Seneca

ACBSP Region 11: Virtual Fall Conference 2021

Resilience in Education: The Intersection of Challenge and Opportunity

Coaching on-the-go with Presentria GO

October 20, 2021

"I love coaching student teams"

Margaret Osborne
Professor, School of Management and Entrepreneurship
margaret.osborne@senecacollege.ca

"I've been teaching online for 16 years"

Dr. Ken Kwong-Kay Wong
Professor, School of Marketing and Media
ken.wong@senecacollege.ca

Before COVID:

Students & faculty engaged frequently in experiential extra-curricular activities

Site visit….lots of fun!

Before COVID:

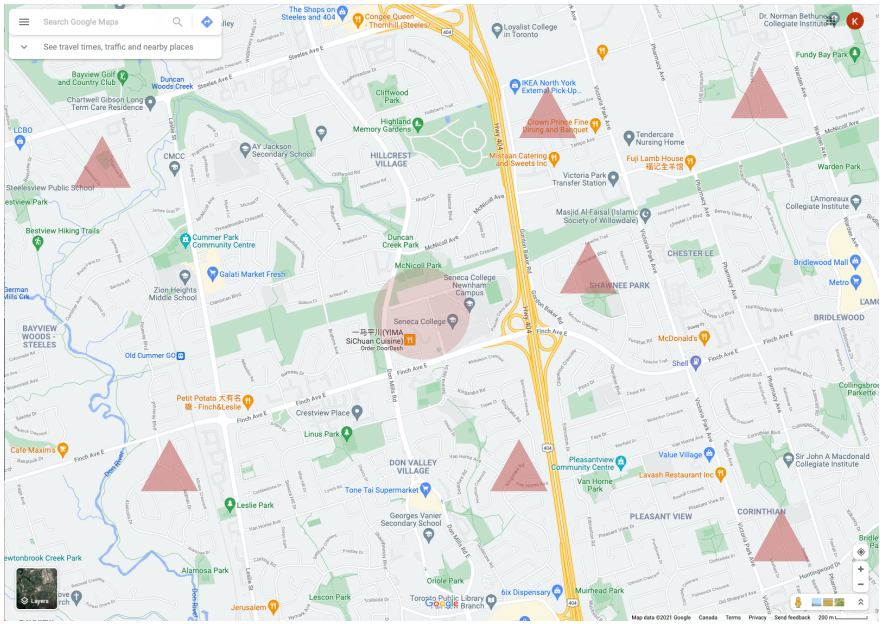
Coaching Business Case Competitions was an “all-in” experience

Building team spirit…

Before COVID:

Competing in Business Case Competitions was an immersive experience

NOW: Coaching is largely delivered remotely



Seneca College

Student's home

Online, hybrid, hyflex…

NOW: Coaching is just more ZOOM Fatigue

Marketing class

Statistics class

English class

Advertising class

Biology class

Physics class

History class

ECE class

NOW: Coaching has no experiential component

Marketing class

Statistics class

English class

Advertising class

Biology class

Physics class

History class

ECE class

“Who Cares?”: Coaching has no experiential component

1. Pedagogical advantages of experiential learning:

- Students typically remember only a fraction of what they hear from class, but they can remember a lot of what they actively do (Borg and Stranahan, 2002; McLean and Tatnall, 2000; Senge,1990).
- Experiential learning makes the student a stakeholder, and the hands-on approach improves their ability to absorb knowledge (Hawtrey, 2007).
- When students’ motivation and commitment to learning are enhanced, they can achieve higher learning performance than passive learners (Senge, 1990; Wood, 2015).

Source: https://www.yourtherapysource.com/blog1/2019/01/13/academic-and-personal-behaviors-necessary-for-student-success-2/

2. Benefits of Learning Outside the Classroom (LOtC)

- The concept of Learning Outside the Classroom (LOtC) is well studied and explored (Hawxwell et al., 2019; Pellegrini and Smith, 1998; Perry, 2001; Waite, 2011).
- LOtC has a motivating effect on students and a beneficial impact on their behaviour. Students are twice as engaged and attentive in the classroom following an outdoor learning activity (Briggs, 2018).
- In the UK, the importance of LOtC is officially recognised by both the government and industry practitioners with nationally recognized official LOtC Quality badges awarded to approved locations.

Source: https://anzaborrego.ucnrs.org/1416-2/

“Who Cares?”: Coaching has no experiential component

3. Technological enhancements in Place-based Learning

Source: https://substantial.com/work/uscsf-iwalk

- To maintain students’ high-level of interest when learning in the field, educators can enhance the trip using electronic devices that have sensing technologies.
- Prior research has examined the feasibility of implementing Context-aware Ubiquitous Learning (Hwang et al., 2008, 2011) and Mobile technology-supported in-field learning (Hwang and Wu, 2014).

“Who Cares?”: Coaching has no experiential component

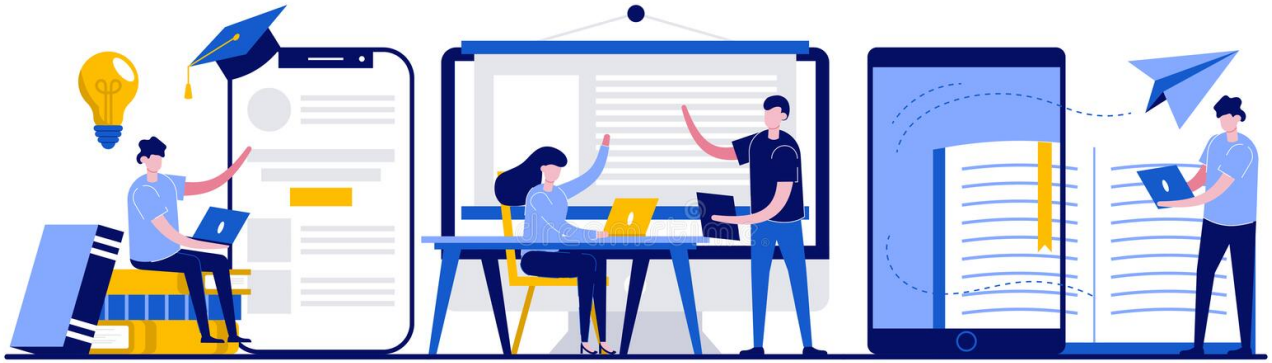
4. Mobile devices support in-context learning

Source: https://www.commonsense.org/education/articles/how-phones-make-field-trips-even-more-fun

- Mobile learning is the future developmental trend in the education field (Sun and Chang, 2016), as it allows students to learn, play or engage anytime and in any location (Oliver, 2017).
- Effective integration of context – the physical environment and students’ continuous changing cognitive interests – is essential for mobile learning (Song et al., 2011).
- Prior research has demonstrated a positive impact on students’ learning achievement when context-aware learning is supplemented by using mobile devices in the field (Chang et al., 2011; Hwang et al., 2011, 2008).

The Challenge:

"How can we support mobile experiential learning when coaching students for Business Case Competitions?"



The Challenge:

More specifically, how can we coach student teams competing in the Ontario Colleges Marketing Competition (OCMC)?

Get Ready for the OCMC 2021 Competition

November 25 & 26, 2021

The Challenge:

More specifically, how can we coach student teams competing in the **OCMC Retail Case event** where store visits matter!

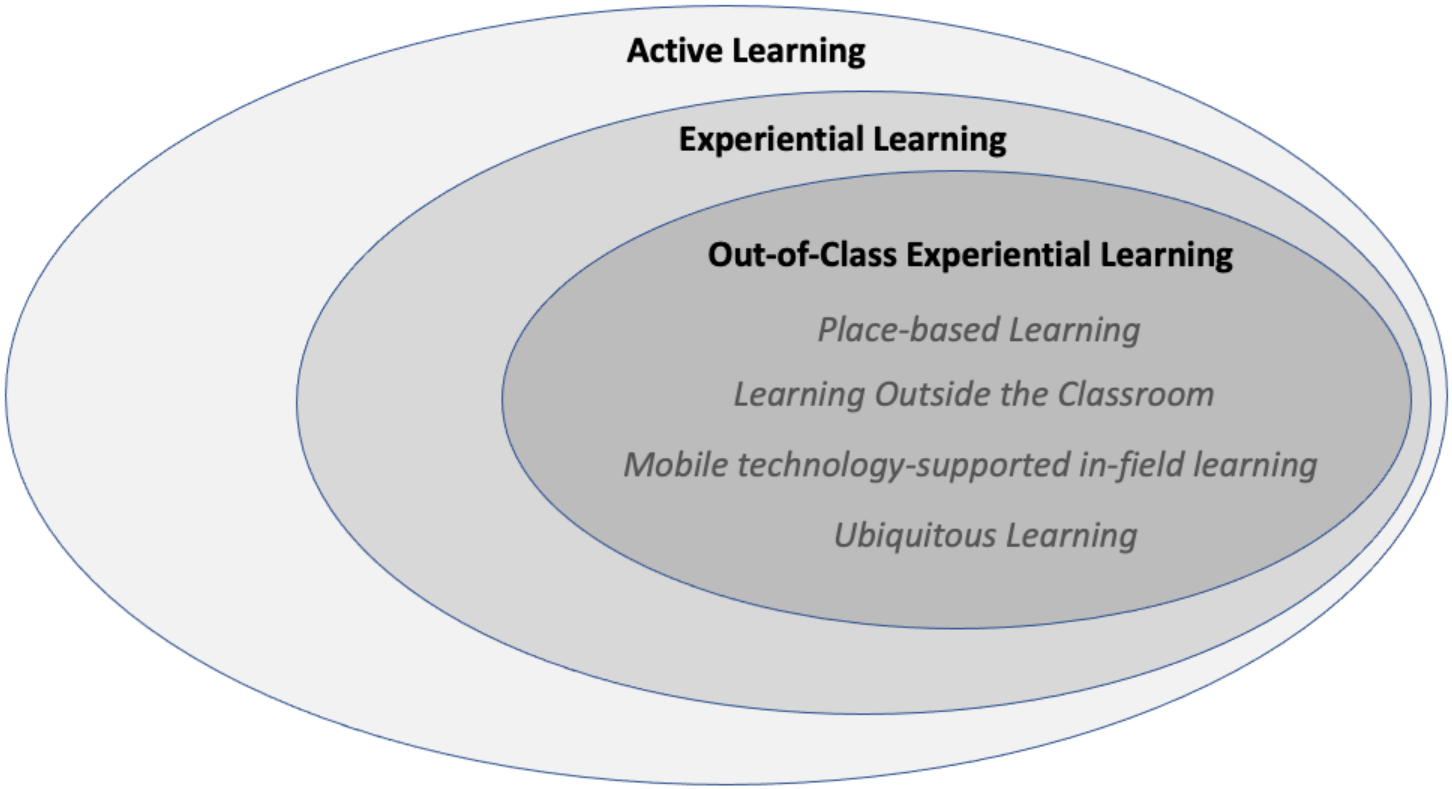
The Challenge:

More specifically, how can we coach student teams competing in the OCMC Retail Case event where store visits matter!

Viable solutions must meet the following criteria:

- **Ease of use** – for students and coaches
- **Ease of integration** – for coach monitoring and student feedback
- **Effectiveness** based on recognized design principles

The Opportunity: Location-Based Experiential Learning

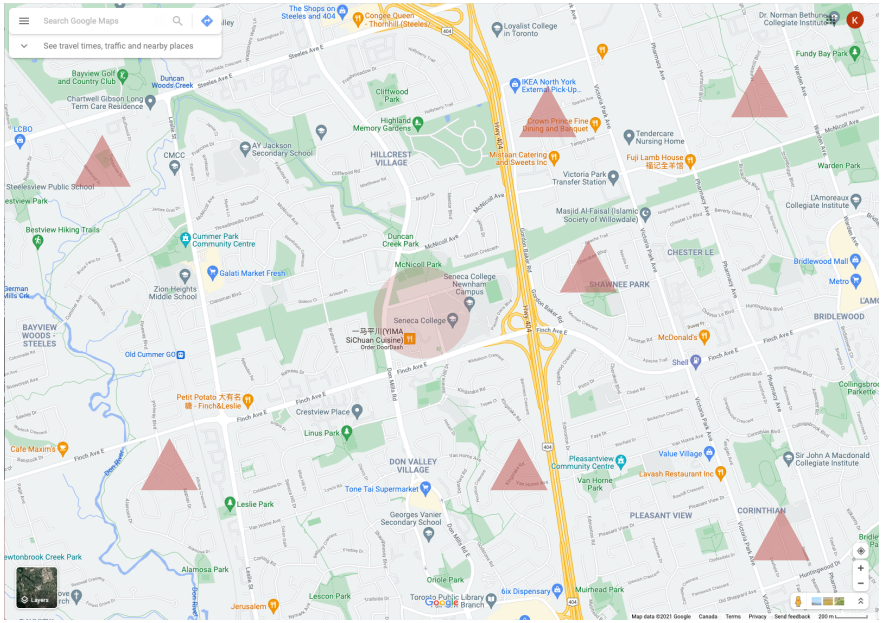


Source:
Adapted from Wong, K.K-K. and Osborne, M. (In-press) "Enabling in-car location-based experiential learning with Presentria GO", *Int. J. Mobile Learning and Organisation.*

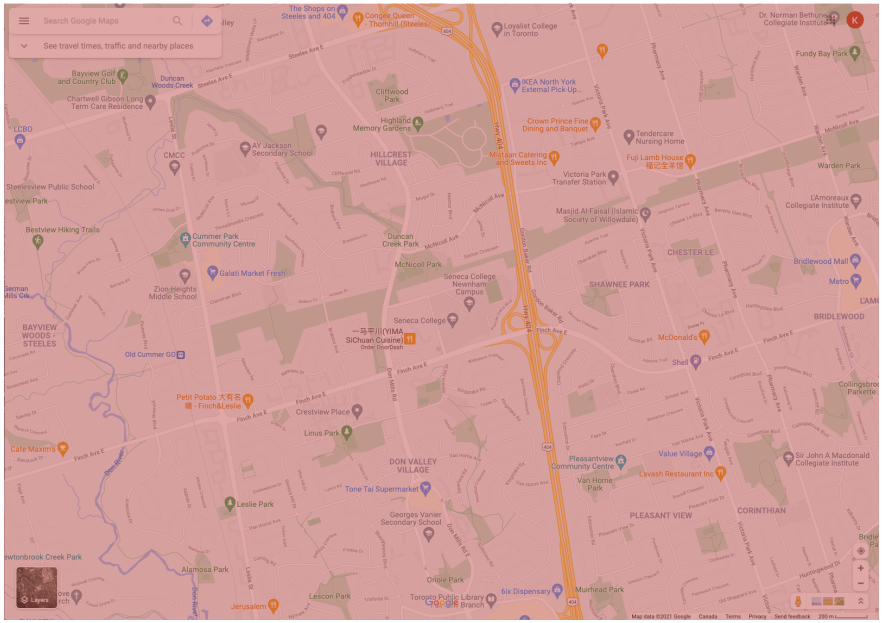
Paper Download: https://bit.ly/3AmqzoV

The Opportunity: Location-Based Experiential Learning

Present



Learning with Presentria GO

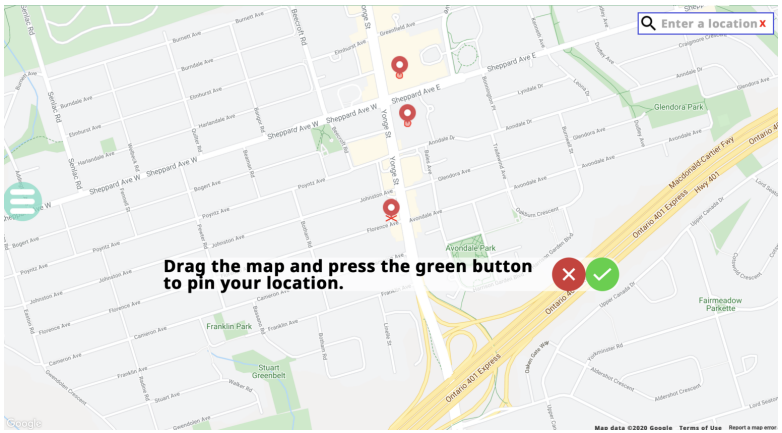


Learning @ Seneca College

Learning @ Student's home

Experiential Learning in the city with **Presentria GO**

The Innovation: Presentria GO



Innovative Solutions:

- Drive Thru Scenic Safari
- Experiential Place-based Learning
- In-Car Location-based Learning
- Orientation & Campus Tour

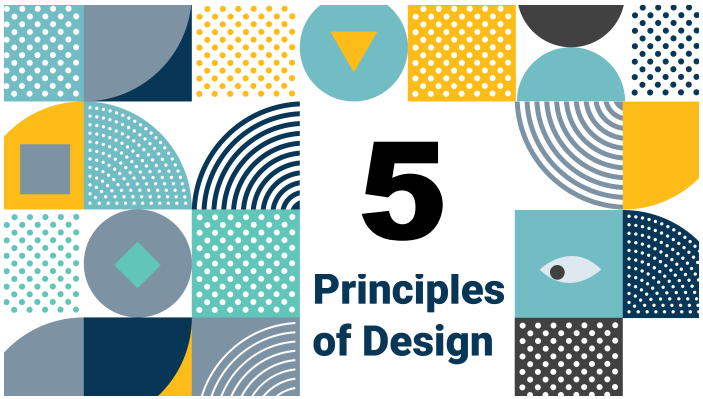
Checkpoint #1:

Watch this **video** about the central library and answer the question.

Checkpoint #2:

What statues are in the park?

The Innovation: Design Principles of Presentria GO



Design guiding principle	*Prior research*	*Presentria GO*
1. Use of GPS	Hwang et al. (2008)	Student's GPS location data is captured and transmitted to the Presentria GO system via wireless data/Wi-Fi. The system will push relevant content to the smartphone based on its location.
2. Proximity range adjustment	Hoffman (2013)	Checkpoint's proximity range can be set from 1 to 500 metres to detect a student's presence in the field.
3. Relevant content	Shang at el. (2011)	Relevant content delivered to the smartphone includes text, picture, YouTube video, PDF file, and questions. Presentria GO supports six question types: multiple-choice, text, fill-in-the-blanks, likert-scale, numerical value and private message.
4. Gamification	Pappas (2015); Rackwitz (2014); Zichermann and Cunningham (2011); Shute and Ke (2012)	Real-time feedback can be shown after a question is answered. The system can give points for questions answered correctly. Also, the educator can set up checkpoint levels to make the trip more challenging.
5. Assessments	Rapti (2013)	The system allows educators to ask multiple-choice questions with auto-grading capability. Educators can view their students' performance online or download the data in spreadsheet format.

Source:
Wong, K.K-K. and Osborne, M. (In-press) "Enabling in-car location-based experiential learning with Presentria GO", *Int. J. Mobile Learning and Organisation.*

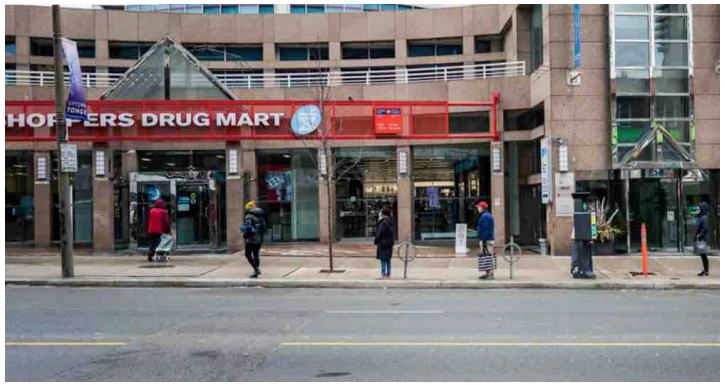
Pilot OCMC 2021: Coach on-the-go with OCMC Retail Case participants

Trip #1

Retailers visited:

Sephora

Shoppers Drug Mart



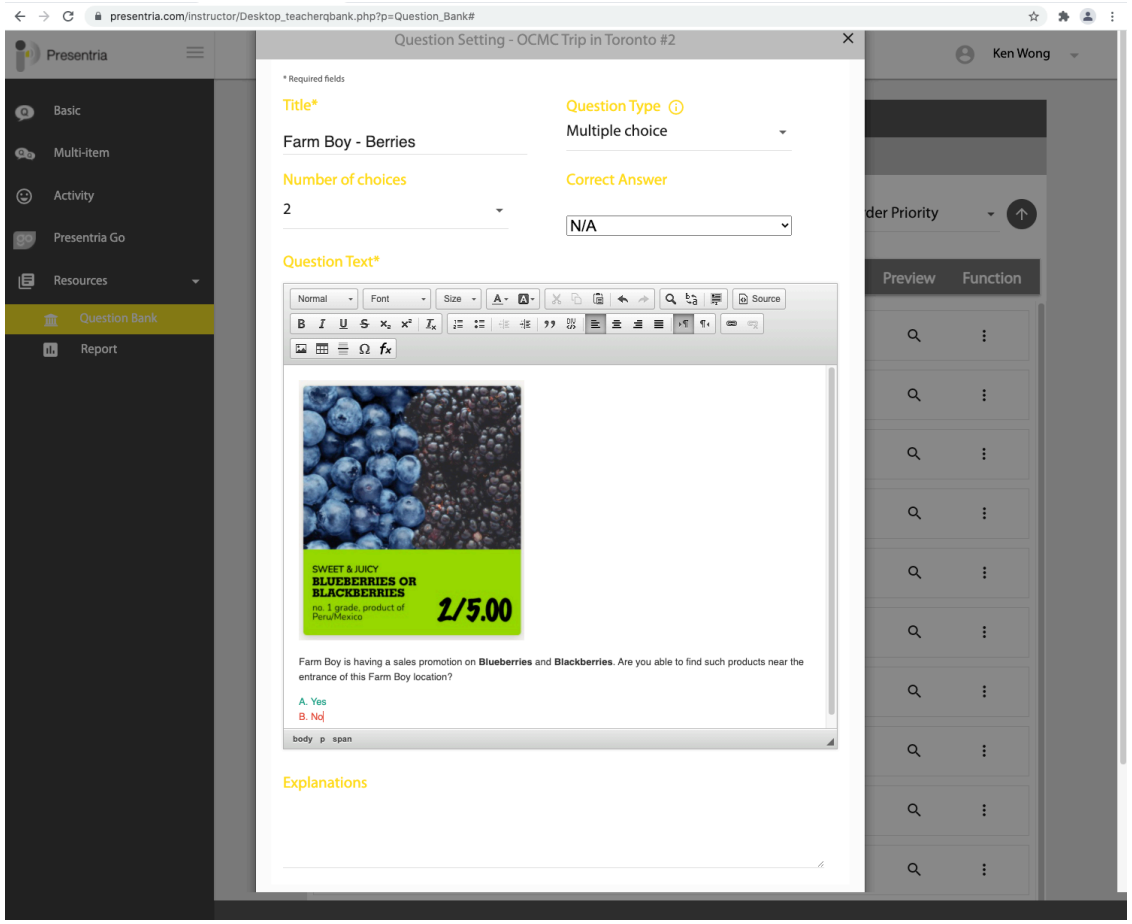
Trip #2

Retailer visited:

Farm Boy

Loblaws

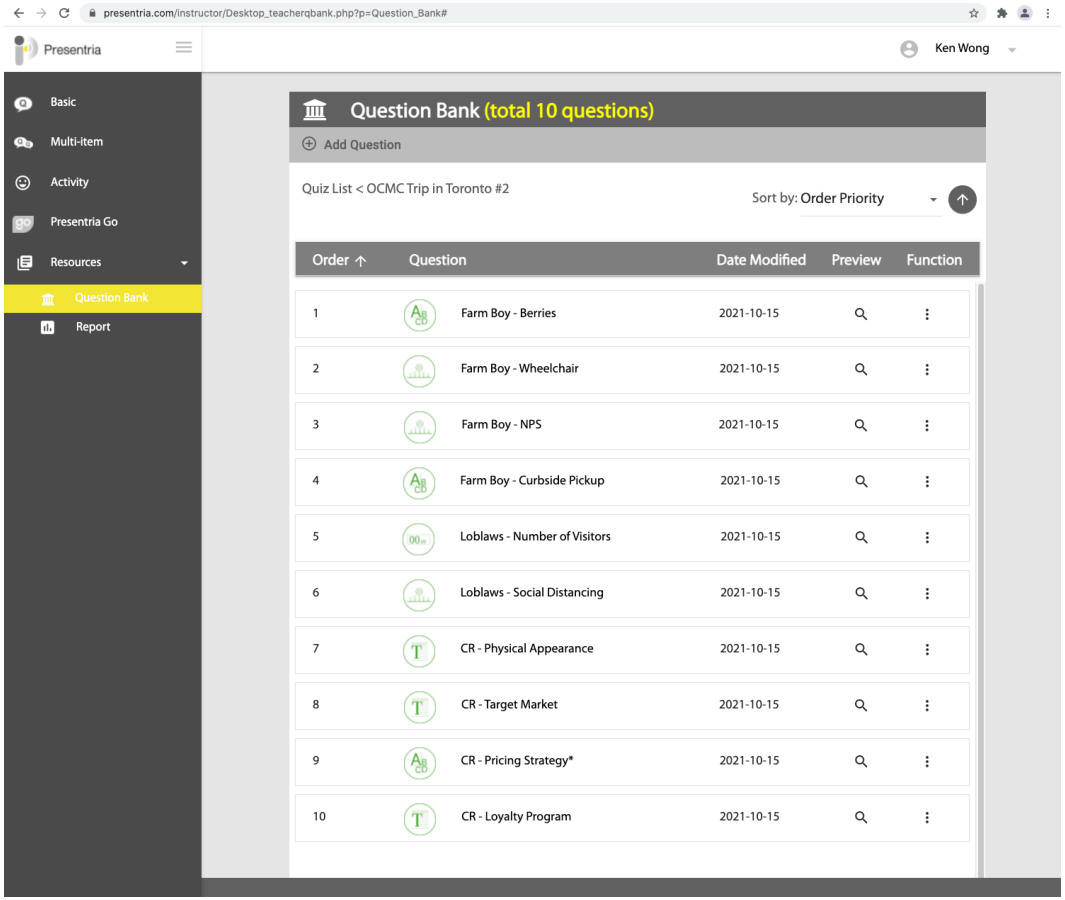
Setting up the Retail Store Audit Questions in Presentria



Once a question is created, it can be used for:

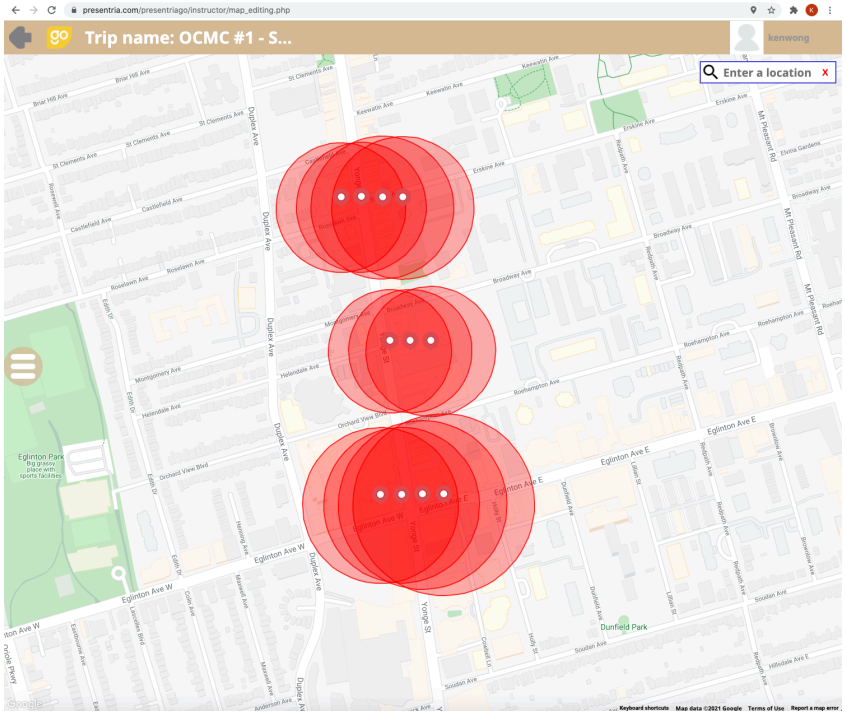
- **Experiential Learning** (Presentria GO)
- **Polling** (Presentria Basic)
- **Test** (Presentria Multi-item)
- **Class Activities** (Presentria Activities)

Setting up the Retail Store Audit Questions in Presentria

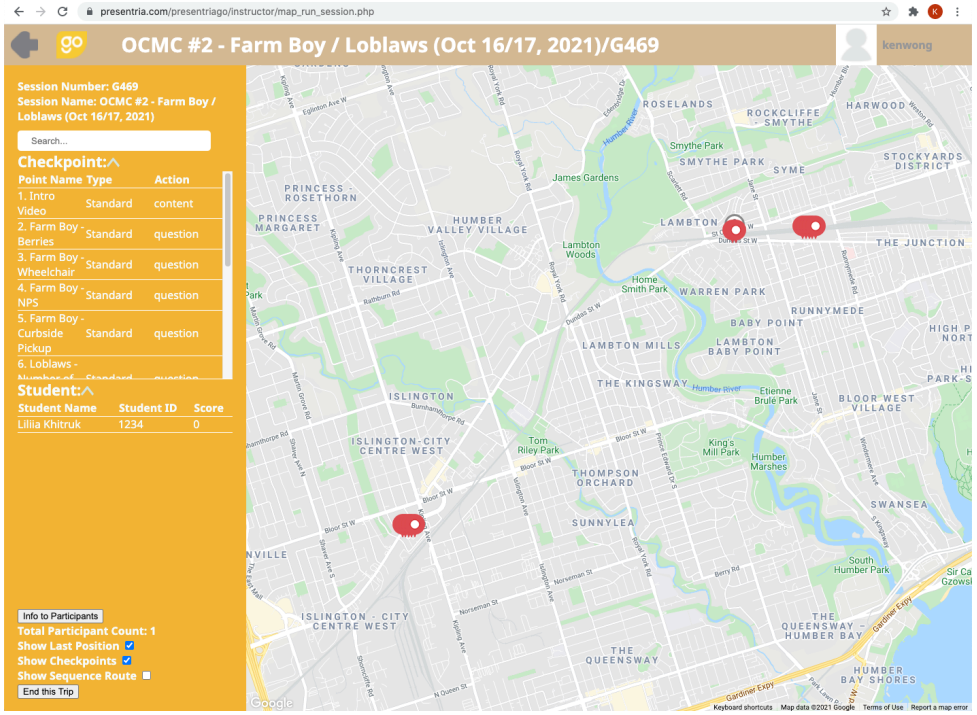


Once the quiz is set up in the question bank, **it can be shared with other professors** to save time!

Pinning the Checkpoint Locations and Adding Questions

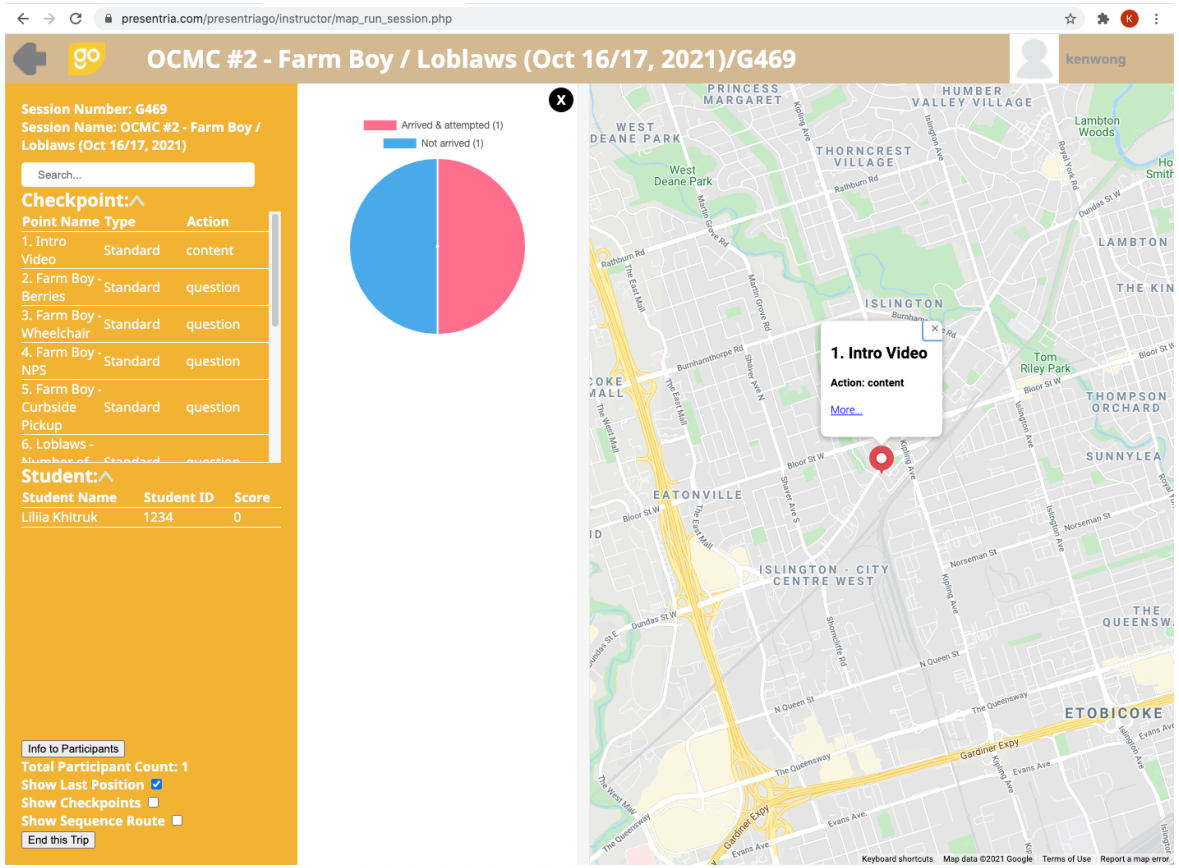


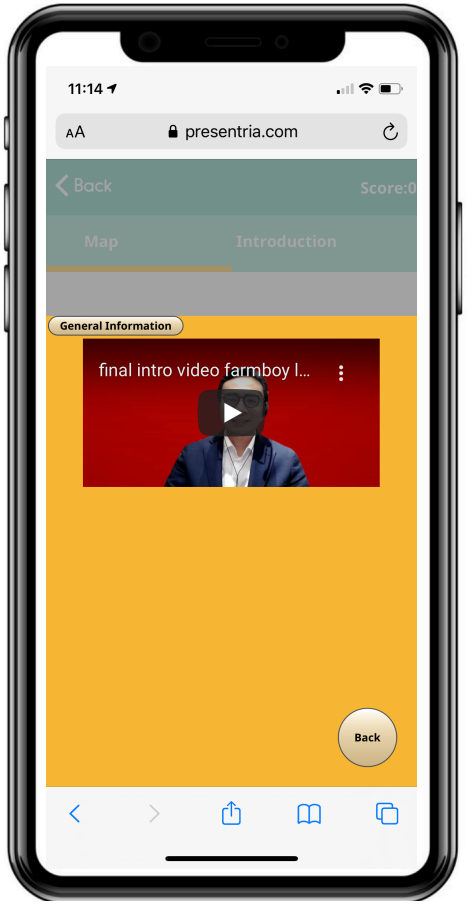
Trip #1



Trip #2

Customized Coaching Introduction & Instruction Video



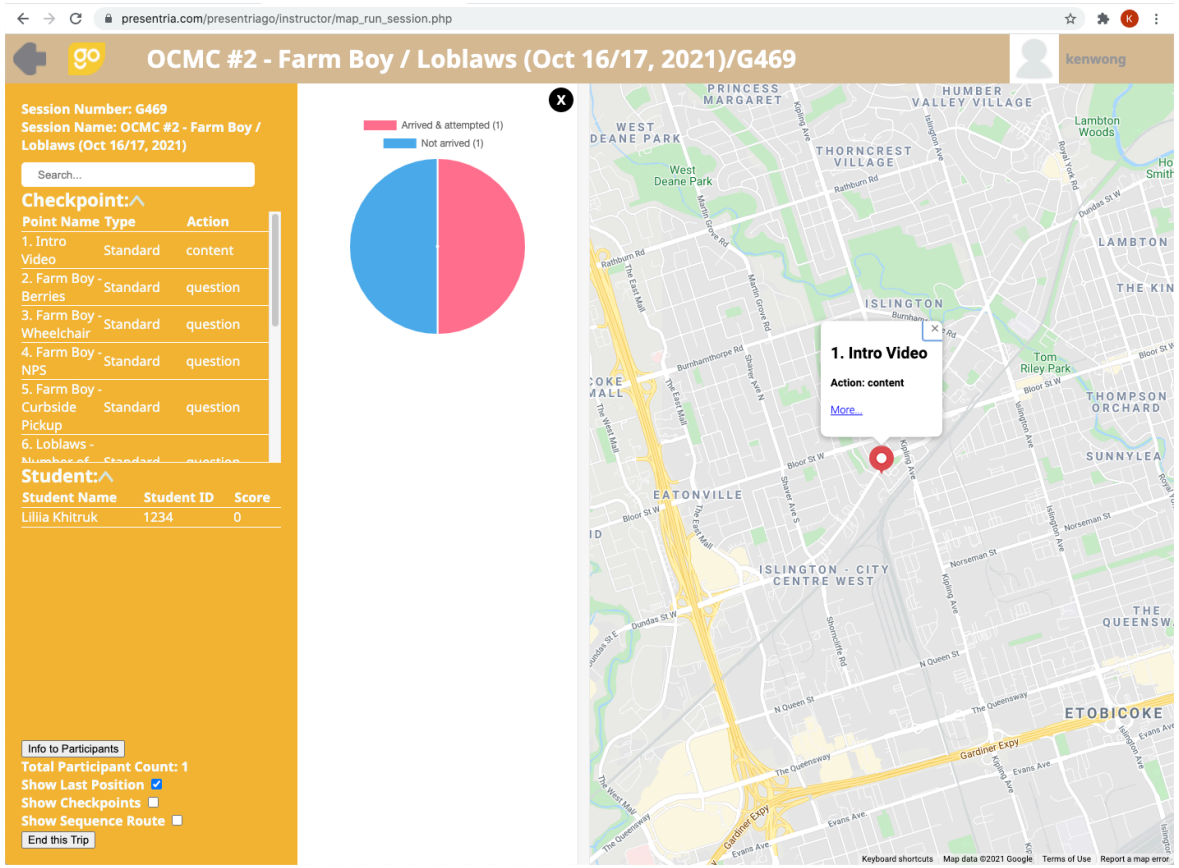


"Virtual Coach"

Professor's view

Actual Screenshot on iPhone XS

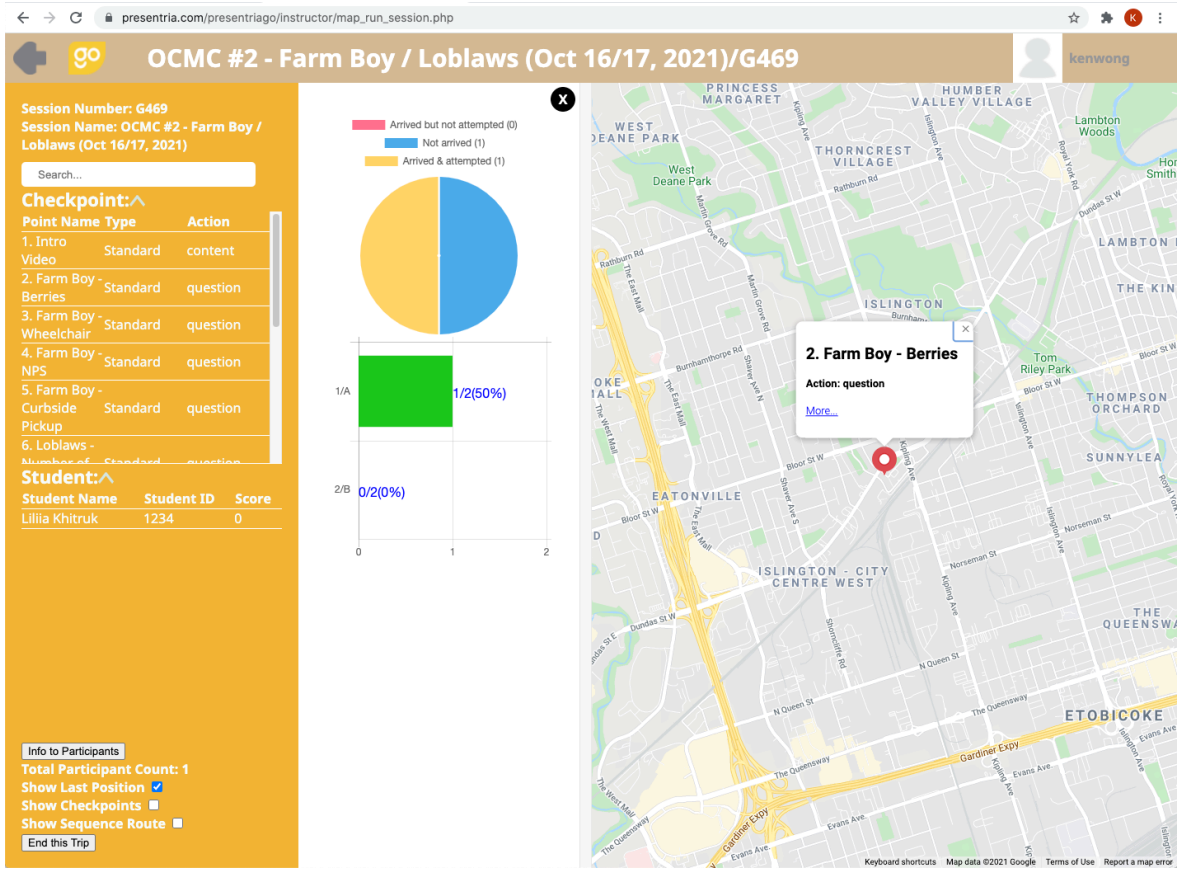
Customized Coaching Introduction & Instruction Video

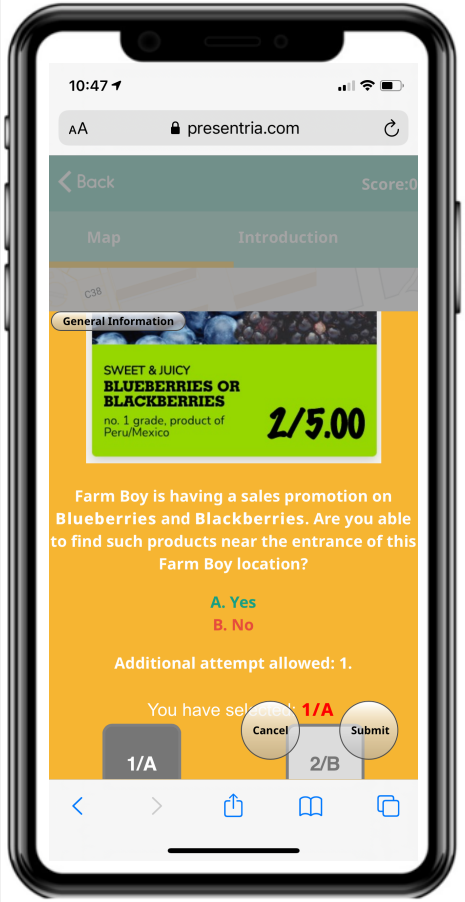


Professor's view

Actual Screenshot on iPhone XS

Location-Specific “Push” of Rich-Format Tasks to Users

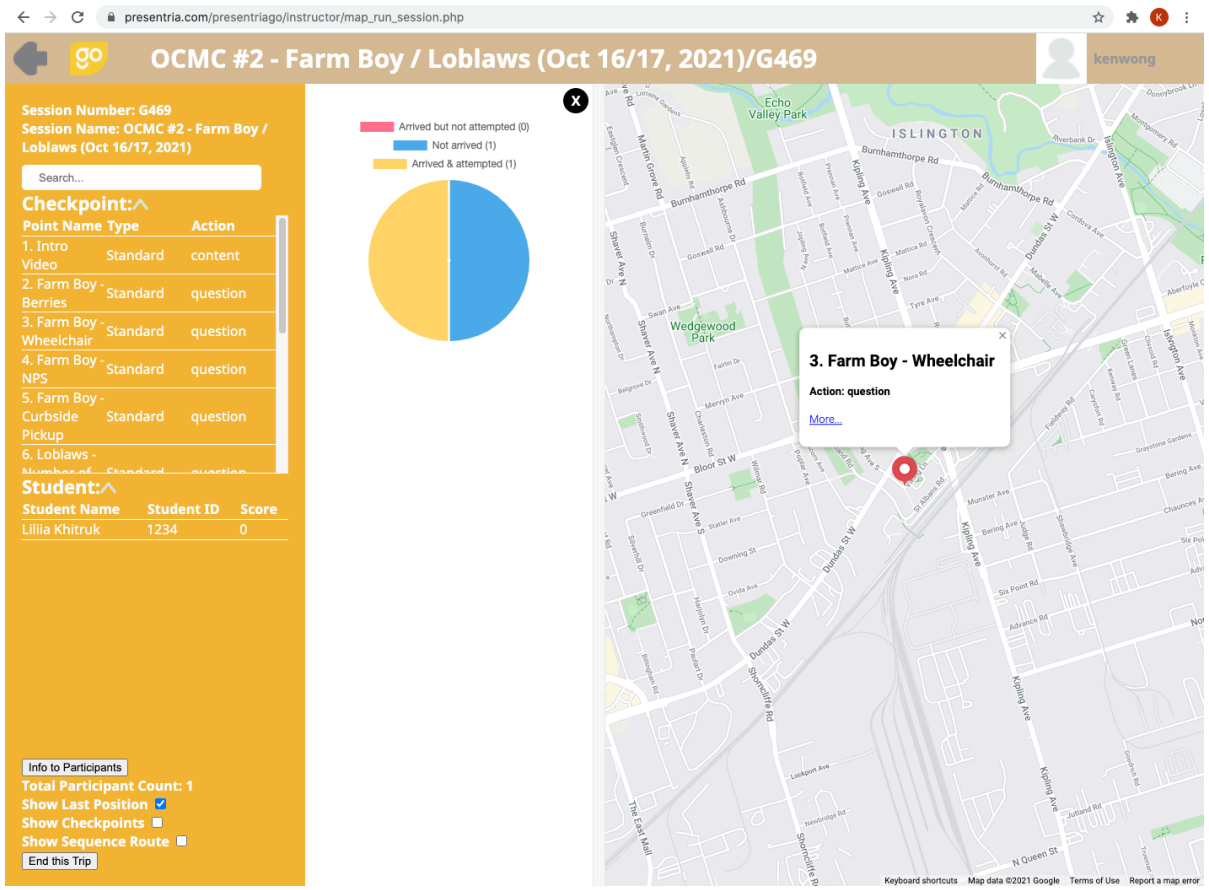


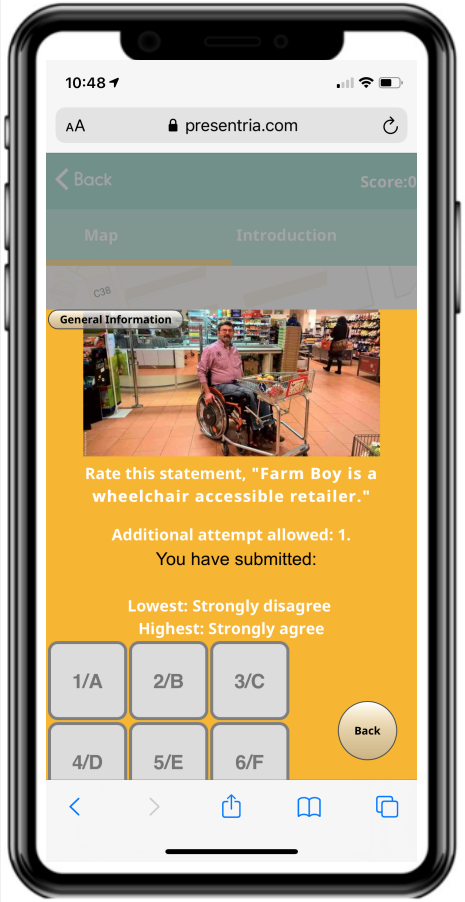


“Graphics, video, text, web, file” Professor’s view

Actual Screenshot on iPhone XS

Interactive On-Site Responses with Real-Time Monitoring



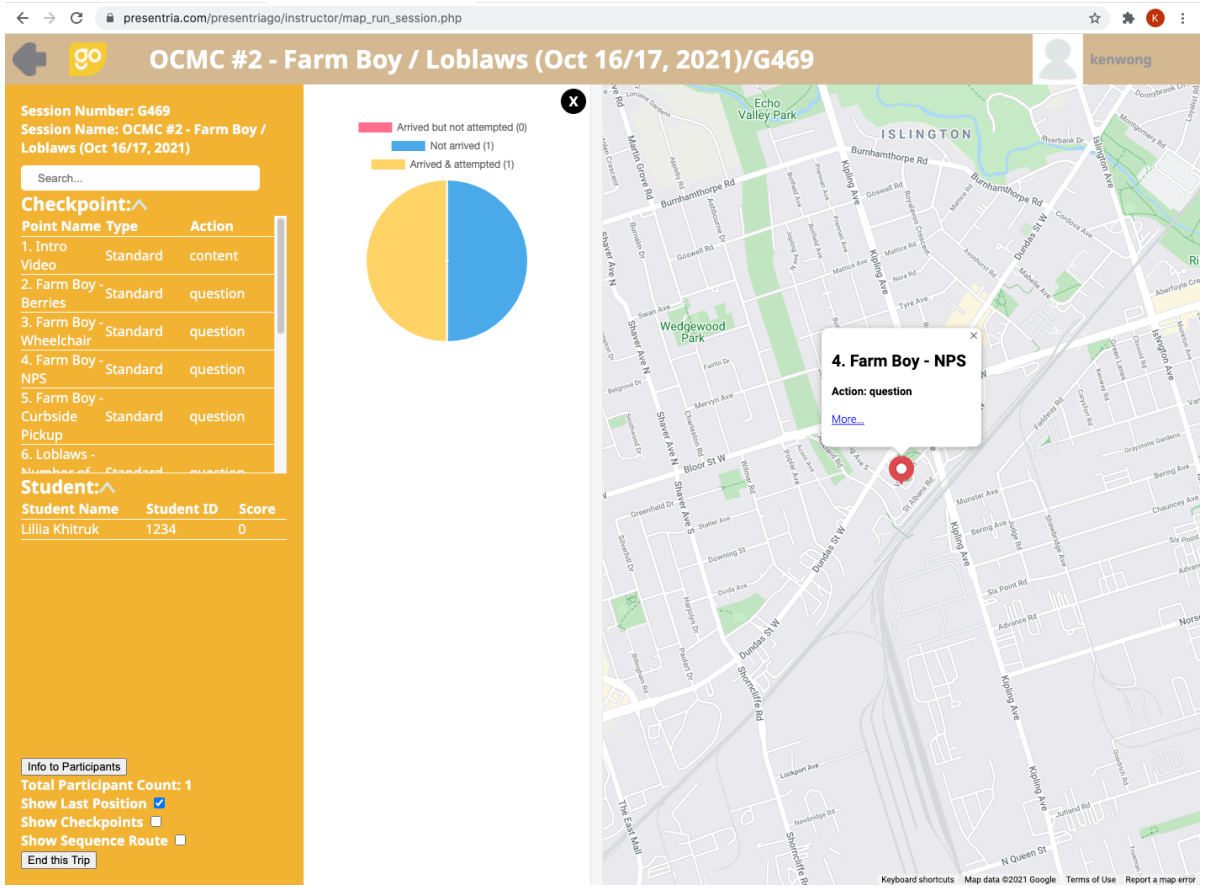


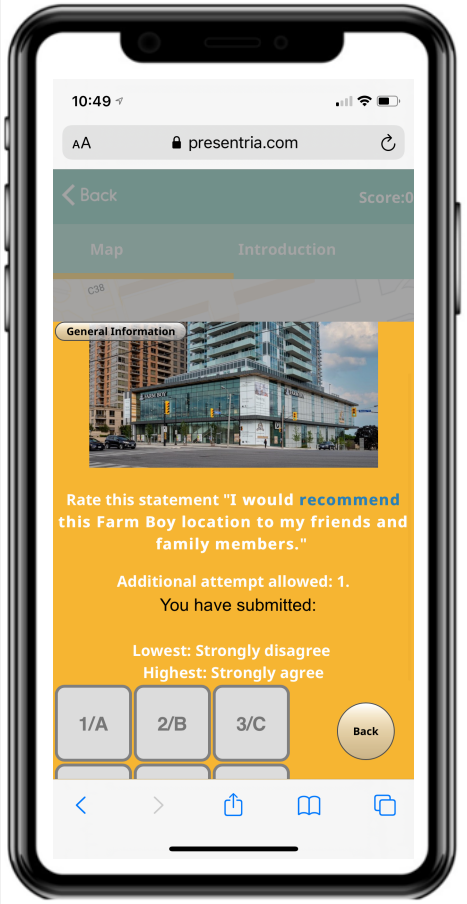
"See them moving…"

Professor's view

Actual Screenshot on iPhone XS

Contextual Cues are Embedded in the Journey.



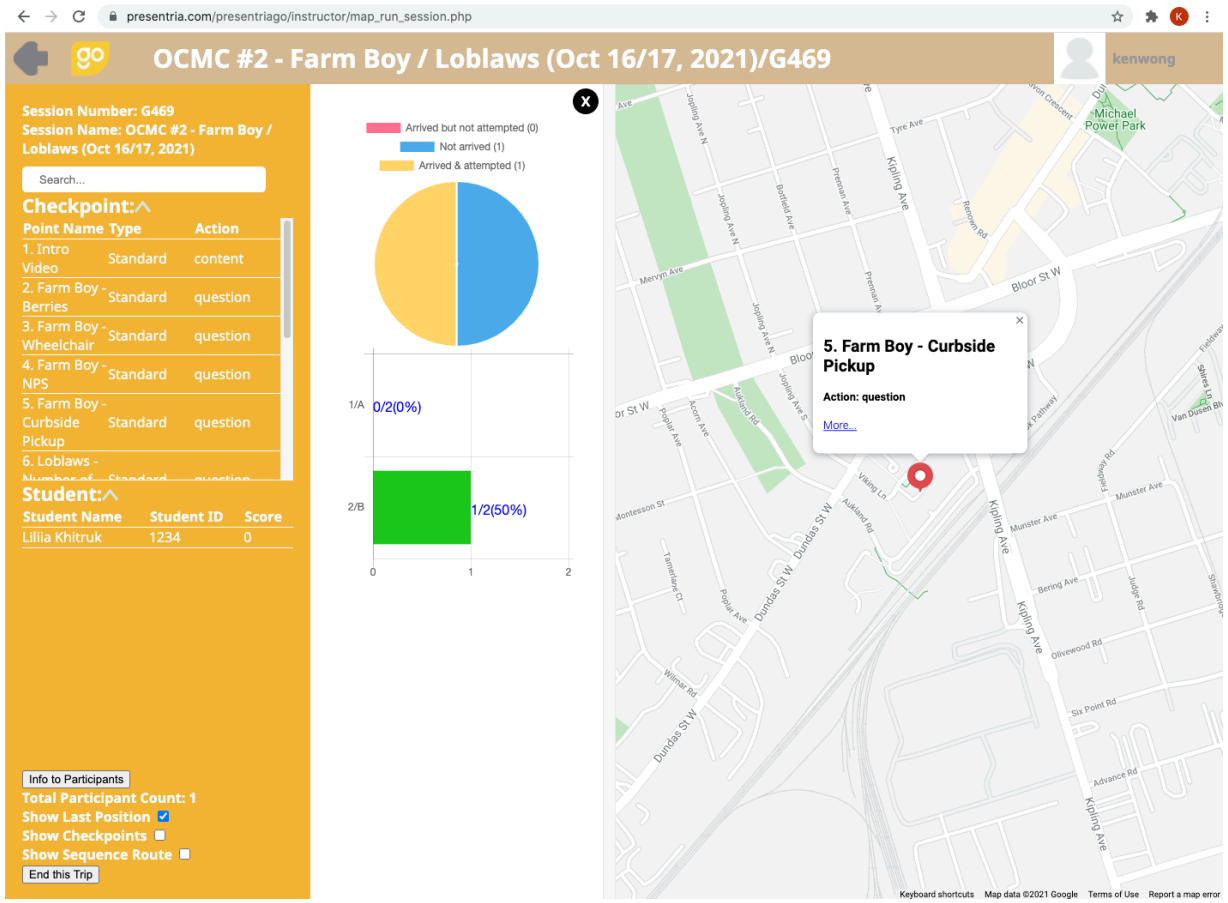


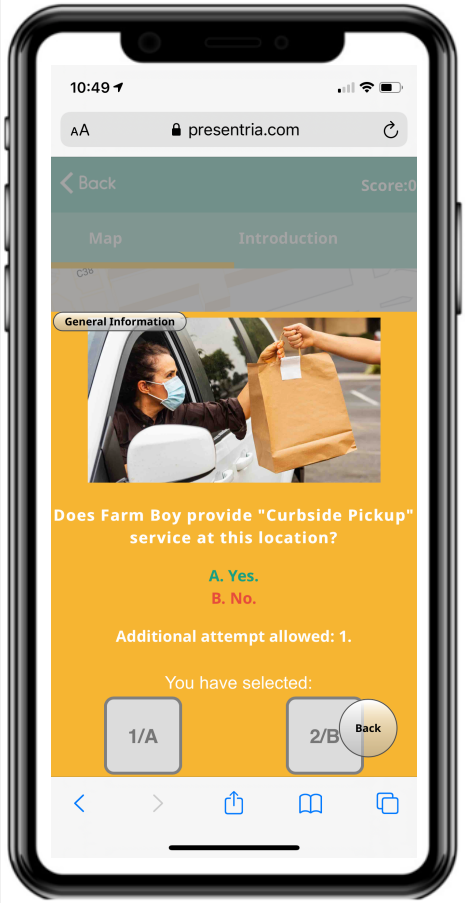
"GPS-based; Tips/Info"

Professor's view

Actual Screenshot on iPhone XS

Question Types Adjusted for Level of Analysis and Time Constraints

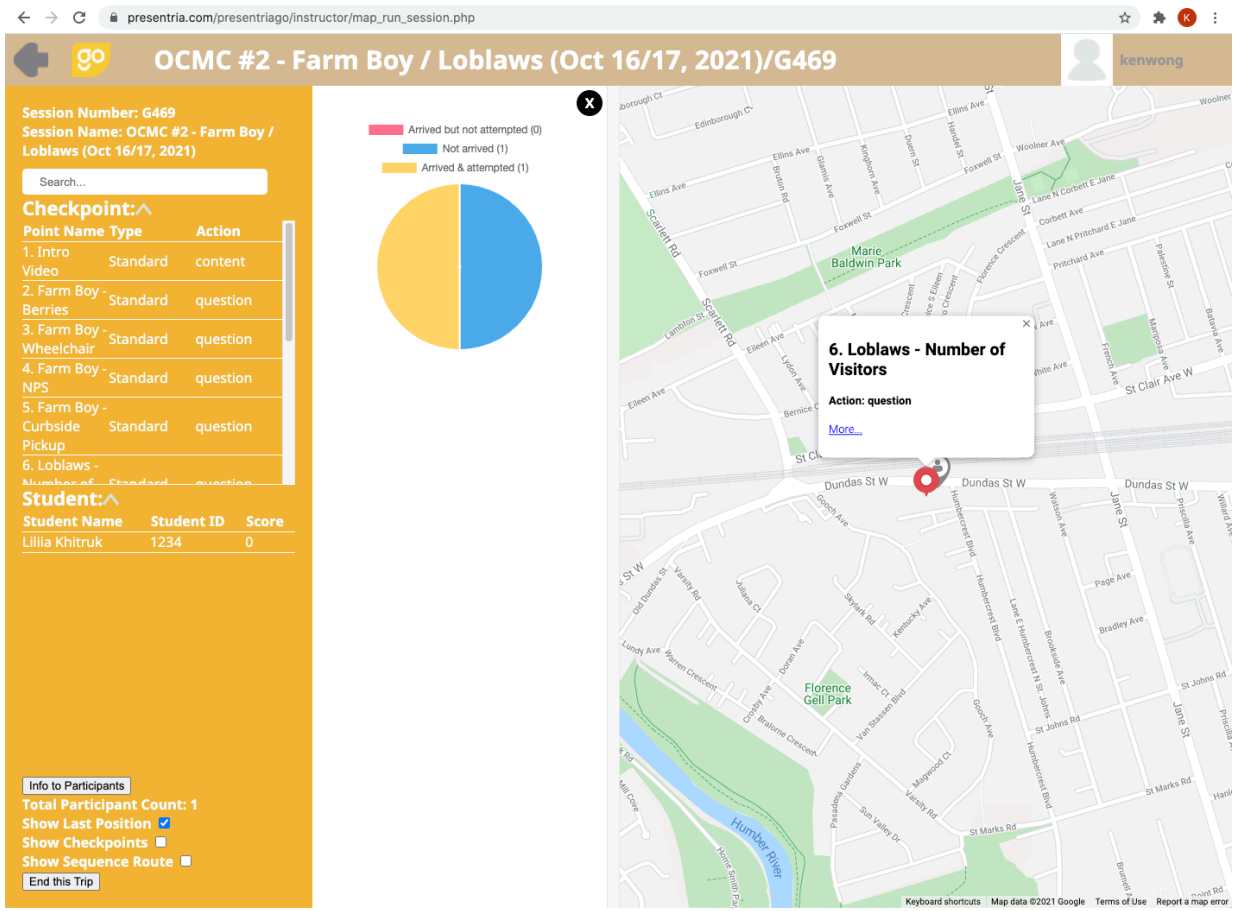


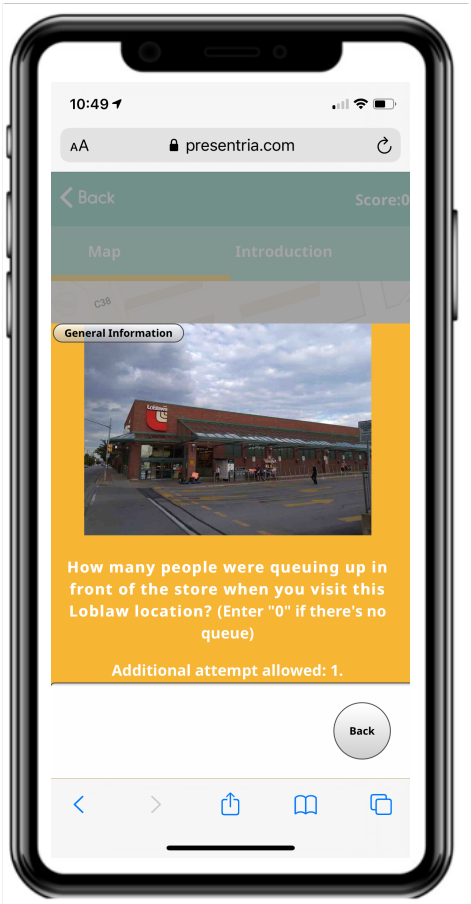


"6 Question Types; Sequence" Professor's view

Actual Screenshot on iPhone XS

Locations are “Glocal”- Teams Experience and Share Their Unique Neighborhoods



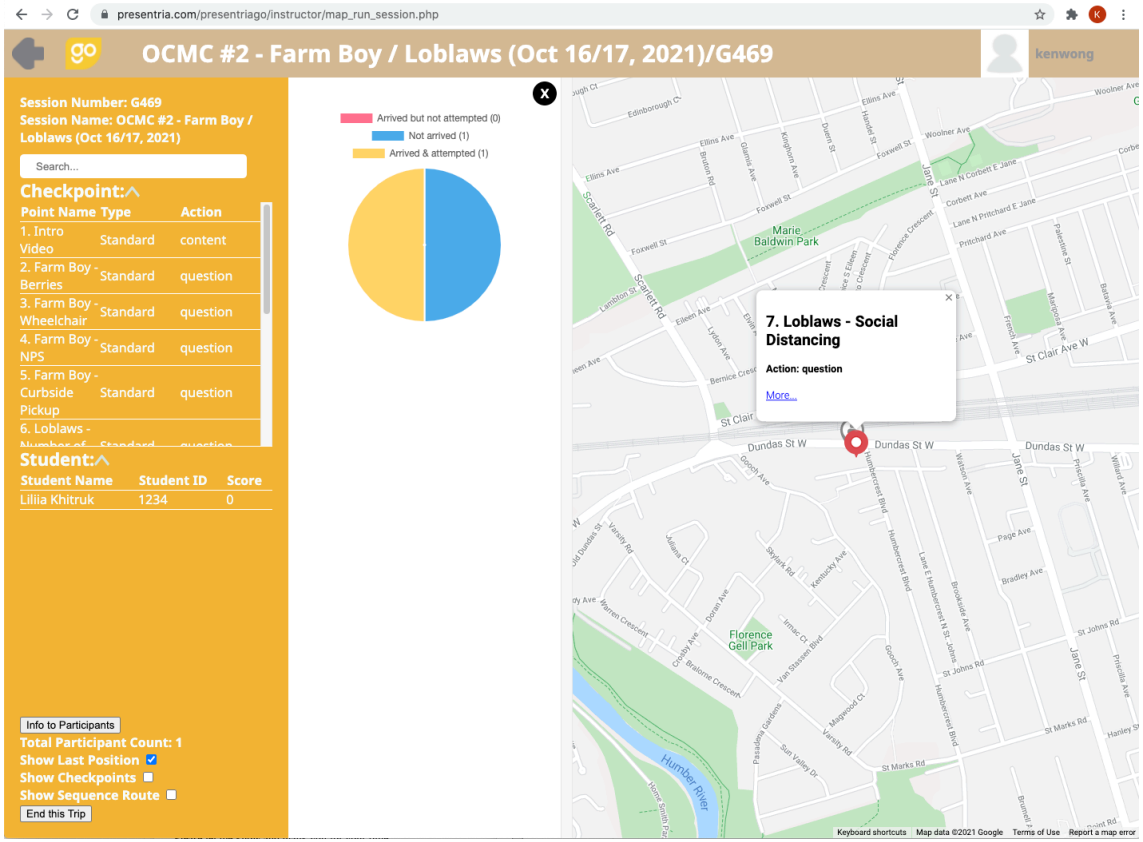


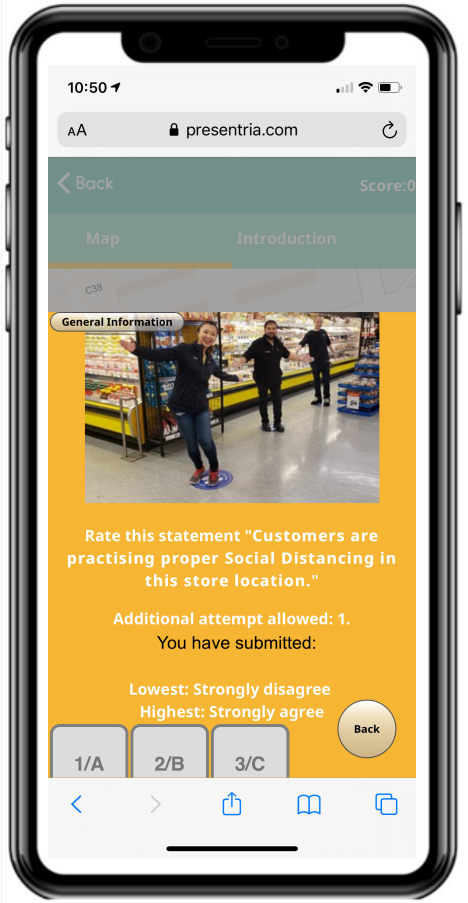
“Flipped Classroom”

Professor’s view

Actual Screenshot on iPhone XS

MCs, Text, Fill-in-the Blanks, Likert-Scale, Private Message, Numeric Values



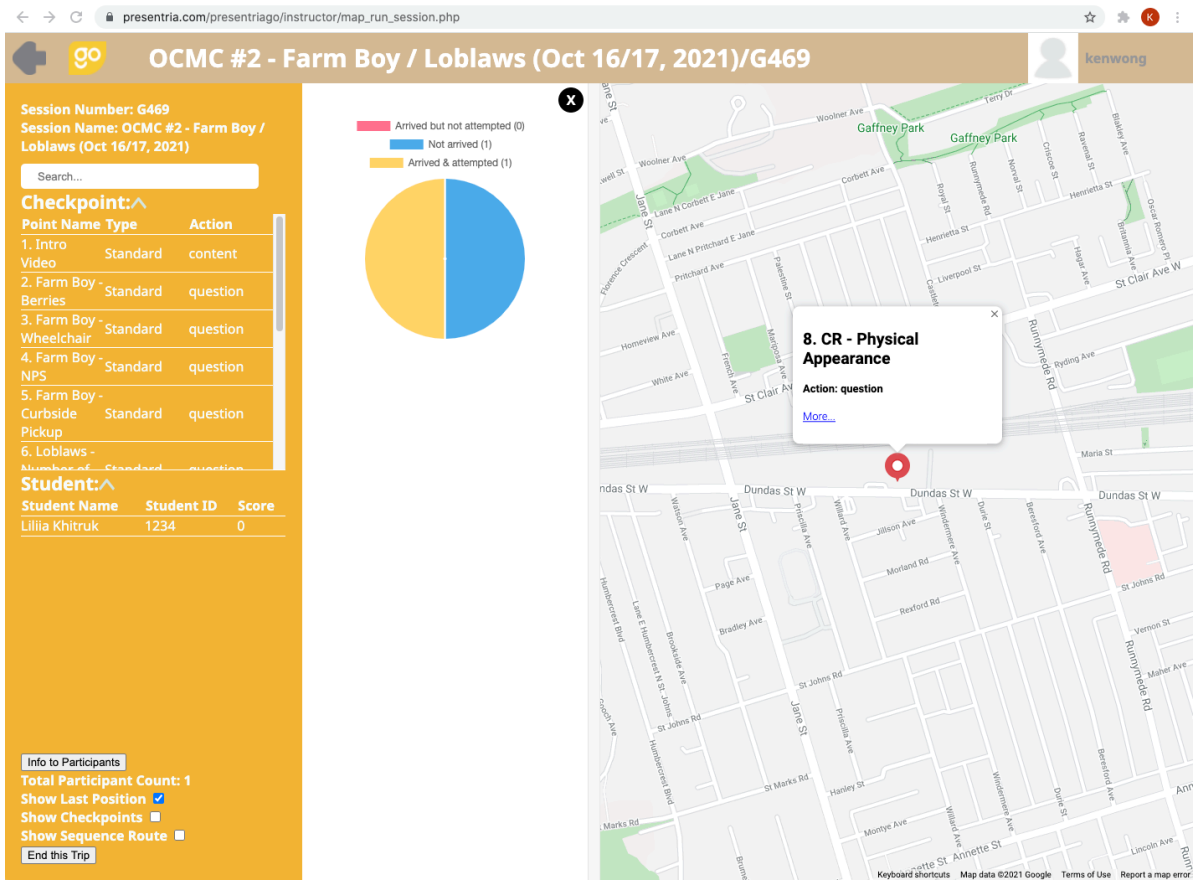


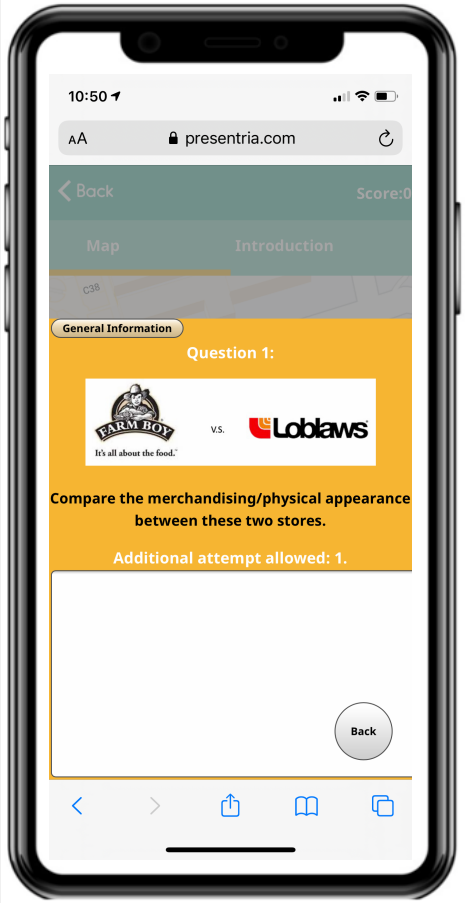
"All kinds of courses"

Professor's view

Actual Screenshot on iPhone XS

Real-Time Data Capturing

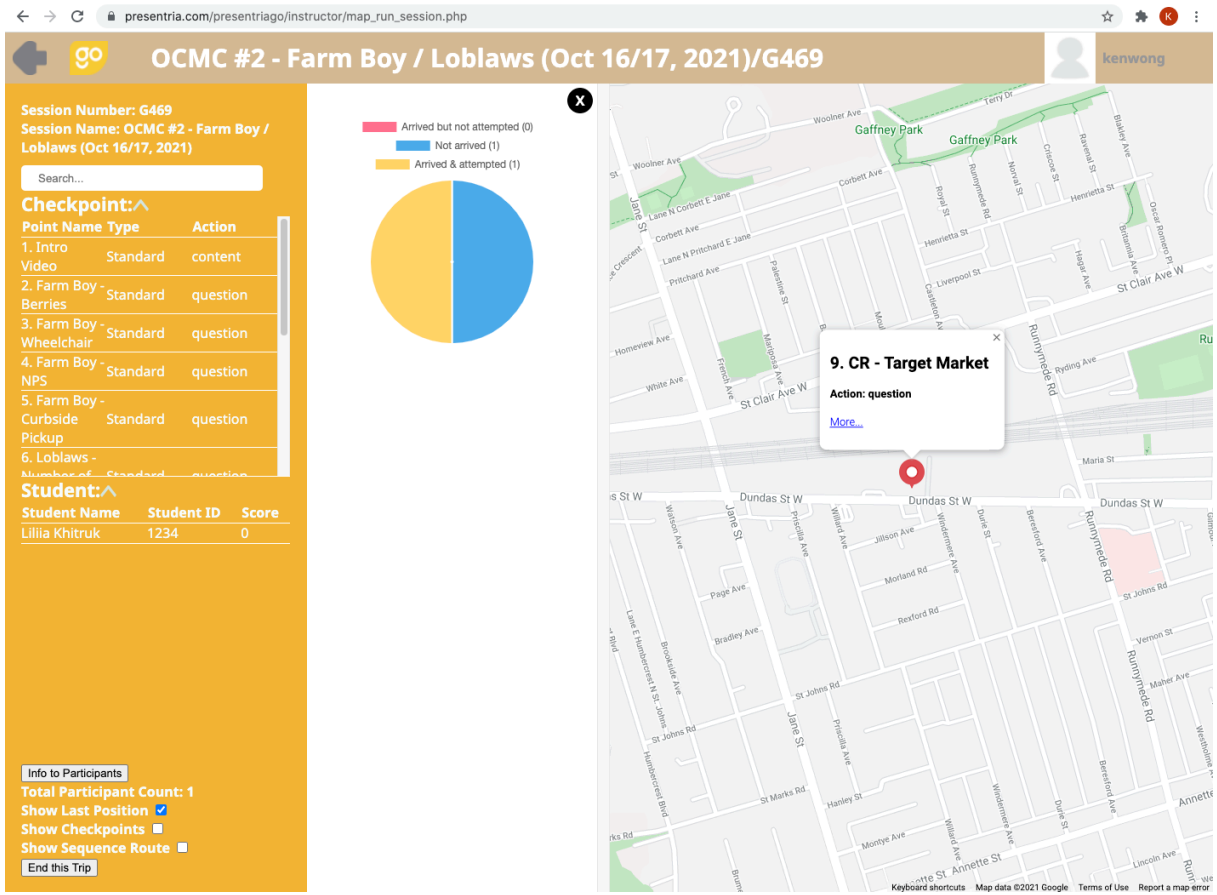


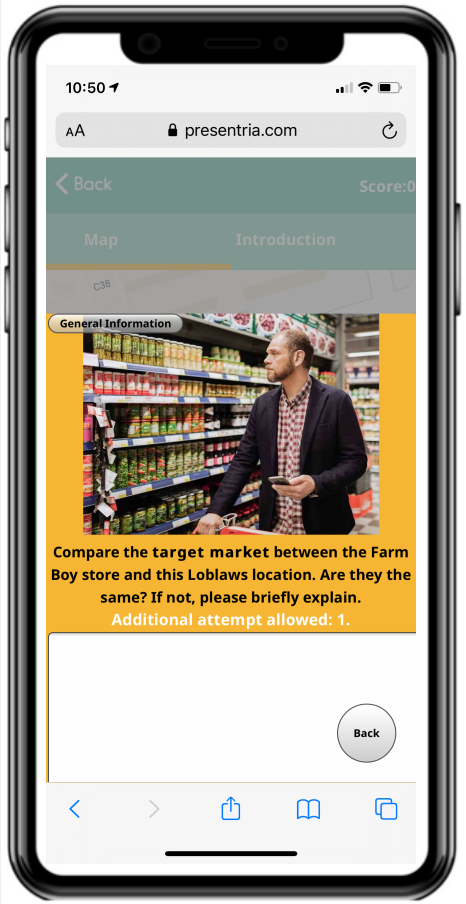


"Capture student's reaction" Professor's view

Actual Screenshot on iPhone XS

Perfect for Reflective / Summative Questions

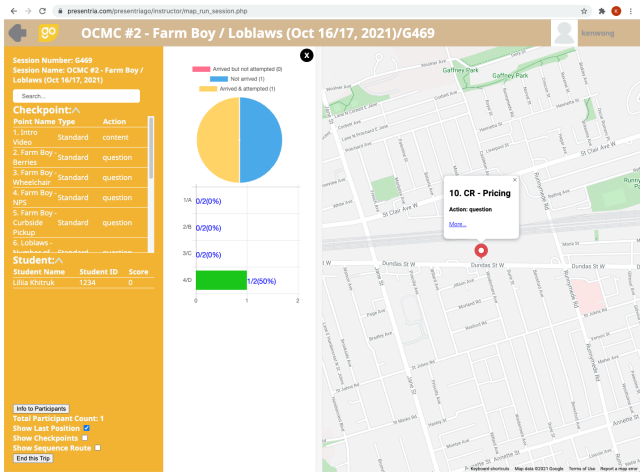


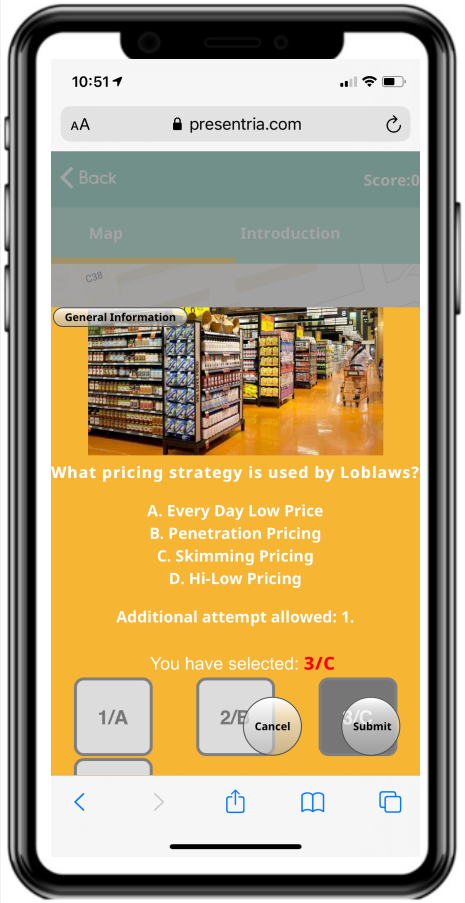


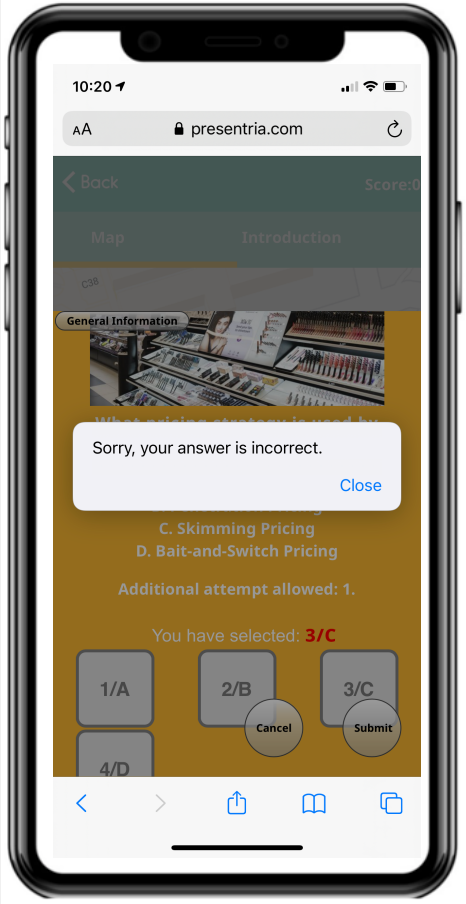
"No more boring essay writing" Professor's view

Actual Screenshot on iPhone XS

Instant Feedback (or Grading) is Provided On-Site



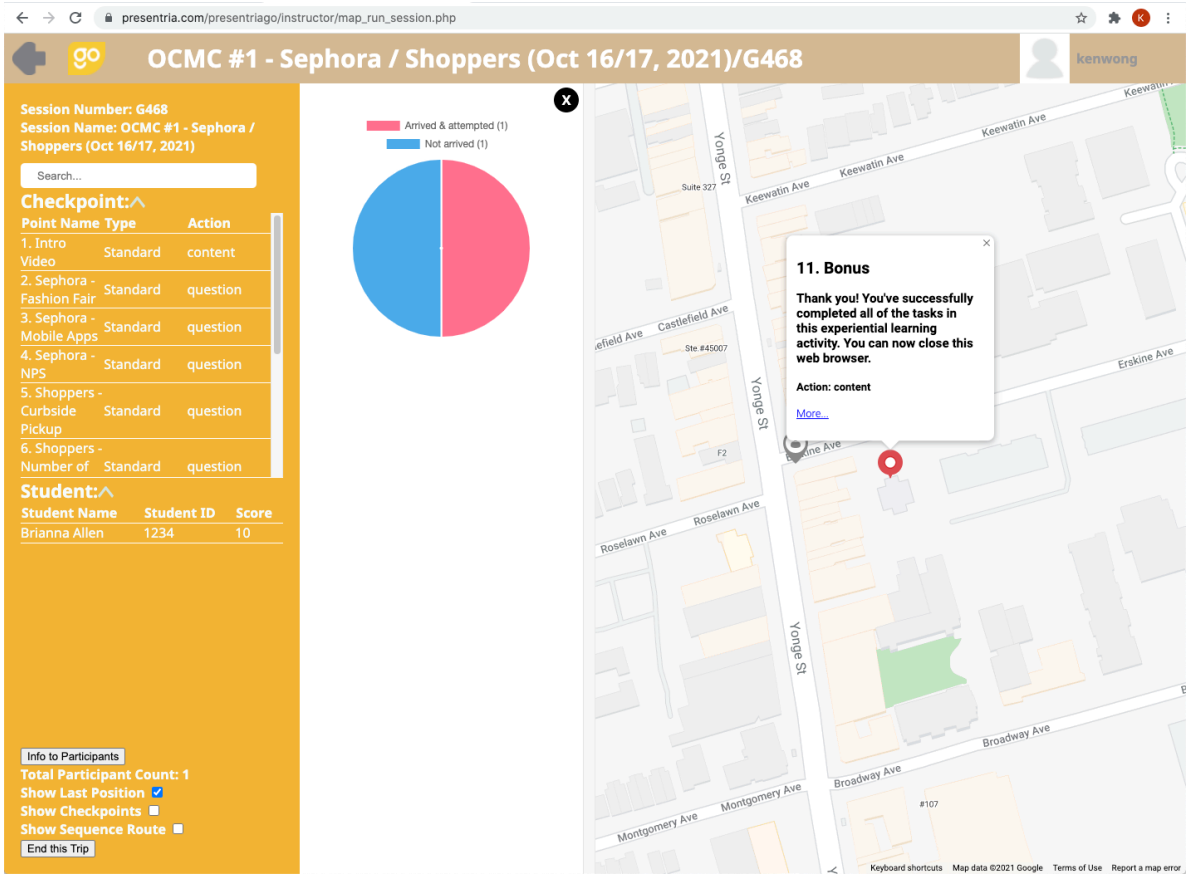




Professor's view

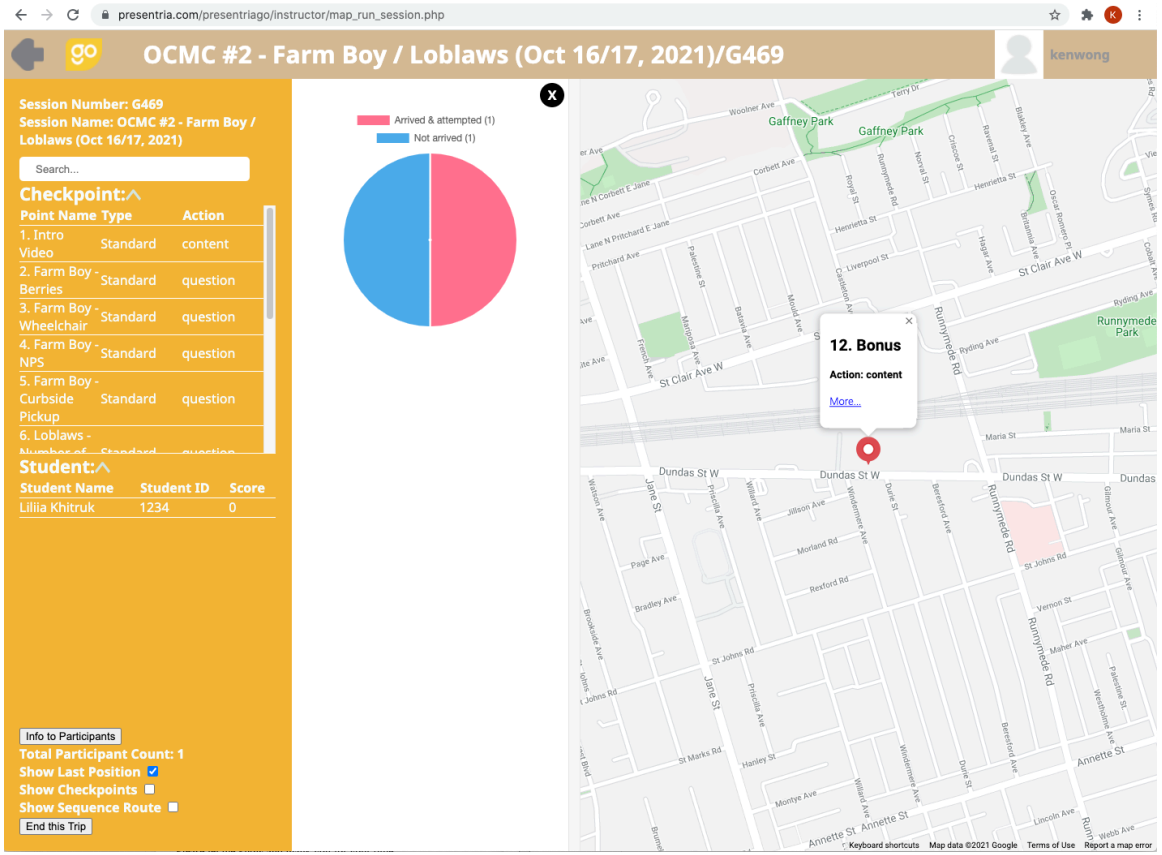
Actual Screenshot on iPhone XS

Gamification Features Include Competition: 0 Points vs 10 Points



Professor's view

Gamification Features Include the Certificate of Completion



"Immediate Recognition / Satisfaction" Professor's view

Actual Screenshot on iPhone XS

Coaches Capture Student Participation and Progress: Trip 1 Results

		Point Name										
Student Name	Client ID	1. Intro Video	2. Sephora - Fashion Fair	3. Sephora - Mobile Apps	4. Sephora - NPS	5. Shoppers - Curbside Pickup	6. Shoppers - Number of Visitors	7. Shoppers - Social Distancing	8. CR - Physical Appearance	9. CR - Target Market	10. CR - Pricing	11. Bonus
	Correct Answer	--									1/A	--
Brianna Allen	1234	--	2/B	2/B	5/E	2/B	0	3/C	Sephora had large clear signage for their merchandise based on brands and sectioned based off product types(makeup was in the aisles, skin & perfume along the walls, etc)and had a bright, clean physical store appearance with visually appealing decor(beauty bars, pictures of diverse beautiful woman on posters). Shoppers has smaller signage and sometimes no signage for products in the middle of the beauty boutique section of the store, they were also in the process of reorganizing products & dusting when I asked the usual attendee a few questions. Store appearance seemed less modern, clean and kept up, it was also slightly dimmer in the general shoppers comparative to the beauty boutique section or the Sephora.	They are not the same, shoppers has a lot more price sensitive brands available and merchandise offerings, meanwhile Sephora caters to a less price sensitive audience that enjoy quality, luxurious products; you'll rarely see sales at Sephora but quite often on products at shoppers drug mart.	1/A	--

Professor's view

Coaches Capture Student Participation and Progress: Trip 2: Results

		Point Name											
Student Name	Client ID	1. Intro Video	2. Farm Boy - Berries	3. Farm Boy - Wheelchair	4. Farm Boy - NPS	5. Farm Boy - Curbside Pickup	6. Loblaws - Number of Visitors	7. Loblaws - Social Distancing	8. CR - Physical Appearance	9. CR - Target Market	10. CR - Pricing	11. CR - Loyalty Program	12. Bonus
	Correct Answer	--									1/A		--
Liliia Khitruk	1234	--	1/A	6/F	6/F	2/B	0	1/A	They both seem to be premium grocery stores, so their merchandise complies with that positioning. I noticed that Farm Boy's interior looked more high end and spacious than in Loblaws. They had more walking space, less unpacked boxes with products, seems like they pay more attention to that. The store felt fancier due to this difference. But overall, both stores are clean, organized and good looking.	Farm boy targets people who seek for premium grocery experience, including high quality if products+service. They have higher income, commute by car, most of them are health conscious. Loblaws has a little broader target market: those include customers with medium to moderately high income, that enjoy good quaility grocery shopping, but also need wide assortment and opportunity to pick different price points, not only exclusive, premium brands. To make an example, students would be more likely to shop at Loblaws than at Farm Boy, if choose from the two. Farm Boy has fairly higher prices than Loblaws.	4/D	Yes, I think so. They have a lot of stores under the same brand around the country, and it would encourage those buyers, who would like premium grocery shopping in the city to come to their stores exclusively.	--

Professor's view

Testimonial from OCMC participant

Liliia Khitruk, OCMC participant, Seneca College *Toronto*

Testimonial from OCMC participant

Liliia Khitruk, OCMC participant, Seneca College *Toronto*

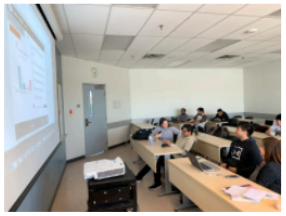
Testimonial from OCMC participant

Brianna Allen, OCMC participant, Seneca College *Toronto*

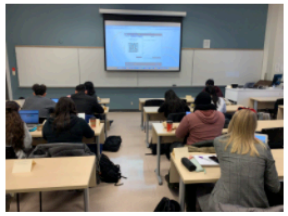
Testimonial from OCMC participant

Brianna Allen, OCMC participant, Seneca College *Toronto*

Presentria is a Proven Solution

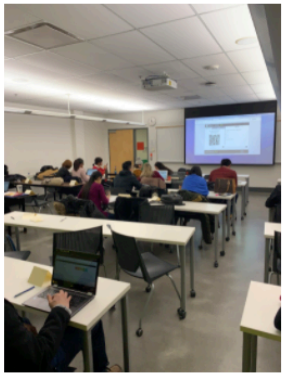


Applied Marketing Research MRK455, Newnham Campus, Seneca College

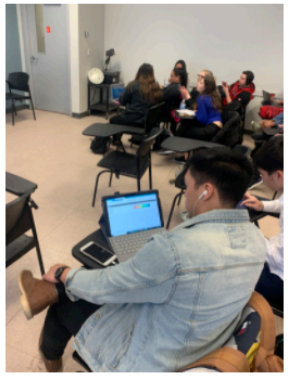


Introduction to Marketing BAB235, Newnham Campus, Seneca College

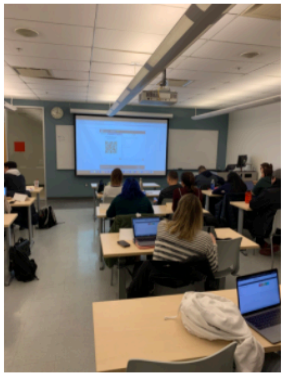
Marketing II MRK200, Markham Campus, Seneca College



Applied Marketing Research MRK455, Newnham Campus, Seneca College.



Introduction to Marketing BAB235, Newnham Campus, Seneca College



Applied Marketing Research MRK455, Newnham Campus, Seneca College

As seen in:

TEACHONLINE.CA

CONTACT NORTH | NORD Online Learning | Apprentissage en ligne

June 2020

15 eLearning Forum Asia 2020

The Chinese University of Hong Kong | 7 - 8 Dec

International Journal of Mobile Learning and Organisation

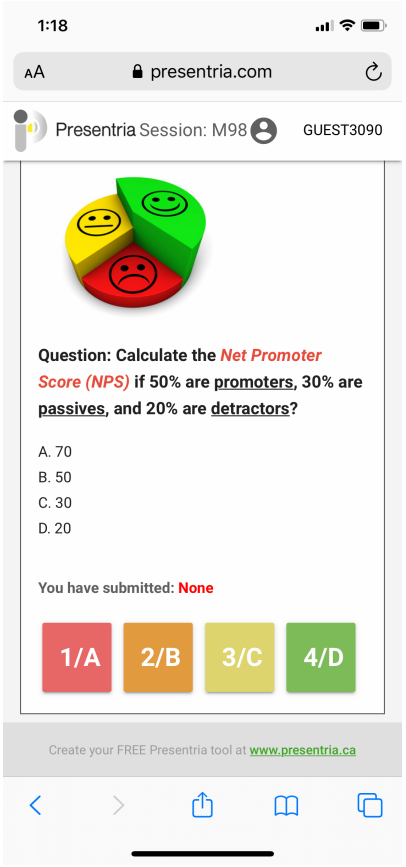
Online Learning News

NEXT GENERATION ONLINE LEARNING

A weekly update from: CONTACT NORTH | NORD Supporting Rural & Remote Ontario | Soutenant l'Ontario rural et éloigné

Tech for Teaching blog

Feedback from Seneca Professors



"Presentria is such an interactive tool. It is user-friendly and helps me engage students in class."

Dr. Alireza Faed

Professor of Marketing, Seneca College

Seneca

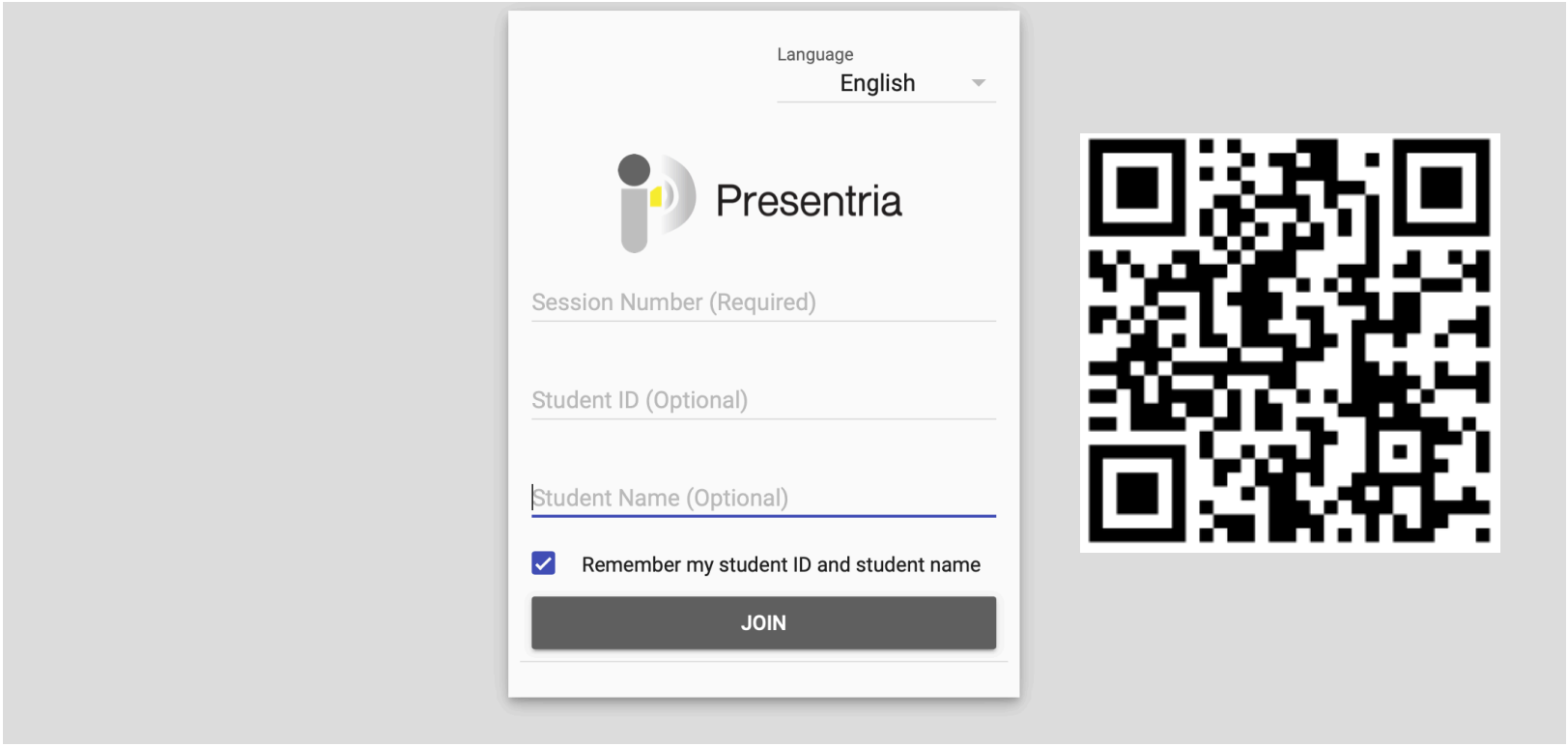
"I used Presentria GO for my lecture on outdoor advertising, which enabled me to walk my students through a neighbourhood and observe the kinds of outdoor advertising, and have a really specific and topical discussion"

Jared Breski

Professor of Marketing, Seneca College

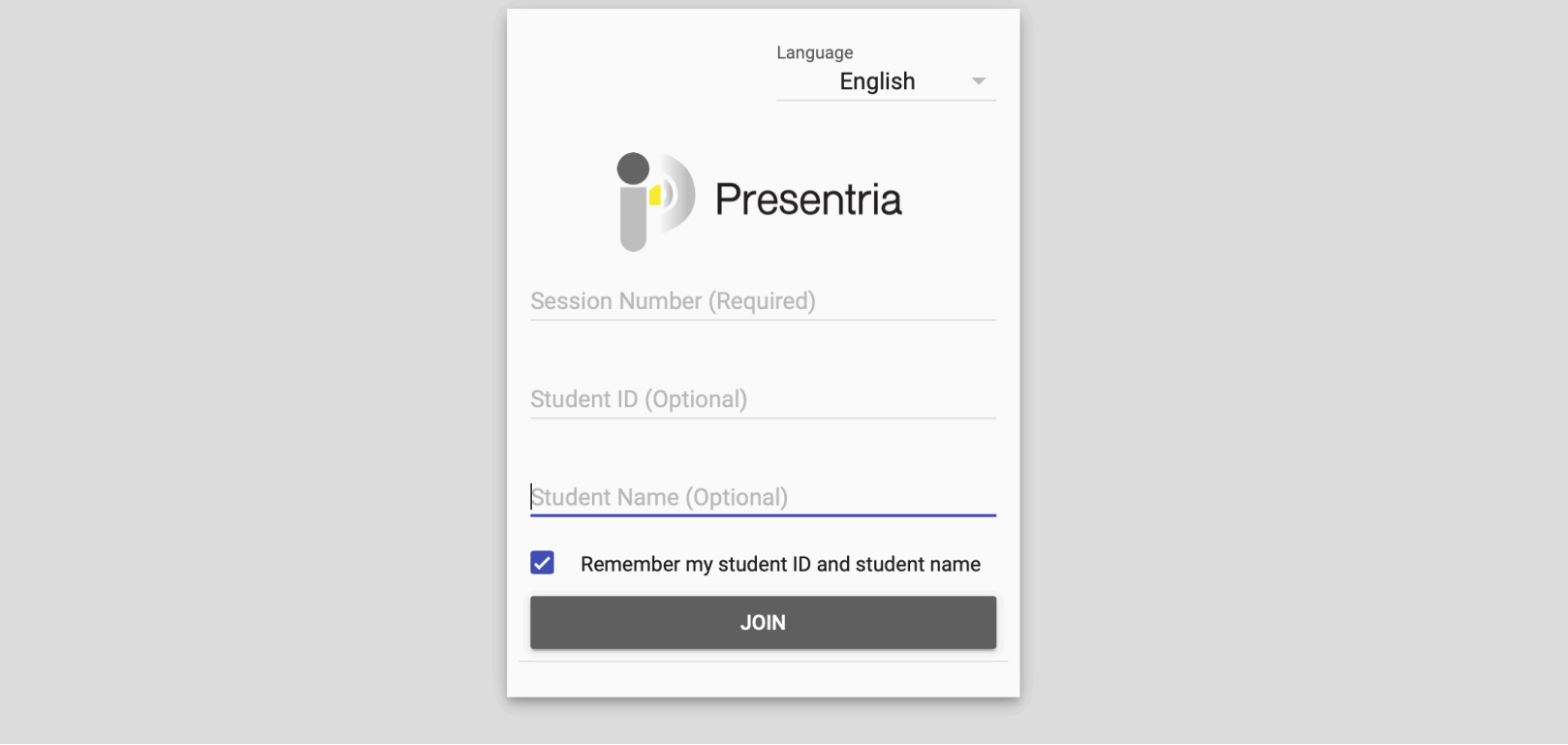
Seneca

Presentria.com



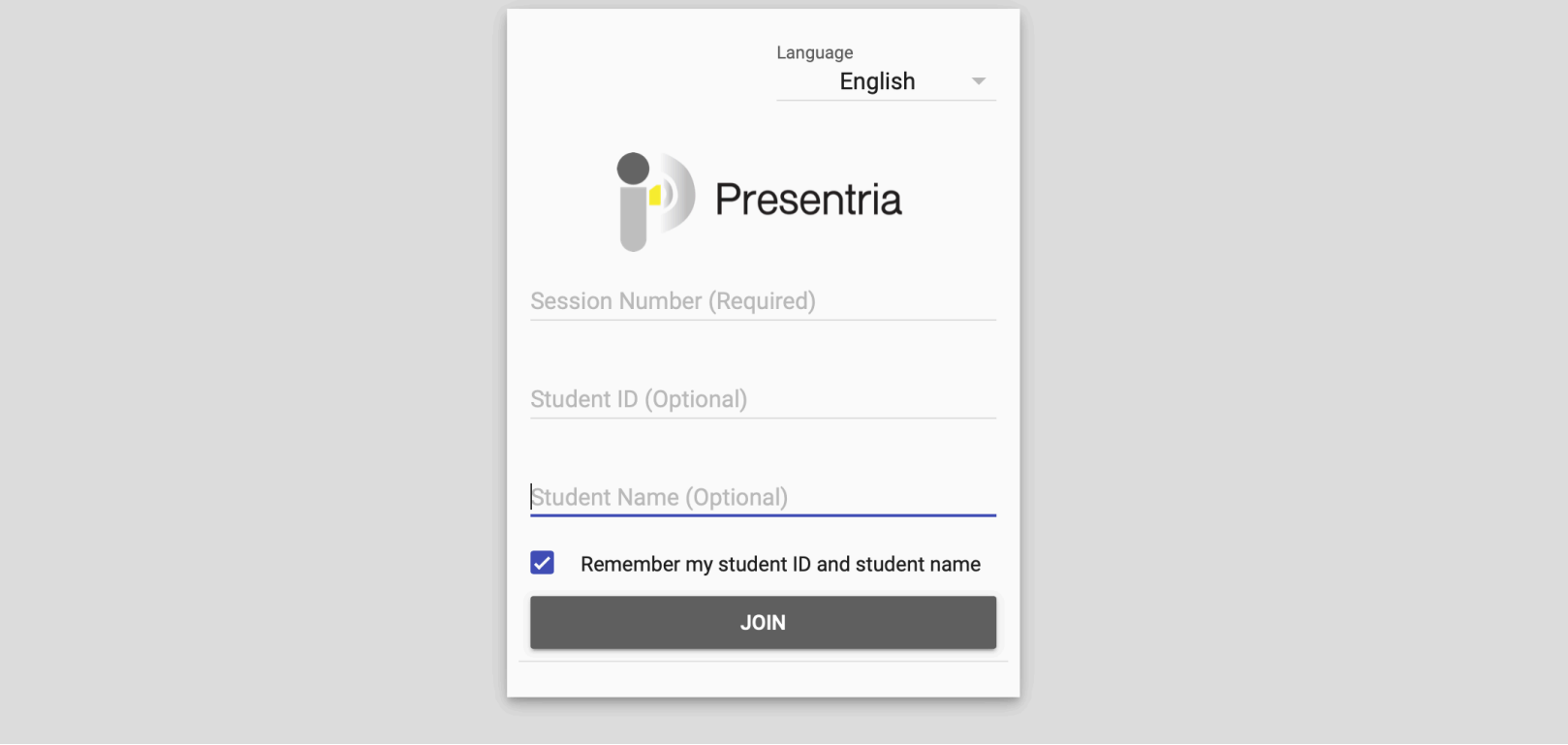
Challenge of Remote Learning

Presentria.com



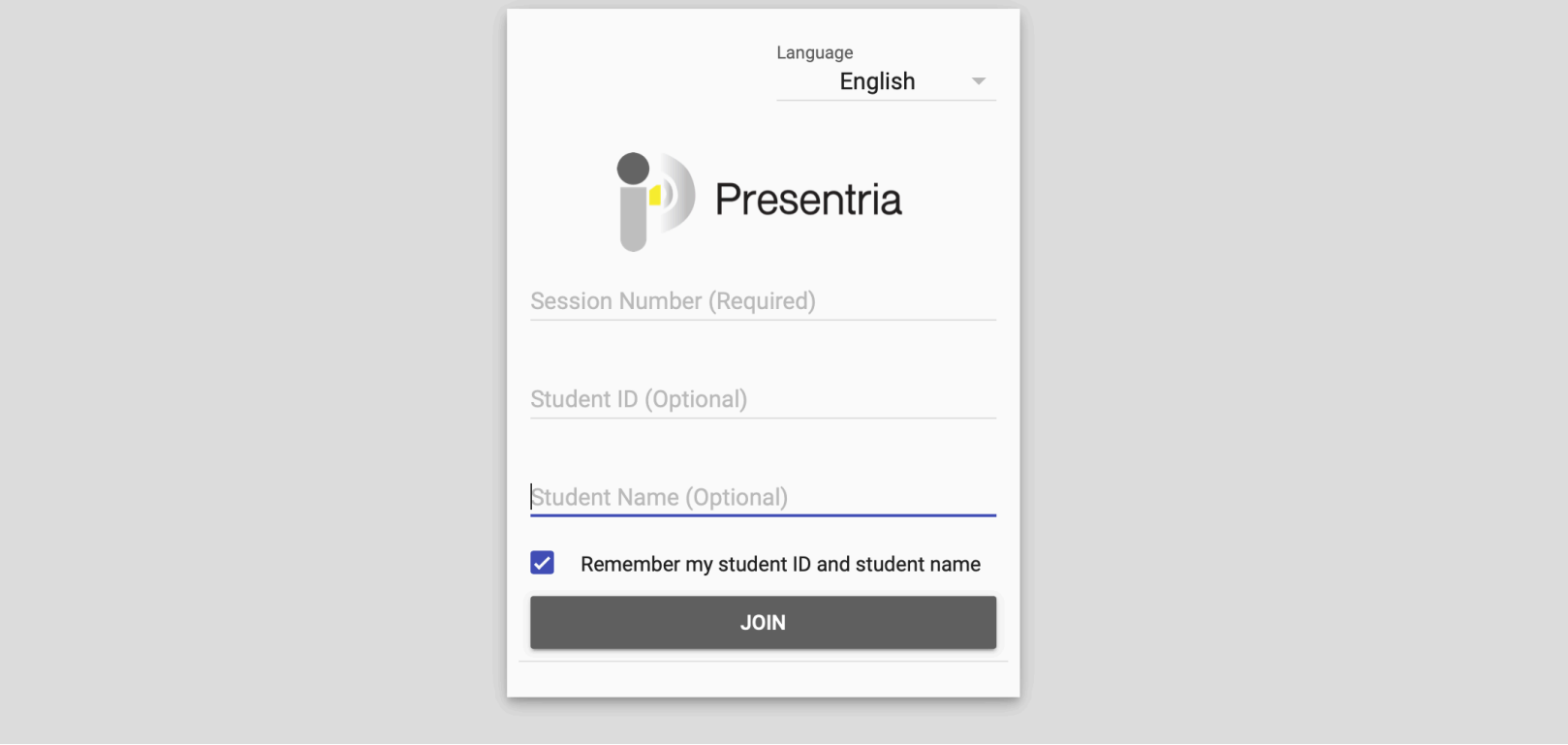
Farm Boy - Berries

Presentria.com



Video: Walmart's Curbside Pickup

Presentria.com



Can we help?

References

- Borg, M., & Stranahan, N. (2002). Personality type and student performance in upper level economics courses: The importance of race and gender. *Journal of Economic Education*, 33 (Winter): 3-14.
- Briggs, S. (2018). Outdoor Learning Boosts Student Engagament. *InformED*. https://www.opencolleges.edu.au/informed/features/outdoor-learning-boosts-student-engagement/
- Chang, C. S., Chen, T. S., Hsu, W. H. (2011). The study on integrating WebQuest with mobile learning for environmental education. *Computers & Education*. 57 (1), 1228–1239. doi:10.1016/j.compedu.2010.12.005
- Hawtrey, K. (2007). Using Experiential Learning Techniques. *The Journal of Economic Education*, 38 (2), 143-152.
- Hawxwell, L., O'Shaughnessy, M, Russell, C., & Shortt, D. (2019). 'Do you need a kayak to learn outside?': a literature review into learning outside the classroom, *Education*, 3-13, 47 (3), 322-332, DOI: 10.1080/03004279.2018.1444074
- Hwang, G. J., Chang, S. C., Chen, P. Y., & Chen, X. Y. (2018). Effects of integrating an active learning-promoting mechanism into location-based real-world learning environments on students' learning performances and behaviors. *Educational Technology Research and Development*, 66 (2), 451–474. https://doi.org/10.1007/s11423-017-9567-5
- Hwang, G. J., Wu, C. H., Tseng, J. C. R., Huang, I. (2011). Development of a ubiquitous learning platform based on a real-time help-seeking mechanism. *British Journal of Educational Technology*, 42 (6), 992–1002 (2011). doi:10.1111/j.1467-8535.2010.01123.x
- Hwang, G. J., Tsai, C. C., & Yang, S. J. H. (2008). Criteria, strategies and research issues of context-aware ubiquitous learning. *Educational Technology & Society*, 11 (2), 81–91.

References

- McLean, P., and Tatnall, A. (2000). *What's the use of lectures?* Melbourne, Victoria, Australia: Penguin
- Oliver, E. (2017). Gamification as transformative assessment in higher education. *HTS Teologiese Studies / Theological Studies*, 73 (3), a4527. https://doi.org/10.4102/hts.v73i3.4527
- Pellegrini, A. D., & Smith, P. K. (1998). Physical activity play: The nature and function of a neglected area of play. *Child Development*, 69 (3), 577–98.
- Perry, J. (2001). *Outdoor play: Teaching strategies with young children*. New York, NY: Teachers College Press.
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Currency/Doubleday.
- Song, K. S., Park, J. W., Kim, K. (2011). Systematic Design of Context Awareness Mobile Learning Environment. *International Journal of Control and Automation*. 4 (4), 157-162.
- Sun, J. C. & Chang, K.Y. (2016). Design and development of a location-based mobile learning system to facilitate English learning. *Universal Access in the Information Society*, 15 (3), 345–357.
- Waite, S. (2011). Teaching and learning outside the classroom: personal values, alternative pedagogies and standards. *Education*, 3–13, 39 (1), 65–82.
- Wood, E. J. (2015). Problem-Based Learning: Exploiting Knowledge of how People Learn to Promote Effective Learning. *Bioscience Education*. 2004 (3), 1-12. https://doi.org/10.3108/beej.2004.03000006.

Q&A

Seneca

Thank You

For more information, please contact:

Margaret Osborne
Professor, School of Management and Entrepreneurship
margaret.osborne@senecacollege.ca

Dr. Ken Kwong-Kay Wong
Professor, School of Marketing and Media
ken.wong@senecacollege.ca