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數位學習服務平台 *PeggyTeachesChinese* 教學與
商業模式之個案研究：回顧過去，展望未來

**A Case Study on the Pedagogical and Business
Model of *PeggyTeachesChinese*:
Reflecting the Past, Anticipating the Future**

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Jia-Hui Li (Peggy Lee)

ABSTRACT

Since the release of World Wide Web to the public in 1993, there has been a proliferation of online education. Researchers have invented different terminologies to define our contemporary learning paradigms, one of the principal forms being identified as “Ubiquitous Learning.” This paradigm emphasizes the “anywhere/anytime” learning experience of the Digital Age. This thesis closely examines an online educational platform *PeggyTeachesChinese* that I personally founded and have developing since 2009 as a prominent example of an online Freemium business operating within a Ubiquitous-Learning paradigm. I first present a theoretical framework that allows me to identify the principal elements of Ubiquitous Learning in *PeggyTeachesChinese*: 1) omnipresence, 2) context customization, 3) interactivity, 4) self-directed learning, and 5) perceived enjoyment. I next analyze the existing business model of *PeggyTeachesChinese* with a universal business model canvas created by Alexander Osterwalder and Yves Pigneur, and I scrutinize how my business model successfully emerged in the digital marketplace. Finally, I instrument thirteen open-ended survey questions to investigate my students’ perceptions of *PeggyTeachesChinese* as a Ubiquitous Learning platform, their perceptions of my role as their private tutor and their satisfaction with my tutorial service. This thesis illuminates the important components a successful online education platform has to provide in the domain of Internet-learning.

Keywords: Ubiquitous Learning, Internet-based education, Freemium business model, *PeggyTeachesChinese*, YouTube

中文摘要

自網際網路 (World Wide Web) 於 1993 年問世以來，網路教育不斷地在擴大。研究者紛紛發明了不同的術語來定義當代的學習模式，其中被廣為認定的教育形式為：無所不在學習 (Ubiquitous Learning)。此形式強調數位時代裡通過科技的支援在「任何時間、任何地點」進行的教學活動。本論文深入研析了由筆者本人於 2009 年創立並持續發展的線上中文教學平台 *PeggyTeachesChinese*，以此作為一個無所不在學習範式內同時運行著免費增值商業模式 (Freemium Business Model) 的成功案例。首先，我回顧了理論文獻來診斷 *PeggyTeachesChinese* 無所不在學習的五個主要原則：1) 遍在性、2) 課程架構客製化、3) 交互性、4) 自我導向學習、5) 感知喜悅。接著，我運用了 Alexander Osterwalder 和 Yves Pigneur 創建的通用商業模型畫布 (Business Model Canvas) 分析 *PeggyTeachesChinese* 的現有商業營運模式，並仔細分析了我的商業模式是如何在數位市場中興起且成功地發展。最後，我採用了十三項開放式問題問卷調查我的家教學生對 *PeggyTeachesChinese* 作為一個無所不在學習平台的看法、他們對我作為私人輔導的角色以及對我的教學服務的滿意度與建議。本論文闡述了一個成功的線上教學平台在網路學習領域中必須具備的重要組成部分。

關鍵字：無所不在學習、互聯網學習、免費增值商業模式、*PeggyTeachesChinese*、YouTube

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CHAPTER ONE

INTRODUCTION

1. Opening Statement and Thesis Overview

Since the release of World Wide Web to the public in 1993, there has been a proliferation of online learning and teaching. The Internet is one of the most revolutionary inventions in human history, dramatically changing the way we communicate and the way we perceive knowledge. Many have termed the Internet era “the Knowledge Age,” the “Digital Age” or the “Information Age” so as to reflect the ways in which data is digitally transmitted and shared among users of a network. With the advent of the digital age, moreover, researchers have invented different terminologies to define our contemporary learning paradigm. Unlike traditional education where learning is comprised of an educator and forty to fifty students in a classroom, in the digital age, instructors and learners are further complemented by wireless networks and the various technological devices (mobile phones and tablets, laptops or personal computers) that process them. Due to the pervasive nature of wireless networks, learning can take place anywhere anytime. This novel form of education is known as “Ubiquitous Learning” or “U-learning.” According to Kalantzis and Cope (2009), Ubiquitous Learning is “a new educational paradigm made possible in part by the affordances of digital media” (p. 4). Jung (2014) further summarizes the principal characteristics of Ubiquitous Learning as “omnipresence, context customization, interactivity, self-directed learning, and perceived enjoyment” (p. 97). Jung concludes that these characteristics of Ubiquitous Learning influence students’ learning satisfaction and, if satisfaction is amplified, so is the learning performance.

This thesis examines *PeggyTeachesChinese* as a prominent example of an online business operating within an Ubiquitous-Learning paradigm (<https://www.peggyteacheschinese.com/>). Indeed, *PeggyTeachesChinese* was one of the earliest platforms that offered Chinese lessons on YouTube and, today, it continues to educate and influence tens of thousands of learners around the world. Its content has been viewed over 2.6 million times and it has nearly 18,000 subscribers as of June 2017. Since *PeggyTeachesChinese* is a business I personally founded and developed over the course of many years, I offer this examination as a case study of an online educational platform that contributes to the larger scholarly field of Ubiquitous Learning, online distance education and business framework for online language learning. In this context of emerging Internet-based learning models and pedagogies, this thesis thereby analyzes *PeggyTeachesChinese* as a pedagogical and business model. I first present the theoretical frameworks that highlight the prevailing features of my online educational platform. I further investigate how this pedagogy is designed according to the principal elements of Ubiquitous Learning proposed by Jung (2014): 1) omnipresence, 2) context customization, 3) interactivity, 4) self-directed learning, and 5) perceived enjoyment. Then, I analyze the existing business model of *PeggyTeachesChinese* based on the business framework proposed by Alexander Osterwalder and Yves Pigneur and scrutinize how my business model successfully emerged in the digital marketplace. Finally, I investigate my students' perceptions of *PeggyTeachesChinese* as a Ubiquitous Learning platform, their perceptions of my role as a private tutor and their satisfaction with my tutorial service. This investigation illuminates the different components that a successful self-study platform has to provide in the domain of Internet-learning.

2. Historical Overview of *PeggyTeachesChinese*

In February 2009, I registered a YouTube channel under the name *PeggyTeachesChinese* and uploaded my first Mandarin teaching video lesson. YouTube was still in its infancy, only five years old, and without the abundance of content that it possesses today. Indeed, monetizing content on YouTube has become a well-known phenomenon, but then it was a digital space still being founded not just by Google engineers and programmers, but also by the general public who would eventually turn the video site into the institution it is today. In the elapsing eight years, our digital world has grown by leaps and bounds, and the journey that began for me as the uploading of a single video watched by a few dozen people has become not simply a hobby or pastime, but a bona fide profession.

As of June 2017, *PeggyTeachesChinese*'s YouTube channel has been viewed 2.6 million times and has gained nearly 18,000 subscribers from around the world -- and from that number, I have taught hundreds of people of different cultures and ethnicities. Appropriately, the beginning of my journey as a teacher mirrors this digital, intercultural landscape, for I was, in 2008, an undergraduate Ming Chuan University student, surrounded by international students and expatriates. As a learner of English as a foreign language, I expressed the usages of my native language and the beauty of my culture to many of them. In return, I learned about their cultures and their perspectives about numerous aspects of Taiwan. This rare intercultural experience sparked my passion for teaching. At eighteen years of age, I began to tutor foreigners Chinese in person. At the time, I had never received any formal training in the field of Teaching Chinese as a Second Language. The linguistic intuition of my native language and some readings enabled me to present a satisfactory teaching performance, no doubt made up by my youthful passion to share my language and culture.

After tutoring expatriates Chinese in person, I aspired to teach my language and share the Taiwanese way of life to more people so I started my YouTube channel. Many of my foreign friends were supportive and keen about this project. As an inexperienced amateur at video production, I started out with a run-of-the-mill digital camera and gradually acquired more advanced techniques in filming, editing and production. In retrospect, I was fortunate to begin at a time in which the content on YouTube was not as rich as it is today. Indeed, my early videos framed language learning with dramatic role-play, and no one had thought to present Mandarin language learning in this style. Certainly, role-playing was part of certain academic curricula, but there was as-yet no free content for the interested Internet user. My Chinese language teaching skill also improved – and due to my edutainment teaching style, I slowly gained support and popularity from viewers worldwide. As a natural addition to my Mandarin videos, I soon began to publish cultural education videos, introducing Taiwanese culture to viewers interested in life on our island. In May 2010, having invested such an effort for over a year with so many online videos, a YouTube partnership was granted to *PeggyTeachesChinese*. Being a certified “YouTuber” meant that I could finally begin to earn funds from embedded advertisements. I had begun, in other words, to monetize my own creative content. To be sure, the YouTube partnership represented my success in a successful building of viewership and community on my channel. At the time, however, I had no grand business proposal or plan. I simply built and developed the brand as I went. Meanwhile, I kept my day job, for I did not expect that the business would generate enough income to sustain my living.

From 2012 to 2013, I had the opportunity to teach Chinese language and culture in the University of Arkansas - Fort Smith under Fulbright Foreign Language Teaching Assistant (FLTA) Program. Throughout those 9 months, I had the opportunity to challenge myself in

the classroom. At the outset, I did not have enough experience and was not fully equipped to direct students strategically throughout the course of learning. Furthermore, I found it challenging to explain systematically grammatical rules of the language. Since I was the first and the only Chinese instructor at that university, I had a lot of difficulties designing a proper curriculum for my classes. Consequently, students' learning outcomes were not ideal. It dawned on me that the lack of pedagogical and theoretical training was holding me back from advancing any further. My development as a language instructor had come as far as it could through my passion for online content. I firmly believed my acquisition of professional and academic knowledge of the field would enable my business to progress and continue to grow. Upon my return to Taiwan, I enrolled in Chinese as a Second Language master's program at National Taiwan Normal University in 2014. My work has lead me to this present position: a research process in which I retrace and frame my own brand through the theoretical lens I acquired in graduate school and pivot toward developing my business for a digital future.

3. Research Method

Researchers have identified the value of our “own unique biographies, life experiences, and situational familiarity [...] as important sources for research ideas and data” (Riemer, 1977, p.467) in qualitative research. Our personal “experiences may also spur a degree of interest or concern that can provide motivation and curiosity that, combined with access, becomes the starting point for meaningful naturalistic inquiry” (Lofland, Snow, Anderson, & Lofland, 2006, p. 10). This type of intellectual inquiry is identified as “opportunistic research,” one that arises from one’s personal experience, a pivotal event or a change of circumstance by which the individual feels inspired to explore a topic. My impetus to research *PeggyTeachesChinese* as a pedagogical and business model emerged directly

from my own immediate experience of building and developing this brand in the past eight years. After nearly a decade of investment in this business, I developed an intellectual curiosity to explore the important elements that nourishes the success of *PeggyTeachesChinese*. I therefore seek to investigate the building blocks that have facilitated the business operation of *PeggyTeachesChinese* as well as the key elements that have make this teaching paradigm successful for learners around the world. I am also interested in the prospective steps I can take to advance and expand my existing pedagogical and business model. Through this analysis, I aim to identify the steps that will lead to the expansion of my business scope and the resulting increase of Revenue Streams. I consider the writing of thesis as an opportunity to reflect upon the making of *PeggyTeachesChinese* and looking ahead to its future evolvement. This research process therefore involves a consideration of my business as well as a reflection of my personal growth from when I taught Chinese for the first time to the completion of my Master's degree in the field.

4. Delimitations and Limitations

Since this research is conducted directly by the founder and the owner of *PeggyTeachesChinese*, there are both advantages and disadvantages of this study. When one conducts a case study on a teaching or business model, as most qualitative researchers are aware, the researchers must gain the trust of the research participants in order to perceive the internal operation, business planning or marketing strategies. It is understandable that most companies or organizations have to account for possible risks a public report may bring to their businesses and thus are unwilling to allow an outsider to observe the organization closely. The mutual establishment of trust becomes one of the most difficult challenges in the research process. In this context, having access to an unobstructed and complete perception

of the subject of the study is certainly an extraordinarily unusual advantage. As the founder and owner of *PeggyTeachesChinese*, I have the knowledge of its background, history and the business procedure. I can thereby provide accurate and unmediated data and the most detailed report in regard to *PeggyTeachesChinese*. At the same time, I am well aware that, for outside observers, my personal involvement may hamper the objectivity of this research. After all, *PeggyTeachesChinese* is a long-term investment of mine. It is inevitable that my personal sentiment is intertwined with my business. Although this may be true, it is important to note that this linkage is what makes the process of this research meaningful. The link between my personal involvement and *PeggyTeachesChinese* is the wellspring of my motivation and inspiration for this research. For this reason, this research is a process of personal reflection and growth that can have tangible results in the further professionalization of my business and its expansion. With these two considerations in mind, I provide undistorted descriptions and present unbiased analysis as I examine the current pedagogical and business model and address possible developments for my online Chinese learning platform.

CHAPTER TWO

LITERATURE REVIEW

1. The Internet Age

1.1 Historical Overview of the Internet

The notion of interconnected references and information stored in an electronic device can be traced back to the 1940's in the United States. Vannevar Bush (1945) who was an American engineer conceptualized this unprecedented design in his article "As We May Think." Bush described a futuristic machine called "Memex," which could be used to store information and knowledge: "A Memex is a device in which an individual stores all [an individual's] books, records, and communications, and which is mechanized so that it may be consulted with exceeding speed and flexibility. It is an enlarged intimate supplement to his memory" (p. 121). In the 1960s, this "mechanized private file and library" was developed respectively by Ted Nelson and Douglas Engelbart. Nelson coined new terms, Hyperlinks and Hypermedia, to describe this technology. A hypertext is a "text which contains links to other texts," while Hypermedia is the expansion of a hypertext to include text, graphic, video or sound (<https://www.w3.org/History/19921103-hypertext/hypertext/WWW/TheProject.html>). Upon the improvement of hyperlinks, Tim Berners-Lee developed the World Wide Web based on the fundamental concept of the hypertext in 1989. WWW was initially a European Organization for Nuclear Research (CERN) project attempting to make the sharing of information among universities and research institutions easier. WWW provides a cyberspace that consists of hyperlinks and hypermedia. In 1993, the World Wide Web was released and became free to the public and has ever since revolutionized our knowledge culture.

There are many monikers in use to describe our present digital era. The Information Age, the era of big data, the digital age, the knowledge economy – all of these terms denote just how much computing technology and the Internet have changed global culture. With the rise of the Internet, human information has not simply increased, but exponentially expanded so that “data is expected to grow 64% every year, and some categories of data, such as the data produced by particle accelerators and DNA Sequences, grow much faster” (Stoica, 2013). Computing technology was revolutionary in-itself, as it emerged in the twentieth century, but the invention of the Internet allowed a knowledge culture in which users are not only consumers, but also creators of information. This dynamic dramatically unsettles previous consumer-driven models in capitalist culture and just as importantly leads to the exponential increase in data, in turn driving the need for faster processing technologies as well as data storage, servers and related infrastructure. This phenomenon also “represents a worldwide knowledge transformation on a global scale” (Harasim, 2012, p. 23) that continues to expand. According to International Telecommunication Union (ITU), there were 400 million Internet users worldwide as of 2000. In the intervening fifteen years, billions more went online. There are currently 3.2 billion people who are using the Internet out of the global population of 7.4 billion. Furthermore, 46% of households have Internet access. These statistics vividly indicate the digital transformation our civilization is experiencing.

1.2 Education in the Internet Age

The advent of the Internet has undoubtedly changed our education system as well, redefining what it means to learn and to be a student. Betram Bruce (1999) predicted that learning has shifted from the traditional educational setting. In the past, learning was largely constrained by space and time, for knowledge was “framed within books, or even within the

sole ‘textbook’” (p. 663). The Internet changed this paradigm, making class periods, textbooks and the classroom itself less necessary. Education can take place online; learning can occur anywhere, anytime. Bruce foresaw these upcoming changes that would revolutionize the dynamics between teachers and students as well as educational institutions and curricula. In addition, Bruce predicted the further democratization of knowledge with the number of students increasing due to the fact that they had seamless access to resources. At the same time, he understood that the demand for instructors would decrease, since pre-recorded video lessons could be delivered at a much lower cost. He further claimed that the education at community colleges or small-scaled institutions would no longer be needed because learners could simply study online while keeping a daytime job. This paradigm would revolutionize curricula, which would necessarily adjust to suit the learner’s career or individual needs. In short, learning material would be highly customizable.

While a new educational paradigm emerged in the Internet Age, the definition of the learner has also been redefined. Marc Prensky (2001) identified learners of the Digital Age as “digital natives” who are “native speakers of the digital language” (p. 1). What distinguishes students of the Digital Age from traditional students is that digital natives acquire information at a much faster rate through their smartphones, computer tablets or laptops. Seamless access to information is notably the historical phenomenon that characterizes the latter part the 20th century. In conjunction with the prevalence of the Internet, technological devices facilitate learning by mediating networked intelligence. According to Siemens (2005), “in many fields the life of knowledge is now measured in months and years” (p. 1). He specifies that the ability to discover new information, to recognize new perspectives and to alter one’s existing knowledge is crucial in such an accelerated learning environment. Because learning is no longer confined by space and time, it can “reside in non-human appliances” (p. 4). The

exponential spreading of information has drastically compressed the amount of time it takes to gain new intelligence and earn new skills. According to the Institute-wide Task Force on the Future of MIT Education: Preliminary Report (2013), these “advances in online education enable learning to take place anywhere at any time, forcing us to question the meaning of the strict physical and temporal boundaries of the campus” (p. 9). Such transformations will impact traditional education systems in ways that are hard for many to imagine, moreover. Even the “typical time period of an academic degree becomes blurred,” shifting “the focus from institutions to a learning ecosystem.” As a consequence, “resources, relationships, and roles may need to be recast” (p. 9).

2. Online Learning vs. Ubiquitous Learning

2.1 Online Learning

A major pedagogical branch of internet-based learning is Online Learning. Online Learning involves one or more learners, an instructor and a technological device (i.e. laptops, tablets or smart phones) that uses bandwidth to connect students and the teacher. Not entirely confined by time and space, Online Learning is internet-based learning as opposed to face-to-face learning. The instruction can be either synchronic or asynchronic. It is interactive and tailored to suit the individual needs of the learners.

According to Linda Harasim (2012), Online Learning comprises three subcategories: Online Collaborative Learning (OCL), Online Distance Education (ODE) and Online Courseware (OC). OCL strives for a group learning dynamic that is usually mediated by the instructor. In an OCL classroom, for instance, the teacher aims to establish discourse and collaboration among learners. By contrast, ODE employs “a correspondence model of course delivery, self-study and individual communication with a tutor” (p. 87). In this context, the

instructor acts as both a one-on-one correspondent and the learning guide to the learner.

While both OCL and ODE take account of the communication with other learners and the instructor in students' learning process, OC applies "an individualized self-paced pedagogy." The learner accesses materials online and embarks on the learning journey entirely on his/her own. The subcategory of Online Distance Education (ODE) corresponds most closely with the properties of Ubiquitous Learning proposed by Jung (2014), namely "omnipresence, context customization, interactivity, self-directed learning, and perceived enjoyment."

2.2 Ubiquitous Learning

Accompanying the revolution of the information age, Ubiquitous Learning emerged as one of the principal pedagogies that characterizes the new learning paradigm. Mark Weiser (1991) was the first to propose the concept of ubiquitous computing, providing in turn a theoretical foundation for the emergence of this new form of pedagogy. Strictly speaking, ubiquitous computing is when computing technology is so embodied in our reality that it becomes nearly "invisible" to human beings. Weiser identified, moreover, two aspects of ubiquitous computing: first, the computer being capable of identifying its own locale and, second, ubiquitous computing coming in different sizes and types, such as thin and light as well as portable digital tabs and pads. These two features of computing are certainly available in all present technologies, such as location services on smartphones, tablet computers and laptops. We have become so accustomed to ubiquitous computing that we take it for granted.

Where Bertram Bruce (1999) first identified the key characteristic of Ubiquitous Learning as an "anywhere/anytime" experience, and a decade later, Nicholas C. Burbules (2009) classified this learning paradigm in a systematic manner. He identifies "six interrelated dimensions" of Ubiquitous Learning: first, the "spatial" sense of Ubiquitous

Learning is boundless and unlimited. Learners can study anywhere as long as there is a connection to the Internet. In order to be able to study at any place one wishes, the second element, “portability” of technological devices becomes essential so that learners can have their mobile phones, tablets or laptops with them. Accordingly, Burbules continues his classification with the element of “interconnectedness,” which provides an “extensible intelligence” for learners because people have constant access to “networked intelligence.” In other words, the informativeness of the Internet age nurtures more knowledgeable and informative individuals. The fourth element of ubiquity is the ways in which typical social and cultural divisions have been changed. Societies before the Internet age used to be oriented by conventions and fixed categories. By contrast, users today are networking via Internet connection and therefore traditional activity such as teaching, learning and working can take place at any given time. Ubiquitous Learning can accommodate different individual needs and, in this sense, it serves a “practical” purpose. This aspect also leads to the “temporal” quality of ubiquity in which learning can take place at any time at any age. Burbules concludes his description with Ubiquitous Learning’s final element as providing a “globalized, transnational network and ‘flow’.” The social and learning network is seamless in the sense that people, information and ideas are interconnected throughout the globe.

Hee-Jung Jung (2014) further systematizes Ubiquitous Learning theory, proposing five key characteristics: “omnipresence, context customization, interactivity, self-directed learning, and perceived enjoyment” (p. 97). Omnipresence highlights the “anytime/anywhere” aspect of Ubiquitous Learning where learners are able to seamlessly “acquire and connect to learning materials and instruction” (p.102). Context customization indicates that learning content is generated and designed based on the learner’s environment. Jung defines the third characteristic “interactivity” as the interaction between learners and

their technological or mobile devices. She also reinforces the learner's engagement in a "self-directed learning" process during Ubiquitous Learning. This feature includes a learner's self-assessment, self-generated initiatives and motivation for his or her learning objectives. Jung concludes with the last characteristic, "perceived enjoyment," that is the sense of pleasure a learner receives from technology-enhanced lessons.

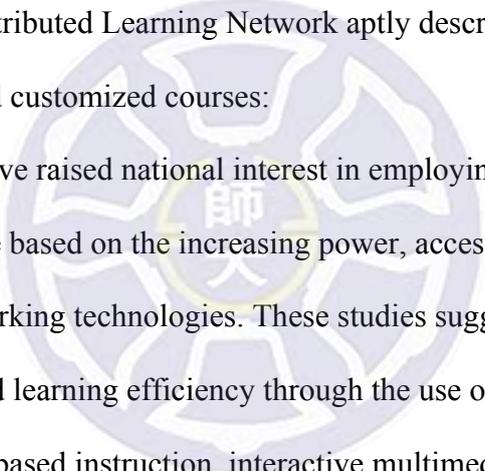
Indeed, the notion of Ubiquitous Learning has not stopped evolving, for the rapid development of technology leads to the improvement of learning experience. Laru, Naykki and Jarvela (2015) predict that due to the democratization of technological devices, a mixture of digital tools, such as smartphones and tablet computers, will complement the future learning environment of the ubiquitous era for "everyone, anytime, and anywhere" (p. 78). Another popular trend of Ubiquitous Learning is the integration between the learner and his or her surrounding. While learning can take place whenever and wherever, the application itself on the device is aware and thus responds to the changing environment, known as "adaptive application," improving the physical interactions and enriching learning experience (Gilman, Milara, Cortes & Riecki, 2015, p.55). In this thesis, I adapt Jung's characterization of Ubiquitous Learning, namely "omnipresence, context customization, interactivity, self-directed learning, and perceived enjoyment," to examine the existing features of Ubiquitous Learning of *PeggyTeachesChinese*.

3. Customization in Ubiquitous Learning

Two characteristics of Ubiquitous Learning, context customization and self-directed learning, illuminate a newly formed educational model merging with Internet-based learning. Ubiquitous Learning's anywhere/anytime instruction particularly attracts adult learners whose schedules are often influenced by their families, work and other obligations. Indeed,

for learners who do not have the luxury to be at a specific place, Ubiquitous Learning serves as an instrument “for education beyond the traditional spatial and institutional boundaries” (Kalantzis and Cope, 2009, p. 9). The ubiquity of Internet-based instruction thus accelerates learning for individuals with inflexible schedules. In this sense, Ubiquitous Learning provides schedule-customization that many adult learners need. In addition to schedule flexibility, customized curricula in Ubiquitous Learning appeal to adult learners who tend to engage their prior experiences and individual goals in the learning process.

Since the emergence of Internet-based courses, there has been an increased emphasis upon the dynamics of customized learning. The following excerpt from the U.S. Department of Defense’s Advanced Distributed Learning Network aptly describes the relationship between online learning and customized courses:



Empirical studies have raised national interest in employing education and training technologies that are based on the increasing power, accessibility and affordability of computer and networking technologies. These studies suggest that realizing the promise of improved learning efficiency through the use of instructional technologies – such as computer-based instruction, interactive multimedia instruction and intelligent tutoring systems – depends on the ability of those technologies to tailor instruction to the needs of individuals (as quoted in Wiley & Edwards, 2002, p. 34).

The needs of learners are various, connected to individual interests and personal goals. Online teachers are therefore expected to be highly accommodating in order to fulfill a diversity of requirements. Customization in education indicates that learning has gradually become a commercial activity. It has been stated that the teacher’s relationship to the student resembles that of a service provider because “students-as-customers expect an even higher degree of customization and accommodation to their preferences, not only in terms of

scheduling. As customers, they know they can take their business elsewhere” (Burbules, 2009, p. 15). In the Internet age, a competitive business depends on its adaptability to individual specifications and needs. This business model increasingly applies to the processes of developing a successful curriculum in the educational industry.

Furthermore, learners as customers are the authors of their own knowledge. Each individual learner constructs his or her learning schema based on his or her personal needs and experience. Kalantzis and Cope (2009) point out the shift in the power dynamic that characterizes Ubiquitous Learning: “Every learner can connect the general and the authoritative with the specifics and particulars of his or her own life experiences and interests” (p.11). In this context, the instructor is no longer the authority but rather a learning guide to the students. To put it differently, the instructor is a co-author and co-learner who constructs the knowledge along with his or her students (Haythornthwaite, 2009, p. 38). The shifting authorship of knowledge construction redefines the conventional role of the instructors in education, recasting it as a facilitator, a tutor or a coach of the learner.

4. Self-Directed Learning and Learner-Centered Approach

In this section, I explore two educational concepts that have shared characteristics with the notion of learners-as-customers and -authors of their own knowledge in Ubiquitous Learning: 1) self-directed learning and 2) learner-centered approach. Learner’s self-governance and responsibility for learning are key aspects of Self-Directed Learning and Learner-Centered Approach. While Self-Directed Learning stresses the learner’s autonomy, specifically that of an adult learner, throughout the course of learning, Learner-Centered Approach emphasizes the overall dynamic and responsibility established between the teacher and the learner. Both mechanisms aim to amplify the learner’s independence and regard the

teacher as an enabler, sharing a comparable educational paradigm. The relationship between customization and self-directed learning is further accentuated by the fact that Internet-learners tend to be adults who enter into a pedagogical relationship with definite goals and priorities. Scholars have identified the general pedagogical principles for adult education based on certain defining characteristics. To be sure, adults are considered to be “self-directed, practical, and social, and that they bring varied experiences to their learning” (Heuer & King, 2004, p. 1). Self-directed learners, usually with help from “teachers, tutors, mentors, resources people, and peers,” tend to take the initiative in identifying their learning needs, setting learning goals, incorporating various learning tools and resources, applying learning strategies and finally assessing their learning results (Knowles, 1975, p. 18). Saks and Leijen (2014) further summarize that self-directed learning “due to its adult education roots is mostly used for describing the learning activities outside traditional school environment” (p.192). In a learning environment without a pre-established curriculum, learners have more control in learning activities and tasks this process involves. Moreover, learners “have more freedom to generate and pursue their own goals, and undertake critical evaluation of the materials they select.” The traditional role of the teacher as an authoritative transmitter of knowledge that identifies, organizes and delivers learning content is therefore less prevalent in ubiquitous learning. Instead, the teacher operates much more like a facilitator who helps to bring out learning outcomes.

Educators have long recognized that learning should not be unilateral as with a traditional instructor who possesses the power in the classroom setting. Instead, every aspect of learning should include both the teacher and the students in dynamic interaction with each other. Maryellen Weimer (2002) was one of the first to identify the growing transition toward learner-centered teaching. With her “Five Key Changes to Practice,” she formulated the

following distinctions: 1) the function of content, 2) the role of the instructor, 3) the responsibility for learning, 4) the purposes and processes of assessment, and 5) the balance of power. Phyllis Blumberg (2009) later summarized learner-centered teaching as an approach that emphasizes student learning and employs a variety of instructional methods. She systematically illustrates the five dimensions proposed by Weimer:

- 1) The function of content is built upon the knowledge foundation and it should enable students to apply the knowledge autonomously.
- 2) The role of the instructor resembles a facilitator and a coach. Instructor employs different teaching methodologies to “accommodate different learning styles” (p. 57). S/he encourages active learning and nurtures students’ responsibility for learning.
- 3) The responsible for learning is “shared between the teacher and the students,” therefore, students are encouraged to be engaged in decision-making process and “become self-directed lifelong learners.”
- 4) The purposes and processes of assessment involves students’ attempt to “justify their answers” and provide feedback and assessment.
- 5) The balance of power involves proper negotiations between the teacher and the students. According to Blumberg, students are “encouraged to explore additional content, express alternative perspectives whenever appropriate.” They are even allowed to negotiate the deadlines of their assignments. The power dynamic is thus shared equally between the teacher and students.

5. Constructivism: an Earlier Theoretical Paradigm

Although Internet-based pedagogy represents a new educational paradigm, nonetheless, it embodies an approach that was theorized by earlier generations of modern

scholars and educators. Constructivism particularly illuminates the structural underpinnings of Internet-based pedagogy for it hypothesizes the way we learn and construct our knowledge by emphasizing the mutual relationship between teachers and students. According to constructivists, we build our understanding of the world as we experience and interact with our surroundings. For instance, when we are introduced to a new concept or information, we see if the new notion is compatible with our existing beliefs and then we come to a few possibilities: we could replace our prior knowledge with the new idea; we could entirely reject the new idea; or we integrate the new knowledge with our prior knowledge (Harasim, 2012). It goes without saying that this process applies to learning as well. Learners gain new information and reconstruct their preceding understanding through interaction, discourse and collaboration with other learners and the instructors.

This idea of knowledge construction was initially formulated by Russian social psychologist Lev Vygotsky (1896 - 1934). Vygotsky proposed that a child's capability could be explored and developed through an adult's assistance. He invented the concept of Zone of Proximal Development (ZPD). According to Vygotsky (1962), the zone of a child's proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). In other words, ZPD is the gap between what the learner is capable of and what the learner has not yet developed. With appropriate amount of guidance and assistance from more knowledgeable or more competent peers, the learner is able to complete a task that s/he is unable to achieve on his or her own (Vygotsky, 1978). Many educators have broadly adopted ZPD in child development as well as in general pedagogy. While Vygotsky himself did not use the term "scaffolding," scholars have closely associated the term with ZPD. David Wood

et al. (1976) coined the term “scaffolding” to exemplify the purpose of a tutor, which is to provide sufficient support based on the needs of individual learners until s/he is able to perform independently. Rosemary Luckin (2008) argues moreover that “successful scaffolding requires collaboration or assistance for a learner or group of learners from teachers or other more able partners who must provide appropriately challenging activities accompanied by the right quantity and quality of assistance” (p. 450). The key is to nurture learner’s autonomy without providing too much assistance or undermining the learner’s self-esteem. On the basis of constructivism, the teacher serves as the more able peer who assists and constructs the knowledge along with the adult learner. The primary vocabulary and sentence patterns are introduced in each session. The tutor additionally provides extracurricular materials, studying platforms and sufficient assistance. The development of the learner’s Mandarin skill is also contingent upon his or her self-direction and self-study. Although learner’s autonomy and responsibility for learning have underpinned the educational structure since the twentieth century, this approach has only been reinforced with the rise of Internet-based learning, redirecting education towards a kind of service industry.

6. The Business Model Canvas

While the educational paradigm continues to develop with the rise of the Internet, business models have also taken the advantage of this global network and reinvented themselves. To examine or renovate an existing business model of the Digital Age, the Business Model Canvas formulated by Alexander Osterwalder and Yves Pigneur (2010) provides a general framework that allows entrepreneurs to articulate their business models. The Business Model Canvas is a fundamental blueprint for all types of businesses; to put it differently, how businesses fit into this template varies accordingly. The Canvas is comprised

of nine building blocks: 1) Customer Segments, 2) Value Propositions, 3) Channels, 4) Customer Relationships, 5) Revenue Streams, 6) Key Resources, 7) Key Activities, 8) Key Partnerships, and 9) Cost Structure. Table 1 is the layout of the original template in which I illuminate each constituent with a simple question a business owner would ask oneself.

Table 1 *The Business Model Canvas*

| | | | | |
|---|--|--|---|--|
| Key Partners Who do we work with? | Key Activities What must we do to keep the business running? | Value Proposition What products or services are we trying to sell? | Customer Relationships What do we do to maintain a relationship with our customers? | Customer Segments Who do we serve? |
| | Key Resources What do we need in order to run the business? | | Channels How do we reach out to our customers? | |
| Cost Structure How is the overall cost of the business? | | Revenue Streams What is the overall profit the company makes? | | |

Note. The Business Model Canvas. Adapted from *Business Model Generation* (p.44), by A. Osterwalder and Y. Pigneur, 2010, Hoboken, New Jersey: John Wiley & Sons. Copyright 2010 by Alexander Osterwalder and Yves Pigneur. Adapted with permission.

The following is an introductory overview that describes each individual constituent in the Business Model Canvas. After each building block is clearly defined, I will utilize this template to examine the business model of *PeggyTeachesChinese*.

- 1) Customer Segments: The first building block is one or more groups of customers the business intends to “reach and serve” (p. 20). Generally, a business organization

caters to one or a number of customer segments. Different customer segments require different needs, relationships and offers from the company.

- 2) Value Propositions: Once an organization has targeted its customer segments, it can specifically design its services or products to meet customers' needs. Value Propositions are services or products a business organization provides or delivers in order to fulfill the needs of different customer segments. The value of services or products can be created by various elements. For instance, the creation of new needs or desires, product performance improvement, different degrees of customization, the product design, the brand, the price, availability and handiness – all are deciding factors that persuade customers to select one business over the other.
- 3) Channels: In order to reach out successfully to the target customer segments, a business organization has to provide Channels through which a transaction is initiated, delivered and completed. The Business Model Canvas puts forward five phases in a channeling procedure: Awareness, Evaluation, Purchase, Delivery and After Sales. It goes without saying that the awareness of a Value Proposition has to be raised among potential customers to generate business opportunities. Therefore, a business organization has to publicize strategically its Value Propositions to attract customers. Before each transaction, customers are generally given means to evaluate and compare a variety of Value Propositions available to them through online reviews or word of mouth. Next, the purchase of a product and service takes place through a physical or virtual platform provided by the company. To finalize the sale, a value proposition is made available or delivered to the customers. Once the transaction is complete, a business organization usually provides post-purchase customer support to answer questions related to sold items or services.

- 4) Customer Relationships: The fourth building block is crucial to a successful business model. The establishment of successful Customer Relationships allows a company to identify what the clients truly wish for and to design its Value Propositions in order to anticipate these desires. Since different Customer Segments will expect different types of relationships, it is important that a company defines what kind of relationship it wishes to nurture with each segment and estimates the costs involved in maintaining this relationship. It is worth noting that both Channels and Customer Relationships are developed unidirectionally towards Customer Segments with the aim to create earnings.
- 5) Revenue Streams: The fifth building block refers to the profit a company makes. Revenue Streams are finalized after all the costs are deducted in the revenues generated from Customer Segments. Revenue can be produced in a number of ways: providing tangible products and professional services to customers are two chief ways of generating revenue. Pre-payment for having access to a service or publication is also a common way to generate Revenues Streams. Owners create earnings from lending, renting or leasing their asset temporarily to someone else in exchange for a usage fee. Intermediate agent helps settle the deal between two parties to earn commissions. Advertising companies provide professional promoting and marketing strategies for another company's value propositions.
- 6) Key Resources: The sixth, seventh and eighth building blocks are three key elements of the business model and are "the most important assets required to make a business model work" (p. 34). They involve four subcategories: physical, intellectual, human and financial assets. Physical resources refer to facilities that enable the operation of a company such as the offices, the computers, operating systems and so forth, whereas

intellectual assets are brands, copyrights, a company's know-how and customers' information. Knowledge, creativity, ideas and other physical effort are a part of human resources, while "cash, lines of credit, or a stock option pool for hiring key employees" (p. 35) is considered to be financial assets in an enterprise.

- 7) **Key Activities:** Once important resources become available, a company must carry out certain Key Activities to keep the operation going. Key Activities include activities that are essential to the production of Value Proposition, business marketing and the maintenance of Customer Relationships and the generation of Revenue Streams.
- 8) **Key Partnerships:** Companies partner up with aim to optimize business and benefit mutually. Therefore, alliances can be built between competitors or non-competitors. Sometimes, partnerships are built to start new businesses. These network of associations are known as Key Partnerships.
- 9) **Cost Structure:** After the three key activities are defined, according to the business model canvas, the overall costs can be easily determined (p. 40). Cost Structure is an amount of expenses a business model requires to sustain the operation. Therefore, it is important to keep track of the costly resources and activities. Without a doubt, the majority of companies desire to develop a low-cost business model, which is known as Cost-driven business models. As one of the two primary Cost Structures, they operate towards the goal of cost reduction. On the contrary, Cost-driven business models focus more on the value creation of their Value Proposition. For instance, companies offer personalized service, luxurious facilities and high quality products to create value.

CHAPTER THREE

METHODOLOGY

3.1 Research Questions

My research motivation has led me to meditate upon the existing qualities of *PeggyTeachesChinese* in the context of Internet-based pedagogy and business model. Furthermore, I measure how my teaching service has met my students' expectations and how I can improve my business. This thesis thus seeks to address the following questions:

1. What pedagogical tools and methods does *PeggyTeachesChinese* employ to implement Ubiquitous Learning?
2. What business model has *PeggyTeachesChinese* developed to incorporate language teaching, learning and service?
3. What are my students' perceptions of *PeggyTeachesChinese* as a Ubiquitous Learning platform and my role as their tutor?

3.2 Methods

3.2.1 First Research Question

In response to the first research question, I elaborate on the pedagogical tools and principal methods I employ throughout my online tutorials to implement Ubiquitous Learning. I describe in detail the digital applications that are integrated in my free video lessons and my private tutor service.

3.2.2 Second Research Question

To account properly for an existing educational business model in the Internet era, I closely analyze *PeggyTeachesChinese* with the Business Model Canvas to respond to the second research question. The Business Model Canvas and its building blocks have been presented in the Literature Review Chapter Two.

3.2.3 Third Research Question

With the intention of providing an objective perspective, I elicit my students' satisfaction concerning *PeggyTeachesChinese* through a semi-structure survey with thirteen pre-determined, open-ended questions. Their opinions and input regarding my teaching service and their overall learning experience with *PeggyTeachesChinese* are included as the data for the last research question. What follows is the entire procedure, including survey design, incentive and response rate, over the course of the third research question.

1) Survey

The survey on *PeggyTeachesChinese* tutorial service aims to provide learners' satisfaction of my tutorial service. More importantly, this survey contributes richer objective data to correspond with the first and second questions in terms of *PeggyTeachesChinese* Internet-based pedagogy and business model. In comparison to paper-based surveys, a web-page-based survey is considered to be “easy for respondents to complete” (Mann & Steward, 2000). A digitized survey is the most environmentally friendly, economical and practical, if one considers my students are located in different parts of the world. The survey is created with a web-page-based survey generator, Google Forms. With Google Forms, respondents can simply respond to each question using the answer box provided and click “Submit” when

finished. In the introduction of the survey, I explain the purpose of the survey. Furthermore, I assure the respondents that their identity will remain anonymous. Since the respondents are my current and former students with whom I have built relationships, it is important to avoid causing them distress or discomfort and to ensure that they are able to express their honest opinions about the service.

The survey consists of two parts and is comprised of a set of thirteen pre-determined open-ended questions focusing on the three aspects that I outline below. Each question is designed carefully without leading the respondents to produce self-fulfilling responses. In the first part of the survey, I investigate my students' perceptions of *PeggyTeachesChinese* as a Ubiquitous Learning platform by addressing the five principal characteristics, namely, 1) Omnipresence; 2) Context customization; 3) Interactivity; 4) Self-directed learning and 5) Perceived enjoyment (Jung, 2014). Questions 1, 2 and 3 seek to discuss the feature of Omnipresence in *PeggyTeachesChinese* tutorials, investigating whether or not my students learned about my service through my YouTube videos and/or my website. Moreover, these three questions examine why my students find the model of online tutorials more suitable for them and the reasons for their choosing online learning over a traditional classroom setting. Questions 4 and 5 examine learners' experience during and after a lesson, assessing whether or not they experience a form of enjoyment from my service. Finally, Question 6 investigates what learning tools, materials and strategies they integrate into learning in addition to our tutorial sessions and assignments. The second part of the survey explores my students' general perceptions of my role as their tutor in the context of Constructivism as in Question 8, 9 and 10. Finally, I investigate their overall satisfaction with my service and their feedback related to future improvement of *PeggyTeachesChinese* in Questions 11, 12 and 13. Their

suggestions could also be an indication of what is currently lacking in my teaching model.

Table 2 systematically visualizes the inquiry each survey question pursues:

Table 2 *Design of the Survey*

Part I. Students' perceptions of *PeggyTeachesChinese* as a Ubiquitous Learning platform

| Inquiry | Survey Question |
|---------------------------------|---|
| Omnipresence | 1) What led you to studying Chinese online with Peggy? |
| Customization; Interactivity | 2) In your opinion, what makes learning online better than learning in a classroom? |
| Customization; Interactivity | 3) How do/did her online tutorials facilitate learning for you or fulfill your learning needs? |
| Perceived Enjoyment | 4) During the session, you have/had been made to feel: Anxious; Bored; Comfortable; Competent; Disheartened; Entertained; Encouraged; Incapable; Other, please specify: |
| Perceived Enjoyment | 5) After participating in a tutorial session with her, you usually feel/felt: |
| Self-Directed Learning | 6) In addition to the tasks Peggy assigns you, what do/did you do to advance your Chinese? |

Part II. Students' perceptions of my role as their tutor and their satisfaction of my service

| Inquiry | Survey Question |
|------------------------|--|
| My role as their tutor | 7) How would you describe Peggy as a Chinese tutor? She is... |
| My role as their tutor | 8) Please reflect upon your tutorial experience with her and select the words that describe her role during your sessions: to accommodate; to assist; to command; to dictate; to discourage; to depress; to entertain; to guide; to be inflexible; to support; to train; to undermine; Other, please specify: |
| Role of the tutor | 9) What are the characteristics of a "good language tutor" for you? |
| Learner satisfaction | 10) How likely are you to recommend her service to other learners? |

| | |
|----------------------|---|
| | Very likely 1, 2, 3, 4, 5, 6 Very unlikely |
| Learner satisfaction | 11) Based on your experience as a Chinese learner, what is the one thing she can start doing to improve your learning experience? |
| Learner satisfaction | 12) What should she stop doing? |
| Learner satisfaction | 13) (Optional) Any comments or suggestions? |

2) *Incentive*

This section justifies why the type of incentive, i.e. prepaid monetary incentive, was selected to motivate my students to participate in my survey. Incentives are often offered to entice people to participate in surveys. Cash, a gift, a donation to a charity on respondents' behalf and a lottery prize are some of the most widely used incentives. Offering incentives generally has a positive effect on response rates in surveys or interviews (Church, 1993). Indeed, an incentive indicates that researchers value respondents' time and effort spent taking the survey. While incentives come in different shapes and forms, prepaid monetary incentives, namely a banknote enclosed in the initial mailing of surveys, are more effective (Fox, Crask & Kim, 1988; Warriner, Goyder, Gjertsen, Hohner & McSpurren, 1996; Petrolia & Bhattacharjee, 2009). Most literature focuses on the use and effects of incentives on response rates or response quality in large or nation-wide surveys where surveys are conducted without a direct relationship between the researchers and the respondents. Surveys are mailed or emailed to potential respondents with a prepaid or a promised incentive. In this regard, a form of incentive becomes necessary to make the survey more worthwhile.

My survey is designed to target a small group of clientele who directly purchase tutorial service from me. Furthermore, my potential respondents are different than those of large surveys, for students have already pre-established one-on-one relationships with me.

Since my survey is administered electronically, I employ a USD\$5 Amazon Gift Card as a digital prepaid monetary incentive for each individual potential respondent for three reasons:

- 1) Amazon is the largest online shopping website that ships its goods internationally. In addition to its international service, Amazon has also branched out to many countries such as such as Amazon.ca, Amazon.uk and Amazon.de. An Amazon Gift Card is a digital gift certificate with monetary value. Holders of an Amazon Gift Card can use it to purchase any item they wish and have it shipped to them via an Amazon website. However, Amazon.com eGift Cards can only be used to purchase eligible goods and services on Amazon.com, which is a US-based website. If one is located outside of the United States and purchases an item with eGift Cards on the US-based Amazon, one can pay an international shipping fee to have the product shipped to him or her. My students are located all over the world. To make sure that the using of the card is easy for my respondents, I had to consider the current location of each individual respondent and from which Amazon website I was to send the eGift Card. I purchased them from five different Amazon websites: nine 5-dollar eGift Cards from Amazon.com, one in Canadian dollars from Amazon.ca, two 5-euro eGift Cards respectively from Amazon.es and Amazon.it and two 5-euro eGift Cards from Amazon.de. Altogether the cost of the eGift Cards is NTD 2,289. The purchase and distribution of incentives are visualized in Table 3.

Table 3 *Survey Incentives*

| Website | Number of Cards | Currency | Students' Locations |
|------------|-----------------|-----------|--|
| Amazon.com | 9 | USD45 | United States of America, Australia, French Polynesia |
| Amazon.ca | 1 | CAD5 | Canada |
| Amazon.es | 1 | EUR5 | Spain |
| Amazon.it | 1 | EUR5 | Italy |
| Amazon.de | 2 | EUR10 | Sweden, Norway |
| Total | 14 | NTD2, 289 | |

- 2) My potential respondents include all the adult students I have taught and have been teaching from 2016 to the present time. Adult learners means 18 years of age or older. The reason for this selected period is because I introduced Quizlet as a part of my tutorial package at the beginning of January 2016. The potential respondents are fourteen (n = 14), six out of which have discontinued the tutorial service. In other words, eight of them are currently taking online tutorial sessions with me. On the one hand, I considered employing coupons offering a discount for my tutorial service as the incentive. However, it may not be useful for those who do not plan to further their study in Mandarin with *PeggyTeachesChinese*. Amazon gift cards, on the other hand, can benefit and hopefully incentivize both former and current students to take the survey.
- 3) A prepaid monetary incentive is initially emailed along with the survey to the potential participants and then whether or not they proceed with the survey is contingent upon their decisions. Furthermore, a prepaid incentive indicates the researcher's appreciation in advance of their time spent participating the survey. There is also a possibility that my potential respondents who receive prepaid incentives may feel obligated to participate in the survey. This explanation

corresponds to the “norm of reciprocity” postulated by Gouldner (1960). The “norm of reciprocity” is a form of social exchange where “what one party receives from the other require some return” (p. 169).

3) Procedure

A prepaid monetary incentive, that is an Amazon eGift Card, was first individually emailed to the respondents on March 20th, 2017. Shortly after the monetary incentive was sent, I blind carbon copied an introduction email to all the respondents, making sure their personal emails were protected and remained blind to other recipients. In the email, I explained the purpose of the eGift Card and enclosed the survey introduction and its URL:

Dear students and friends,

Greetings from Taipei! I hope you enjoy the USD\$5 Amazon eGift Card I sent you. Please let me know if you have not received it. The Amazon Gift Card is to thank you for taking time to complete the survey on my tutorial service.

In the past year, I have been researching on the Pedagogical and Business Model of PeggyTeachesChinese as my Master's thesis. This survey, as a part of my thesis, is to investigate my students' overall experiences and satisfaction with PeggyTeachesChinese tutorial service. I aim to improve my teaching and provide a better service. Your opinions and learning experiences are therefore important to me. Since there are no right and wrong answers to these questions, please feel comfortable to elaborate your input. This survey is sent out to all the students I have taught and have been teaching since 2016. Your responses will remain anonymous and be treated with confidentiality for my personal reference and my research. There are 12 questions in this survey. It should take about 10 minutes to complete.

You can begin the survey here (URL link). I thank you for taking the time to participate!

Kind regards,

Peggy Lee

4) Follow-ups

A study by Fox, Crask & Kim (1988) shows that postcard follow-up is one of the factors that “increases response rates on average” (p. 485). Within five day of emailing the incentive and the survey to my students, I blind carbon copied all of them a follow-up email to remind them of the survey and the deadline on March 25th, 2017:

Dear friends and students,

I am writing to remind you of my Master's thesis survey regarding my online tutorials. If you haven't had a chance to fill out the survey, you can begin here (URL link). I will be really grateful if you could complete it by Monday, March 27th. Please let me know if you did not receive the Amazon eGift Card from me by any chance.

The survey should take about 10 minutes to finish. Thank you again for taking the time to participate!

Warmly, Peggy

One day after the deadline, I received thirteen valid responses and stopped accepting responses on Google Forms. A few unexpected surprises took place during the process of conducting the survey. Some students responded directly to Amazon eGift Cards and thanked me for the kind gesture. A few students emailed me directly to notify me that they have completed the survey. One former student wrote to me personally and gave an update about his own life, rekindling a brief correspondence between a past student and me.

5) Response Rate

The survey along with the incentive was emailed to fourteen respondents. For some reason, fifteen responses appeared on Google Forms, two of which were invalid entries. I will further explain the technical issue that caused this error. In any case, only the thirteen valid responses will be examined in the outcome of third research question. The response rate is 92.86%, which means thirteen out of fourteen respondents participated. Since thirteen valid

responses represent the entire student sample 100%, each response is 6.69%. A summary of my students' original responses can be viewed in the Appendix.

6) Program Error

Although the survey was only emailed to fourteen respondents, a total of fifteen responses appeared on Google Forms and two were invalid entries for they were completely blank. Google Forms is synced with Google Spreadsheets. One can either view the summary of the responses or look at each one individually on both platforms. In the summary, only thirteen responses are viewable on both platforms. When viewing them independently, Response 8 and 9, respectively submitted at 07:55 pm and at 07:59 pm on March 23rd 2017, appeared completely blank. Since the survey consists of "required questions," a respondent will not be able to continue or submit the survey unless every required question has been answered. This appears to be a program bug existing within Google Forms that has been encountered by other users. According to the discussions on Google's Product Forums, many have struggled with a similar issue, losing a substantial amount of important data because responses were not recorded on Google Forms. I also reported this problem to Google. However, Google has not yet directly responded to this technical issue, specifically on how to restore survey's missing responses.

CHAPTER FOUR

RESULTS

4.1 First Research Question

What pedagogical tools and methods does PeggyTeachesChinese employ to implement Ubiquitous Learning?

I address the first research question in two parts, the first section focusing on the online pedagogical tools and the second discussing the principal methods that I employ in my teaching. Afterwards, a sample of teaching plan is provided to visualize how a Skype tutorial session takes place. I integrate four digital applications, which I arranged below in Table 4, to implement the ubiquity of digital learning based on Jung's characterization (2014): 1) YouTube, 2) Skype, 3) Google Docs, and 4) Quizlet. I provide an overview of each application and how its functions aid my teaching.

4.1.1 Teaching Tools

Table 4 *Digital Applications to Implement U-Learning*

| | YouTube | Skype | Google Docs | Quizlet |
|---------------------------|---------|-------|-------------|---------|
| 1) Omnipresence | V | V | V | V |
| 2) Context Customization | | V | V | V |
| 3) Interactivity | | V | V | V |
| 4) Self-Directed Learning | V | | V | V |
| 5) Perceived Enjoment | V | V | | V |

1) YouTube

YouTube is the most typical example that represents the concept of user-generated content in today's Digital Age. YouTube was published on February 14th 2005 and provides a free online platform on which users are allowed to upload digital videos to broadcast themselves. Any viewers have access to watch or share published videos as long as the Internet is available. It is free to register a YouTube account. Once an account is registered, users can upload short videos onto their own channel, subscribe to other channels, leave comments on a video and "like" or "dislike" a video. On February 15th 2009, *PeggyTeachesChinese* joined YouTube. Currently, there are nearly 90 Mandarin video lessons and video blogs on Chinese culture on this channel. As of June 2017, the channel possesses nearly 18,000 YouTube subscribers and has had over 2,600,000 views.

My YouTube video lessons pertain to one of the two primary Value Propositions of *PeggyTeachesChinese*, offering free lessons to the public in order to invite learners who enjoy my teaching style to sign up for a paid tutorial service. Indeed, the ubiquity of the Internet connection makes these learning resources present at all times (omnipresent). These videos attract learners who actively seek out information and resources on the Internet and who by chance come into contact with my videos (self-directed learning). My videos gradually gain popularity due to their unconventional way of teaching Chinese, producing a sense of enjoyment for learning the language and Taiwanese way of living (perceived enjoyment). The pedagogical design of my teaching videos is illustrated in the analysis of my Value Propositions at page 52.

2) Skype

Skype was founded in 2004 and is a digital application that allows users to make free voice or video calls through the Internet. Users can also chat with other users through texting Skype messages. Skype operates under a business model called Freemium by providing certain services for free while charging fees for SkypeOut service. Average callers can purchase Skype credits to call landlines or mobiles phones. As for heavy users, they can join the pre-paid subscription to call with lower rates without long-term commitments.

PeggyTeachesChinese benefits from the free-of-charge offer of Skype. Each online tutorial session takes place via real-time Skype video call. It is important to note that making a high-definition-video-call on Skype requires only 1.5 Mbps for both download/upload speeds in order to achieve a best performance. That is to say, as long as there is an Internet connection with decent speed, a one-to-one Skype lesson can literally take place anywhere/anytime either on a desktop or a mobile device (omnipresent). Each lesson is structured based on the learner's goals and needs (context customization). Key sentence patterns and new vocabulary are presented both on a Skype text box and on a whiteboard. During each session, I often visualize new vocabulary by utilizing traditional flashcards or presenting direct objects in front of the camera. More importantly, I engage my students through interactive dialogue and in-class activities (interactivity), aiming to maximize the sense of enjoyment throughout the course of learning (perceived enjoyment).

3) Google Docs

Google Docs is a “free, web-based software office suite” provided by Google (https://en.wikipedia.org/wiki/Google_Docs,_Sheets,_Slides_and_Forms). Users are allowed to create, edit and collaborate on documents, spreadsheets or presentations online in real time

or offline (omnipresent). To realize process of knowledge scaffolding, I provide study sheets and exercises focusing on the content we cover during our session on Google Docs (context customization). Students can access and edit these study sheets online or offline at their convenience (self-directed learning). In so doing, the tutee and the tutor can mutually develop a collaborative and interactive relationship by developing the document together (interactivity) Google Docs provides an online platform where the instructor can systematically outline important sentence structures and create exercise drills for the students. However, the overall layout is not conducive to studying vocabulary for two reasons: 1) Google Docs is originally designed for collaborative writing and editing; and 2) the size of text is too small to read on a mobile device. As a result, a self-study tool or application that facilitates the studying of vocabulary on mobile devices is indispensable.

4) Quizlet

In an effort to facilitate the study of vocabulary for my students, I have incorporated Quizlet, a well-designed application for vocabulary, to reinforce two aspects of Ubiquitous Learning at once: nurturing learners' "self-directed learning" (Jung, 2014) skill and increasing the "enjoyment" of the process. Founded by Andrew Sutherland in 2005, Quizlet is an online studying tool that enables users to study vocabulary on their computers, tablets and mobile phones. According to New Relic, a software analytic company, Quizlet is currently rated as a top 100 education website as well as a top 5 app in app stores. The primary feature of Quizlet is its virtual flashcards. Users can create their own study sets. In each Quizlet study set, there are two sections: one is called "STUDY" which includes four different types of study exercises (Flashcards, Learn, Speller and Test), where the other section is classified under "PLAY" which consists of two games (Scatter, Gravity). The six

study activities are highly interactive and entertaining, making the process of learning more enjoyable (interactivity, perceived enjoyment). Figure 1 and Figure 2 below clearly capture both “STUDY” and “PLAY” of a Quizlet study set.

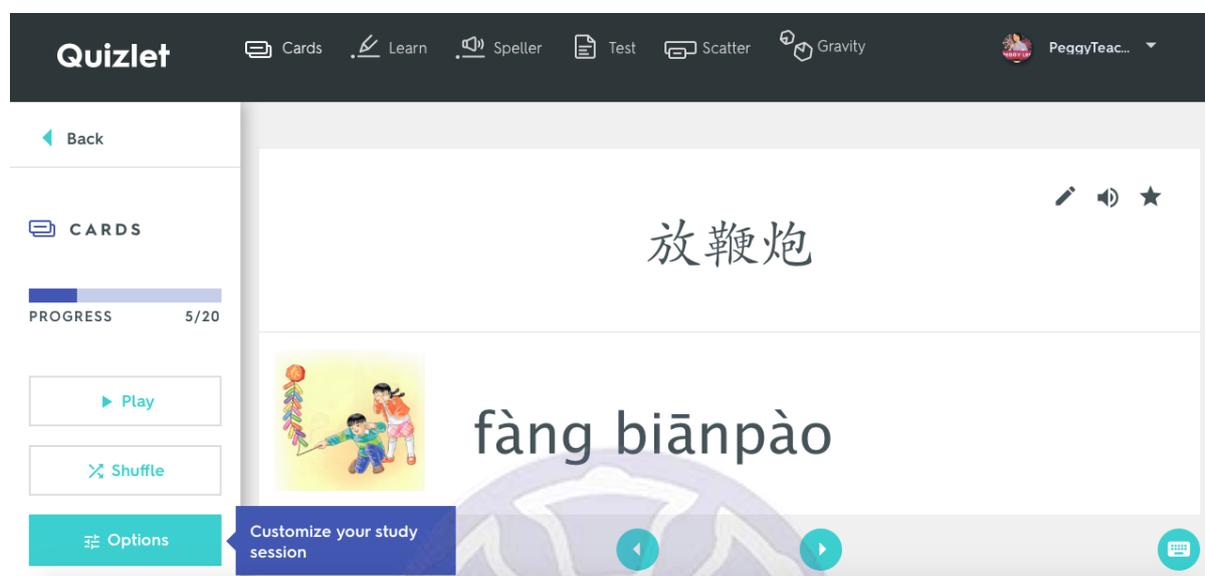


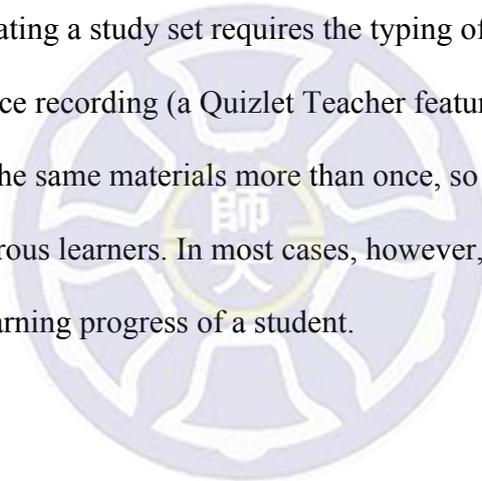
Figure 1. Study Section on Quizlet



Figure 2. Play Section on Quizlet

Since Quizlet is designed as a self-study tool, one of its most impressive features is that the tool automatically highlights a learner’s mistakes if the entry submitted by the user is incorrect in both STUDY and PLAY activities. Identifying a learner’s mistakes is a significant factor in the process of self-study because it raises metalinguistic awareness for

the target language, that is, the speaker's ability to reflect upon the usage of a language, when his/her instructor is not present (self-directed learning). Furthermore, Quizlet can be assessed and edited by both the tutor and the student. This feature underscores the characteristic of learner-centered education where both the teacher and the student share the learning responsibility. As a mobile-friendly platform, Quizlet enriches students' technology-assisted language learning experience, since students can seamlessly access and study the study sets anywhere/anytime both online and offline (omnipresent). It is worth-noting that the creation of a study set can be quite time consuming. To reach the goal of customized learning, I have to create different study sets for each individual student (context customization). As shown in Figure 3, the process of creating a study set requires the typing of Chinese characters, Pinyin and English translation, voice recording (a Quizlet Teacher feature for a fee) and image inserts. I can certainly use the same materials more than once, so that pre-created study sets can be shared among numerous learners. In most cases, however, study sets have to be tailored according to the learning progress of a student.



| | | | | |
|----------------|-------|---------------------|---|---------|
| No answers yet | 春节 | Chūnjié | | ☆ 🔊 🎧 ✎ |
| No answers yet | 农历一月份 | nónglì yīyuèfèn | | ☆ 🔊 🎧 ✎ |
| No answers yet | 向亲戚拜年 | xiàng qīnqi bàinián |  | ☆ 🔊 🎧 ✎ |
| No answers yet | 放鞭炮 | fàng biānpào |  | ☆ 🔊 🎧 ✎ |
| No answers yet | 气氛热闹 | qìfēn rènao | | ☆ 🔊 🎧 ✎ |
| No answers yet | 吃年夜饭 | chī niányèfàn |  | ☆ 🔊 🎧 ✎ |

Figure 3. Creating a Study Set

4.1.2 Teaching Methods

PeggyTeachesChinese employs learner-centered pedagogy in order to implement highly customized instruction. As Blumberg (2009) points out, a learner-centered approach utilizes multiple teaching strategies to cater to a diversity of learning styles. I incorporate two principal teaching approaches in my teaching: the Audio-lingual Approach and the Natural Approach. The Audio-lingual Methodology is, simply put, the “practice makes permanent” approach. It focuses on repetitive pattern drills and corrective feedback with the aim to form a new set of “habits” for the learner. Although an adequate amount of repetition drills in class can help learners familiarize themselves with a particular sentence pattern, excessive repetition is unnecessary and may only exhaust learners and inhibit their passion for the target language. The instructor should apply a sufficient amount of repetition and drills as she sees fit. Corrective feedback is also actively employed in the Audio-lingual Approach to raise the learner’s awareness of linguistic structural accuracy.

By contrast, the Natural Approach focuses less on structural accuracy and more on developing students' ability to communicate in a second language. Advocates of the Natural Approach insist that error correction only interrupts the learner's train of thought and undermines his or her motivation to communicate in the target language. Although this argument may seem quite reasonable, lack of error correction over a long period of time may lead to a learner's lack of awareness of linguistic structure. Due to this concern, I largely utilize the Natural Approach's concept of "comprehensible input." Learners are able to comprehend and gradually become accustomed to the target language when the teacher's speech is clearly and slowly articulated. I properly stress words and phrases in the target language and, when appropriate, I paraphrase complex structures with simpler syntactic patterns. Generally speaking, a learner-centered approach recognizes learners' differences and preferences and aims to integrate a diversity of pedagogical methodologies. Taking different pedagogical aspects into account allows learning to be more engaging and worthwhile.

4.1.3 Sample of Lesson Plan

The lesson plan below (Table 6) exemplifies how a 50-minute tutorial lesson takes place. In this lesson plan, readers can visualize the instructional approach I employ throughout my teaching. For instance, I facilitate learning of key vocabulary and sentence patterns by asking student a series of leading questions. In my leading questions, key words and phrases are paraphrased with simpler synonyms and presented in clearly articulated speech. The purpose of these questions is to guide student to generate target vocabulary and sentence patterns on his or her own. Moreover, I reinforce the student's understanding of key words by providing corrective feedback and conducting repetitive drills. I further establish an

opportunity for open questions and my teaching feedback at the end of each meeting with my student. The lesson plan below is individually designed for a student who has been learning Chinese for 10 years. He once enrolled in a short-term Chinese language program in Fudan University, Shanghai; therefore, he is familiar with simplified Chinese characters. He has been engaging in self-study and online tutorial lessons with me for approximately two to four hours a month to improve his Chinese over a five-year span.

Table 5 A Sample Of Tutorial Lesson Plan

| Teaching Activities | Teaching Tools | Teaching Methods |
|---|---------------------------------|---|
| Pre-Lesson Plan | | |
| Materials: All Things Considered 事事关心：第一课刚到中国 Student Number: 1 (Student must preview the texts before class) Lesson Objectives: <ol style="list-style-type: none"> 1. Familiarize with texts 2. Introduction to new vocabulary and sentence patterns 3. Repetitive drills | | |
| Warm up (2 min) Goal: Warm up by asking introductory questions and bridge with the main topic of the chapter | | |
| T: 你去过中国吗? S: 去过 T: 从美国坐飞机到中国方不方便? S: 从美国坐飞机到中国很方便 T: 从旧金山 <u>直接</u> 飞到上海的飞机叫? S: 从旧金山 <u>直飞</u> 上海的飞机 | Skype whiteboard, markers | Comprehensible input, corrective feedback |

| | | |
|--|-------------------------------------|--|
| <p>T: 据你所知, 有没有从旧金山<u>直飞</u>北京的飞机?</p> <p>S: 有, 有从旧金山<u>直飞</u>北京的飞机</p> | | |
| <p>II. Teaching (22 mins)</p> <p>Goal:</p> <p>Familiarize students with the texts and vocabulary</p> <p>Method:</p> <ol style="list-style-type: none"> 1. Teacher functions as a facilitator by asking leading questions (Learner-centered approach) 2. Ask questions related to the texts and relate them to the student (Learner-centered approach) 3. Paraphrase key vocabulary and guide student to respond using target words (Comprehensible input) 4. Carefully articulate and stress underlined words and sentence patterns (Comprehensible input) 5. Correct student during or after his or her utterance (Corrective feedback) 6. Familiarize target vocabulary through repetitions (Repetitive drills) | | |
| <p>T: <u>据你所知</u>, 有没有从<u>纽约直飞</u>北京的飞机?</p> <p>S: 没有从<u>纽约直飞</u>北京的飞机</p> <p>T: <u>没有直飞的飞机</u>, 得怎么样才能到北京?</p> <p>S: 在<u>东京转机</u></p> <p>T: 在<u>机场转机</u>特别无聊, 可以做些什么事情?</p> <p>S: 逛商店、吃东西、睡觉</p> <p>T: <u>据你所知</u>, 乙以前去过中国没有?</p> <p>S: 小时候跟父母去过一次</p> <p>T: 那是什么时候的事?</p> <p>S: 上小学的时候、父亲谈生意、十年前的事</p> <p>T: <u>对事情都还有印象吗</u>?</p> <p>S: <u>还有印象</u></p> <p>T: 对一件事还<u>记得很清楚</u>叫?</p> <p>S: 对一件事还<u>印象深刻</u></p> <p>T: <u>忘不了的事</u>叫?</p> | <p>Skype, a whiteboard, markers</p> | <p>Facilitate learning through learner-centered approach by using comprehensible input and corrective feedback</p> |

| | | |
|--|-------------------------------------|---|
| <p>S: <u>难忘</u>的事</p> <p>T: 你第一次去中国的时候, 你<u>最难忘</u>的是什么事?</p> <p>S: 是中国古老的建筑</p> <p>T: 对乙是不是因为<u>建筑古老</u>?</p> <p>S: 不是</p> <p>T: 是因为什么呢?</p> <p>S: 对乙最难忘的<u>不是A, 而是B</u>。</p> <p>T: 你跟你家人今年到上海是去谈生意的吗?</p> <p>S: 我们<u>不是</u>去谈生意的, <u>而是</u>去观光的。</p> <p>T: 你学习汉语是<u>因为</u>你想到中国工作吗?</p> <p>S: <u>不是</u>因为我想到中国工作, <u>而是</u>因为...</p> | | |
| <p>III. Activities (22 mins)</p> <p>Goal: Pattern Practice and Drills</p> <p>Method:</p> <ol style="list-style-type: none"> 1. Engage student by asking leading questions and setting up hypothetical scenarios 2. Paraphrase key vocabulary and guide the student to respond using target words (Comprehensible input) 3. Carefully articulate and stress underlined words and sentence patterns (Comprehensible input) 4. Correct student during or after his or her utterance (Corrective feedback) 5. Reinforce structural accuracy through repetition (Repetitive drills) | | |
| <p>1. <u>据我所知</u></p> <p>T: <u>根据你所知道的</u>, 这是你女儿第几次去上海?</p> <p>T: <u>根据你所知道的</u>, 从上海到北京能怎么去?</p> <p>T: <u>根据你所知道的</u>, 中国用摄氏还是华氏? 美国呢?</p> <p>2. <u>竟然</u></p> <p>T: 台湾的国际机场的大小<u>让我很吃惊</u>, 我说:</p> <p>S: 机场<u>竟然</u>这么小!</p> <p>T: 我把头发剪短了, 我男友不认得我了</p> | <p>Skype, a whiteboard, markers</p> | <p>Facilitate learning through learner-centered approach by using comprehensible input, repetitive drills and corrective feedback</p> |

| | | |
|--|--|--|
| <p>S: 你男友竟然不认得你了</p> <p>3. 未免</p> <p>T: 我的朋友认为一个男人只要有钱就够了, 其他都不重要, 她的想法?</p> <p>S: 未免太肤浅了</p> <p>T: 她男友对她非常好, 圣诞节送她一辆跑车</p> <p>S: 男友未免对她也太好了。</p> <p>T: 但是她喜欢吃什么菜她男友竟然都不知道, 男友不了解她?</p> <p>S: 男友未免也太不了解她了。</p> | | |
| <p>IV. Wrap up (4 mins)</p> <p>Goal:</p> <ol style="list-style-type: none"> 1. Questions and feedback 2. Assign homework 3. Schedule the next appointment | | |
| <ol style="list-style-type: none"> 1. Questions and discussion 2. Homework (1): Complete three activities on this chapter's Quizlet study set 3. Homework (2): Google Docs 4. Next lesson's progress: the 2nd part of the texts 5. Schedule next appointment | <p>Skype, Quizlet, Google Docs</p> | <p>Nurturing the balance of power in learner-centered approach</p> |
| <p>End</p> | | |

4.2 Second Research Question

What business model has PeggyTeachesChinese developed to incorporate language teaching, learning and service?

Online businesses have taken advantage of multiple streams of revenue.

PeggyTeachesChinese similarly has more than one revenue stream. Currently, it successfully operates with two free business models. To examine properly these models, I must first

present a few important concepts about the digital economy in the Internet age. Chris Anderson (2008) observes that the democratization of media production software has allowed amateur music or video makers to produce professional-looking works in the digital age. This phenomenon has had a significant impact on the media industry since access to these production tools “were once reserved for professionals alone” (p. 63). Furthermore, standard access to the Internet provides a low-cost channel to distribute the songs or videos made by non-professional producers to a global audience. The fact that millions of people have the liberty to publish blogs, songs and videos to a potentially unlimited audience is, he notes, due to “the arrival of simple, cheap software and services that made publishing online so easy that anyone could do it.” Anderson uses the term “peer production” (p. 73) to describe this phenomenon of “mass volunteerism and amateurism.” The Internet has by all means nurtured a hotbed of creativity, productivity and entrepreneurship and, as a result, it has given birth to a new form of business organism.

While YouTube provides an online stage for amateur video makers to broadcast themselves to the world, YouTube is, as Anderson (2010) points out, the result of “price declines with a triple play of technology: processors, bandwidth, and storage” (p. 13). However, YouTube offers content creators more than just a showcase. It also offers them a moneymaking opportunity with its YouTube Partnership Program. The arrival of democratization in media production software conveniently allows many amateurs to partner with YouTube, working jointly together to generate revenue within the Three-Party Market, one of the four free business models categorized by Anderson (see Figure 4). The Three-Party Market is a business model in the media world, one in which content creators produce content to be viewed for free by the public while generating a revenue stream from advertising monetization. In other words, advertisers pay money for advertising space

embedded in the free content in order to attract potential paying customers. In the YouTube partnership program, YouTube provides processors, bandwidth, and storage, while partners produce creative content to attract viewership. Advertisements rented by advertisers are embedded in these YouTube videos. If a viewer clicks on an advertisement, revenue is generated and is split into 32% and 68% between YouTube and the content creator. Like many other vloggers, I found my niche and benefitted from the growing trend of “peer production” and web-based businesses. With access to free in-built moviemaking software on Apple computers such as iMovie, self-broadcasting platform YouTube and the Internet, I published my first Chinese teaching video on YouTube in February 2009 and joined the partnership program in May 2010.

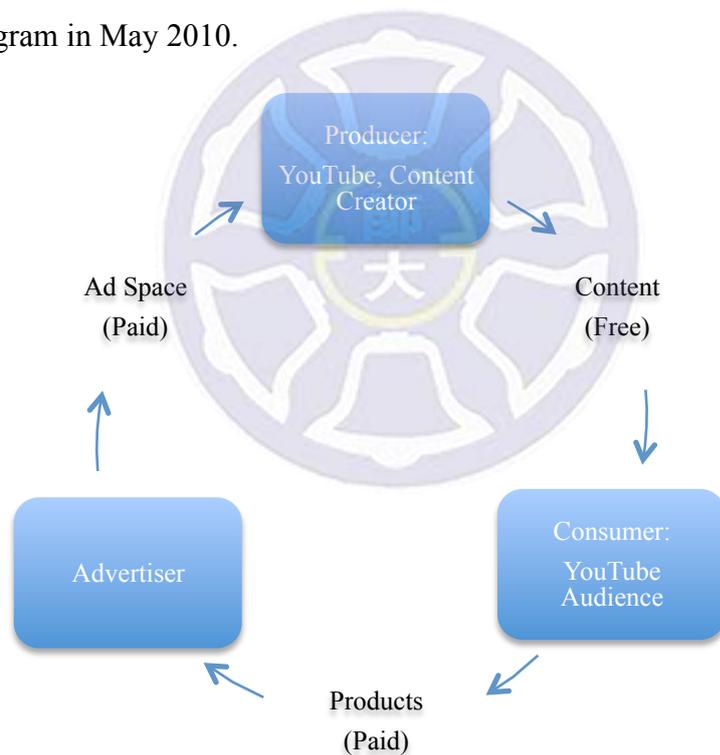


Figure 4. The Three Party Market of YouTube Partnership Program.

Adapted from *Free: How Today's Smartest Businesses Profit by Giving Something for Nothing* (p.25), by C. Anderson, 2010, New York: Hachette Books. Copyright 2010 by Chris Anderson. Adapted with permission.

Although we encounter daily free information and media embedded with relevant advertisements targeted by our searches the Web, Anderson (2010) particularly emphasizes the rapid growth of the “Freemium” business model, which is “the most common Web business model” (p. 26) and is “growing fast to rival [the advertising-based model]” (p.221). According to a definition provided by *Business Model Generation*, Freemium models “blend free basic services with paid premium services” (p. 96) to attract consumers. These business models primarily rely on the Internet to offer free of charge Value Propositions to a large number of customers. However, a small portion, around five percent out of a large pool of users, will purchase a premium service or a subscription through which a company generates Revenue Streams. This is known as the “Five Percent Rule” in the Freemium business model. The Freemium business model is often applied to businesses but not so much to educational models. As a matter of fact, there has been increasing interest in the combination of service industries and higher education (Chen, 2014; Denna, 2014) in recent years. My business successfully operates under the “Freemium” business model by offering free YouTube lessons and remunerated tutorial service. As thousands of viewers benefit continuously from these Chinese lessons broadcasted on the Internet and learn at their convenience, a handful of learners become paying customers and sign up for Skype tutorial sessions that are advertised through YouTube videos and other social media accounts. A variety of session packages are available for purchase on *PeggyTeachesChinese*’s website and lesson price varies accordingly. In the subsequent analysis (Table 7), I examine the Freemium business model of *PeggyTeachesChinese* with the Business Model Canvas.

Table 6 *PeggyTeachesChinese As a Freemium Business Model*

| Key Partnerships | Key Activities | Value Propositions | Customer Relationships | Customer Segments |
|-----------------------------|-----------------------|-------------------------------------|---|------------------------|
| Google | Video Production | Free: YouTube Lessons | Individualized Tutorship | Casual YouTube Viewers |
| Endorsements Sponsorships | Knowledge Development | Premium: 1-on-1 Skype Tutor Service | Personal Relationship | Adult Learners |
| | Key Resources | | Channels | |
| | Brand Studio | | YouTube.com <i>PeggyTeachesChinese.com</i> Social Media | |
| Cost Structure | | Revenue Streams | | |
| Brand Development | | YouTube Platform | | |
| Tutorial Service Management | | Tutorial Packages | | |
| Platform Maintenance | | | | |

Note. Business Model of *PeggyTeachesChinese*. Adapted from *Business Model Generation* (p.44), by A. Osterwalder and Y. Pigneur, 2010, Hoboken, New Jersey: John Wiley & Sons. Copyright 2010 by Alexander Osterwalder and Yves Pigneur. Adapted with permission.

4.2.1 Customer Segments

The customers of *PeggyTeachesChinese* are composed of casual viewers who consume its free video lessons on YouTube and learners who purchase the one-on-one tutorial service on Skype. Casual Internet browsers who view free YouTube video for information constitute the first customer segment. It may at first appear that they are the only beneficiaries of this business model; nonetheless, the building of the brand on the Web heavily depends on these Internet users. As they comment, like and share my content, they help create cyber popularity or a net presence and form the reputation of the brand. In a

sense, these beneficiaries in return provide public relations and free marketing service. The second segment is comprised of learners who purchase the “premium” tutorial packages. This segment chiefly generates the primary revenue of the business. These customers are mostly professional individuals and are generally unable to attend institutional language programs, since these traditional programs often provide inflexible course schedules and locations. *PeggyTeachesChinese* thus offers easy access to online lessons and makes learning more convenient and individualized for this specific group of learners.

4.2.2 Value Propositions

1) Free Video Lessons

PeggyTeachesChinese offers two types of Value Propositions. The first one is my free video lessons on YouTube, while the other is the “premium” tutorial service I offer on Skype. An account scrutinizing my YouTube videos is as follows: every video lesson is between 5 to 15 minutes and is filmed in 4K-resolution, which is a resolution of 4096 pixels horizontally and 2160 pixel vertically. Each lesson introduces a topic followed by a brief lecture on vocabulary and sentence patterns related to the topic. The topic of the lesson appears immediately as either a role-play clip or a video log (Vlog). Take two of my latest videos as examples:

A Role-Play Video Lesson

Confucius and Universal Education in Chinese

The first example is an eleven-minute video lesson that introduces the most important Chinese philosopher and educator, Confucius (<https://youtu.be/CPXU-Xtp3gw>). While this video could be a serious lesson on Confucius’ thoughts on education, the lesson begins with an entertaining role-play clip. The first 3-minute role-play features two Westerners: one acts

as a fictional character Neo from the movie *The Matrix* (1999), where the other plays Confucius. The skit unfolds with a narrative about a Mandarin teacher turning away a desperate student named Neo whose *PeggyTeachesChinese* application has been hacked and about her receiving a golden message from Confucius, the advocate of Education, in her dream. Figure 5 provides a glimpse to the skit.



Figure 5. A Role-Play Video Lesson

After the skit, a brief introduction on the history of Tainan Confucius Temple follows, highlighting this popular historic site as the first academy in which Confucius studies and classical education came to existence in Taiwan. Next, the subsequent lesson is divided into four sections: 1) Vocabulary, 2) Confucius' Sayings on Education, 3) Confucius' Saying on Learning and Knowledge, and finally 4) The usage of 不如 (bùrú). In the vocabulary section, I provide a brief introduction of Confucius, and I proceed to teach the viewers the usage of 家 (jiā), as a respectful way to address a person who has specialized knowledge of a subject or a field. I begin with a couple of examples that describe Confucius and then move on to a few more examples that demonstrate this morphological pattern.

孔子 Kǒngzǐ - Confucius

a) 教育家 jiàoyùjiā - educator

b) 思想家 sīxiǎngjiā - thinker

孔子是一個教育家，也是一個思想家。

Kǒngzǐ shì yí ge jiàoyùjiā, yě shì yí ge sīxiǎng jiā.

Confucius is an educator, is also a thinker.

c) 科學家 kēxuéjiā - scientist

d) 作家 zuòjiā - author, writer

e) 專家 zhuānjiā - specialized person, expert

As presented in Figure 6, I further state that Confucius provided broad teachings related to politics, civic order, education and learning in the next section. What follows are two well-known quotations of Confucius. The first one is on Education, while the Second is related to Knowledge and Learning. I particularly stress the fact that Confucius was the very first who advocated the notion of Universal Education since education was only available to the elites during his time.

a) 有教無類，因材施教。

Yǒujiàowúlèi, yīncáishījiào.

In education, there is no distinction of class among learners; educate in accordance with learner's qualification.



Figure 6. Teaching Section in a Role-Play Video Lesson

The second one is an inspiring quotation on the real purpose of learning or of an engagement of an activity. This quotation describes the relationship between those who know it, those who enjoy it and those who find pleasure in it. In this context, the pronoun “it” refers to “learning.” Confucius suggests that a learner who finds pleasure in learning is the most superior among the three.

b) 知之者不如好之者，好之者不如樂之者。

Zhī zhī zhě bù rú hào zhī zhě, hào zhī zhě bù rú lè zhī zhě.

Those who know are inferior to those enjoy it. Those who enjoy it are not equal to those find pleasure in it.

I conclude this lesson with the discussion of the usage, 不如 (bùrú), meaning “inferior to; not equal to” from the second saying of Confucius’. I provide a few examples in modern Mandarin to demonstrate its usage:

A + 不如 (bùrú) + B - not equal to, inferior to

a) 我的中文不如他。

Wǒ de Zhōngwén bùrú tā.

My Chinese is not equal to his.

b) 他的實力不如人。

Tā de shíli bùrú rén.

His capability is not equal to others.

c) 人不如狗。

Rén bùrú gǒu.

Men are inferior to dogs.

A Vlog Video Lesson

Intermediate Chinese - Chinese People in San Francisco

The second video lesson is approximately 7 minutes long (<https://youtu.be/GZUE-k-5jok>). This video is divided into a Vlog and a lesson. The 2-minute Vlog introduces briefly the history of Chinese immigrants and a well-known Shanghainese writer, Eileen Chang (張愛玲), in San Francisco where there is a high Chinese population density and the largest

Chinatown in North America. Figure 7 illustrates the opening of the video.



Figure 7. A Vlog Video Lesson

The Vlog is followed by a 4-minute lesson (see Figure 8), which focuses on two important sentence patterns based upon a well-known quotation of the writer:

人生就像一場舞會，教會你最初舞步的人，未必能陪你走到散場。

Rénshēng jiùxiàng yì cháng wǔhuì, jiàohuì nǐ zuìchū wǔbù de rén, wèibì néng péi nǐ zǒu dào sàncǎng.

Life is like a ballroom dance. Whoever taught you your first dance may not necessarily be there with you until the end.

The lesson aims to demonstrate the usages of: 1) 就像 (jiùxiàng) and 2) 未必 (wèibì) by providing examples and explaining the linguistic structures. For instance, I explain that 就像 (jiùxiàng) is “used to express similarities of two objects or two concepts;” she further provides two other sentences as examples of the sentence pattern. The first instance is a French proverb, while the second example is taken from a widely known American movie, *Forrest Gump* (1994).

- a) 婚姻就像一座圍城，城外的人拼命想衝進來，城內的人拼命想衝出去。

Hūnyīn jiùxiàng yī zuò wéichéng, chéngwài de rén pīnmìng xiǎng chōngjīnlái,
chéngnèi de rén pīnmìng xiǎng chōngchūqù.

Marriage is like a besieged castle; those who are on the outside wish to get in; and those who are on the inside wish to get out.

- b) 人生就像一盒巧克力，你永遠不知道下一個是什麼味道。

Rénshēng jiùxiàng yī hé qiǎokèlì, nǐ yǒngyuǎn bù zhīdào xià yī gè shì shénme
wèidào.

Life is like a box of chocolates, you never know what you're gonna get.

I further illuminate that 未必 (wèibì) is “used when we describe something that is not certain or definitely true.” I then demonstrate the usage of 未必 (wèibì) by displaying two examples as well.

- a) 這件事跟他說了，他未必會相信。

Zhè jiàn shì gēn tā shuō le, tā wèibì huì xiāngxìn.

Telling him this matter, he may not necessarily believe it.

- b) 再說，知道太多對他未必是一件好事。

Zàishuō, zhīdào tài duō duì tā wèibì shì yí jiàn hǎoshì.

Moreover, knowing too much is not necessarily a good thing for him.



Figure 8. Teaching Section in a Vlog Video Lesson

2) “Premium” Tutorial Service

The “premium” Value Proposition of *PeggyTeachesChinese* offers Mandarin tutorial packages, which include one-on-one lessons on Skype, language consulting service, after-session language assignments or exercises and relationship with the tutor. The Value Proposition creates value through Customization, Accessibility and Convenience, which are three of the eleven value creation elements described by the *Business Model Generation*.

- a) Customization - *PeggyTeachesChinese* provides highly customized tutorial service. Students of all language level can sign up for this service because the tutor tailors the lessons individually to each learner.
- b) Accessibility - The tutorial service aims to attract learners with inflexible agendas or learners who prefer learning in the comfort of home. The teacher offers a timetable with high flexibility to cater to the students’ agenda. Moreover, sessions can be rescheduled or canceled with a 24-hour notice prior to the lesson.

c) Convenience - Digitalized learning allows language learning to be more conducive and convenient. Online lessons are easy to access and materials are always available on the Internet. Learners can access Google Docs or Quizlet at their convenience.

Figure 9 below indicates the general process of each online tutorial lesson and the amount of time it entails on the instructor's end, which includes: 1) session scheduling with the student, 2) lesson preparation, 3) the occurrence of the session, and 4) assignment preparation:

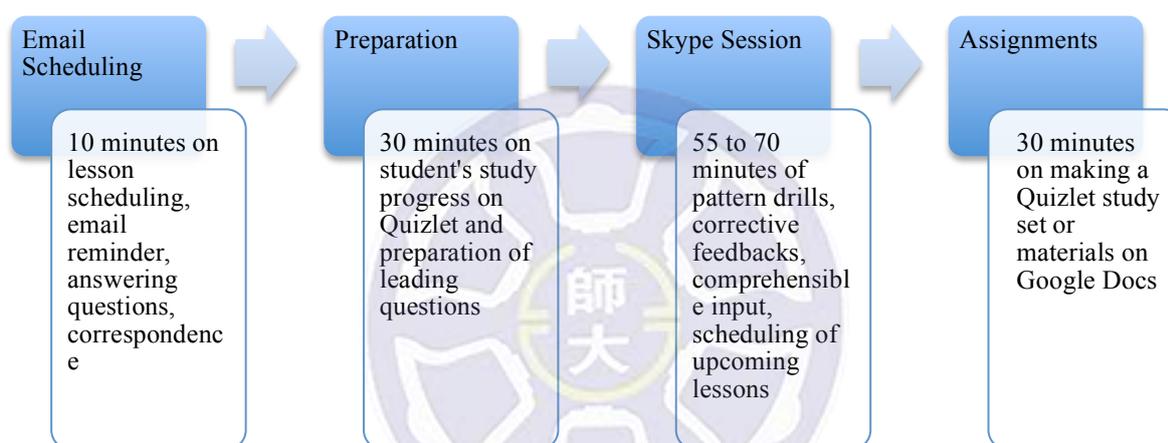


Figure 9. Process of An Online Tutor Lesson

Ubiquitous Learning eliminates the traveling time from home to classroom for both the teacher and the learner, making teaching and learning more efficient and less time consuming. Another advantage with this form of learning is that seamless correspondence between the teacher and the student allows the arrangement of a session appointment to be extremely painless and effective on both ends. However, it is important to note that the amount of time an instructor spends on before and after-class preparation is as much as, if not more, a face-to-face instruction. The standard session time is set for 50 minutes. Generally speaking, an instructor spends an additional 60 to 90 minutes on session scheduling, individualized lesson plan, Quizlet or Google Docs creation for each lesson. Moreover, a 50-

minute session usually goes beyond 50 minutes in order to answer the student’s questions and properly brings a session to a conclusion. For this reason, one 50-minute session consumes at least 2 hours to complete the cycle. While Ubiquitous Learning facilitates teaching and learning, learner-centered tutorship that individualizes learning and “accommodates different learning styles” can be time-consuming.

4.2.3 Channels

PeggyTeachesChinese reaches out to its clientele through digitized channels, namely, social media. In Figure 10, I systematically analyze the marketing strategies on the basis of the Channel Phases classified by the *Business Model Generation*:

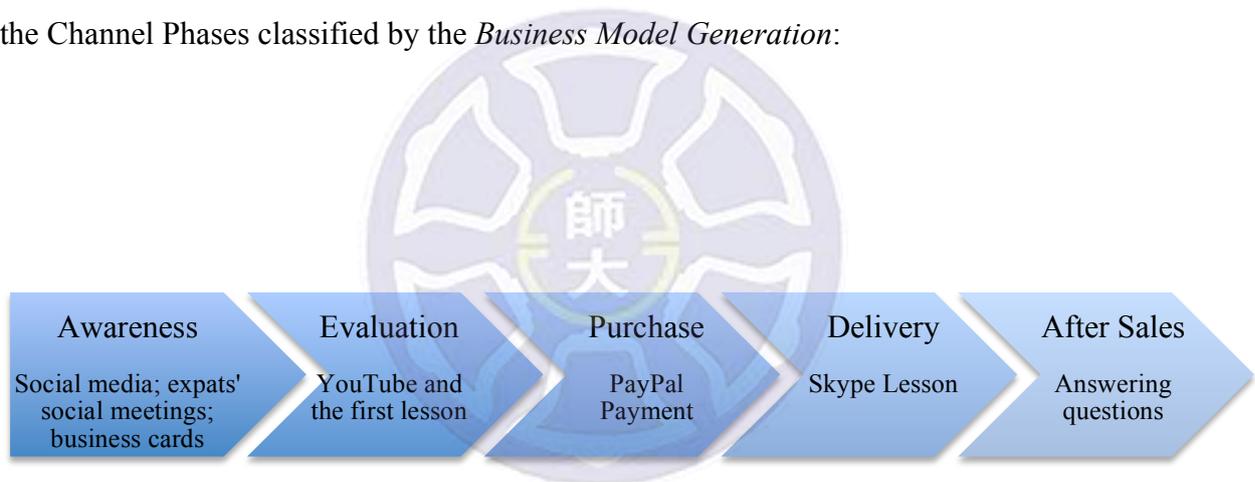


Figure 10. Channels Of *PeggyTeachesChinese*.

Adapted from *Business Model Generation* (p.27), by A. Osterwalder and Y. Pigneur, 2010, Hoboken, New Jersey: John Wiley & Sons. Copyright 2010 by Alexander Osterwalder and Yves Pigneur. Adapted with permission.

- a) Awareness - The acknowledgement of the brand and the value propositions is raised through video broadcasting on YouTube as well as post sharing on social

media such as Facebook, Instagram and Twitter. I also personally attend social occasions where foreign expatriates and students would gather in Taiwan to meet potential clients and promote my business through interactive dialogues and delivering of business cards.

b) Evaluation - A process of mutual evaluation takes place between the learner and the teacher. Students evaluate my teaching through my YouTube videos. If interested in my tutorial service, they initiate the correspondence to inquire further via emails. Very often, students purchase a one-session or three-session package to begin with and then decide whether or not they will continue with the service. Over emails, I generally evaluate their learning needs by inquiring their learning background; moreover, I institute the payment/cancelling/rescheduling terms and regulations of the service and make the first online appointment with them. After the first couple of sessions, I make inquiries into their learning experience and suggestions about our meetings. This procedure is intended to facilitate an open dialogue between the tutor and the learner for the future.

c) Purchase - Once the agreement of the first session is scheduled, customers are required to make a payment through PayPal on *PeggyTeachesChinese*'s official website before each lesson. Learners are able to complete a payment through their own PayPal account if there is sparing fund in it or through a credit card. When a payment is received, I usually notify the student and remind him or her the date and time of the appointment.

d) Delivery - A 50-minute lesson is delivered on Skype.

e) After Sales - During the period where students remain as regular patrons of *PeggyTeachesChinese*, a language-consulting service is provided as the post-purchase

customer support. In other words, students are allowed and encouraged to ask the teacher any questions regarding the target language or language learning at any point of the clientship through emails or other social media applications. Depending on the number of the questions posed by the students, the teacher responds their questions within a certain amount of time.

4.2.4 Customer Relationships

Customer Relationship is the most valuable yet challenging element in the business model of *PeggyTeachesChinese*. Since the value proposition is built upon one-on-on tutorial service, interpersonal relationships with the customers become extremely critical to the success of the business. To nurture a long distance relationship with the clients over the Internet can certainly be quite challenging. However, I manage to establish relationships with my students in a number of ways. I often mail them postcards from Taiwan because personally handwritten postcards not only are old-fashioned and thoughtful, but also provide a personal touch – a tangibility that virtual environments still do not possess. Moreover, personal meeting is another effective approach when it comes to building a reliable relationship. When my students visit Taiwan, I meet with them and usually prepare a gift for them, such as a box of local pastry from Taiwan. In order to express my earnest hospitality, I treat them to dinner or coffee when we meet in person for the first time. Over the meal, I am able to acquaint myself with my student and sometimes with his or her partner or family and vice versa. As a result of my effort, the relationships with some of students develop organically and last a long period of time.

4.2.5 Revenue Streams

The primary Revenue Stream is generated by customers' use of Mandarin tutorial service on Skype. The net rate of each session is entirely determined by the quantity purchased by the customer. That is, the more sessions one purchases, the cheaper each session becomes. In Table 8, the premium tutorial service is displayed on *PeggyTeachesChinese's* official website. This table indicates the overall price of different session packages and how the net rate reduces as the quantity of sessions increases. To incite buyers to purchase more sessions, the table further designates the amount difference of the net rate in comparison to purchasing only 1 session.

Table 7 *Tutorial Service Session Package*

| Session Package (50 mins/session) | Rate (including PayPal fees: 4.4% + 0.30) | Net Rate/Session |
|---|---|----------------------------|
| 1 | \$37.00 | \$35.00 |
| 3 | \$104.00 | \$33.00 (SAVE \$6) |
| 6 | \$202.00 | \$32.00 (SAVE \$18) |
| 12 | \$378.00 | \$30.00 (SAVE \$60) |

Another source of Revenue Stream is the revenue generated through the YouTube partnership program and the Google AdSense. In these two programs, the content owners create original or innovative content to attract visitors or viewership to their YouTube channel or website. Google allows the content creators to place relevant advertisements in their own content with the aim to generate income. The profit is divided between 68% of the creator and Google's 32%.

4.2.6 Key Resources

Physical and a number of non-tangible assets are required to operate the “Freemium” business model of Online Learning. Physical assets involve the office supplies that will make up a proper teaching office as well as a studio like a computer, a headphone, a microphone, a webcam, a desk and a chair. Filming equipment such as a digital camera, a tripod, lighting, and a microphone are essential to high-quality video production. Non-tangible assets include video editing software, the brand “*PeggyTeachesChinese*” and the copyright of YouTube lessons and other online materials that have been produced or published.

4.2.7 Key Activities

Since *PeggyTeachesChinese* offers two Value Propositions: the free YouTube video lessons and the premium tutorial service, I will describe respectively important activities these two products entail. Key Activities of the free YouTube video lessons involve the production of YouTube videos, maintenance of the website and effective marketing. The video production entails script writing, location scouting, filming and hours of post-production editing, and maintenance of the website includes posts and comment management and layout organization. Marketing involves the posting of new feeds and the sharing of new videos on social media. Another marketing strategy I employ to create awareness for my brand is attending social gatherings and introducing my business to potential clients by handling out business cards. To upkeep the premium tutorial service or the second Value Proposition, lectures’ knowledge developments of the Teaching Chinese as a Second Language discipline and lesson preparation are key activities. Their professional development is extremely crucial due to the fact that their teaching skills play an important role in the premium tutorial service. On this ground, self-investment of an instructor, which includes the

pursuit of education, professional certificates, teaching experience and the attendance of academic conferences and workshops can all potentially introduce new and vibrant elements into the business to form a robust Value Proposition. Lesson preparation is without a doubt necessary for *PeggyTeachesChinese* to offer customized and well-structured tutorial lessons. Lesson preparation includes the planning of leading questions, comprehensible explanations and linguistic examples that underscore the usage of vocabulary and sentence patterns. In addition, the creation of after-session exercises on Google Docs or Quizlet is a part of the groundwork that facilitates customization in Ubiquitous Learning.

4.2.8 Key Partnerships

Google has also been a long-time partner to *PeggyTeachesChinese*. YouTube, owned by Google, operates a YouTube partnership program that allows content creators to monetize their videos under certain agreements. For any content to become monetized, a content creator must make sure s/he has the right to all visual and audio materials in the video. Then, the content owner has to create a Google AdSense account and link this account with his or her YouTube account or website in order to be paid from the revenue generated on his or her YouTube channel and website. Once Google approves the content for monetization, the content owner receives 68% of the revenue share. *PeggyTeachesChinese* officially joined a YouTube partnership program in 2010 and has since continued the partnership with Google.

In addition to partnership with Google, mutual referrals have been collaborations *PeggyTeachesChinese* has fostered and benefited from over the years. My business and other language learning websites or bloggers have built mutually beneficial relationships. For instance, a number of educational companies have proposed to feature *PeggyTeachesChinese* YouTube videos on their mobile applications. A recent agreement was made with

TutorMandarin. This sort of collaboration enriches the content featured on their mobile applications and gains more exposure for my videos, potentially drawing customers to sign up for tutorial service. Other language learning-related websites or blogs have also featured my YouTube videos or website as a part of their content entry. In some cases, companies offer sponsorships, such as a fee, a sample of products, a sample of textbooks, in exchange for a video review of their products on *PeggyTeachesChinese*'s YouTube channel or a written review entry on my website. The most recent collaboration is made with RAZOR, a United States based-company that sells scooters and hover boards worldwide. In this partnership, the company ships its latest Value Proposition "Razor Hovertrax 2.0" to *PeggyTeachesChinese* for free. In return, I provide an unboxing video to demonstrate experiencing riding a "Razor Hovertrax 2.0" for the first time. Due to the nature of the Internet, partnerships nowadays can be established with companies of the same or similar field such as TutorMandarin or with those that are entirely different, as with the hover board company, RAZOR. The Internet has not only allowed the possibility of starting one's own online business, but also created unexpected opportunities for mutual collaborations and partnerships between companies. Building a network of business partners in order to optimize my business model will certainly continue to be the aspiration of *PeggyTeachesChinese* in the foreseeable future.

4.2.9 Cost Structure

The cost of brand development and "premium" tutorial service management is inherent in the operation of business. Expenses include a number of usage fees, which are broken down into yearly amount in US dollars in Table 9. It is important to note that these expenses exclude the cost related to the establishment of the Customer Relationships, i.e.

postcards' mailing fees, cost of gifts, dinner or coffees, and the investment of the studio equipment. The cost simply includes the rudimentary operation of the business.

Table 8 *Business Expense Of PeggyTeachesChinese*

| Company | Service Fees | Yearly Fees (US dollars) |
|------------------|---|-------------------------------|
| Squarespace | Web hosting service fee | \$180 |
| GoDaddy | Domain registrar and management fee | \$15 |
| Quizlet | The access to its premium teacher's account | \$16 |
| PayPal | Individual transaction fees | 4.4% plus \$0.30/per trans |
| PayPal | Withdrawing fees from PayPal to E. SUN bank savings account | 2.5%/per trans |
| Chunghwa Telecom | 60M/20M bps high-speed Internet | \$340 |

4.3 Third Research Question

What are my students' perceptions of PeggyTeachesChinese as a Ubiquitous Learning platform and my role as their tutor?

In this analysis, I carefully interpret thirteen valid responses to each question and summarize them below. Some of the data are visualized in the charts in order to present the percentage analysis of the whole sample in a comprehensible manner.

Part I. Students' Perceptions of *PeggyTeachesChinese* as a Ubiquitous Learning platform

1) *What led you to studying Chinese online with Peggy?*

As demonstrated in Figure 11, my YouTube videos led 8 out of 13 or 61.5% of the students to study Chinese online with me. The other 5 students responded to this question with their learning motives rather than the source that directed them to my service. For instance, 15.4% declared that they were "looking for a private tutor", while another 15.4%

chose my service due to the possibility of “being able to have lessons from anywhere.” One student stated that his intention to “learn to communicate with my [the student] wife’s family” was what led him to study Chinese with me. The drawback to my framing of Question 1 is that it did not explicitly direct the respondents to relate the means by which they students discovered my teaching service. In any case, the result of 61.5% underscores the ubiquity of *PeggyTeachesChinese* reaching learners worldwide through the medium of the Internet. More importantly, this outcome powerfully demonstrates the effectiveness of a Freemium business model. To be sure, my free video lessons eventually attracted a small pool of viewers to purchase the premium tutorial service.

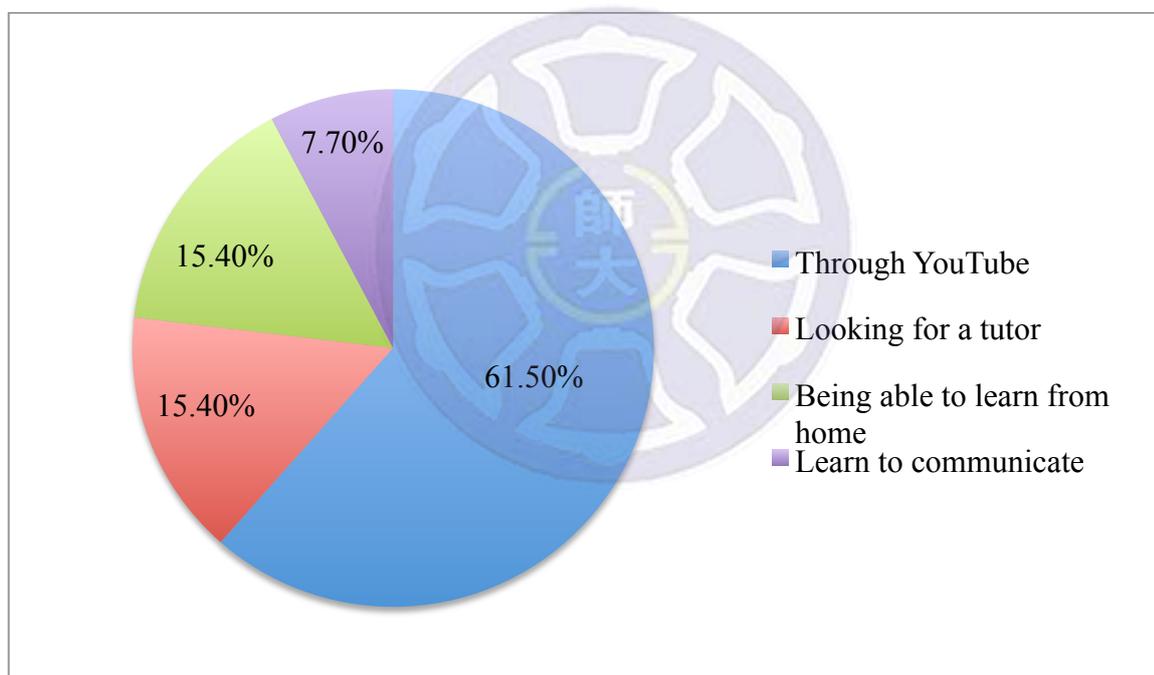


Figure 11. How Students Discovered My Tutor Service

2) *In your opinion, what makes learning online better than learning in a classroom?*

Where my original intention for Question 2 was to concentrate on the general advantages of online learning in comparison to the learning that takes place in the traditional classroom, my students responded specifically with the advantages of my tutorial service

over a classroom setting. In Figure 12, 69.2% of respondents stated that individualized curriculum and “individual attention” make one-on-one lessons better than learning in a classroom, for they are “more personal.” Moreover, students are able to “study at your own pace” and the “individual” attention makes learning more “intense” and effective.” Without a doubt, one-on-one interaction requires an immediate input and response from the learner. 61.5% of students declared that the “flexibility” of scheduling and convenience are the primary reasons for their choice of online tutor lessons. In the meantime, 38.5% out of the entire student sample considered both individualized learning and scheduling flexibility to be the benefits of my online tutorials. Curriculum and schedule customization and individual interaction directly associate my service with the two principal characteristics of Ubiquitous Learning: Customization and Interactivity.

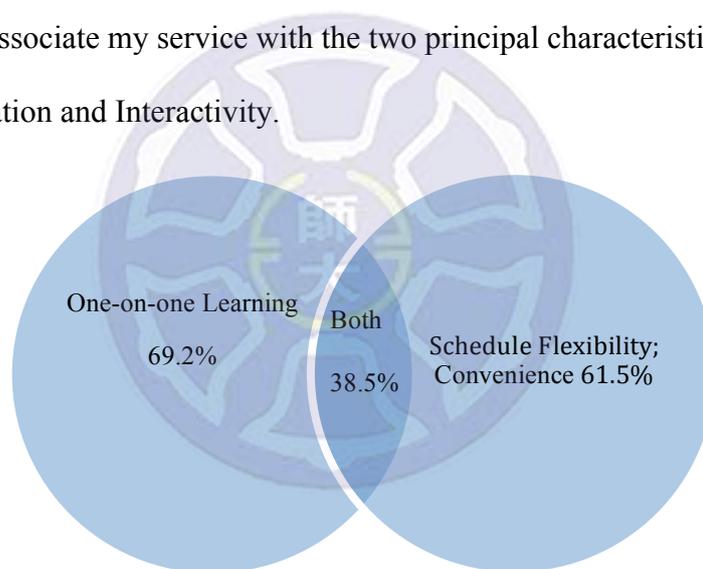


Figure 12. What Makes Online Tutor Lessons Better

3) *How do/did her online tutorials facilitate learning for you or fulfill your learning needs?*

This question investigates how my service enables learning and meets individual learning needs. 61.5% of the respondents remarked on my teaching style or personality and I have made the learning process enjoyable. For instance, my teaching has made students “want to learn more from her [the teacher]” and has provided “clear explanations on grammar

topics and good examples;” furthermore, my tutorials have made “online sessions equally good classroom sessions.” One student remarked that, “Peggy’s engaging personality and love of teaching make learning a pleasure.” Indeed, how the teacher interacts with the learners has an effect on students’ learning experience. This remark is indicative of the importance of a teacher’s charisma and his or her teaching approach in the classroom dynamics. The other 30.8% of the response declared that “one-on-one attention” has allowed them to learn at their own pace and “structure a lesson around my [the student]’s personal goals.” Curriculum customization offers a distinct advantage when each individual student has a different learning goal. Some students even consider learning to be a casual activity -- with one student stating: “Learning Chinese is a hobby for me so her teaching has given me [the student] more than expected.” In this instance, developing lesson plans according to individual specifications becomes necessary. There is an ambiguity to Question 3, however. Since the word “tutorials” is used to refer to a real-life tutor or electronic pictures or videos guiding users to comprehend the usage of a program, Question 3 misled two students to respond to my YouTube tutorials instead of my one-on-one tutor service. Two responses are therefore irrelevant in this analysis.

4) *During the session, you have/had been made to feel:*

Anxious; Bored; Comfortable; Competent; Disheartened; Entertained; Encouraged; Incapable; Other, please specify:_____.

The purpose of Question 4 is to scrutinize learners’ experience during the sessions, assessing whether or not they experience a form of enjoyment throughout our lessons. The three most highly selected words are: 1) Encouraged, 2) Comfortable and 3) Entertained. As indicated in Figure 13, all of the thirteen students feel “Encouraged” during our meetings

while 76.9% of them are “Comfortable.” Meanwhile, 69.2% of them are “Entertained” and 46.2% have been made to feel “Competent.” In all, only four students or 30.8% utilized the “Other” option to further express their emotions. Interestingly, one respondent selected both “Disheartened” and “Incapable,” even while selecting “Encouraged” and “Competent.” In the “Other” option, he further described that he feels “Elated and Depressed,” depicting his inner experience with positive and negative emotions throughout the process of learning. Another unexpected input is “无奈” meaning frustrated from a student while also feeling “Comfortable” and “Encouraged.” Whether or not this student feels frustrated at himself or herself, at the teacher or at learning itself remains unclear. Other responses include: “Respected” and “Feel I learned something new in every class.” In general, the majority of my students produce positive emotions, namely “Encouraged,” “Comfortable” and “Entertained,” throughout the course of studying online with me, fulfilling the aspect of “Perceived Enjoyment” in Ubiquitous Learning. While the purpose of a tutor is to raise students’ confidence and to build towards the goal of learning together, their feedback confirmed that I have succeeded in providing support during our interactions.

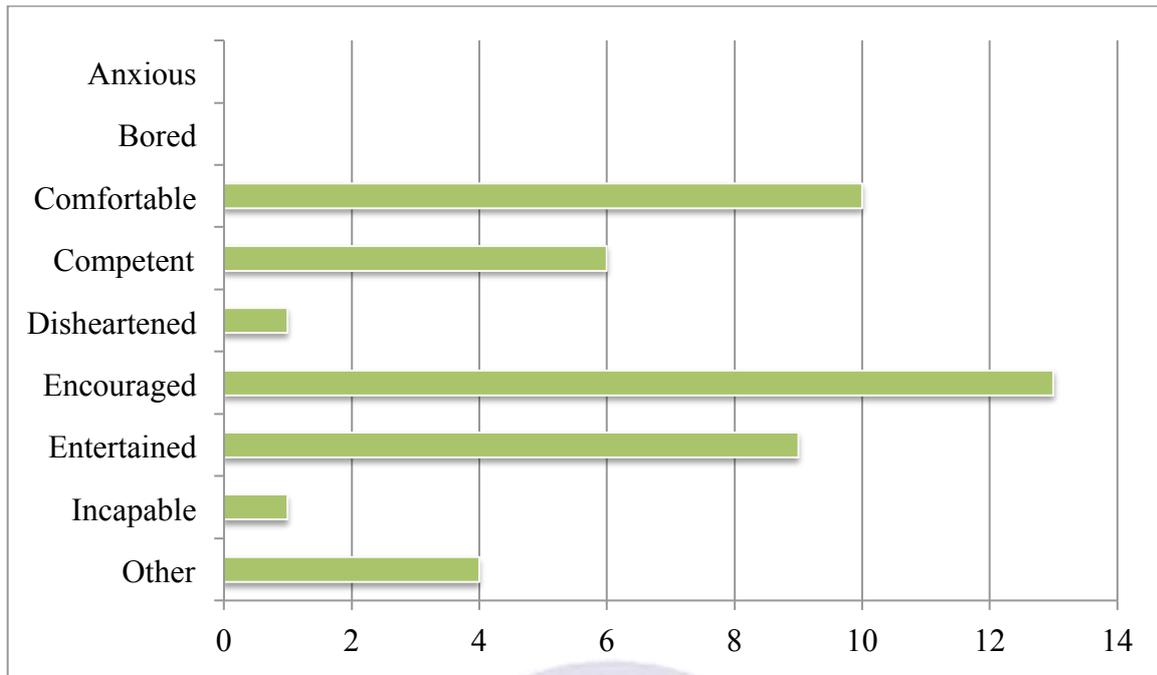


Figure 13. Learners' Experience During Lessons

5) *After participating in a tutorial session with her, you usually feel/felt: _____.*

Questions 5 aims to examine whether or not learners gain a state of enjoyment or pleasure after a session has ended. The majority of the respondents generate a positive feeling after attending their appointment with me. Students described that they feel “encouraged,” “confident,” “good” or “happy.” Two students mentioned that they feel “tired” afterwards. One elaborates that he or she feels “tired” due to the intensity of the lesson training; however, this feeling also makes him or her feel extremely “satisfied” and desire to learn even more. However, the other student mentioned “tired” did not elaborate further. Other descriptions include: Energized, Enthusiastic, Excited, Motivated, Proud, Satisfied and Uplifted. Overall, learners take pleasure in learning and continue to experience the state of enjoyment after attending an online tutor session with me. Negative feelings, if any, are possibly caused by cognitive exhaustion after a lesson.

6) *In addition to the tasks Peggy assigns you, what do/did you do to advance your Chinese?*

Finally, the last question in the first part of the survey explores what other learning materials, resources or methods my students incorporate into studying Chinese in addition to our tutorial sessions. Their input in Question 6 should demonstrate whether students recognize learning as an autonomous process and help to diagnose what self-directed learning approach they employ. 84.6% of the students employ other learning resources in addition to our weekly sessions. A variety of materials and resources are integrated to advance their learning outside of the online classroom, which includes: watching Chinese movies or TV shows (38.5%), reading Chinese-related materials (38.5%), interacting with other Chinese speakers (30.8%), studying digital flashcards (23.1%) or listening to Chinese news or tapes (23.1%). Two out of thirteen or 15.4% of the students do not incorporate additional study materials. One of the two students points out that the materials provided by me for our lessons are “comprehensive” and are thus sufficient. Although the result is unable to identify whether or not my students are entirely self-directed learners based on Knowles’ classification (1975), the result shows that most students possess the tendency to take active responsibility for learning and incorporate a variety of learning tools in addition to our lessons, suggesting self-directed learning skills to some extent.

Part II. Students’ perceptions of my role as their tutor and their overall satisfaction with my tutorial service

7) *How would you describe Peggy as a Chinese tutor? She is...*

Question 7 intends to evaluate whether or not I have fulfilled the role of a facilitator, a tutor or a coach in the context of Ubiquitous Learning. Respondents are supposed to fill out

Question 7 in the blank provided to describe how I am as their tutor with a few words that first come to mind. Most students used more than one word in their descriptions; a couple of them provided a short paragraph. In this analysis, I arranged all the adjectives alphabetically. While many words are synonymous with each other, the ones that are used by more than one student are: Encouraging, Awesome, Dedicated, Engaging and Excellent. According to their input, I am “great at customizing the lesson to suit my [the student’s] needs” and “able to building her [my] teaching around my [the student’s] daily life.” Not only do I “make learning fun,” I am also “modern” in the sense that I have little concern about “traditional methods of teaching and more concerned about creating an environment that is conducive for adult learning.” Furthermore, I am “skilled at pushing you [the student] to advance” and “responsive to my [the student’s] needs.” In addition to a Chinese tutor, I am a person “who invites you to the world of Chinese.” Other depictions include “charismatic,” “enthusiastic,” “natural,” “passionate,” “patient,” and “supportive,” indicating that I am perceived as a more capable peer who provides the appropriate amount of assistance while enabling my students to develop as autonomous learners.

8) *Please reflect upon your tutorial experience with her and select the words that describe her role during your sessions:*

To accommodate; To assist; To command; To dictate; To discourage; To depress; To entertain; To guide; To be inflexible; To support; To train; To undermine; Other, please specify:

Question 8 specifically describes my role as a tutor throughout our sessions, providing a spectrum in which six words characterize what “a more capable peer” does to facilitate learning and six antonyms denote a failure to do so. Respondents are asked to reflect upon

their learning experience with me and pick out one or more words or fill in their own choice of words in an open blank provided. As presented in Figure 14, 92.3% of students think that I both “guide” and “support” them throughout the tutor sessions. 76.9% believe that I provide assistance while 61.5% think that I have been there to “train” them. Over half, 53.8%, of the students find my teaching accommodating. Meanwhile, 30.8% of the students feel “entertained.” One student further noted that I “make the lessons very enjoyable.” However, two students respectively selected “to command” and “to be inflexible.” The student selected “to command” also chose “to accommodate,” “to assist” “to entertain,” “to guide,” “to support” and “to train.” The student finds my service “inflexible,” while also thinking that I “assist,” “entertain,” “guide” and “support” him or her. Notwithstanding the two selections of “to command” and “to be inflexible,” I have generally succeeded in providing guidance to my students while maintaining the balance of power and nurturing a shared sense of responsibility between the learner and the teacher.

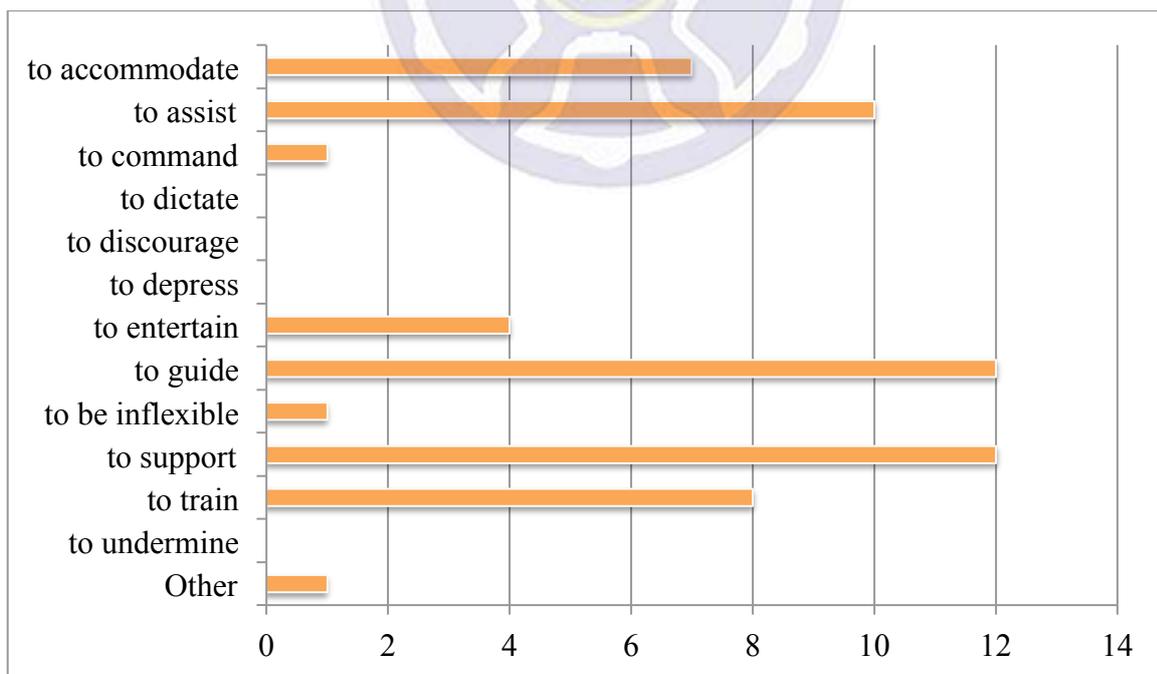


Figure 14. Learners' Description of My Role As Their Tutor

9) *What are the characteristics of a “good language tutor” for you?*

Question 9 aims to investigate further learners’ consideration of an ideal tutor and to what extent I have met their expectations. Students were expected to illustrate their notion of a good language tutor in the blank provided and were free to elaborate as much as possible. Nearly half of the students, 46.2%, declared that a good tutor must be pedagogical capable, or simply put, a good teacher who is capable of explaining linguistic structures clearly and of providing real-life examples. Moreover, a good tutor is intuitive with students’ learning state and needs and is willing to accommodate his or her instructions accordingly. Other notable qualities include being “patient,” “socially competent” and having a “likeable” and “good” personality so that the learner “enjoys practicing speaking that language with her [the tutor].” “Encouraging,” “Engaging,” “Positive” and “Compassion” also appear to be essential characteristics that comprise an ideal tutor. It is worth mentioning that one student commented that a tutor should possess knowledge of both Mandarin and the first language of the student, emphasizing the importance of an instructor’s bilingual proficiency in foreign language education. All in all, a good language tutor must be able to demonstrate clearly and patiently the usage of the target language while encouraging and engaging the learner to be apart of the process. The tutor’s personality, social and communicative abilities are equally important to his or her teaching skills.

10) *How likely are you to recommend her service to other learners?*

Very likely 1, 2, 3, 4, 5, 6 Very unlikely

Question 10 inquires whether my current and former students will vouch for my tutorial service to other learners who are in need of a tutor. This question is a linear scale from Scale 1 to Scale 6, 1 being “Very likely” while 6 being “Very Unlikely.” The result

(Figure 15) indicates that 84.6% of the students believe that it is “very likely” for them to recommend my service to others. Meanwhile, two students selected Scale 6, namely “Very Unlikely,” on the other end of the spectrum. Based on their response to other questions in the survey, which were generally positive, the two respondents appeared to be pleased with my service. This discrepancy reasonably leads me to conclude that the two respondents could have mistaken Scale 6 being the highest likelihood of their recommendation of my service to others. Indeed, Question 10 could have been designed more clearly by corresponding the number with the likelihood of their recommendations, scaling 1 as “Very Unlikely” and 6 as “Very Likely.”



Figure 15. Learners' Recommendation of My Service

11) Based on your experience as a Chinese learner, what is the one thing she can start doing to improve your learning experience?

Question 11 is also an open-ended question that allows students to construct their suggestions entirely on their own. The majority of the students, 69.2%, believed that I should

simply continue what I am doing and that there is not much I could improve upon. Meanwhile, four or 30.8% of the students offered their suggestions for my teaching or for *PeggyTeachesChinese*. All of the four suggestions were quite distinctive. On one hand, two students suggested adjustments that I can make with teaching: 1) Focusing more on his or her conversational skill rather than on reading, and 2) Teaching more Mainland-oriented Chinese. On the other hand, two mentioned the possibilities of *PeggyTeachesChinese*'s future development by producing more YouTube video lessons and developing an interactive application or website used between sessions.

12) What should she stop doing?

When it comes to what I should discontinue for my teaching service, no indication was provided. In other words, students are satisfied overall and pleased with the way my pedagogical model is currently operating. 61.6% of the students declared that there is “nothing” that I should improve on. One student remarked, “Everything she did was helpful.” The other five students responded with benign comments, like “I can’t think of anything other than drinking hot water ;),” “Being awesome! (just kidding) Don’t stop anything,” “Slimming” and “Working too hard.”

13) (Optional) Any comments or suggestions?

Question 13 is optional, provided in case students would like to offer further comments or suggestions. Over half, 54%, of the students, left comments. One student offered a further suggestion on what I could incorporate into our future sessions. That is, introducing short paragraphs into our lessons and providing sound recordings for the short paragraphs which we study. The rest of the responses are unexpected remarks from students

who appreciated what I do and actually thanked me for my service, such as “Love Peggy!” “I hope you never stop teaching,” “Peggy has been really great and understanding,” “I need to come back to your lessons. I miss them!” “Thank you for everything” and “Peggy is number one.”



CHAPTER FIVE

DISCUSSION

5.1 Conclusion

The advent of the Internet age has redefined both business and educational paradigms, producing online platforms such as *PeggyTeachesChinese* which I examined in this thesis. The Internet gave rise to Internet-based learning and optimized the effectiveness of businesses in the digital marketplace. The democratization of media editing software and price declines of technology have opened new opportunities for lucrative employment. The three-party market business model propelled YouTube to online dominance, allowing content creators to offer free content to the public and to monetize this content through advertising revenue. While Freemium has always been a successful business model by providing basic services for free to entice potential paying customers, the Internet has optimized its effectiveness due to its global infrastructure and cultural ubiquity. In terms of Internet-based learning, online educators can target learners' specific needs. Instead of placing individual pursuit within a group setting and making the individual conform to the stipulations of the collective, online educators can assess a whole range of learning objectives that pertain directly to the client. In a most immediate manner, educators can tailor the curriculum and pedagogical design to the needs of the individual client, prioritizing scheduling customization and the development of self-directed skills.

This thesis closely examines *PeggyTeachesChinese* as a prominent example of a Chinese learning platform operating within a Ubiquitous-Learning paradigm as well as a Freemium business model. In the introduction, I provided the historical context of the platform that I have been building since 2009 and illuminated how circumstances had led me

to conduct an opportunistic research on my own business and the significance of this research to *PeggyTeachesChinese* itself. In Chapter 2, a review of literature and theoretical frameworks are presented to highlight the prevailing pedagogical features of *PeggyTeachesChinese*. I further elaborated on the research methods I employed throughout the examination process in Chapter 3. Then, in my first and second research question, I analyzed the educational and business components that facilitate my business' successful operation over the last eight years. In support of this analysis, I further referred to my tutorial students' input and feedback from a survey of thirteen opened-ended questions. The results of the research analysis are presented as my research findings in Chapter 4.

The first research question demonstrated the teaching tools and instructional methods I employ in my pedagogy. I reviewed four primary applications I use in my business -- YouTube, Skype, Google Docs and Quizlet -- and outlined their principal features in order to contextualize the practice of Ubiquitous Learning in my pedagogy. All four applications function as technology-based programs, providing seamless access to educational resources. Furthermore, the ubiquity of these applications requires learners to take the initiative with learning. My video lessons are available on YouTube to self-directed learners who actively seek out free studying resources and materials on the Internet. While millions benefit from my video lessons, they also become aware of the one-on-one tutorial service that I offer. Learners who sign up for my tutorial sessions study Chinese with me via real-time Skype video call at their convenience. Throughout our tutorship, I employ Google Docs and Quizlet to enhance further their learning experience, providing study materials that are accessible to students at all times and engaging them in self-studying activities. Google Docs, a document collaboration platform, is used to outline important sentence patterns and design exercises for students to complete between sessions, whereas Quizlet is a digital flashcards consisting of

study exercises and games; it is a self-study tool that can be accessed by a computer, a tablet or a mobile phone. Every Quizlet study set is created with my own voice recording, Chinese characters, pinyin or English. In addition to teaching tools, I employ learner-centered pedagogy by incorporating a diversity of teaching strategies, which include repetitive pattern drills and corrective feedback without redundancy. I also utilize comprehensible input to allow learners to comprehend properly and to grow gradually accustomed to the target language.

The second research question explores the business model of *PeggyTeachesChinese* and systematically analyzes its nine business building blocks: 1) Customer Segments, 2) Value Propositions, 3) Channels, 4) Customer Relationships, 5) Revenue Streams, 6) Key Resources, 7) Key Activities, 8) Key Partnerships, and 9) Cost Structure.

PeggyTeachesChinese is structured upon the Three-Party Market and Freemium business models and generates revenue streams with advertising and the tutor-based service. The Three-Party Market is comprised of 1) the advertisers, 2) YouTube and its content creators, and 3) public viewers. As a content creator, *PeggyTeachesChinese* partners with YouTube, producing free content for public viewers and sharing revenue generated from advertising space monetization. The Freemium business model, a prevalent business model in the Internet era, attracts a large amount of users with its free basic services and entices a small portion of users to purchase paid premium services. Similarly, *PeggyTeachesChinese* offers both free YouTube video lessons and “premium” tutorial service to its worldwide learners. Where my YouTube channel has been viewed over 2.6 million times, small quantities of my audience ultimately become paying customers and sign up for my one-on-one tutorial service. This paid service generates a revenue stream for my business, sustaining the ongoing production of my YouTube videos and the continuing operation of *PeggyTeachesChinese*.

The last research question strengthens the analysis of the first and the second research question, underscoring the characteristics of *PeggyTeachesChinese* as a Ubiquitous Learning platform with my students' input in a series of open-ended questions. The two-part survey focuses on: 1) students' perceptions of *PeggyTeachesChinese* as a Ubiquitous Learning platform, and 2) students' perceptions of my role as their tutor and their overall satisfaction with my tutorial service. According to their response in the first part of survey, students discovered my tutorial service through my YouTube videos and chose to study Chinese with me due to location and schedule flexibility. Moreover, the personalized aspects of my online sessions appeal to my students who tend to possess self-directed learning skills. The majority of the students who take online tutorials with me incorporate additional study materials or resources to advance their Chinese, a disposition that suggests their self-directed learning traits. In the second part of the survey, students further illuminated my role as their private tutor and their expectations of an ideal tutor. I have been described as a tutor who guides and supports them throughout the process of learning. Meanwhile, students consider the ability to demonstrate clearly and patiently the usage of the target language to be an important characteristic of a good tutor. In addition, a good tutor also must be encouraging and engaging and having a social and communicative skill. Indeed, my students' feedback indicated that I have successfully functioned as a facilitator and a supporter to their learning. Furthermore, they are currently satisfied with my teaching service and therefore would recommend it to other learners who are seeking for a teacher.

This opportunistic research has fortified the pedagogical and theoretical properties of *PeggyTeachesChinese*. As I stated in the Introduction chapter, there was an absence of premeditation when *PeggyTeachesChinese* was initially established. I did not have the academic training to describe the general principle of my platform. My lack of articulation as

a result became my impetus to conduct this opportunistic research on *PeggyTeachesChinese* not only as my master's thesis, but also as a journey of self-discovery and self-definition. This thesis clearly defined the principle embodied in *PeggyTeachesChinese*. More importantly, this examination contributes further literature and supplies additional insight to the larger scholarly framework of Ubiquitous Learning, Web-based Business Model and other language learning paradigms rising with the Internet Age.



5.2 Suggestions for Future Development

A Pay-to-Gain-Access Program

Questions 11, 12 and 13 in the survey inquire about students' suggestions as to possible development or changes I can make to improve *PeggyTeachesChinese*. In this section, I take my students feedback into consideration and put forward a future vision of what *PeggyTeachesChinese* could be. Moving forward as an online learning platform certainly requires taking my services and products a step further. Three of my students proposed ideas that correspond with what I have long envisioned to develop in my business. One student suggested that I make more videos. Another suggested that I could develop an interactive website or an online program used by learners between sessions, while the other proposed paragraph recordings to listen to between classes. Indeed, an interactive program, audio recordings and videos can all be incorporated as a part of my Value Proposition, a studying package that *PeggyTeachesChinese* offers at a premium. With my students' input in mind, I postulate further on three major developments I would like to pursue in the future: 1) paid content, 2) digitized study materials, and 3) language consulting services.

We live in the digital age where many viewers or users no longer claim an ownership over digital products; rather, users often pay a rental fee to gain “access” to these products or services for a period of time. Two widely known examples of subscription to paid content are Netflix for TV shows and Spotify for music. *PeggyTeachesChinese* aims to move towards generating its primary revenue streams from its paid content and paid study materials, creating more creative and professional-looking video lessons related to Chinese language, culture, literature and history and developing study materials based upon these videos. In this direction, *PeggyTeachesChinese* will evolve from an entrepreneurial tutorial service provider to an online Chinese academy. The academy can continue to provide free YouTube video

lessons to expand viewership and attract more paying customers. In addition to free lessons, I will produce a series of YouTube lessons that are paid content, which means that they are only accessible to paying customers. According to YouTube's paid content policy, viewers can either pay a fee to watch "a paid video" or they can "pay a monthly or yearly subscription fee" to watch a paid channel. Since the subscriptions include a 14-day free trial, viewers have a period of time to decide whether or not they would like to continue with the subscription. The second major development I would like to pursue is digitized study materials related to my paid videos, which include e-textbooks, audio and digital flashcards. Learners can pay a fee to "unlock" access to selected study materials. In this case, *PeggyTeachesChinese* need not incorporate Google Docs or Quizlet if the academy itself provides interactive study materials. Moreover, having one's own learning materials and applications certainly solidifies the branding of the academy. Having access to paid content and other paid digitized study materials, learners also have the option to enroll in our language consulting services to study our materials in real-time with certified Chinese instructors. Instead of having only one tutor, there will be several instructors who will be fulfilling the obligations as a consultant, a facilitator and a learning guide to the students. Ideally, the academy would develop its own virtual platform in which students attend their sessions. Online paid content and paid study materials are able to reach out to worldwide viewers who are interested in creative content related to China and Chinese language, while language consulting services targets a certain amount of learners in need of this service.

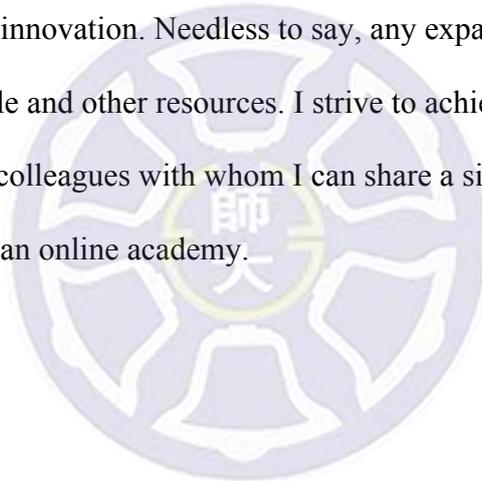
Yoyo Chinese is an illustration of an online learning platform with paid content that I described above (<https://www.yoyochinese.com/>). It is an online self-study program that provides both free learning content and paid study materials. Needless to say, *Yoyo Chinese* also operates as a Freemium Business Model. The founder of *Yoyo Chinese*, Yangyang

Cheng, joined YouTube in July 2006 (<https://www.youtube.com/user/sloppycheng>). The channel started off by offering free English learning video lessons and then in 2010 the channel transitioned to Mandarin learning video lessons. As of June 2017, the channel has been viewed over 14 million times. Cheng is now one of the most popular celebrity Chinese teachers on the Internet. She also worked as a TV show host for several well-known TV networks in the United States. The slogan of *Yoyo Chinese* is indeed a catchy one: “Chinese Taught in Plain English.” The slogan underscores that *Yoyo Chinese* teaches Mandarin from an English speaker’s perspective and undermines the common belief that learning to speak fluent Mandarin is an impossible task for English speakers.

The platform operates, moreover, as a membership-based program, allowing learners to choose the kind of subscription plan they desire and pay to gain access to the materials in the program. According to *Yoyo Chinese*, its most popular plan is the Premium Membership, which gives six-month access including full access to high-quality video lessons and downloadable audios and lecture notes. The program offers well-organized courses for learners to engage in self-study. From Beginner Conversational, Intermediate Conversational, Chinese Characters and Crash Course, *Yoyo Chinese* offers a wide variety of study schedules for learners to follow. Meanwhile, it continues to offer free video lessons on YouTube and Google Hangouts on Air and additional audios, lecture notes or transcripts. In addition to its pay-to-gain-access membership, *Yoyo Chinese* also offers real-time Skype tutoring classes using the materials that the team has developed together. However, the tutoring service does not seem to be the primary marketing emphasis of *Yoyo Chinese*. Rather, the team focuses more on developing and expanding its online courses and study materials.

As the Internet continues to transform the way we behave, communicate and perceive knowledge, these changes are exemplified by our inventions of terminologies to describe

contemporary paradigms. *PeggyTeachesChinese* and *Yoyo Chinese* are indeed representative models of Internet-based pedagogy and businesses. For the future of *PeggyTeachesChinese*, I aim to develop my platform towards a pay-to-gain-access program that *Yoyo Chinese* has so successfully developed, which consists of various paid study materials. In the meantime, I would like to continue the production of my scripted skit-based or role-play video lessons, for they are what make *PeggyTeachesChinese* unique and stand out from many other Chinese learning platforms, such as *Yoyo Chinese*. To the best of my knowledge, the majority of Chinese YouTube videos are lecture or street interview-based video lessons, for the obvious reason that the production of role-play videos are a lot more time-consuming and costly. It also requires creativity and innovation. Needless to say, any expansion of business will require funding, time, people and other resources. I strive to achieve these future prospects, hopefully along with other colleagues with whom I can share a similar vision in transforming *PeggyTeachesChinese* into an online academy.



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APPENDIX

peggyteacheschinese@gmail.com ▾

 Edit this form

15 responses

[View all responses](#) [Publish analytics](#)

Summary

Part I

1) What led you to studying Chinese online with Peggy?

- I saw her videos and I thought that it would be nice to have a one-to-one lesson with her.
- Loved her YouTube videos!
- Your youtube videos, you seemed to be able to explain stuff in English very well and looked like you would make learning fun.
- Convenience to be able to learn from home
- Convenience of being able to have lessons from anywhere; her enthusiasm.
- You Tube Videos
- Learn to communicate with my wife's family
- I liked the presentation and the way Peggy teaches Chinese.
- Looking for one-on-one that would push me right at where I need to be pushed.
- I was looking for a private tutor once i was on exchange in Taiwan. Was tipped about peggy, had face2face classes and after returning to my home country I continued having lessons with her but online.
- Noticed her on YouTube
- I liked her teaching style in her videos on you tube.
- I had seen Peggys' Youtube videos which made me want to try online lessons.

2) In your opinion, what makes learning online better than learning in a classroom?

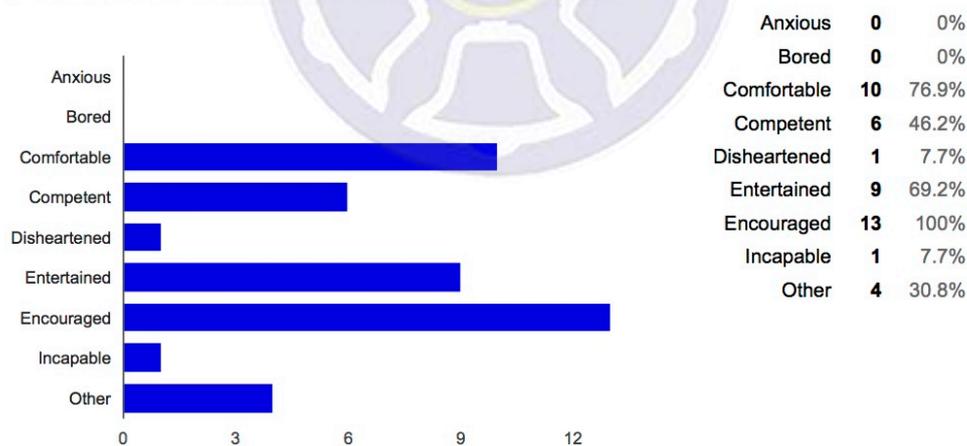
- A one-to-one lesson is obviously more intense and effective than a classroom. Online learning makes it possible to have one-to-one lesson with the right teacher.
- Flexibility and more personable
- Time is a big factor for me, online learning allows me to learn while the kids are asleep. Also having the 1 on 1 learning is amazing, I don't think I would get that from classroom learning.
- Online
- For me, convenience only. I would rather be in a classroom where there are fewer distractions.
- One on One attention
- Get to study at your own pace and get individual attention. Plus it's more convenient.
- The fact that learning online may be more personal than in a classroom.
- One-on-one can tailor learning to the needs and level of the individual student.
- Flexibility! I can be wherever I want and almost at any hour. Efficiency, it doesnt take any time to go to class
- Effective because private teacher. Flexible, I have no chance to join a classroom.

Greater flexibility with time.
 Being able to tailor the times to suit your lifestyle plus the advantage of one on one tuition.

3) How do/did her online tutorials facilitate learning for you or fulfill your learning needs?

Helps me increase my speaking and listening capability
 Always wanted to learn more from her
 She's very flexible with her lesson plans and always has something to teach. I'm always amazed at how she can ask about my week and turn a short answer into a whole lesson. It's really great :)
 I was able to return to lessons over and over until I was confident and learn at my own pace. During lesson time, I was comfortable in my own home and received one on one attention.
 I used to view them more often, now I rarely have time. But yes, they were helpful
 I dont use the online ones that much but alot of quizlets
 They are great. I wish I had more time to study with Peggy. Even though we havent had a lesson in almost a year, I still follow YouTube and watch the videos.
 She adapted to my needs and problems I encountered, making the process of learning more enjoyable.
 We were able to come up with a curriculum that met my needs.
 Basically the same way as ordinary teaching. Peggy is prepared with the right equipment to make online sessions equally good as classroom sessions. Example of great equipmwnt is whiteboard, Quizlet, webcam
 Learning chinese is a hobby for me so her teaching has given me more than expected.
 clear explanations on grammar topics and good examples.
 Being able to structure a lesson around my personal goals , the one on one tuition, Peggys engaging personality and love of teaching makes learning a pleasure.

4) During the session, you have/had been made to feel...



5) After participating in a tutorial session with her, you usually feel/felt...

Happy
 Motivated!
 Our weekly lesson always makes me feel happy and more confident in my learning.

Excited to practice what I have learnt and look forward to the next lesson

Tired

Really Good

Energized to keep learning and proud of what I learned.

Good, I felt like I learnt something.

Encouraged to keep learning.

Tired!! Very intensive extremely learningful sessions! Couldnt be more satisfied, the only limit to learn more is my own abilities.

Uplifted, wanting to take the study seriously.

confident and encouraged to continue studying Chinese.

Encouraged and enthusiastic to learn.

6) In addition to the tasks she assigns you, what do/did you do to advance your Chinese?

Study flashcards, read books/websites, listen to news, watch online movies and drama series

Watch movies

I try to use services like Skritter and lingq when I can.

Not much else to be honest. Her online homework is pretty comprehensive

Sometimes practice writing characters, watch Chinese movies, or talk to acquaintances in Mandarin.

Practice with tapes in the car and try to talk to random chinese people

I have the text book and workbook that Peggy recommended.

I attend a Language School which offers Chinese lessons, in addition I see Chinese movies and I read Chinese books.

Additional reading and vocab practice.

Practice quizlet a lot, studied for HSK (very good vocabulary choices and great exercises)

Not much

Reading, listening and talking to friends.

I did language swap with Chinese students, watched Chinese movies and visited China.

Part II

7) How would you describe Peggy as a Chinese tutor? She is...

Extremely professional and at the same time is very amicable

Awesome the best!!

Awesome, very dedicated, knowledgable, makes learning fun.

Organised, modern, she is less concerned about traditional methods of teaching and more concerned about creating an environment that is conducive for adult learning. She also teaches really practically making it easy to start using what you have learnt almost immediately.

competent, enthusiastic, passionate.

Outstanding!

AMAZING! She is so dedicated to her students and she is great at customizing the lesson to suit my needs.

Engaging, encouraging, someone who invites you to the world of Chinese.

Positive, excellent presence, skilled at pushing you to advance, responsive to my needs, always prepared

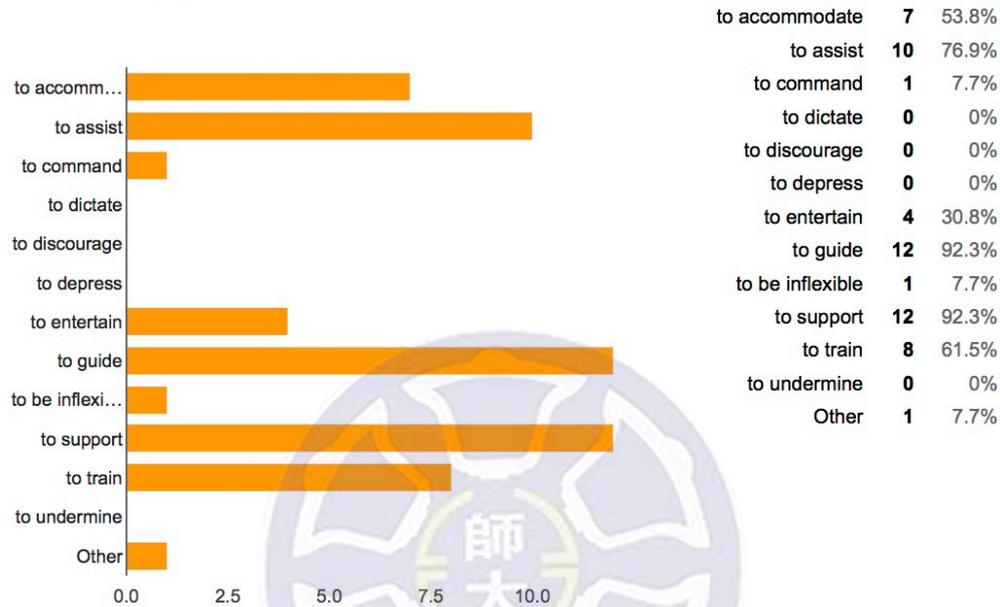
Focused, cheerful, supportive, encouraging, serious

Patient and able to build her teaching around my daily life.

An excellent teacher.

A natural teacher, very charismatic and engaging .

8) Please reflect upon your tutorial experience with her and select the words that describe her role during your sessions:



9) What are the characteristics of a “good language tutor” for you?

He must be able to teach at a level that is challenging but not too difficult and discouraging

Encouraging and positive

Patiences and compassion, knowledge of both Chinese and my primary language, likeable, good personality.

Someone you can also communicate well with, so that you enjoy practicing speaking that language with her.

Persistent, focused, encouraging.

Teaches the really useful stuff! Street Chinese!

Someone who is patient with me.

A good language tutor must have the capacity to engage and capture the attention of the student at least until the lesson has finished.

Pushes you using carrot and stick approach, makes language learning human as opposed to just learning abstract ideas from a book, helps with listening and speaking comprehension.

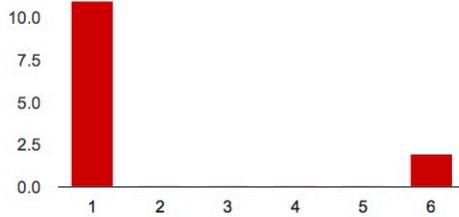
Socially competent, that he or she really understands what the student tries to express. Being pedagogic, helping the student and explain intuitively

Not walk faster than me. Repeat, repeat....

One that explains clearly the structures of the language and also provides guidelines for real life conversation.

Very patient and an ability to engage a student at their level.

10) How likely are you to recommend her service to other learners?



| | | |
|------------------|----|-------|
| Very likely: 1 | 11 | 84.6% |
| 2 | 0 | 0% |
| 3 | 0 | 0% |
| 4 | 0 | 0% |
| 5 | 0 | 0% |
| Very unlikely: 6 | 2 | 15.4% |

11) Based on your experience as a Chinese learner, what is the one thing she can start doing to improve your learning experience?

nothing more than she is already doing

She does everything right

Maybe help me work on more conversations. I feel like my reading is a lot better than my listening/speaking. My listening skills being especially weak.

She's excellent at what she does, I can't think of anything else to improve on

Move to my town, or teach more of the mainland usage of the language. She is already giving me the tools, it is up to me to practice more.

Nothing for Peggy, I need to practice more but wo mei you kong!

An interactive website (or some sort of online program) that you can use between lessons. I teach piano lessons and there are some iPad apps that I recommend to my students to help facilitate their learning.

Currently I am satisfied with her lessons, so I have nothing to say in here.

Nothing significant.

Hmm

I do not know.

Just continue as she is.

More of her excellent videos.

12) What should she stop doing?

nothing

Nothing!

I can't think of anything other than drinking hot water ;)

As above

Nothing comes to mind.

nothing

Being awesome! (just kidding) Don't stop anything

Currently I am satisfied with her lessons, so as in the previous question, I have nothing to say in here.

Everything she did was helpful

Hmm
Slimming
Nothing.
Working too hard.

(Optional) Any comments or suggestions?

Love Peggy!
I would also love to have some lessons that include more context for the vocabulary being covered. Ex: going over a short paragraph, or really short story, etc. Even better if I could get a recording of you reading said paragraph. I could dump it into lingq for learning in between classes. I hope you never stop teaching, I've had lessons with you for years now and I can't think of a single bad one. Once or twice I think I would have given up on learning if it hadn't been for you and your encouragement. Also more postcards :)
Nothing comes to mind.
Peggy has been really great and understanding, sometime I get depressed that my chinese is not good, but she always encourages me to keep going and not give up. It truly has taught me patience!
I need to come back to your lessons. I miss them!
THANK YOU FOR EVERYTHING!
Peggy is number one

Number of daily responses

