

CASE STUDY #2

The Organisation

Established in 2009, TS Group is a leading company specialising in co-developing, managing, and operating large-scale communities for foreign workers and the elderly. With over 20 years of experience, their community innovations encompass a wide range of services, including in-house banking, catering, housekeeping, medical assistance, transport services, and providing 24/7 assistance to clients and residents. The organisation continuously explores the integration of mobile apps and big data to enhance daily living. Its thriving communities span across Singapore, Malaysia, and Thailand, making TS Group a renowned brand in foreign worker accommodation and management facilitation. It strives to provide secure and hygienic accommodation that aligns with the safe living measures and infection prevention control guidelines set by various government agencies. Through this focused approach, TS Group ensures its accommodation meets the highest standards while promoting the well-being and safety of its residents.

<https://www.tsgroup.sg/about-us/>



Learning Objective

Remember the dormitory rules and regulations.

Topic

Induction (Dormitory Rules and Regulations)

Duration

30 minutes

Target Audience

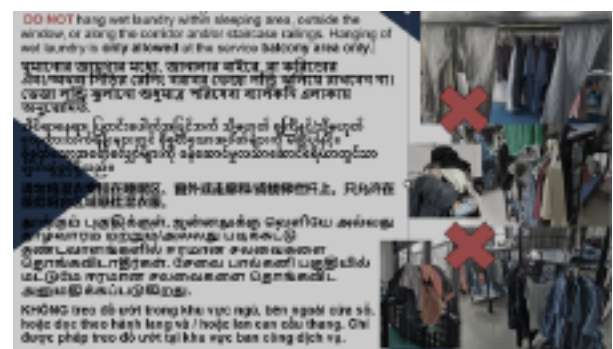
Foreign workers
(Indians &
Bangladeshis)

Number of learners

15

The Existing Approach

This session is designed to provide an induction for new migrant workers residing in the dormitory. The session comprises several topics, such as an introduction to the layout of the dormitory; fire escape plans and routes; dormitory rules and regulations; a list of prohibited and permitted items in the dormitory; and emergency contact information. One of the most important segments of this session is the learning of the dormitory rules and regulations. This class is usually conducted for foreign workers who are new to staying in this dormitory, and it may consist of workers from different countries, namely India, China, Bangladesh, Myanmar, and Vietnam. To facilitate understanding, the original slides included translations of the dormitory rules and regulations in different languages (see below for an example). During the session, the educator who is called the instructor in this context, guides learners through each slide, allowing them to read and comprehend the content.



The Digital Andragogy Approach

The focus of this lesson is to instruct the dormitory rules and regulations to new workers with the learning objective of ensuring that learners can remember them by the end of the session. During the planning phase, considerations were made regarding the approach to present and assess the retention of learning, taking into account the diverse profiles of the learners. Another consideration was how to organise and chunk the learning content to facilitate easy recall.

Since assessing the learners' prior knowledge in class was challenging due to language barriers, it was not feasible to gather that information. The class consisted of both Indian and Bangladeshi workers who spoke Tamil, Bengali, and limited English. To overcome this language barrier, the instructor conducted the class in simple English, with assistance from the dormitory manager, who could speak Tamil. To scaffold and reinforce the learners' understanding, Kahoot! and Wordwall were utilised.





Kahoot! was used to conduct quizzes because it is regarded as fun and engaging with the inclusion of music and a countdown timer. Besides conducting quizzes, Kahoot! can also be used to present information. To scaffold learning, the lesson was organised as follows. Instead of presenting all the dormitory rules and regulations at once, the instructor chunked the learning, walking the learners through two rules and regulations at a time. After each presentation, the learners were assessed on their recall of the instructed rules and regulations. Visuals were incorporated with each presentation, such as displaying a visual of cigarettes for the rule on 'no smoking.' The assessment required learners to choose between 'true' or 'false' statements.

Since the free version of Kahoot! only allowed up to 10 players, placards were distributed to the remaining learners who could not participate in the Kahoot! quiz. In this case, there were 15 learners in the session, so the placards were distributed to the remaining five learners. The placards, one blue and one red, represented the 'true' and 'false' options in Kahoot!. This contingency plan was also prepared in case some learners did not have smartphones and could not participate in the quiz. This way, all learners were able to actively participate.



To sustain learners' motivation, the instructor praised the learners for correct answers and encouraged them to applaud themselves. For incorrect answers, she encouraged them to try again. To evaluate their progress, learners were asked to complete another quiz using the 'Flash Cards' feature on Wordwall. This time, they were assessed on eight questions simultaneously, with the questions randomised for each learner. They had to flip the digital cards and choose between 'right' or 'wrong' statements. As there is no cap on the number of players in Wordwall, all learners could participate in the quiz. This assessment helped determine if the learning objective had been achieved.

To gather feedback on learners' engagement, learners were asked to write their thoughts in their conversant language after the lesson. A questionnaire was not administered due to the language barrier. The manager and team assisted in translating the comments from Tamil and Bengali to English.

Learning Objective	Instructional Strategies	Guiding Questions (During Planning)	Additional Questions (During Lesson)	Digital Tools
<p>Remember the dormitory rules and regulations.</p>	<ul style="list-style-type: none"> ■ Activate Schema ■ Scaffold ■ Connect Learning ■ Foster Reflection ■ Encourage Active Participation ■ Reinforce Learning ■ Evaluate Progress ■ Others 	<ul style="list-style-type: none"> ▪ Do learners have prior knowledge of the topic? If so, does it prove beneficial to initiate the lesson with questions that elicit their existing knowledge? ▪ Considering the unique characteristics of the learners, what is the most suitable approach of presenting and assessing knowledge? ▪ How can our understanding of the cognitive processes of learning aid in effectively chunking and organising learning, considering the different profiles of the adult learners? ▪ How can we engage learners actively? ▪ How can we sustain learners' motivation? 		<ul style="list-style-type: none"> ▪ Kahoot! ▪ Wordwall

Lesson Plan

Time	Activity (Current Approach)	Time	Activity (Digital Andragogy Approach)
30 mins	Currently, instructor goes through each slide and learners just read it.	15 mins	<ul style="list-style-type: none"> ▪ Get learners to go through two rules and regulations at a time, followed by an assessment of their recall of the instructed rules and regulations. ▪ The presentation of each rule and regulations presentation was accompanied by visuals to reinforce the learning; for example, 'no smoking' was supplemented by the visual of cigarettes. The assessment required learners to choose either 'true' or 'false' for the statements given.
		10mins	<ul style="list-style-type: none"> ▪ Ask learners to do the quiz in 'Flash Cards' of Wordwall.
		5 mins	<ul style="list-style-type: none"> ▪ Ask the learners to evaluate the lesson.

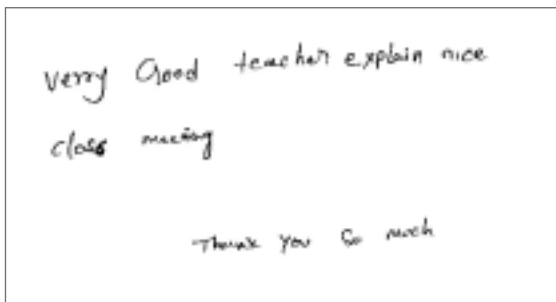
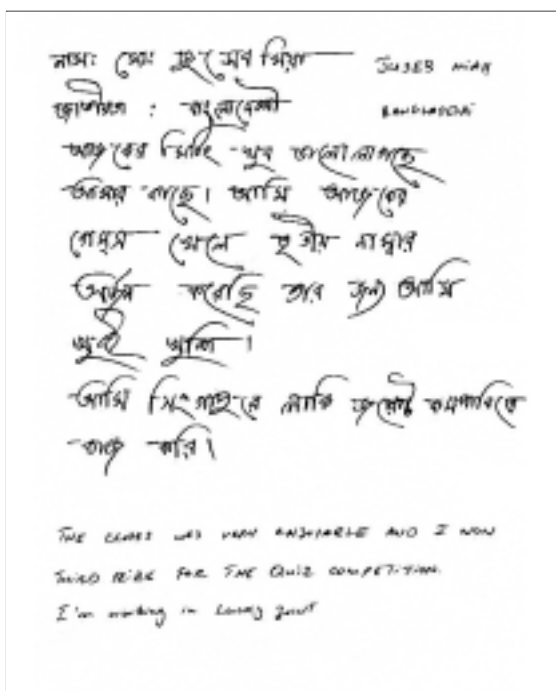
Evaluation

Learners were asked to pen their thoughts after their lessons.



"The session led by Associate Professor Justina Tan was incredibly productive, and the residents have absolutely enjoyed the innovative engagement approach. It was highly interactive, allowing our residents to actively participate and comprehend the content without overwhelming them with excessive information. The Q&A session, in particular, left a lasting impression with them regarding the house rules, ensuring better retention and understanding. We should explore and adopt a particular methodology that has been effectively implemented, as it will serve as a superior approach for presenting our induction slides to our residents in the future."

TS Group Pte Ltd
Operations Management Team



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TASHIB MAL

I am Tashib, I coming to Singapore and feel better.
 I didn't expect to be here in Singapore but after
 the class I felt calm & enjoyable.

ආ: මහමඩන් (MS) / MD AL AMIN SHEIKH
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TODAY, WE LEARNED A LOT OF THINGS IN
 THIS CLASS AND THANK YOU VERY MUCH

K. Manjini

- 1) වැඩි දේ හදා ගත්තේ
- 2) වැඩි දේ හදා ගත්තේ
- 3) වැඩි දේ හදා ගත්තේ

- 1) I like this class a lot.
- 2) I understand the quiz
- 3) The way the professor taught us was great.

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The Quiz that was provided was very engaging and
 eye opener.
 The instructor was very helpful and it was an
 enjoyable experience.

* Quiz *

- * easy quiz function makes course enjoyable
- * easy quiz easy to learn and to understand
- * quiz makes learning easy
- * the quiz questions were really simple and easy.
- * and play an game.

SANTHOSH KUMAR
 APARTMENT FLIES VERY IMPORTANT
 අපේ කාර්යයන් අපේ කාර්යයන් අපේ කාර්යයන්
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- * Dormitory rules are important
- * We should strictly follow the rules

- * Today's class helped me a lot.
- * It was an easy and interactive quiz session.
- * Learning I can remember for a lifetime