BL Instruction Pedagogical Practice

Institute-level TDG Project

THE HONG KONG INSTITUTE OF EDUCATION

Programme:	Human and Organization Development	**Course Code:**	TLS2030
Course Title:	Organizational Learning	**Tutor:**	LAM Bick Har

Description/Teaching Philosophy:

Promoting Constructivist Learning for Students – Blended Learning

In 2015, I taught a course entitled "Organizational Learning" which I developed for a BA degree in Human and Organizational Development. I had 43 students and they were diverse in terms of ethnicity and study background. As fresher, the group appeared to be accommodating, and each student had seen to be adapting themselves in the first year university life. The nature of the course is integrative, comprising theories, knowledge and professional skills of human resources management and strategies for promoting organizational learning. I adopted a constructivist pedagogy with the support of BL instruction. It aims to: (i) engage learners in an enriched learning environment, and (ii) facilitate peer interaction through the creative use of IT to provide scaffolding.

Constructivist BL Design Elements:

1. Reconsider the curriculum plan to enable the core disciplinary content of each sessions is connective that attributes to the overall disciplinary knowledge.
2. Identify intended learning outcomes for each lesson.
3. Enable a permanent group setting and peer learning mechanism
4. Use of authentic teaching materials
5. Assign tasks in every session to enable a process of construction.
6. Ensure the learning process can sharpen one's cognitive development, or it should happen in a social interactive setting with the mediation of individuals.

Sample Activities and the Artefacts:

Activity A was a group task, students were required to watch two YouTube videos. One was about the Maserati concept car designing process; the other illustrates the Benz assembly line. Students completed the following tasks after class. They uploaded the results to the Moodle in a week's time. Teacher made comments on their submissions and used them selectively and connected them to the subsequent topic of study.

Activity A: After-Class Group Work:

Task 1: Fill in the Table (Submission in a Group):

- Compare the work processes of the assembly line to the car design process. What are the major differences between works in the two environments?

https://www.youtube.com/watch?v=tb_1TrpUrmQ (Assembly line)

https://www.youtube.com/watch?v=7qfzIcv1q8Q (Modern time)

Hints:

- *What are the skills involved?*
- *Which involve more communication?*
- *Which involve more inputs from various employees?*

Skills involved (Old)	Skills involved (New)

Task 2: Sharing and Discussion (within group forum)

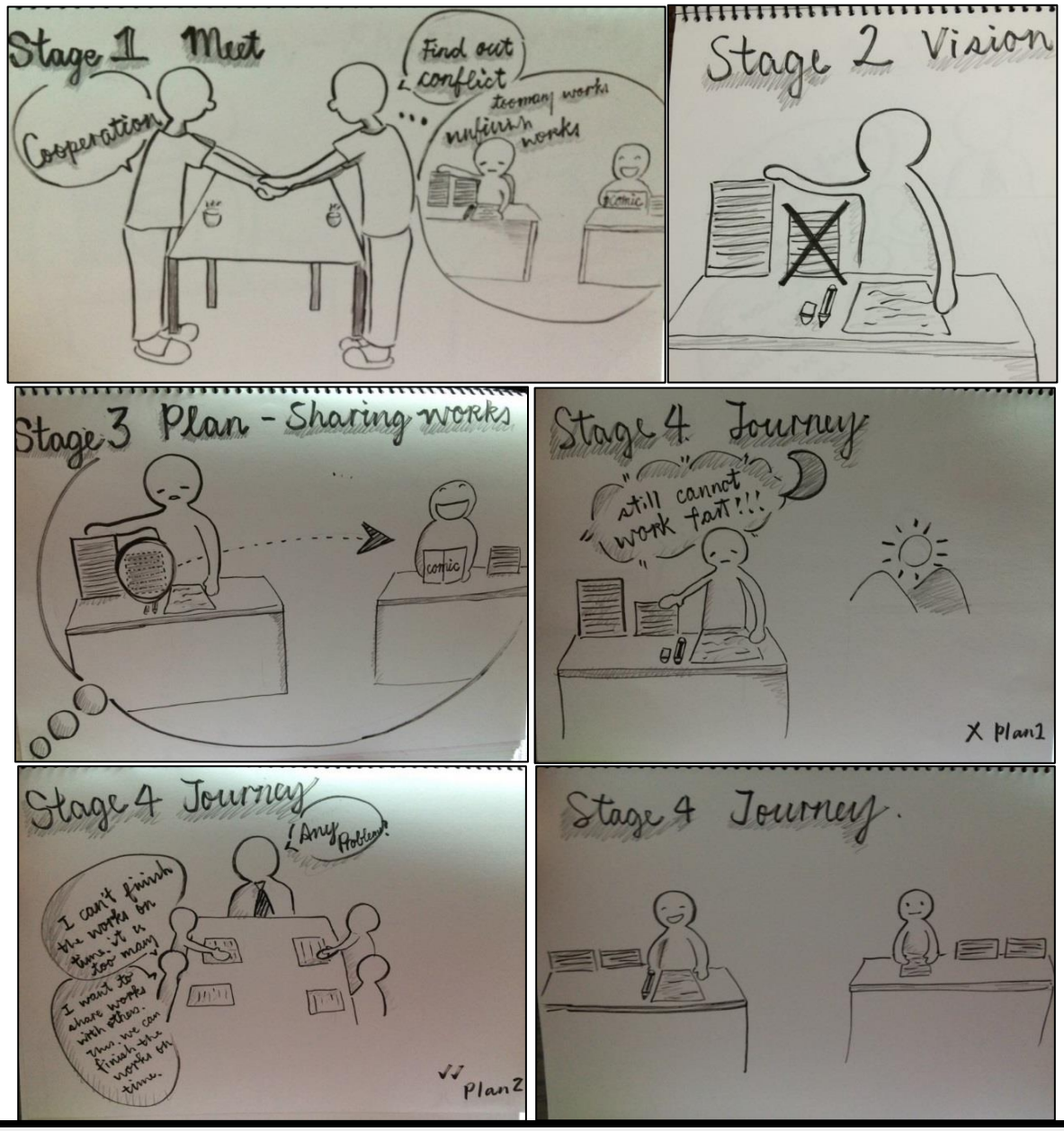
Think of the profession you are planning to pursue.

- How the mentioned changes in the greater environment impacted your aspired profession?
- How have the skills required changed?

Please **post up** your work in relevant forums (group and individual) over the Moodle, latest by next Weds.

Activity B required students to watch a YouTube video about coaching and draw a 4-panel comic to identify the key features of the coaching process.

Group 2 submission



Teacher's Feedback to Group 2:

I can see that you have put considerable effort into the work. I do think that you have already identified the main points, and the picture has illustrated that you have identified the supportive role of mentor and mentees, and capture the cooperative spirit of the strategy in helping the development of a learning organization. Well Done!!

Effectiveness and Lessons Learnt:

Based on the artefacts collected from the Moodle and reflection from both teacher and students, the BL instruction experimentations suggested some positive outcomes. The on-line activities and group exercises had successfully connected formal classroom learning to after-class learning.

Students' motivation of studying the course was quite high. The response rate of the group tasks was 100%; over 80% of students were active in individual exercises and group interactions. Students frequently posed questions to teacher when they were managing the group exercises, this could not have happened so often in traditional teaching mode. Students mentioned their eagerness and interest in reading the course materials, they showed a strong engagement in the course. This had also been shown in the high attendance rate and total time spent in Moodle activities.

Strands of evidence which indicate the positive outcomes related to the cognitive aspect of learning was also identified. Students were able to grasp the abstract knowledge by their own construction of knowledge through the BL activities.

The challenges of BL is the demand of a holistic design of the course curriculum. Students may need to reconsider their role in a different way. The study implies that team work and time for personal individual study are the key agendas for student learning in this century; they can be discussed in formal programme meetings, so that the values of learning for greater benefits can be shared among students.