BlendedLearning@EdUHK - Stories from the Frontline

香港教育大學
The Education University of Hong Kong

LAM, Bick Har

Department of Curriculum & Instruction

Faculty of Education and Human Development
教育及人類發展學院

DESCRIPTION/ TEACHING PHILOSOPHY

My personal belief is to support learners in using information, resources, and help from others to build and improve their mental models and their problem solving strategies.

Constructivist learning pedagogies echo my belief to see learners as
"active in constructing their own knowledge".

Diagram I: Utilising the Potential of FtF and electronic mode

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

Blending technology with F-t-F teaching

Electronic platforms:

- Contribute to the discussion at the time and place that is most convenient
- Have time to more carefully consider and provide evidence for their claims and provide more thoughtful reflections

- Subsequently, it can support F-t-F learning in a way that:
- allows social interaction; facilitates exchange of ideas, thus can lower the possibility of misunderstanding

BL

Lam, B. H. (2015) Adopting Blended Learning and Preserving My Own Teaching Style: A Narrative of Teaching Innovation. Faculty Blended Learning Sharing Seminar,.

Design Principle:

To ensure the learning process can sharpen one's cognitive development for acquiring higher-level intellectual development, learning should happen in a social interactive setting with the mediation of individuals.

Design Procedures:

1. Reconsider the curriculum to enable the core disciplinary content of each sessions is connective and coherent
2. Identify intended learning outcomes for each lesson.
3. Enable a permanent group setting and peer learning mechanism
4. Look for authentic teaching materials
5. Assign pre-reading assignments in every lesson
6. Assign tasks per lesson to enable on-going construction.

SAMPLES & ARTEFACTS

TLS3008 (Teaching Innovations) of the B.Ed and TLS2030 (Organizational Learning) of B. Soc. Sci. UG Programmes, and TLS6036 (Teaching Strategies) PG M.Teach.
The courses are of an applied nature, especially fit for the use of case studies in BL mode.

Sample 1 : Students were asked to present in different forms of expression. They discussed and shared the output within six days after class. Teacher gave comments online. The materials were used for teaching in subsequent sessions.

Case 1 Group 2 submission
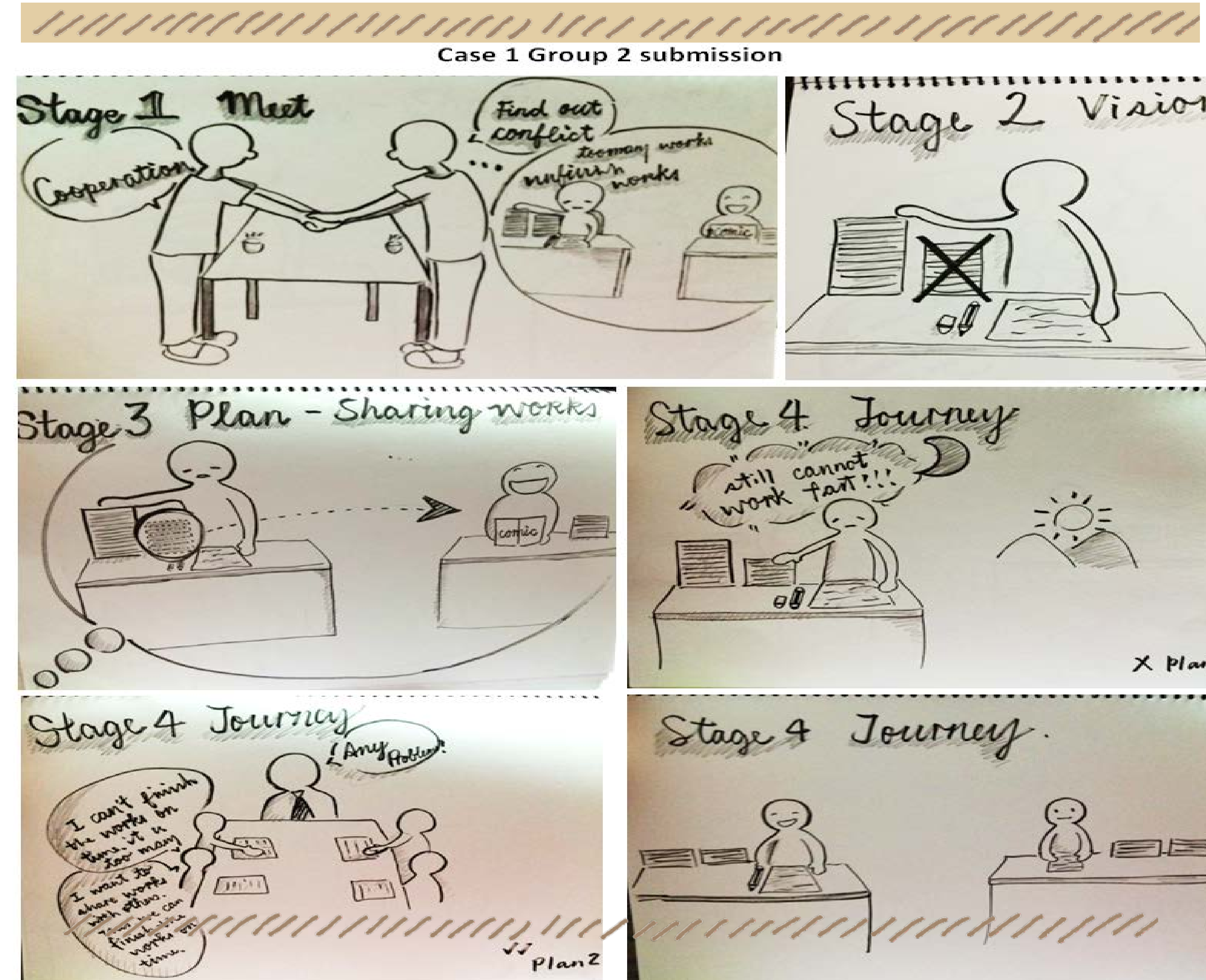
Sample 2: Case Studies

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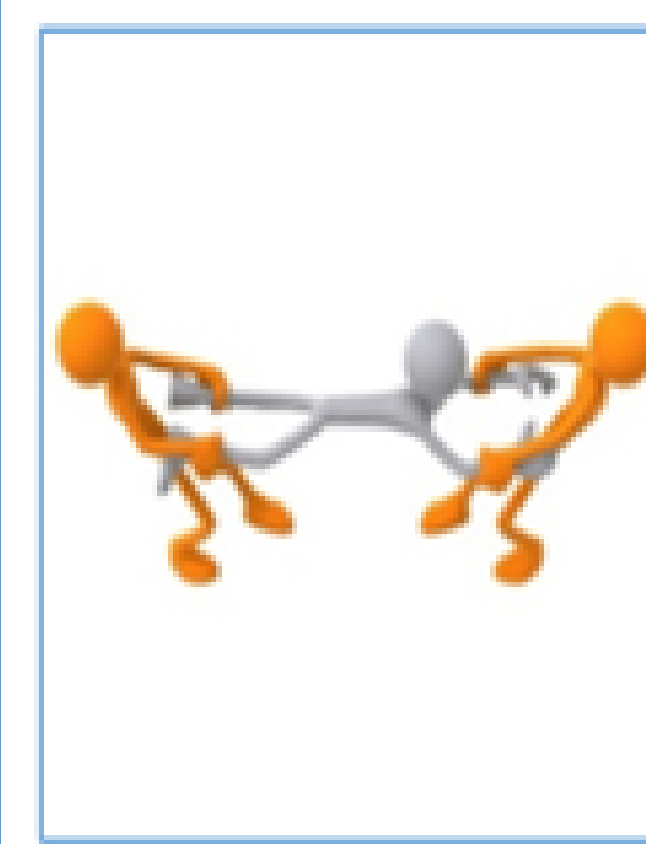
5. Case Study: In the coming lesson, you will have about 25 min to follow up the case study with your groupmates and share the answers with classmates

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)**

Sample 3: : Discussion (within group forum)

by ———————— - Wednesday, 28 January 2015, 11:55 PM

Another HR here! I am very excited that we have the same goal. More communication with employees and departments is really a significant skill I need to consider more about it. Besides, the relationship between departments is kind of a difficult part since you need to know every departments very well which may take you lots of time and need best effort. We can fight together!

EFFECTIVENESS & LESSONS LEARNT

High Participation Rate: The response rate of group tasks was 100%, over 80% of students were active in group interactions. They achieved high attendance rate. Time to spent on Moodle was very high (more than 10 hours).

Enhanced Motivation: Students frequently posed questions when they were managing the group exercises, this could not have happened so often in traditional teaching mode.

Student Reflection:

"Eager to learn the cases, the case studies was enjoyable to do, I read the materials more often because I wanted to find out more to work on the case".

Outcomes: It appeared that students were able to grasp some quite abstract knowledge on their own. BL supports students to reach in-depth understanding of the more advanced level concepts of the subject matter

Teacher Reflection: "It was not the technology, but the self and group study that make the learning outcomes of these trials positive".

Blended Learning serves as a useful tool to support the knowledge construction process for learners.

ISSUES AND CHALLENGES

- A holistic design of the course curriculum may be necessary if effective BL is to take place
- Student may need to understand their role in a different way.
- Team work and time for personal individual study can be discussed in formal programme meetings, so the values of learning for greater benefits can be shared with students.