# Practicing Blended Learning on a Collaborative Platform

## 10 December 2014
## The Project Team

# Agenda

1. Introductions
2. Aims
3. Structure and platform
4. Piloting
5. Goals
6. Practices
7. Definition

# INTRODUCTIONS

| Name | Post | Department/Unit |
|---|---|---|
| LAM, Bick Har<br><br>BRYANT, Darren Anthony | Associate Professor<br><br>Assistant Professor | C&I<br><br>EPL |
| ALVIAR Theresa Patricia B | Assistant Professor | C&I |
| BUCHTEL Emma Ellen Kathrin | Assistant Professor | PS |
| CHAN Tsan Ming Kenneth<br><br>HAN Chung Wai Christina | Assistant Professor<br><br>Senior Teaching Fellow | EPL<br><br>ECE |
| HU Xinyun | Teaching Fellow I | ECE |
| LEUNG Wai Man Vivienne | Assistant Professor | ECE |
| SIN Wai Lam William | Assistant Professor | IELL |
| WONG Wai Ho Savio | Assistant Professor | SEC |

# PROJECT AIMS: This project seeks to...

impacts:

1. Student learning
2. Instructor practice
3. Institutional support

Products
1. Questionnaire analyses/ Guided Teacher Reflection
2. Learning and teaching artifacts
3. Scholarly outputs

- Identify and describe BL strategies.
- Engage instructors in developing, implementing and reflecting on BL
- Collect feedback on student engagement, motivation
- Refine design of BL courses, following pilot
- Identify institutional support structures
- Involve faculty members in joint collaborative TD
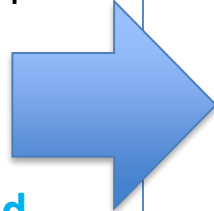- Produce and share teaching resources

# Reflecting on Student Learning Outcomes

Three impacts:

1. **Student learning**
2. Instructor practice
3. Institutional support

Products
1. **Questionnaire analyses/Guided Teacher Reflection**
2. Learning and teaching artifacts
3. Scholarly outputs

A Survey will be used as a reflective tool to identify Student Learning Outcomes. It will be modified from a reflective questionnaire by Lam & Cheng (2013). It includes the following topics/scales:

- Student Demographic Data
- Student preference and acceptance to BL
- Student Motivation of Learning
- Student Engagement in Studying
- Student Self Assessment of Achievement on CILOs
- Student Overall Satisfaction
- Open ended column

When this is used?
Before and after the course. Individual code will be used to track the change of relevant items on student learning.

Guided Teacher Reflection Sheet (on-:
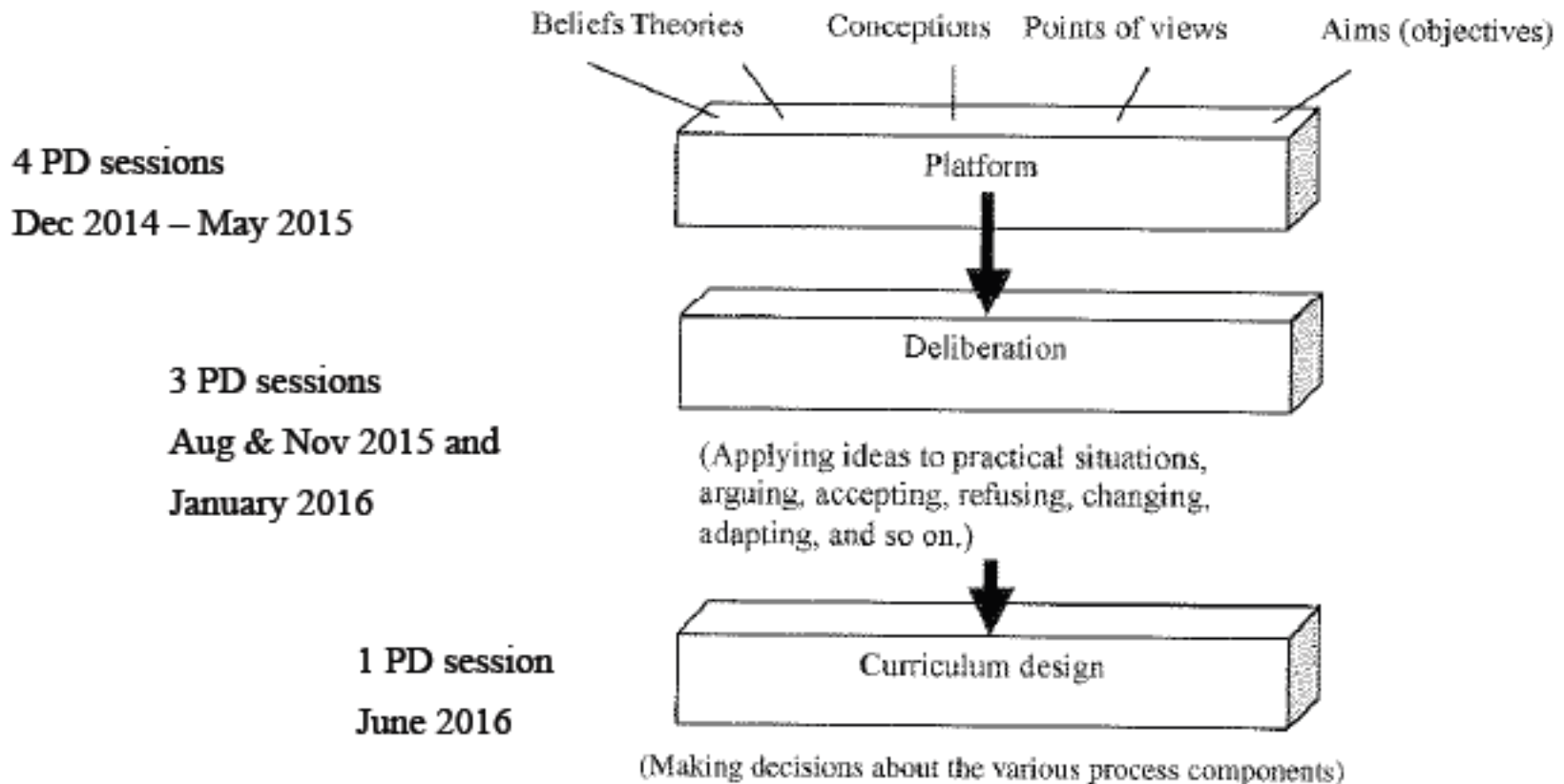Probes are given to guide reflection after conducting BL

Summary of Project Events / Schedule (from the original proposal p.15):

| Events in the proposal/ preparation | Date / status | |
|---|---|---|
| • Survey Development and Pilot Study | Jan to April 2015 | |
| • PD events –ALL members (Deliberative Approach) | Dec 2014-Apr 2015<br>1st: 10 Dec 2014<br>2nd: 9 Feb 2015<br>3rd: Pilot Study Results (date to be fixed)<br>4th: tbc | |
| • Preparation of BL Instruction<br>Attending PD events –sharing BL trials | May – Aug 2015<br>ALL team members | |
| • Action 1* (trial and data collection) & compiling selective artifacts | 1 Sept – Dec 2015, 1st semester<br>ALL of us and team members | |
| • Action 2*(trial and data collection) & compiling selective artifacts | Jan 2016 – Mar 2016, 2nd semester | |
| • Dissemination (Seminars)<br>Book and journal paper(s)<br>Showcase of selective artifacts via<br>AClass: http://www.ied.edu.hk/aclass/ | Mar to Oct 2016 project end | |

*In this project, team members are supposed to participate in either or both stages for Action 1 and Action 2,

# The PD Component

- Walker's deliberative model (1971)



4 PD sessions
Dec 2014 – May 2015

3 PD sessions
Aug & Nov 2015 and
January 2016

1 PD session
June 2016

Beliefs Theories　　Conceptions　　Points of views　　Aims (objectives)

**Platform**

**Deliberation**

(Applying ideas to practical situations, arguing, accepting, refusing, changing, adapting, and so on.)

**Curriculum design**

(Making decisions about the various process components)

# Today, we will discuss two main questions

- What is your understanding of BL? How do you already engage in BL?

- What do you want to achieve from participating in this project?

# Discussion, part 1

- Think about your response to the question.

- Write your response on the strips of paper.

- Post your response on the whiteboard – try to position it next to a similar response.

# The two main questions

- What is your understanding of BL? How do you already engage in BL?

- What do you want to achieve from participating in this project?

# Discussion, part 2

- Share your response to Question 1.

- What similarities did you notice with others' responses?

- In what ways can the responses be grouped into categories or themes?

- Let's do the same for Question 2.