

Keynote Paper:
TQ Teaching & e-Learning Case Study: Summer Self-Learning Field Study Programme in OBOR

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ABSTRACT

Commencing 2018, the Honors College (HC) of the Beijing Institute of Technology ZhuHai Campus (BITZH) is offering a The Summer Self-Learning Field-Study Program (SSLFSP) to provide students an experiential and field study environment to promote their abilities in independent and self-learning in Malaysia. In the first cohort, the total student number was around 130, together with around 40 young academics (hereby named as Tutor). The total head-count was split between two selected Universities. The academic contents are of general education and interdisciplinary in nature. The content of the Program consist of Total Quality Teaching (based on the principles of TQM). Moreover, it has developed an e-Learning mechanism through the most popular social media platform in China called WeChat, which has about 1 billion subscribers globally, with some 80% in China. The above Teaching and e-Learning cut across China and Malaysia and hence justify the name "OBOR". In fact, from the history of China, Malaysia is probably the most important country for OBOR initiated by China. It is concluded that the 1st SSLFSP run by the HCBITZH has been a GREAT Success! The 2 sets of Open-end Question Feedbacks are very useful for positive feedback and improvement as well. Above all, as Dr. Edward Deming, the Father of Quality, advocated "Learning is Exciting! Fun!". The contemporary e-Learning adds more Fun to the traditional Face-to-face Learning too. Therefore, this study and research findings are of great value for future similar activities by other universities and with other OBOR nations.

Keywords: TQ Teaching, e-Learning, Case Study, Summer Field Study, Self-Learning, OBOR.

1. Introduction

Commencing 2018, the Honors College (HC) of the Beijing Institute of Technology ZhuHai Campus (BITZH) is offering a The Summer Self-Learning Field-Study Program (SSLFSP) to provide students an **experiential and field study environment** to promote their abilities in independent and self-learning in Malaysia. In the first cohort, the total student number was around **130**, together with around **40** young academics (hereby named as Tutor). The total head-count was split between two selected Universities. The academic contents are of **general education and interdisciplinary** in nature.

Invited by the Asian Development Bank as the Quality Expert to the Malaysian Government in 1993-94, the Author has developed and promoted his proprietary 5-S Practice in Malaysia since then (Ho, 1994 & 2015). As a result, he knows some Vice Chancellors of top Malaysian universities. In 2018, he was invited by BITZH as the Country Mentor for the SSLFSP. He lined up with the UNITEN (University Tenaga Nasional) which is the top private university in Malaysia; and UiTM (University Institute Technology Mara) which is the largest university chain in Malaysia. The SSLFSP commenced in April and last till October 2018.

The content of the Program consist of Total Quality Teaching, based on the principles of TQM (Ho, 1995). Moreover, it has developed an e-Learning mechanism through one of the most popular social media platforms in the World (**WeChat**) which has over 1 billion subscribers globally, with some 80% from China. The above Teaching and e-Learning cut across China and Malaysia and hence justify the name One-Belt-One-Road (**OBOR**). In fact, from the history of China, Malaysia is probably the most important country for OBOR initiated by China. Therefore, this study and research findings are of great value for future similar activities by other universities and with other OBOR nations.

2. The Summer Self-Learning Field-Study Program (SSLFSP)

The **SSLFSP** aims at offering students a structured, self-guided learning opportunity in which students can design an area of focus and learning while in their new country. There is a great deal of latitude in what students might hope to gain from their travel experience, but it always starts with preparation, which includes a reading plan, an activity plan, and a reporting plan. The students will complete a contract, which is an outline of the students' visions and expectations for their experience. Once completed, the contract will be submitted to the Honors College program Mentors for approval. The contract is a negotiation device. The **Students** are encouraged to be **creative in their goals**, and the **Tutors** are encouraged to **support those ambitions** with guidance and advice for how to make those goals functional. The contract has 7 areas of study (HCBITZH, 2017):-

- S-1: Learning Goals** -- Develop one broad goal, and at least 3 specific supporting goals. From that, identify one or two questions that will guide the future application of what is being learned.
- S-2: Beginning Reading** -- Specify at least three books and two journal articles that will inform the proposed study. Consider books on Malaysian culture, religion, music, business practices, philosophy, and ethics. Students may also consider books on cultural immersion and self-directed study. Additional materials may be added as the program progresses.
- S-3: Reflective Journal** -- Using WeChat, each student will set up a group discussion for posting responses to the Reflective Journal prompts. This will be shared only with Mentors and Tutors. Students will post at least 16 responses.
- 3 journal responses will be posted before travel
 - 12 journal responses will be posted during the stay in country
 - 1 journal response will be posted upon return to China.
- S-4: Personal Journal** -- Again, using WeChat, students will create a personal space to keep track of impressions, images, videos, artifacts that they will use when giving their final presentations in which they share about their experiences.
- S-5: Specific Experiences for Study** -- Students will specify what actions they will take to accomplish the goals of their contract in their targeted area of study, based on personal experience, interest, and research on the region where students will be traveling. Any changes in the contract as the experience progresses should be approved by the Mentor.
- S-6: Modes and Kinds of Learning** to be explored (e.g. relational, cooperative, non-verbal, artistic, musical, etc.) -- Here, students are encouraged to engage the imagination and sense of adventure. Students should explore and experiment with cultural immersion, and incorporate their personal interests in their travel experiences.
- S-7: Areas of Concern or Caution** -- Cross-cultural experiences must always be approached with an intellectual awareness of possible challenges or conflict. This is an opportunity for students to take a moment to evaluate what sort of ambassador they will be for their country, their culture and their college.

Once the first draft of the contract is complete, students will **submit the contract** to their **Honors College Mentor**, who will negotiate a functional finished contract that both parties can agree upon. Any changes once the cultural immersion experience is in progress must be approved by the Mentor.

Agenda for the 12 weeks' Self-Learning before the Field-Study

- Week-1: **S-1: Learning Goals** -- Establish Research Topic focusing on 1-2 areas from **Culture, Economy, Education & Environment**. Moreover, your chosen topic should be a comparative study between **China & Malaysia**.
- Week-2: **S-2: Beginning Reading** -- Summarise literature review finding – what has been done, and what is the gap for you?

- Week-3: **S-3: Reflective Journal** -- Each of the 10 students is responsible to write ONE Reflective Journal in **English**, the balance will be met by the Tutors. One such example is shown on the last Page.
- Week-4: **S-4: Personal Journal** -- Please follow the Guideline on the next page.
- Week-5: **S-5: Specific Experiences for Study** -- Please follow the Guideline on the next page.
- Week-6: **S-6: Modes and Kinds of Learning** -- Please follow the Guideline on the next page.
- Week-7: **S-7: Areas of Concern or Caution** -- Please follow the Guideline on the next page.
- Week-8: Do a pilot test on S-5 to S-7 based in Zhuhai, China.
- Week-9: Present your findings to your Team Members and achieve cross-learning
- Week-10: Conduct an in-depth research in order to have sufficient insight before going abroad
- Week-11: Do a write-up of your finding and plan for a similar research and present to your Mentor
- Week-12: Prepare yourself for the SSLFSP and get the endorsement from your Mentor.

3. Program Implementation at UNITEN & UiTM

The implementation steps at UNITEN & UiTM are summarized as follow:-

- 3.1 Commencing 23 Apr 2018, around 127 students & 40 Tutors will form Cyber-Study-group of 9-10 students each with the Mentors from the Malaysia University and practising Professionals for **12 weeks**. The group will meet in chat-groups from 2-3 students & Tutors as organized by the Mentor. The contact hours from the Mentor will be 10-hour/week.
- 3.2 In mid-July 2018, students will visit Malaysia for 4 weeks to carry out a general education oriented field study project under the guidance of a Country Mentor provided by universities and professional organizations in the country.
- 3.3 Four weeks later, students will return to China and write up a report of their study and present to the College in September and October.
- 3.4 A group of around 40 Tutors from BITZH will be appointed to support these students, not as formal teachers but as companions to promote independent and self-learning competencies.
- 3.5 **The selected Malaysian universities (UNITEN & UiTM) will be invited to provide:-**
 - 3.5.1 Experienced professionals and academics (preferably retirees with interest to help young people) as Mentors to carry out online and mobile guidance during term time and face-to-face interaction during the field visit of students in Jul-Aug.
 - 3.5.2 Each Mentor has to meet their 10 students on **Mon.-Wed. from 2-6pm** (or other mutually agreed time for industrial mentors if deemed necessary), totaling 12 hours/week x 4 weeks = 48 contact-hours.
 - 3.5.3 Housing facilities for students and Young Mentors during Jul-Aug.
 - 3.5.4 Library, Internet and on-line database facilities.
 - 3.5.5 **2-hour x 2 Training** once a week (on every Thur. 2-4pm & 4-6pm) for students and Tutors as general introduction on Malaysian affairs, in the discipline of one or more in Cultural, Economical, Educational & Environmental issues of Malaysia. **Each Mentor** will be responsible for conducting a **2-hour Training**.
- 3.6 **1 Mentor** will provide guidance to **10 students**. Concurrently, **3 Tutors** will join the group in an assistant role. During the 12 weeks from 23 Apr 2018, each mentor will communicate online or using mobile facilities with each student and each Tutor once a week (in small group of 2-3) for a total of 10 hours. During the Jul-Aug visit, each mentor will meet all their students and Tutor once a week as a group (see 3.5.2 above).

- 3.7 Mentors will assess the reports presented by students and Tutors in October and provide general comments on the quality of the work attained. As a general rule for academics, no additional remuneration will be given for this assessment work.
- 3.8 The College intends to use this summer field study program to cultivate better understanding with Malaysian universities and professional parties in order to promote Sino-Malaysian academic and professional cooperation to tap into opportunities of international development stimulated by the OBOR policy initiated by the Chinese government.



UNITEN Group visiting Port Dickson on 2018-8-4 (& UiTM Group on 2018-8-11):
「不忘初心、牢记使命」~「广阔天地、大有作为」



UiTM Group visiting Malaysian Global Innovation & Creativity Centre (MaGIC) on 2018-8-3



UiTM Group Farewell Lunch & Team Prize Presentation Ceremony on 2018-8-17



UNITEN-Nite: Malaysian Costume Folk-Show Competition on 2018-8-17

4. Feedback Survey Results & SPSS Analysis

4.1 Feedback Questionnaire (see App-1)

On 2018-8-18 (the last Plenary Session), a total of 104 Feedback Questionnaires were collected by using Google Form at:

https://docs.google.com/forms/d/1y_74H1ljrEz1n695E-od6kzDKttjYhYILVj8ldT7G8/viewanalytics

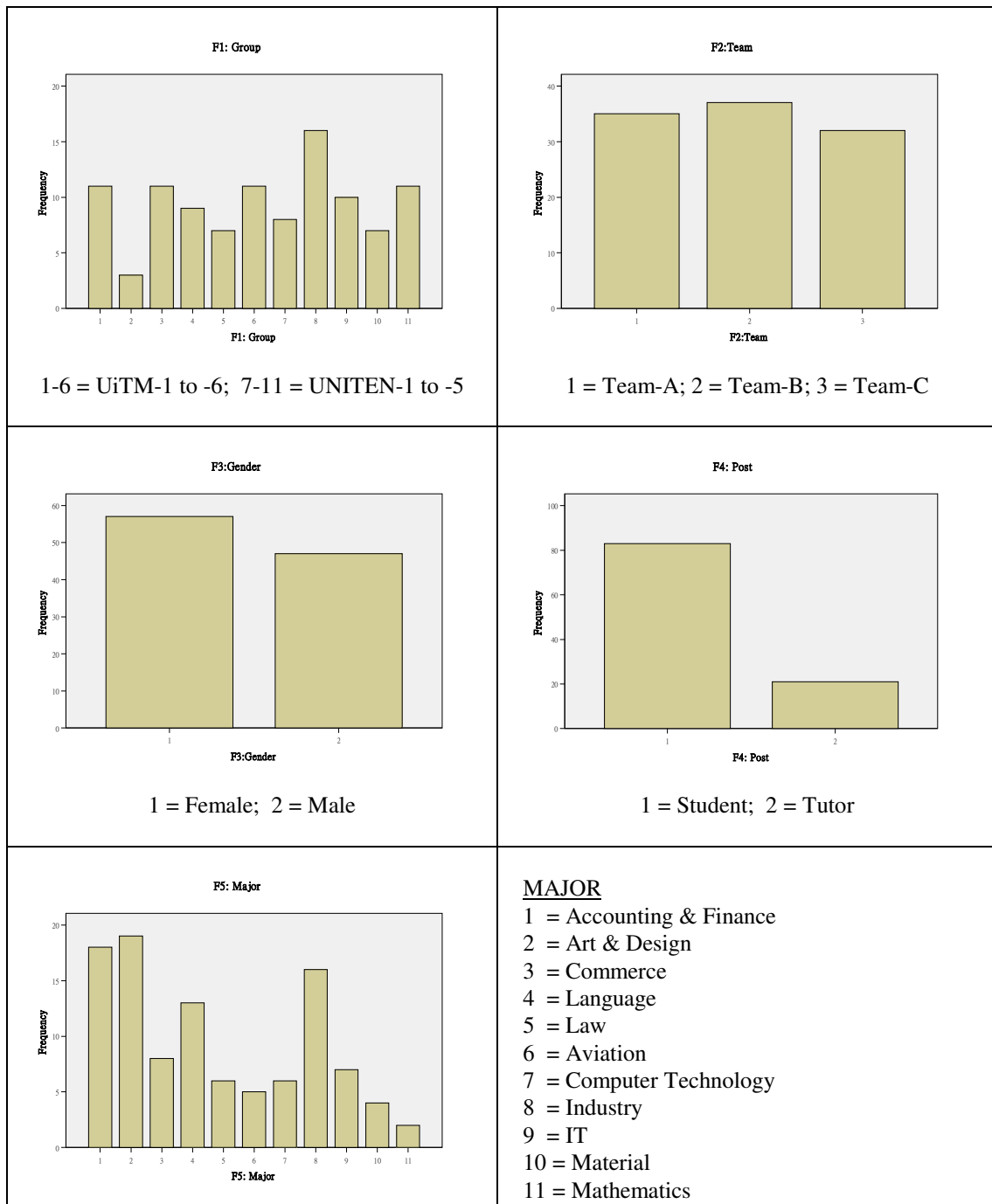
It has been downloaded in the file: **[HCBITZH-SSLFSP Feedback Questionnaire.pdf](#)**

4.2 Reliability Statistics

Cronbach's Alpha	N of Items
.944	26

Since Cronbach's Alpha = **.944**, the internal consistence of the dataset from the 104 respondents are **Highly Reliable**. (Wikipedia, 2018)

4.3 Demographics



4.4 SPSS Analysis

4.4.1 One-sample T-Test Results

When comparing all 26 Questions with the mean value of “4” on a Likert 7-point scale, it is seen from the 2 Tables below that:

- (a) All measures are significantly above the mid-point of 4. In other words, all Students/Tutors have rated **satisfaction on all 26 measures**.
- (b) Overall, the highest rating is on **D2**: Quality of the Library & Internet Facility at **5.94**.
- (c) Overall, the lowest rating is on **D4**: Quality of the Canteen Food at **4.62**.

4.4.2 Independent sample T-Test Results on (F3 - Gender: Female / Male)

When comparing all 26 Questions between Female (1) and Male (2), it is seen from the 2 Tables below that: There are no significant differences between Female & Male, except:

- (a) **B5**: Value of the Country Mentor guidance on Cyber Sessions → Female < Male
- (b) **B6**: Value of the Country Mentor guidance in Malaysia → Female < Male
- (c) **C5**: Value of the Industrial Visits (x3) → Female < Male

4.4.3 Independent sample T-Test Results on (F4 - Position: Student / Tutor)

When comparing all 26 Questions between Students (1) and Tutors (2), it is seen from the 2 Tables below that: There are no significant differences between Students & Tutors, except:

- (a) **A1**: Meeting my expectation → Students > Tutors
- (b) **C5**: Value of the Industrial Visits (IV x 3) → Students > Tutors
- (c) **D2**: Quality of the Library & Internet Facility → Students > Tutors

4.4.4 ANOVA-Test Results on (F1 – Groups UiTM-1 to 6 & UNITEN-1 to 5)

When comparing all 26 Questions between the 11 Groups, it is seen from the Table below that: There are significant differences between **16 Groups**, as stipulated in **BOLD** the Table below. In other words, different Tutorial Groups have different perception to the SSLFSP on these 16 measures.

ANOVA

	F	Sig.
A1: Meeting my expectation	2.354	.016
A2: Can apply the knowledge & experience acquired to benefit my future study	1.510	.148
A3: Sufficient coverage of the Program	1.336	.223
B1: Value of the Tutor guidance in BITZH	2.876	.004
B2: Value of the 12-week Cyber Mentor guidance	2.384	.015
B3: Value of the Mentor guidance in Mal.	4.508	.000
B4: Value of the Mentor Sessions (MS) in Mal.	4.356	.000
B5: Value of the Country Mentor (Sam) guidance on Cyber Sessions	1.448	.172
B6: Value of the Country Mentor (Sam) guidance in Mal.	4.151	.000
B7: Value of the Buddies in Mal.	1.816	.068
B8: Value of the Group-mates in Mal.	2.314	.018
C1: Value of the Training Sessions (x3)	2.003	.042

C2: Value of the Special Training Session (on SPSS & 5-S)	2.911	.003
C3: Value of the up-coming Training Session (on Research Report Writing)	2.638	.007
C4: Value of the Local Tours (LT x 3)	1.279	.254
C5: Value of the Industrial Visits (IV x 3)	1.031	.424
C6: Value of the Saturday Tour (1 for UNITEN & 4 for UiTM)	1.891	.056
C7: Value of the Social Events & Sports organised by UNITEN/UiTM	1.755	.080
D1: Quality of the Hostel	6.651	.000
D2: Quality of the Library & Internet Facility	1.748	.081
D3: Quality of the Amenities (sports ground, meeting rooms, etc.)	2.734	.005
D4: Quality of the Canteen Food	3.533	.001
D5: Convenience of Shopping	3.510	.001
D6: General view on the Teaching Facilities (e.g.: Environment, AV equipment)	1.253	.269
E1: The SSLFSP is worthwhile	2.735	.005
E2: The SSLFSP is recommendable to my future juniors at BITZH	3.019	.002

4.4.5 ANOVA-Test Results on (F3 – Tutorial Teams)

Since the Teams are randomly assigned, there is no significant value to compare All Team-A with Team-B & Team-C. However, one can compare the 3 Teams within each Group, just by observing the averages of the raw dataset. Nevertheless, it is not intended to analyse it here, as we are assuming that all Tutors have put in equal efforts to make the SSLFSP a great success.

4.4.6 ANOVA-Test Results on (F5 – Majors: 1 to 11)

When comparing all 26 Questions between the 11 Groups, it is seen from the SPSS Tables that: There are NO significant differences amongst the **26 Groups**. It is therefore concluded that the MAJORS of the Students & Tutors **DO NOT** count towards the difference in opinion on the 26 measures.

5. Conclusion

Base on the above analysis, the following conclusions are drawn:

- (a) The SSLFSP is of great value to all students on all measures.
- (b) The highest rating is on “Quality of the Library & Internet Facility” and the lowest rating is on “Canteen Food”
- (c) There are no significant differences between Male and Female students, except:
 - Value of the Country Mentor guidance on Cyber Sessions → Female < Male
 - Value of the Country Mentor guidance in Malaysia → Female < Male
 - Value of the Industrial Visits (x3) → Female < Male
- (d) There are no significant differences between Students and Tutors, except:
 - Meeting my expectation → Students > Tutors
 - Value of the Industrial Visits (IV x 3) → Students > Tutors
 - Quality of the Library & Internet Facility → Students > Tutors
- (e) When comparing all 26 Questions between the 11 Groups, it is seen that: There are significant differences between **16 Groups**, as stipulated in the above Table. In other words, different Tutorial Groups have different perception to the SSLFSP on these 16 measures.

It is therefore concluded that the 1st SSLFSP run by the HCBITZH has been a **GREAT Success**, as we have built up a strong **TEAM = Together Everyone Achieves More!** The 2 sets of Open-end Question Feedbacks are very useful for positive feedback and improvement as well. Above all, as Dr. Edward Deming, the Father of Quality, advocated “**Learning is Exciting! Fun!**”. The contemporary e-Learning adds more Fun to the traditional Face-to-face Learning too.

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Author's Background



Prof. Samuel K. M. Ho (PhD in Mangt., FIQA, ISO9001 Lead Auditor, EQA Assessor) In 1987-88, he was awarded the Oshikawa Fellowship by the APO to do research in South East Asia and Japan. In 1993 he was invited as the first Quality Expert to the Malaysian Government by the Asian Development Bank for 6 months. As the guest editor for four international journals on quality management, he has over 120 publications (with a Google Scholar Citation Index > 1,200). Sam is the Director for the HK 5-S Campaign funded by the HKSARG for US\$600,000. Since 1993, he used the proprietary 5-S Checklist for training and consultancy in no less than 10 countries with over 50,000 persons from around 2,000 firms world-wide. As an ex-Research Fellow in 5-S at Cambridge U., and Guest Speaker in L5S at Oxford U., he is also Visiting Professor in TQM at Coventry & Paisley, RMIT, Linnaeus, HKU, CUHK, PKU & THU.

App-1: HCBITZH-SSLFSP Feedback Questionnaire

Conducted at:

https://docs.google.com/forms/d/1y_74H11jrEz1n695E-od6kzDKttdjYhYILVj8ldT7G8/viewanalytics

All HCBITZH Students & Tutors,

Since we shall be finishing our SSLFSP in Malaysia soon, it is the right time for us to get some feedback from you for further improvement in the coming year. Therefore I would appreciate it if you could spare about 10 minutes of your time to complete the following questionnaire by Aug 16 (Thur.), in order that I can summarise the feedback using SPSS and report to you during our Closing Meeting on Friday, Aug 17 (UNITEN at 9am & UiTM at 2pm).

Prof. Sam HO

Country Mentor, SSLFSP.

On behalf of HCBITZH , UiTM-PA & UNITEN

NOTE: Question A-1 to E-2 are all **7-point Likert Scale**.

Part-A: Academic Achievement

- A-1: Meeting my expectation ?
- A-2: Can apply the knowledge & experience acquired to benefit my future study at BITZH ?
- A-3: Sufficient coverage of the Program ?

Part-B: Academic Support

- B-1: Value of the Tutor guidance in BITZH?
- B-2: Value of the Tutor Sessions (TS) in Malaysia?
- B-3: Value of the Mentor's Cyber Sessions?
- B-4: Value of the Mentor Sessions (MS) in Malaysia?
- B-5: Value of the Country Mentor (Sam) guidance on Cyber Sessions?
- B-6: Value of the Country Mentor (Sam) guidance in Mal.?
- B-7: Value of the Buddies in Malaysia?
- B-8: Value of the Group-mates in Malaysia?

Part-C: Teaching & Learning

- C-1: Value of the Training Sessions (x3)?
- C-2: Value of the Special Training Session (on SPSS & 5-S)?
- C-3: Value of the up-coming Training Session (on Research Report Writing)?

- C-4:** Value of the Local Tours (LT x 3)?
- C-5:** Value of the Industrial Visits (IV x 3)?
- C-6:** Value of the Saturday Tour (1 for UNITEN & 4 for UiTM)?
- C-7:** Value of the Social Events & Sports organised by UNITEN/UiTM?

Part-D: Amenities

- D-1:** Quality of the Hostel?
- D-2:** Quality of the Library & Internet Facility?
- D-3:** Quality of the Amenities (sports ground, meeting rooms, etc.)?
- D-4:** Quality of the Canteen Food?
- D-5:** Convenience of Shopping?
- D-6:** General view on the Teaching Facilities (e.g.: Environment, AV equipment, etc.)?

Part-E: Overview

- E-1:** The SSLFSP is worthwhile?
- E-2:** The SSLFSP is recommendable to my future juniors at BITZH?
- E-3:** Give one Merit about this Program
- E-4:** Give one Area for Improvement

Part-F: My Personal Demographic

- F1: Group:** UNITEN-1 / UNITEN-2 / UNITEN-3 / UNITEN-4 / UNITEN-5
UiTM-1 / UiTM-2 / UiTM-3 / UiTM-4 / UiTM-5 / UiTM-6
- F-2: Tutorial Team:** A / B / C
- F-3: Gender:** Male / Female
- F-4: Position:** Tutor / Student
- F-5: Major**

A1: Accounting & Finance	A2: Art & Design	A3: Commerce
A4: Language	A5: Law	
S1: Aviation	S2: Computer Technology	S3: Industry
S4: IT	S5: Material	S6: Mathematics

A BIG TQ for your kind Feedback which will help improving the 2019 SSLFSP !