

What makes blended learning “good”? A conceptual model supported by real examples

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Length Half day

Objectives Participants will:

- develop a general understanding of the capabilities of eLearning in enhancing online interactions;
- view a variety of working examples in which the Web can be used for learning (either offline or online);
- be involved in hands-on sessions for each of the 3 types of interaction in which they try out the working examples; (3 types of interaction within this workshop are enhancing interactions with content, with instructors, and with peers)
- be involved in discussions regarding the potential benefits and drawbacks to learners and facilitators of eLearning by using a specially designed eLearning decision worksheet.

Please refer to <http://e3learning.edc.polyu.edu.hk/examples.htm> for the examples that will be accessed during the workshop.

Intended audience Any conference attendees, no prerequisite experience

Facilitators **Dr Josie Csete** BA, MA, PhD.

Josie has a PhD in Educational Systems Development and more than 15 years experience in designing, developing and implementing educational innovations as well as teaching others to do so. She has been working at Hong Kong Polytechnic University since 1995 - in a department charged with "improving the quality of teaching and learning" on a campus of over 1,000 full time teaching staff and over 15,000 undergraduate and graduate students. She was the Principal Project Supervisor of the “e3Learning Project” and is now the Section Leader of the newly created “e-Learning Development and Support Section” at the Hong Kong Polytechnic University.

Dr Paula Hodgson BPhil., M.Sc., DBA

With good experiences in design and delivering online learning and sound knowledge in human resource management and development, Dr Hodgson is very competent in delivering both face-to-face and online programmes.

Dr Hodgson was one of the pioneers in promoting and supporting e-Learning in Hong Kong. She served in the Hong Kong Polytechnic University in two consecutive University Grants Committee funded projects in Hong Kong. Competent in counseling with clients and addressing their needs, she has an established track record in serving clients from different disciplines. She has had extensive experience in supporting clients from Health and Social Sciences, Communication, Business, Applied Science and Textiles, and Hotel and Tourism

Management. Samples of good practices of eLearning can be viewed at <http://e3learning.edc.polyu.edu.hk/examples.htm>.

In 2005, she worked in the Centre for Professional Development from University of Auckland, the leading research-led university in New Zealand. Rejoining the Hong Kong Polytechnic University in 2006, she continues her interest in supporting academics to embrace technologies for learning and teaching focusing on blended learning.

Peter Duffy DipT, Grad Dip (Curric) Med, PhD Candidate

Peter has been involved in the use of technology and education since 1990 in various education contexts. He has recently joined The Hong Kong Polytechnic University as an Instructional Designer and previous to this worked at the Queensland University of Technology as a Learning Designer. He also has extensive experience in industry in developing eLearning products and a research interest in mobile learning, game design and interface design. He has presented at various national and international conferences on technology and education, in particular with an art and design focus. His PhD title is “The Artistic Interface”: A Phenomenographic Study of Students’ Conceptions of the Graphic User Interface in an Art Educational Environment.

Details of activities

The session has been intentionally designed to appeal to a broad range of conference attendees. First, the session should appeal to both novices and individuals who are more experienced with web learning technologies as it provides both an overview of learning approaches with illustrative working examples of applications, as well as overarching concepts and principles that can help participants make plans that are appropriate to their own contexts and learners.

Second, the session should appeal to people from a variety of organizations and application areas as it contains examples from a wide range of disciplines and the concepts to be presented have been purposely developed to apply across a wide range of situations. This is because the session is drawing upon experiences gained from a government funded project that served teachers in a variety of disciplines (such as medicine and the allied health sciences, language teaching, business and engineering) in three different universities.

Format of session:

1. Introduction: Enhancing interactions (within the following three areas – interactions with content, with instructors, and with peers) through eLearning. (~20 minutes)
2. Interaction with Content: Demonstration \ Hands-on exploration \ Discussion (~45 minutes)
 - Just-in-time information through online references
 - Better explanation of dynamic concepts through animation and simulation
 - Application of concepts through online cases
 - Improvement of procedural knowledge through videos
 - Consolidation of knowledge and skills through self-assessment with feedback
 - Learning through playing educational games
 - Increasing accessibility through mobile-learning
3. Interaction with Instructors: Demonstration \ Hands-on exploration \ Discussion (~40 minutes)
 - Clarification of ideas with teachers through chat-rooms and discussion forums

- Extended discussion on news and controversial ideas
 - Answering participants' questions about the course using forum & FAQ
 - Sharing expertise through video conferencing
 - Break (~15 minutes)
4. Interaction with Peers: Demonstration \ Hands-on exploration \ Discussion (~45 minutes)
 - Building an online learning community
 - Peer learning through online group work
 - Challenging each other's ideas through peer commenting and discussion
 - Reflective learning through peer critiques and revision of assignments
 - Building a larger learning community through inter-cultural exchanges
 - Better understanding through synthesis and creation by doing multimedia projects
 5. Discussion: Strengths and weaknesses of employing eLearning ideas in actual courses and how to do it. Participants will complete the eLearning decision worksheet specially designed for this workshop. (~25 minutes)
 6. Summary and next steps: Handing over of CDs with (free and non-commercial) web site containing materials from this session as well as other information so they may further pursue their interest in eLearning. Sharing of ideas about how to apply the eLearning tools and methods in own context. (~20 minutes)

References

Please refer to <http://e3learning.edc.polyu.edu.hk/ResourcesOverview.htm> for links to the many publications and workshops developed from this project.