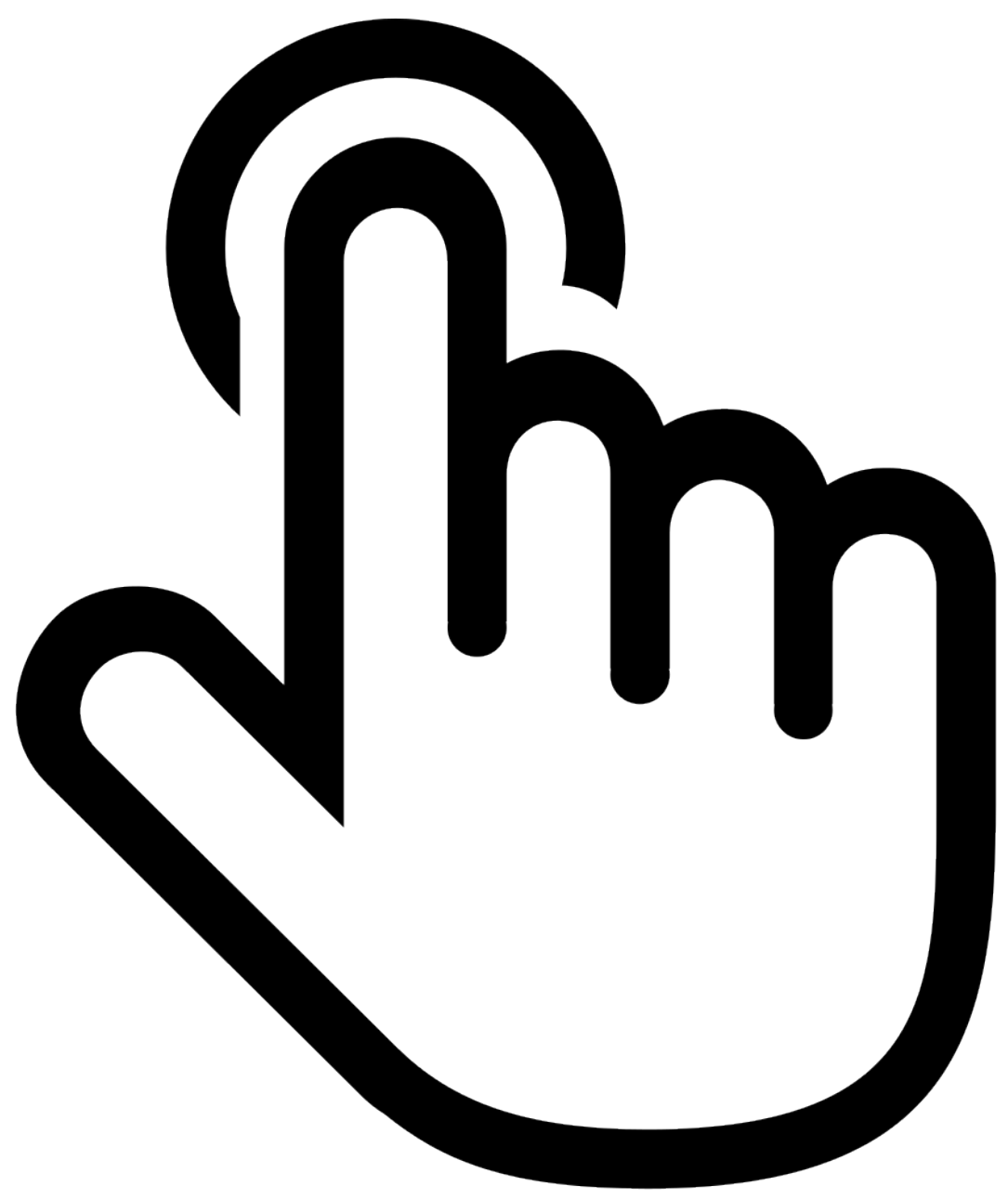# Blog-based and 'clickolage' leaning

Prof. Isaac Leung Hok Bun,
BA in Cultural Management, Faculty of Arts

In the course 'Entrepreneurship in Creative Industries,' I created a blog-based course website and attempted to initiate blog-based e-learning activities for my students. Apart from being an effective way to make my course materials available online, the blog-based course website is a viable platform for me to post relevant third-party materials for my students to conduct further research on the assigned topics in art and design.

To encourage students to adapt problem-solving skills through online research, I also used new visual-based social media platforms, such as Pinterest, in my course. By using both website and mobile app, I attempted to adapt 'clickolage leaning' (Pearce, 2012) and provide students with a collaborative learning experience through self-directed research, curation and linkage of multimedia content online.
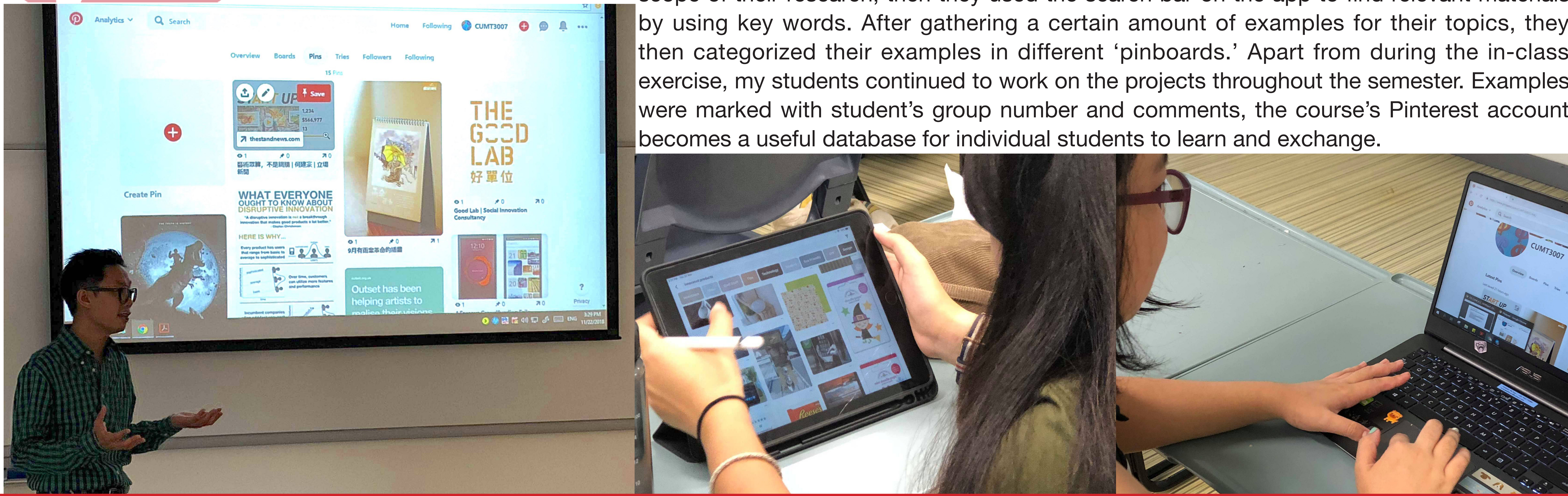

WORDPRESS BLOG-BASED LEARNING

Wordpress is one of the most popular web-blogging systems with more than 60 million user-generated websites worldwide (Colao, 2012). The open-source content management system (CMS) of Wordpress allows me to disseminate learning materials, such as slides, handouts, articles, and timetables, in a structured manner. The blogging tools embedded in the CMS system also allow me to provide internal and external websites for my students to explore and discover a wide range of course related learning media.

Students were guided to reference on the most cutting-edge design ideas and were encouraged to submit their projects online. Throughout the course, students were able to use my course website to acquire external resources, as well as to interact with peer-classmates and me by using the website's built-in comment system.

PINTEREST VISUAL-BASED SOCIAL MEDIA PLATFORM

Concerning the use of visual-based social media platforms, I created a Pinterest account for my students to enhance their self-directed learning skills. Pinterest is a free visuals-based social networking site which allows users to upload, save, and categorize images and videos through a mechanism known as 'pinboards.' Instead of generating knowledge from a top-down approach, Pinterest allows users to create, share and comment on content, catering to a more flexible, active, and more engaging way for students to learn. In terms of learning activity, I designed an exercise for my students to make use of the function of Pinterest in my course.

Before the class, I instructed my students to download the Pinterest app on their Smartphones, so that they were able to work individually with their own device. During the class, students formed small groups of 6-7 members and were given 45 minutes to explore the app. They first discussed with their respective group-mates and came up with the scope of their research; then they used the search bar on the app to find relevant materials by using key words. After gathering a certain amount of examples for their topics, they then categorized their examples in different 'pinboards.' Apart from during the in-class exercise, my students continued to work on the projects throughout the semester. Examples were marked with student's group number and comments, the course's Pinterest account becomes a useful database for individual students to learn and exchange.

The open-source movement has created a paradigm shift in which e-learning is greatly benefited by the exponential growth of user-generated videos, design products and apps in the past couple years. Learning, in the fields of entrepreneurship and innovation, has been honed towards more active and creation-oriented activities. Through the use of blog-based and visual-based social media apps, students are given a greater opportunity to gain a deeper understanding of design by working together in global online platforms and experiencing real-world projects. In my experience of the course 'Entrepreneurship in Creative Industries,' I found that my e-learning activities are effective in expanding students' horizons concerning the emerging global cultural industries. The current technologies enable students to share and interact with classmates, entrepreneurs, and designers, both locally and globally; they are powerful yet flexible collaborative tools for students to develop their communication, critical thinking, and problem-solving skills.

Reference

Pearce, N. (2012). Clickolage: Encouraging the Student Bricoleur through Social Media. Teaching Anthology, 2(1), 14-21. Retrieved January 5, 2016, from http://www.teachinganthropology.org/index.php/teach_anth/article/view/284/470

Colao, J. (2012, September 24). With 60 Million Websites, WordPress Rules The Web. So Where's The Money? Retrieved January 5, 2016, from http://www.forbes.com/sites/jjcolao/2012/09/05/the-internets-mother-tongue/