BL Instruction Pedagogical Practice

Institute-level TDG Project

THE HONG KONG INSTITUTE OF EDUCATION

Programme:	Bachelor of Education	**Course Code:**	EDA3026
Course Title:	Teachers and Teaching in Context	**Tutor:**	Darren A. Bryant

Description/Teaching Philosophy:

The following values influence my approach to instructional design:

1. Students learn best when they have the opportunity to interact with and provide feedback to each other around core course concepts.
2. Students learn best when they have the opportunity use course concepts and theoretical frameworks to assess real world examples.
3. Student learn best when provided feedback and opportunity to improve on their learning.

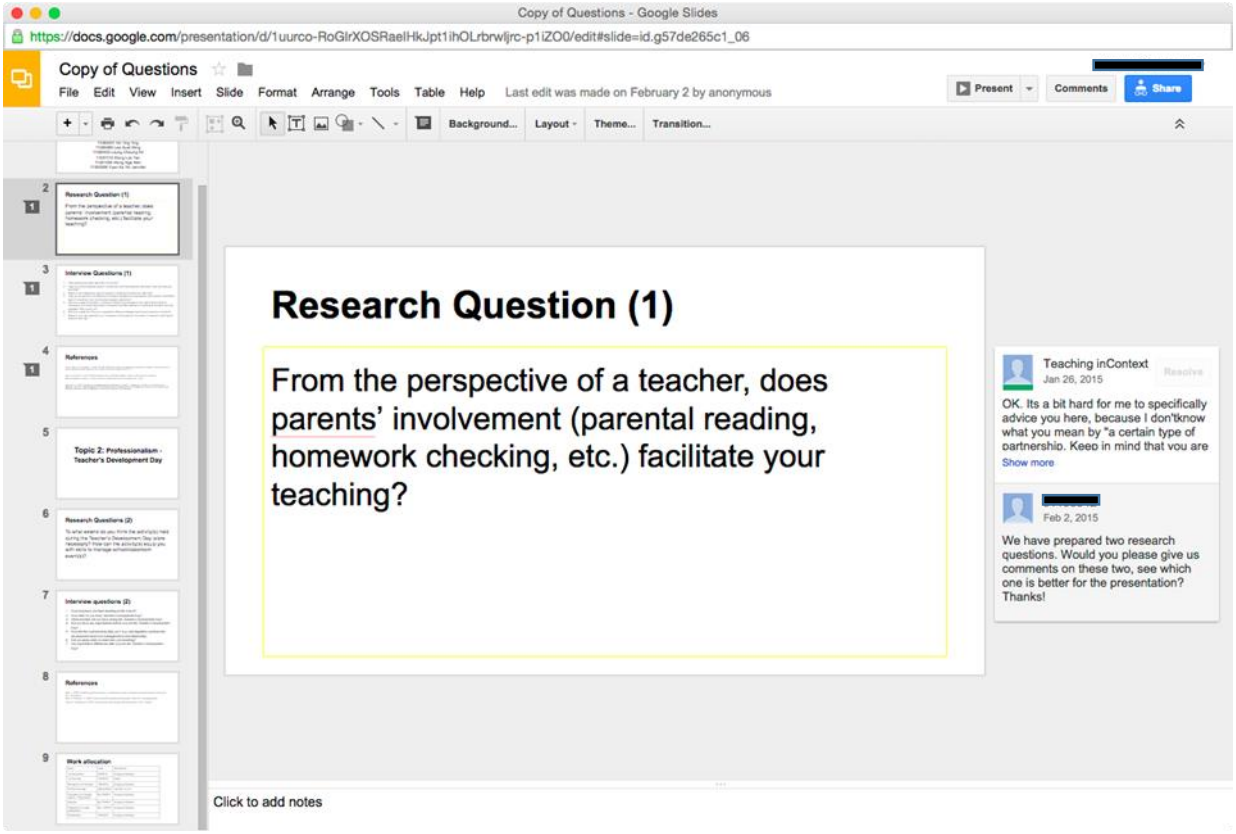
Therefore, for each lesson I have endeavoured to design activities that follow these principles. To a significant degree, I have utilized blended learning as a conceptual framework to help me think through this design. Whilst my initial efforts in 2012-13 were to provide online learning opportunities that supported or complimented the course content, over the last year I have attempted to more deliberately utilize the principles of blended learning (the use of technology to align and mediate in-class and out-of-class learning experiences). I have developed the below figure based on Bonk & Brahman (2005) and Gonzalez (2012) to illustrate the various approaches to blended learning. My focus has been to shift my own instruction from teacher centred instruction (in which technology is often used simply to post lecture materials and readings) towards instruction that supports thinking and reflection and collaborative and constructivist
practices.

In order to operationalize blended learning, I have attempted in face-to-face courses to utilize a mix on online and small group learning activities. The online activities have been used variously for the purposes of (a) pre-lesson tasks that introduce students to the concepts that will be taught during class; (b) as reflective activities based on in-class group discussion and lectures; (c) less frequently, to deliver free-standing micro-lessons that connect to related topics in the syllabus or to skills needed to complete summative assessments.

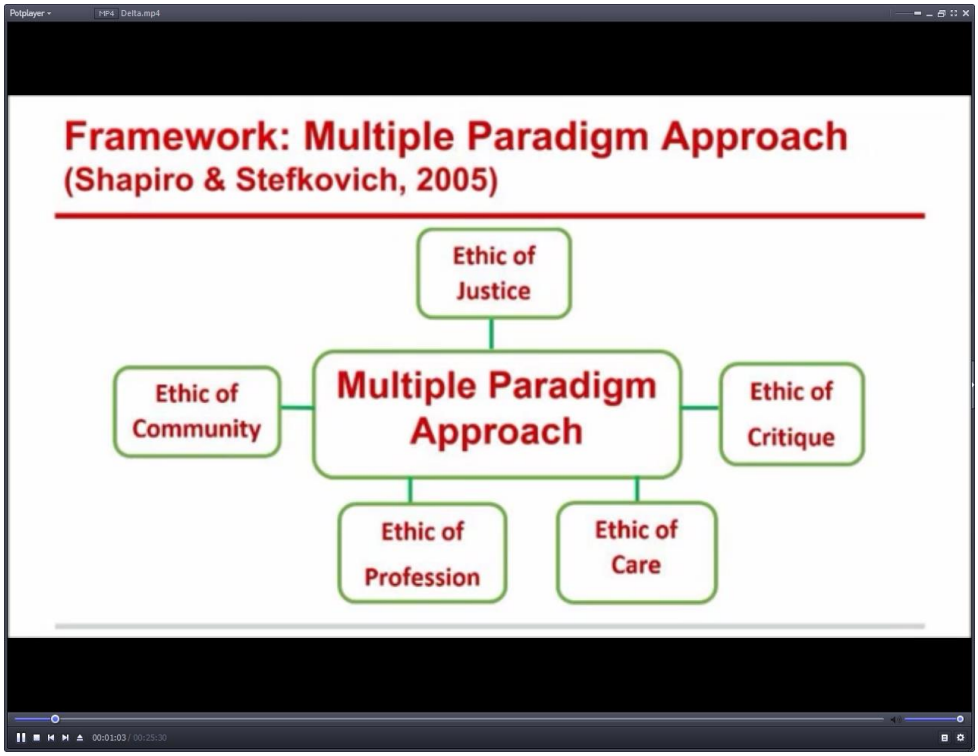
Sample Activities and the Artefacts:

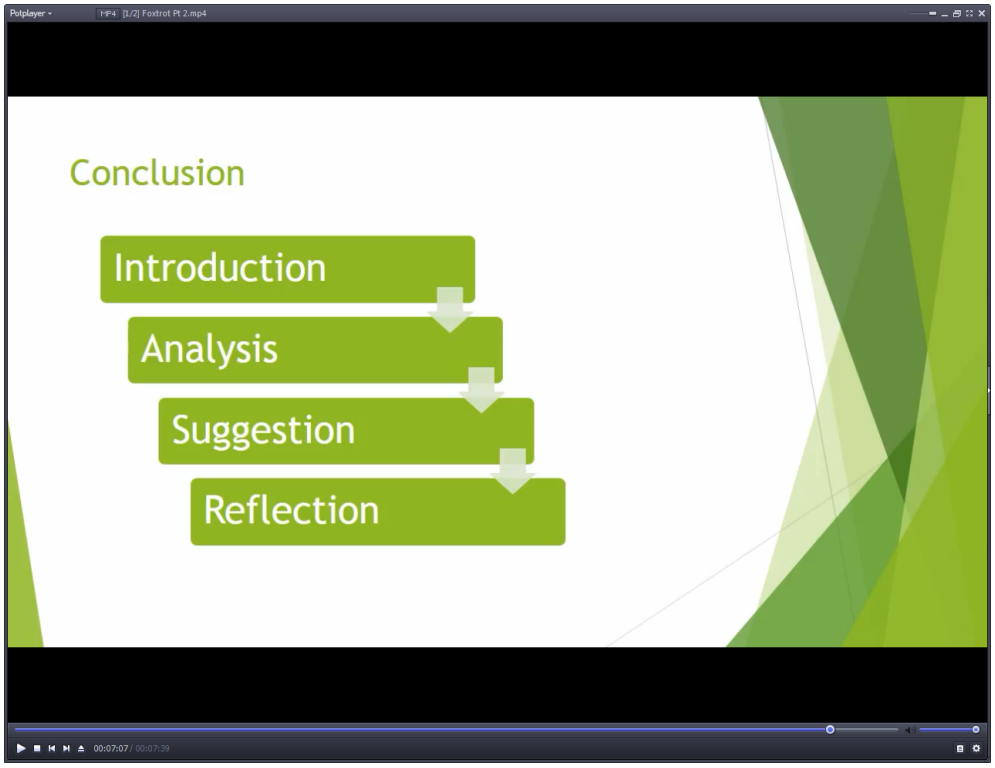
Students worked in groups to develop an online presentation. There were three uses of Blended Learning to achieve this:

(1) The initial development was support by the use of Google slides. Google slides allowed students to prepare the presentation in stages and to give and receive feedback. All members of the group can view and contribute to the presentation.

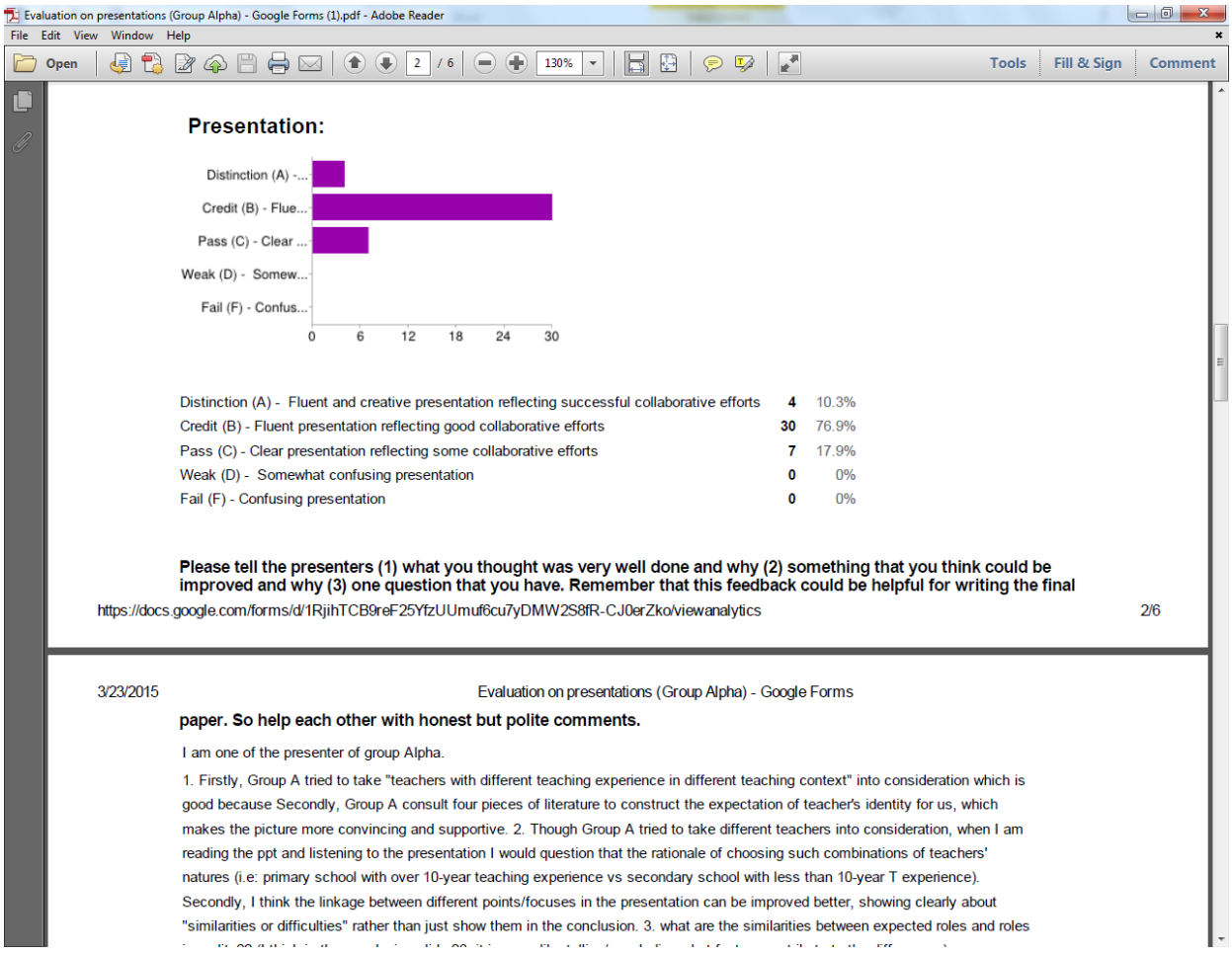


(2) Each group developed a video presentation which was posted either on Youtube or Google Drive. Links to the videos were distributed to all students.





(3) All student peer-assessed each video using an online rubric built in Google Forms. The results were distributed to the presenters.


Evaluation on presentations (Group Alpha) - Google Forms (1).pdf - Adobe Reader

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Presentation:

Distinction (A) - Fluent and creative presentation reflecting successful collaborative efforts	4	10.3%
Credit (B) - Fluent presentation reflecting good collaborative efforts	30	76.9%
Pass (C) - Clear presentation reflecting some collaborative efforts	7	17.9%
Weak (D) - Somewhat confusing presentation	0	0%
Fail (F) - Confusing presentation	0	0%

Please tell the presenters (1) what you thought was very well done and why (2) something that you think could be improved and why (3) one question that you have. Remember that this feedback could be helpful for writing the final

https://docs.google.com/forms/d/1RjihTCB9reF25YfzUUmuf6cu7yDMW2S8fR-CJ0erZko/viewanalytics 2/6

3/23/2015 Evaluation on presentations (Group Alpha) - Google Forms

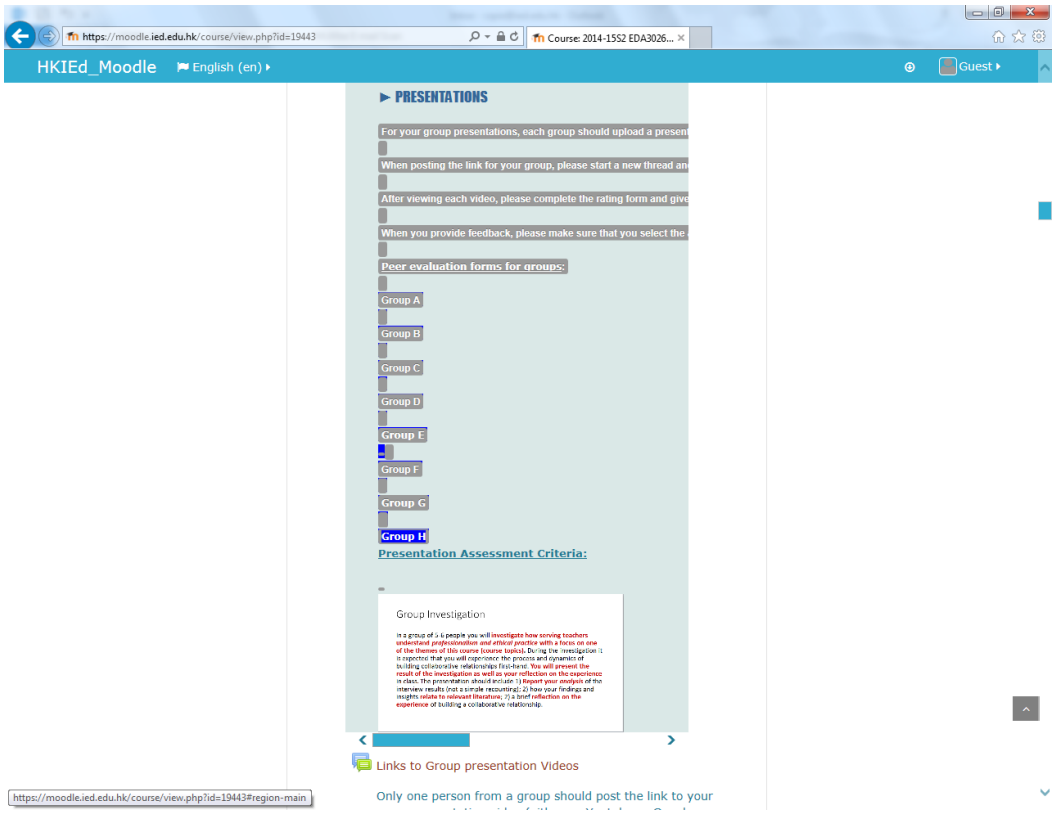
paper. So help each other with honest but polite comments.

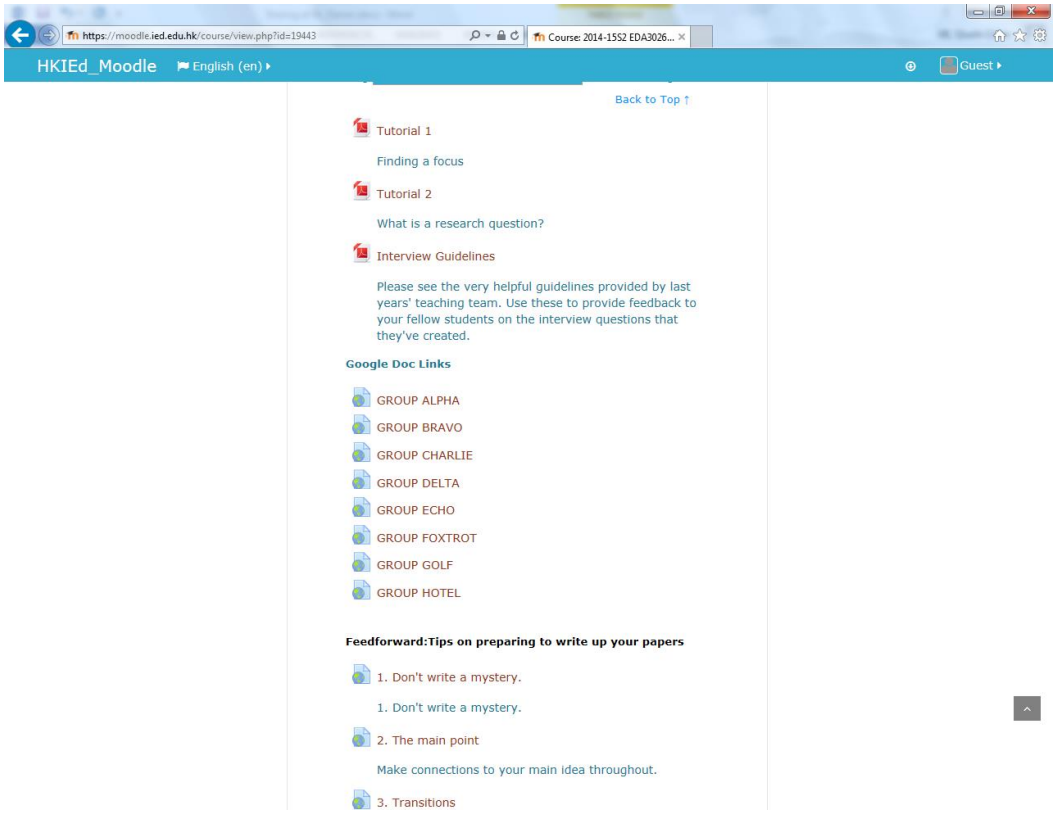
I am one of the presenter of group Alpha.

1. Firstly, Group A tried to take "teachers with different teaching experience in different teaching context" into consideration which is good because Secondly, Group A consult four pieces of literature to construct the expectation of teacher's identity for us, which makes the picture more convincing and supportive. 2. Though Group A tried to take different teachers into consideration, when I am reading the ppt and listening to the presentation I would question that the rationale of choosing such combinations of teachers' natures (i.e: primary school with over 10-year teaching experience vs secondary school with less than 10-year T experience). Secondly, I think the linkage between different points/focuses in the presentation can be improved better, showing clearly about "similarities or difficulties" rather than just show them in the conclusion. 3. what are the similarities between expected roles and roles

(4) The above was supported through in class activities that included: (1) brief tutorial sessions on the research process (including data collection and analysis); (2) lessons around topics selected for the research projects; (3) consultation meetings on work in progress.

(5) Links to (1), (2) and (3), and instructional materials for (4) were presented on Moodle.


https://moodle.ied.edu.hk/course/view.php?id=19443
Course: 2014-15S2 EDA3026...
HKIEd_Moodle
English (en)
Guest
► PRESENTATIONS
For your group presentations, each group should upload a present
When posting the link for your group, please start a new thread an
After viewing each video, please complete the rating form and give
When you provide feedback, please make sure that you select the
Peer evaluation forms for groups:
Group A
Group B
Group C
Group D
Group E
Group F
Group G
Group H
Presentation Assessment Criteria:
Group Investigation
Links to Group presentation Videos
Only one person from a group should post the link to your
https://moodle.ied.edu.hk/course/view.php?id=19443#region-main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Course: 2014-15S2 EDA3026...
HKIEd_Moodle
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Tutorial 1
Finding a focus
Tutorial 2
What is a research question?
Interview Guidelines
Please see the very helpful guidelines provided by last years' teaching team. Use these to provide feedback to your fellow students on the interview questions that they've created.
Google Doc Links
GROUP ALPHA
GROUP BRAVO
GROUP CHARLIE
GROUP DELTA
GROUP ECHO
GROUP FOXTROT
GROUP GOLF
GROUP HOTEL
Feedforward:Tips on preparing to write up your papers
1. Don't write a mystery.
1. Don't write a mystery.
2. The main point
Make connections to your main idea throughout.
3. Transitions

Effectiveness and Lessons Learnt:

The results of the student survey on this course suggest that students were generally willing to take the course, and they were interested in the course topics. In reference to the four types of motivations, their score on the identified motivation was the highest, whereas that on the introjected motivation was the lowest. In addition, their enthusiasm for the course was strong. As regards their preferences for instructional methods, the results showed that all the instructional methods were acceptable to students. Case-based studies were mostly preferred by students and professional sharing from relevant sectors came the second. Peer evaluations and critique was least preferred. In addition, students scored generally highly on their engagements in behavior, cognition, and positive emotion. They also had much more positive affect than negative affect. Moreover, students rated their before-class, during-class, and after-class emotions. It was found that students scored highly on positive emotion than negative emotion in all stage of attending the class, and the positive emotion was most highly rated at the during-class stage.

This was a first attempt. For the next attempt there are some possible areas to further develop:

1. The use of comments in Google slides as a means of dialogue around developing the presentation could be more fully utilized.
2. Student survey suggests that they had interest and motivation in learning. Then, we need to keep and facilitate their interest and motivation.
3. Optional tutorials on the research and writing process were not well attended. This may need to be required and occur during class.