

Adopting Blended Learning and Preserving My Own Teaching Style: A Narrative of Teaching Innovation

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Face-to-Face Environment (F-t-F)

Strengths

- F-t-F is easier to bond, the social presence and social interaction between students make it easier to develop trust
- It allows for the generation of rapid chains of associate ideas and serendipitous discoveries

Limitations

- It provides limited time, which means you may not be able to reach in-depth discussion

F-t-f teaching facilitated by an electronic management system

Blending technology with F-t-F teaching

- Subsequently, it can support F-t-F learning in a way that:
- allows social interaction; facilitates exchange of ideas,
- Allows room for developing self-directed learning and student centred learning

Electronic platforms:

BL

- 100% students can participate because time and place constraints are removed
- Can reach greater depth of reflection - more carefully consider and provide evidence in reflections

Reference: **Benbunan-Fich & Hiltz, 1999**

Choosing a Definition

- ✓ BL refers to the infusion of web based technology into face-to-face learning, arguing that internet technology has created the opportunities for interactive and collaborative learning that enables learners to adopt autonomous approaches to learning.
- ✓ It thus supports self-directed learning and student-centered learning

Reference: Reushle, McDonald, & Postle (2009). Transformation through technology enhanced learning in Australian higher education. In T. Mayes (Ed.), Transforming higher education through technology enhanced learning (pp. 56-72). York, UK: Higher Education Academy.

My Philosophy

I believe knowledge is there to be discovered, and that learners are regarded as “active in constructing their own knowledge”, so “doing is the heart of knowing”;

Learners are expected to reflect, observe, analyse and experiment – so that they can construct knowledge.

People learn effectively in activities which emphasizes authenticity, participation, reflection, social learning, and problem-based inquiries

Teaching is best understood in terms of how individuals use information, resources, and help from others to build and improve their mental models and their problem solving strategies.

BL engages learners in an enriched learning environment, and facilitating peer interaction through the creative use of scaffolding.

- ➡ • Blended learning can support me in realising my ideal teaching:

Common BL Strategies

1. Digital-Course

- ✓ Usually, an e-course is conducted at the first lesson before meeting students f-t-f;
- ✓ It serves as an induction to students in learning the structure of the course and its main components.

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TLS2030 Organizational Learning


E-Course: Please complete the e-course by the specified due date to claim your attendance.


E Course Instructions:


The e-course will be studied by participants independently on their own during the time the e-course session taken place. For each e-course, the Course Intended Learning Outcomes are specified; students are expected to complete the course by reading the materials and completing the exercises. Participants are advised to study the course at the specific session period as the course will bridge to subsequent sessions. The requirement for completing the course will be specified in the e-course content. Below are the general guides for studying the e-course.


Instruction logos:

You will see SIX common logos used in my notes/handouts, and in the e-course.


 refers to questions for probing answers, you may drop your own answers. You are NOT required to do any submission for this.

 refers to practice exercise, activities which you are required to complete and submit once you complete the e-course, via Moodle or during the lesson (as specified).

 means submission to Moodle

 means submission by hand in class meeting

 means reading as specified

 means watching video as instructed.

Please start by reading the following course, and handle the exercise when you come across it at the time you read it. Make sure that you allow sufficient time to study a 2.5/3-hour e-course.

Enjoy the course!

Instructions

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Let's start – Please reserve 3 hours for a full completion of this course.

Session 1 (E-Course): Understanding Organizational Learning

Welcome to this e-course session! Our first meeting over Moodle. This course is to help you clarify "Organizational Learning", along with a few other basic concepts of this course.


Intended Learning Outcomes


Upon completion of the e-course, participants will be able to:

- Grasps the definitions of 'Organizational Learning' and 'Learning Organization'.
- Explain the five major stages of Organizational Learning and how they are related to each other.
- Identify the processes related to intelligent agents, and how they can contribute to Organizational Learning.
- Explain the concept of Knowledge Transfer.

IMPORTANT NOTE: Completion Requirement of this E-Course: You are going to handle **TWO MAJOR TASKS.**

E-submission should be made for Task TWO on or before the date specified for completing the e-course.

TASK ONE: Watch videos in the links and work on the accompanying exercise which is essential for the coming lesson (please note down your answers by printing the course out and bring it along to the first lesson) 

 **TASK TWO:** Self-Assessment (you may refer to the final page of this course)



JUMP to the NEXT Page...

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Sample Activities & Reading

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Member 6: Good luck! (After they have given their knowledge to the other team)

Common Methods of KT: Personnel Movement
Training
Interactions
...



→ Can you think of more examples of the methods of transferring knowledge?

In the world of globalization, knowledge transfer is becoming increasingly important. Many firms are organizing themselves on a global basis, such as having departments that are distributed in different continents. Such a change leads to new opportunities in taking advantage of reduced labor costs, differences in expertise and access to different markets, but also poses the challenges to effectively manage, organize and communicate knowledge between these departments – thus the need to understand knowledge transfer. It could not only help the organization learn by itself (through the members' transferring knowledge among themselves), but also learn through observation (through transferring knowledge with other organizations). Without knowledge transfer, organizational learning would not have been even possible.



Activity: Thinking back on the animation shown in the beginning, how have the characters transfer their knowledge? Would they learn anything had each member kept his knowledge only to himself?

Hint:

Bag of lessons, maps, showing others the way...

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2. Forum

Connecting F-t-F to after-class discussion, for the purpose of consolidation – application and further exploration

Instruction:

Task B: Sharing and Discussion (within group)

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 Tues.



Remark: [2014-15S2 TLS2030 \(01E,\) ORGANIZATIONAL LEARNING>follow up_ESubmission exercise> After Class Group Task B Submission_23Jan_Time to Change Forum](#)

3. Case Studies – Group submission in class

Purpose:

- To Involve students in authentic case studies in a group, e.g. ask students to do an in-depth investigation of a company's HR policies
- Through the task, not only do students develop subject matter knowledge but collaboration skills
- This enhances motivation of learning in the course

Instructions:

Please follow up **READING** at home:



5. Case Study: In the coming lesson, you will have about 25 min to follow up the case study with your groupmates and share the answers with classmates

You have to **BRING a computer notebook next time (for submitting group output in class)!**

Teamwork



Focus: HR Policies, Staff Training and Development

Let's study the **IKEA's** HR policies in details.....

Through the case study, we can say that IKEA's HR policies reflect the features of organizational learning. What are the merit of **IKEA's** HR management? What are the innovative practices? **(Please refer to Case Study Booklet)**

Remark: **2014-15S2** TLS2030 (01E) ORGANIZATIONAL LEARNING> 6 Feb> **IKEA's** Case Study Results> Group 4

4. After-class Activities – Varied modes

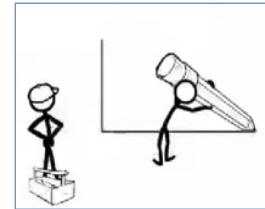
Purpose:

- Varied modes of presentation such as text and pictorial representation are required in submitting their outputs
- *Repeat with novelty*

Instructions:

Case 1:

Further Studies in the Forum



Please watch the video in the link below:

<https://www.youtube.com/watch?v=UY75MQte4RU>

Stop-and-Think:

- Try to compare coaching to other forms of learning and training (e.g., attending lessons). What is/are some of the distinct feature(s) of the coaching process?
- Please draw a 4-panel comic to illustrate the features of the coaching process.

5. Knowledge and Application

Purpose: to enhance interest of learning, element of competition is added; on the other hand, students can *apply* theories they learnt by hands-on activities.

During Class:
Student learn how to write “mission statement” for promoting an organisation



Writing a Summary Statement Deadline: 3 Feb 2015



Moodle Exercise

Instructions:

- A. Please view the world's top favourite brand mission statement: <http://articles.bplans.com/writing-a-mission-statement/> (scroll down the page to find the show)
- B. Work in A pair (2-person) in your home-group
- C. Each sub-group writes a precise mission statement (of 3-5 sentences) about a company related to an industry (you may refer to your aspired profession, e.g. a school/a hotel/ an insurance company/ a youth centre/etc).
- D. Write in a lively and presentable format for publicity use by attaching a word file to the Moodle to share in your group. Name the file by Group and persons' name.
- E. We shall identify the OUTSTANDING pieces of Work among the groups for recognition!

Everyone should participate! Please take up leadership and initiate with members.

Remark: **2015-16S2** TLS2030 (01E, 51E) ORGANIZATIONAL LEARNING>28Jan_Lesson> Tasks sheet Mission Statement> ppt file lesson 4: slide 16

6. Self-assessment Link for Every end-of-lesson

Purpose: To enhance self regulated learning and responsibility of own learning –

Sample Link:

https://docs.google.com/a/s.ied.edu.hk/forms/d/19XNj3D_eD_GgYHv0aU7astOx7RP1fo1sVSm5B3NGgRw/viewform

- Students consider what they have learnt and how effective they have been learning for the *course intended learning outcomes*
- Serve as evaluation of teaching

Reflection:

- The aim of blended learning approaches is to find a harmonious balance between online access to knowledge and face to-face human interaction. This blend may involve the mixing of online and f-t-f learning activities, students or instructors with a number of goals including pedagogical richness, access to knowledge, social interaction and ease of course revision (p. 228; p.231).
- F-to-f learning with internet-based online learning can be effective if it can be designed with a curriculum that considers the purposes and outcomes of learning, and the experiences teacher create for learners
- A useful method of delivery - it encourages active learning, higher order thinking and the attitude of life long learning



Reference: Osguthorpe, R., & Graham, C., (2003). Blended learning environments: Definitions and directions. Quarterly Review of Distance Education, 4(3), 227-233.



Reflection:

*Show: to illustrate the difference between BL and traditional learning
(Remark: 2013MS2 TLS3003 (02E))*

- ✓ 1. It makes my teaching personally fulfilling – I see the way students learn, they are active, participative and engaging
- ✓ 2. The online collaborative behaviours (e.g. sharing diverse perspectives, being able to seek feedback and to clarify ideas etc) demonstrates a model of good learning
- ✓ 3. Students gain satisfaction – through teachers' feedback and citing of their ideas and experiences.



Reflection:

- BL spends extra time, we may generate outputs and scholarly work from our BL experimentations, e.g. textbook for a course, action research report and journal articles.
- Alert to the new roles required of instructors and students in establishing such a collaborative environment.
- Decision to be made in the scale of blending learning, to be less or more also determines the success, except the mode of interaction that fits a particular group.

Recommendation:

- ✓ Teacher professional learning on curriculum design and instructional planning is equally important
- ✓ Sharing and exchange are crucial for promoting BL, and more can be done to identify and discover the potential of BL to support student learning

