strength and types of experiences amongst adult learners in Sino Group. Through interview and observation, the phenomenon is understood. However, since the time was limited for data collection procedure, only limited data collected. It is hoped that for future research, more time can be dedicated for observing learners using eTutor.

It is an opportunity for researcher to test out the effectiveness of the system. The learning strength and experiences are only limited to the learner’s preferences in the context of participants. More study with the same methodology needs to be conducted to gather more data that enable researchers to gain insight into the other learning preferences.

This is a good opportunity to go into details on all aspects of the subject in terms of literature review, research philosophy, reliability and validity, ethics in research and so forth, the learning prepares the author in writing the forthcoming dissertation.

Appendix 1

Sino Group eTutor



Appendix 2

Research Questions

1. How do you access the eTutor?
2. Is the eTutor an important tool to support staff's learning?
3. Is the content of the eTutor informative?
4. Does the eTutor provide self-directed learning for learners?
5. Which best describes why you access the eTutor?
6. What features would you like to see more in eTutor in the future? Any additional features?
7. Any suggestions to improve eTutor?

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SBPD 7002

Qualitative Research

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Research Proposal

Learners' Perception of Sino Group eTutor

Background

**SINO PROPERTY SERVICES**
信和管業優勢



Get Help | 中文
IT User Access Requisition Form | User Authority Template



LOG IN

Login ID

Password [Forgot Password?](#)



Highlights

A. eTutor System Release

User can now self-learn iPromise in eTutor:

1. Learn the concept and workflow of iPromise
2. Take quizzes to confirm their knowledge
3. Do exercises to familiarize the system
4. Evaluate the classes for our improvements

For usage, please refer to our [User Guide](#).

B. New Enhancement Notice

iPromise is enhanced to support more browsers including Internet Explorer, Chrome, EDGE, Safari II

For details, please refer to our [User Guide](#).



Background

Sino Group developed over 75 video lectures spanning various academic disciplines including:

1. Property Management Academy
2. Clubhouse Academy
3. Language Academy (English/ Mandarin)
4. Car Park Academy
5. Security Academy
6. Cleaning Academy
7. Maintenance Academy
8. Green Academy
9. Landscape Academy
10. Leasing Academy



A). Abstract

- Leveraging on information and communication technology has enabled some companies to come up with creative ways of engaging with learners.
- Sino Group has recognized this trend and developed various tools to deliver its learning materials through the online model.
- This paper describes an exploratory study of Sino Group staff's perception of web-based eTutor.



B). Research Questions (include Aims and Objectives)

There are three specific objectives focus on this study:

1. To determine learner's expectations and preferences for the eTutor used in the Group;
2. To explore the suggestions from learners for improvement on eTutor; and
3. To elicit learner's suggestions and feedback on what additional features could be included for future development.

It is also aimed to help the Group making decision on the future development of eTutor based on the feedback of the learners.

Research Questions



1. How do you access the eTutor?
2. Is the eTutor an important tool to support your learning?
3. Is the content of the eTutor informative?
4. Does the eTutor provide self-directed learning for learners?
5. Which best describes why you access the eTutor?
6. What features would you like to see more in eTutor in the future? Any additional features?
7. Any suggestions to improve eTutor?

C). Research Philosophy

Ontology	➤ Sino Group has its own set of values, traditions and cultures ➤ It delivers learning materials through the online model ➤ eTutor is a tool to support staff's learning, providing self-directed learning and its content is informative
Epistemology	➤ Obtain subjective evidence from the participants as learner's perception and impression on using eTutor
Axiology	➤ Discuss values on learning experience ➤ Obtain new knowledge accessing to technological tool
Methodology	➤ Through semi structured interview and open-ended questions ➤ Use codes and thematic analysis ➤ Start from engaging with the data and end with a theory (generated from grounded in the data)
Interpretive Framework	➤ Find solutions to align with the expectations of learners for enriching the learning experience (Pragmatism)

D). Literature Review

- Technologies have changed how education are delivered on campus and at a distance. Learning are now becoming more flexible and accessible which would require a specially designed course material that needs to satisfy demands for learning (Little John & Shum, 2003).
- Moss (1983) states that video offers the benefit of using the visual perception, it is powerful and different from other learning technologies.
- Goodyear and Steeples (1998) point out that video can bring in a striking and clear manner descriptions to present knowledge and information hard to describe through text.
- Leaners are no longer required to spend time on travelling to another location to attend a class; they can access to learn no matter day or night; at work or at home. (Bates, 2015).

E). Description of Context and Participants

- Use qualitative design where interview sessions were done with participating learners separately
- Research questions were open ended questions
- The respondents were the learners from Sino Group
- 10 learners from different academies were purposely selected for the study



F). Explanation of Data Collection Steps

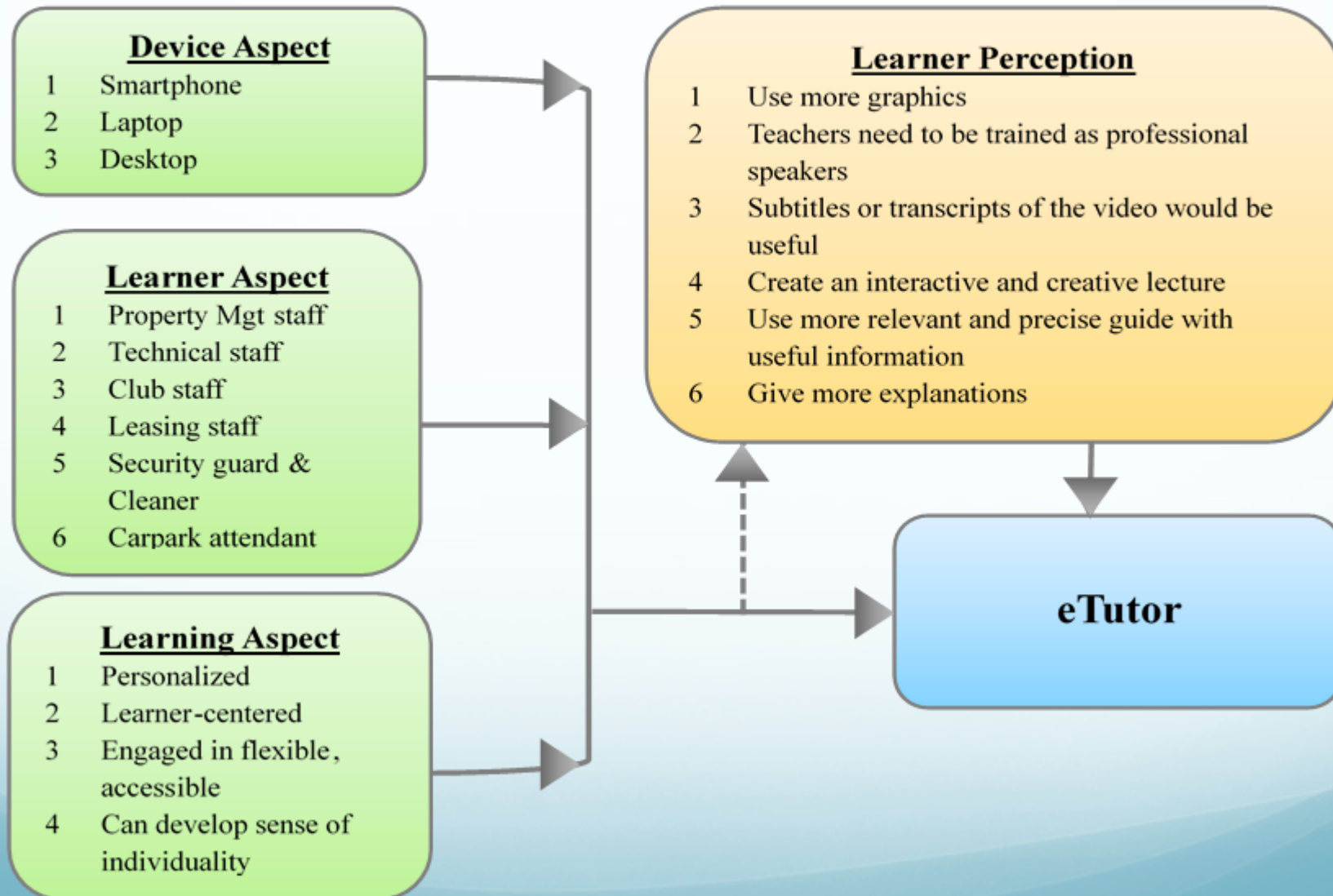
- Each of the interview session took about 40 to 60 minutes
- All the informants had to sign a consent form to prove their willingness for the study
- All interviews were audio taped during the time
- The informants' identity were kept private and confidential

G). Explanation of Data Analysis

- Organize data by summarizing it.
- Organize data into categories (coding).
- Giving label to specific categories (e.g. Device Aspect, Learner Aspect, Learning Aspect and Learner Perception)
- Integrate findings with interpretation.



H). Preliminary Findings



I). Discussion that Emerged from Findings

- 70% respondents prefer to access the eTutor on their desktops, 10 % on laptop and 20% on smartphone
- The low preference in accessing eTutor on smartphones is worth noting: 1) the respondents are unaware that eTutor can be downloaded and accessed through their smartphones. 2) they do not consider this device as a “learning” tool. 3) the limited screen size of the smartphones leaves unattractive proposition for viewing eTutor
- The respondents endorsed the importance of eTutor as a guideline for their study
- Majority of learners agreed that the eTutor is relevant to the course, supported their learning and easy to use

I). Discussion that Emerged from Findings

The respondents also provided feedback and suggestions for further improvement. Some of the findings are improved learning, improved engagement and improved perception of learning of the online format:

- Use more graphics
- Provide subtitles or transcripts of the video
- Keep the video lectures interesting by improving the way how it is delivered
- Create an interactive and creative lecture
- The speakers should give more explanations in their own words

I). Discussion that Emerged from Findings

- The findings revealed that eTutor as an e-platform is interesting and user friendly
- Learners prefer to access to E-learning platform to cater their learning needs and they have more willingness to get adopted to the changes in web-based learning environment rather than stuck into traditional learning methods
- Consider developing video lectures that too add interactive features to enhance video lectures and include learning aids like mind-maps and subtitles
- Improve presenters' skills to capture learners' attention and include tips on effective presentation skills in future video lecture workshops

I). Discussion that Emerged from Findings

- eTutor is a modern and innovative concept for property services learners who used to learn only utilizing traditional learning strategies
- The feedback gives consideration in the development of future video lectures in aligning with the expectations of learners and further enrich the learning experience
- Learners' positive perception and impression revealed that the change is required as which can cater all needs of learners and motivate them to obtain new knowledge in property services sector

J). Appendix with Your Personal Reflections

- Time was limited for data collection procedure
- For future study, more time shall be dedicated for observing learners using eTutor with different methodologies to gather more data to gain insight into the learning preferences
- Conduct in-depth interviews with focus group interviews to verify individual interview data and include larger populations that may not have been available for in-depth interviews
- An excellent opportunity to review of the subject in terms of literature review, research philosophy, reliability and validity, going into details on all aspects of ethics in research to prepare for writing DBA dissertation.

Thank you