**Teaching resources on research skills**

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| What's your research question? | Does the newly developed teaching resources on research skills enhance students' learning experience and achieve better learning outcomes? |
| Main point of your idea… | This project has developed online teaching resources in the Blackboard (Learning Management System) site that aims to equip both coursework and new research students with research skills using animated video. |
| Importance of your idea… | This project has developed teaching resources that aims to equip students with essential research skills including literature review and critical analysis. These research skills are essential to assist students in completing their assignments, especially with international students who may be new to research and also to students enrolled in coursework units where their curriculum typically do not include the teaching of research skills. More importantly, these research skills that comprise effective communication, critical thinking and problem solving skills are important graduate employability skills that enhance students' employability. The use of technology to develop engaging teaching resources also aims to enhance students' learning experience and motivate and stimulate passion for learning, resulting in better learning outcomes. |
| What is the context? | This project has designed and developed digital learning materials that focuses on various research skills using animated video and video clip. Five modules of research materials were developed in this project. Each module consists of a short video clip that was developed using animation to provide students with an overview of the module's learning outcomes. Senior researchers shared about practical research tips around topics covered in the modules through video clips. At the end of each module, students can attempt an online quiz to track their understanding of the covered topics in the module before progressing to the next module. |
| Does it require a methodology? If yes, what is it? | It is planned to investigate students' learning experience and learning outcomes on the use of the teaching resources. Surveys using questionnaires and focus group with students who have used the teaching resources will be conducted. Students' feedback received will be reviewed and used to enhance the teaching resources. |
| What (if any) are the meta issues? | N.A. |
| What are the implications for SoTL? | While most of the scholarly research have provided evidence that technology can enhance students' learning experience, Boyce's (1999) commented that "any adopted learning technology must be firmly placed within a pedagogical framework – it is the pedagogy that provides for learning not the hardware or software per se" (p.216). <br><br> Mcvay et al. (2008, citing Angiello 1998, p. 42) also agreed to Boyce's (1999) view on technology. They again reminded that "technology alone will not improve learning. It is the way we choose to employ the tool that will make the difference". |

| | In line with the views of Boyce (1999) and Mcvay et al (2008), we adopted emerging technology, specifically video recording and whiteboard animation software program VideoScribe, as tools to develop teaching resources with quality material content to enhance students' learning experience and improve learning outcomes. |
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| Is there a professional practice outcome and is it applicable across disciplines? | The teaching materials covered research skills that are transferable skills that help to enhance graduates' employability skills. The teaching resources have included generic research skills that are applicable across disciplines. |
| What is your key question to or insight sought from the 'critical friends'? | We provided some students and academic teaching staff with early access to review the completed Blackboard site before providing us with their feedback.<br><br>Generally, we received very positive feedback about the project. All the reviewers have unanimously agreed that the Blackboard site is easy to navigate, contains useful and practical materials that are rich in content and have presented the materials in an engaging and interesting way using expert video and animation video. They found the content covered in the different modules relevant and useful. All of them have expressed that they would like to have future access to the Blackboard site to explore further.<br><br>There are, however, some differences on whether the whiteboard animation technique is suitable for the content materials in all the different modules. While some felt that the technique and effects of the whiteboard animation are appropriately used in all modules, some felt that the pace of the presentation was too fast in some modules and the illustration process of the whiteboard technique can sometimes become distracting. |

References

Boyce, G. (1999). Computer-assisted teaching and learning in accounting: pedagogy or product? Journal of Accounting Education, 17, 191-220.

Mcvay, G., Murphy, P. & Yoon, S. (2008). Good practices in accounting education: Classroom configuration and technology tools for enhancing the learning environment. Accounting Education, 17(1), 41-63.