

Shifting Blended Learning Totally Online in the Time of COVID-19

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Intended Outcomes



By the end of this session, you should be able to:

1. **Describe** the use of asynchronous and synchronous e-learning tools to shift the blended learning totally online;
2. **Rethink** student assessments in times of crisis and beyond.

Blended Learning

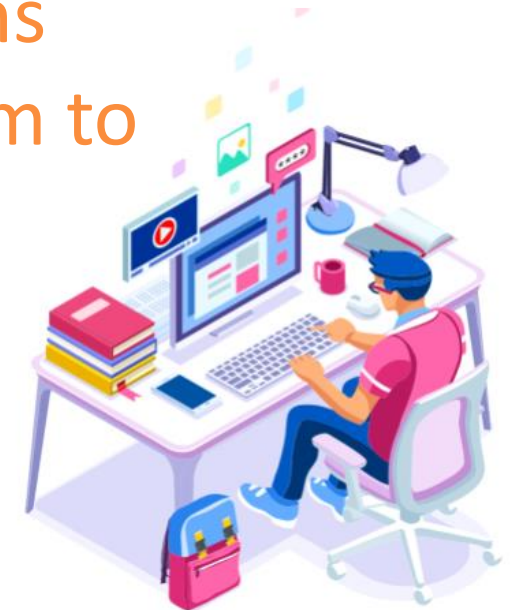


Blended learning, a mode of instruction that combines **face-to-face** classroom experience with **technology-mediated** teaching, has been widely discussed and adopted in Higher Education (Garrison & Kanuka 2004; Glogowska et al 2011)

Challenge of COVID-19 in Education: Shifting Face-to-Face Teaching to Real-Time Online/Mixed-mode Teaching

Real-time (Synchronous) Online Teaching

- Use video conferencing software like Zoom, Webex etc. for conducting real-time online teaching;
- Make of use the different Zoom/Webex functions like chatroom, raise hand, polling, breakout room to engage students in the real-time mode.



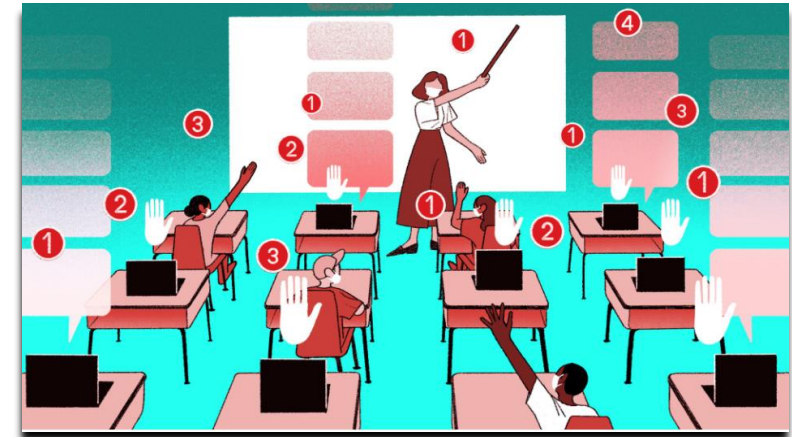
Suggested Practices for Real-time Online Teaching

Some suggested good practices for real-time online teaching for your quick reference....



Mixed-mode Teaching (1)

- When you have some students on-campus in the room and some in a Zoom room (online) to teach both groups at the same time;
- Successful mixed-mode teaching fully integrate online and face-to-face instruction, planning interactions based on good teaching practice.



How can we Engage Students in Mixed-mode Teaching?

Let's try a Google Doc together now

Mixed-mode Teaching (2)

- Case examples (00:00-05:06) from an online workshop delivered by Dr Matt Bower & Dr Mathew Hillier at the Macquarie University, Australia in August 2020;
- **Don't** think of your mixed-mode teaching as your normal teaching directly translated to be online, or your normal teaching with added online components;
- **Do** build your mixed-mode teaching with the learning objectives listed in your syllabus. Then, as you're planning your teaching, select and align the delivery method, technology, and assignments that will best help students learn the objectives and content.

Tips for Mixed-mode Teaching (1)

- Test and prepare the technology and e-tools like Moodle, Zoom, Google Doc, pre-recorded videos etc before you run a class;
- Allow a buffer time between online/in-class activities. Plan check-points to pause and check for questions from online students. Be overly specific about task instructions;
- Use supported technologies like Zoom/Webex for live stream interactive presentations, breakout rooms for group discussions etc., personal response systems (Kahoot!, Mentimeter) for engaging students online in a fun way, learning management systems like Moodle for students' easy access the learning materials, slides, task instructions, worksheets etc during the session;
- Present teaching content via the online platform (e.g screen share in Zoom) and project that screen via a projector in the room to ensure on-campus and online students can see the same material;

Tips for Mixed-mode Teaching (2)

- Use a headset or microphone to ensure both groups can hear you i.e. Good audio is important;
- Use appropriate online platform like Moodle for instructions, questions and responses between on-campus and online students;
- Use Google Doc (for example) as a common platform to engage on-campus and online students;
- Assign groups and report back for discussion rather than attempt whole class discussions;
- Using random group allocation for each class session is easier to manage in online platforms such as Zoom, Webex.

Source: [Online TECHE workshop: Returning to campus: small group classes with an online option](#) by Dr Mathew Hillier in July 2020, Macquarie University, Australia.

Examples from a Mandatory Course for RPg Students

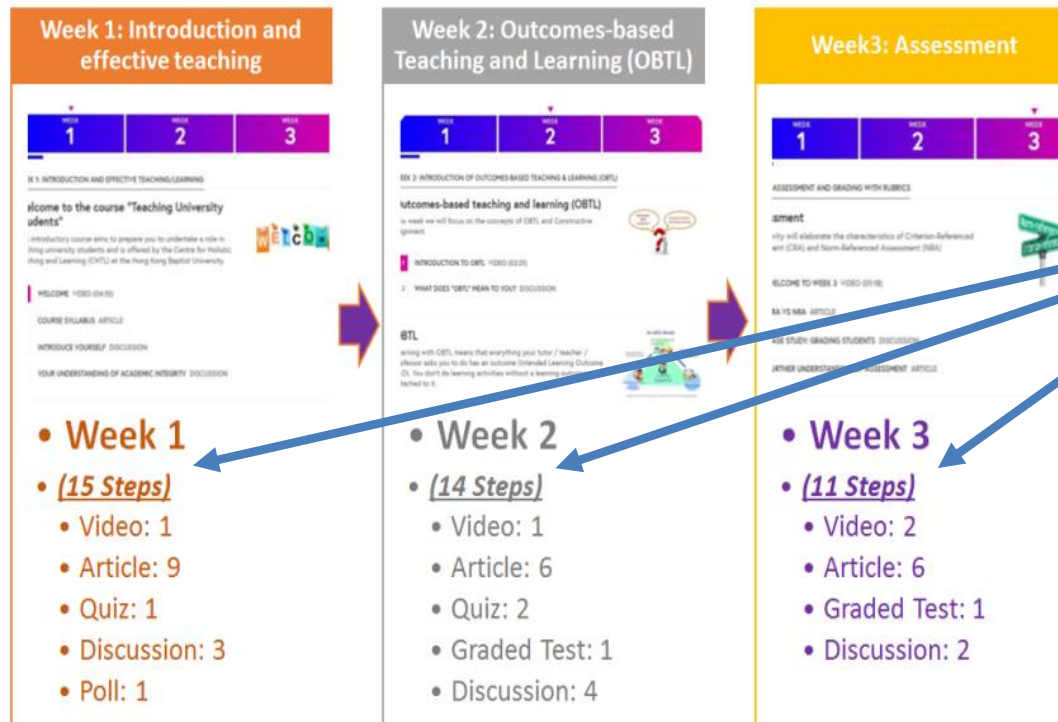
*Use of Asynchronous & Synchronous
Online Teaching Activities*

Background of the Mandatory Course

- 6-week mandatory teaching course with 1-credit bearing;
- Class size of 46 RPg students of diverse disciplines with different cultural backgrounds from Asia, Europe & Middle East in AY2019/20 semester 2;
- Teach basic teaching pedagogical theories and concepts for taking teaching assignments at the University;
- Pre-class learning via a 3-week Small Private Online Course (SPOC) developed by the teaching team and able to interact with invited overseas counterparts (e.g. Singapore, India, Philippines etc.) through discussion forum;
- Students are required to attend 2-hour face-to-face classes before COVID-19 and was changed to virtual classroom via Zoom during last semester;
- Formative and summative assessment methods were designed to assess student learning performance.

A 3-Week SPOC Design with Futurelearn

Students were instructed to spend ~2 hours per week of the 3-week online self-paced learning and to complete all the online activities.

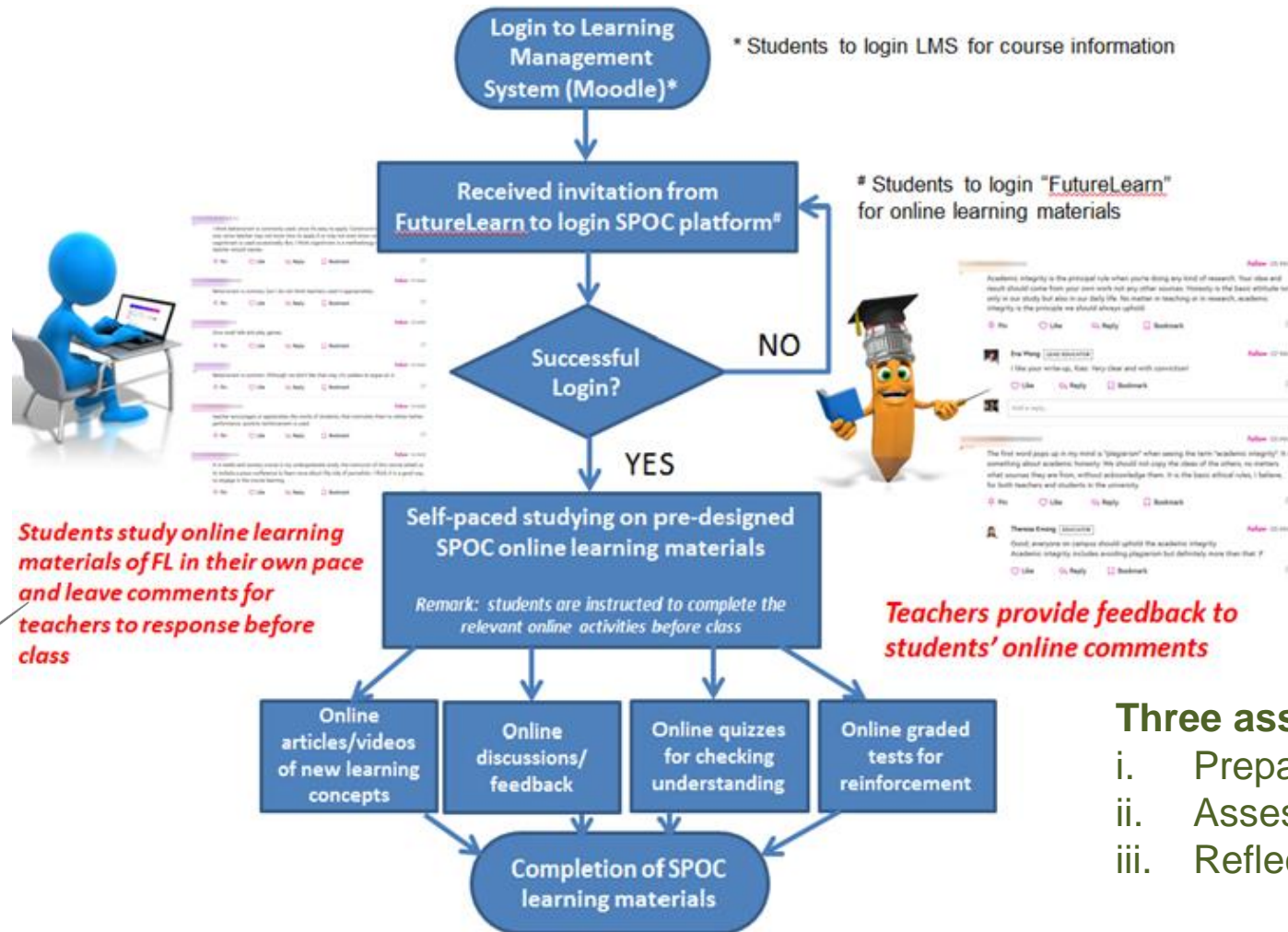


Activities designed to engage student participation online like videos, articles, quizzes, graded tests, polls and discussions.

Remark: online activity of 'Discussion' used as a means to encourage students to interact with their invited overseas counterparts (e.g. Singapore, India, Philippines etc.) and teachers by sharing their views on the teaching topics.

<https://www.futurelearn.com/courses/teachinguniversitystudent/6>

Flowchart of Guiding Students' Online Self-paced Learning



Remark: Student online participation was assessed against a given set of participation (online) rubric with a weighting of 15% (changed to 35% in AY2019/20 semester 2) as an incentive.

Three assessment methods used:

- i. Preparation, Participation and Discussion (35%)
- ii. Assessed Teaching and Learning Activities (40%)
- iii. Reflection on Learning and Teaching (25%)

Use of “Participation Rubrics” for Enhancing Attendance

Example:

Preparation, Participation and Discussion (35%)

Students are expected to prepare for class by reading and completing designated online (FutureLearn) materials & exercises before classes, and participate in discussions in class (Zoom) and online (FutureLearn).

Criteria	Excellent (4)
In-class (Zoom) participation (50%)	<p>Student demonstrates excellent preparation: has analysed materials exceptionally well, relating it to readings and other literature. Offers analysis, synthesis and evaluation of the materials; for example, puts together pieces of the discussion to develop new approaches.</p> <p>Student keeps analysis focused, responds very thoughtfully to questions, contributes to the cooperative argument-building, and suggests alternative ways of approaching materials.</p>
Online (FutureLearn) participation (50%)	<p>FutureLearn online course completion rate: 90-100%</p> <p>Student posts meaningful materials to the discussion board and replies thoughtfully to comments from others on FutureLearn.</p> <p>The arguments posted thoroughly address the topics, include significant content and ideas that enhance the discussion.</p> <p>Student completes all of the questions in quizzes/tests of FutureLearn.</p>

Participation: Formative & Summative

Formative (feedback)



Course materials
(Asynchronous)



Online materials,
discussions, videos
(Asynchronous)



Online classes, polling,
speaking practices,
Kahoot/Qualtrics quizzes
(Synchronous)

Summative (participation)



Quizzes, discussions



Online classes, speaking
practices, Kahoot/Qualtrics
quizzes, Q&A
(Synchronous)

Good Use of Devices to Engage Student Online Activities (Synchronous)

For example: Use **2 devices** to complete an online activity



- Use a **desktop / laptop** for online classes.
- Use a **mobile phone / tablet** to open Apps like Kahoot!, Mentimeter etc. for interactive online activities.

Demonstration: Quiz (*Kahoot!*)

kahoot.it



Online Activity: Speaking Practice

*If there were students from different disciplines like Sciences, Arts, and Social Sciences in your class, please **outline a strategy** to make them work together.*



Think-pair-share

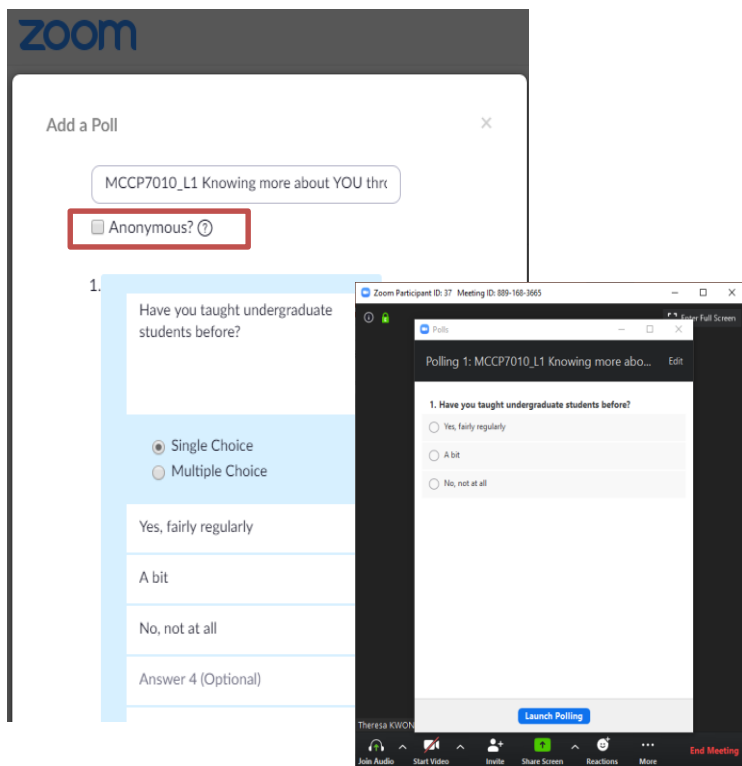


Use Breakout Rooms (Zoom) for Virtual Speaking Practice

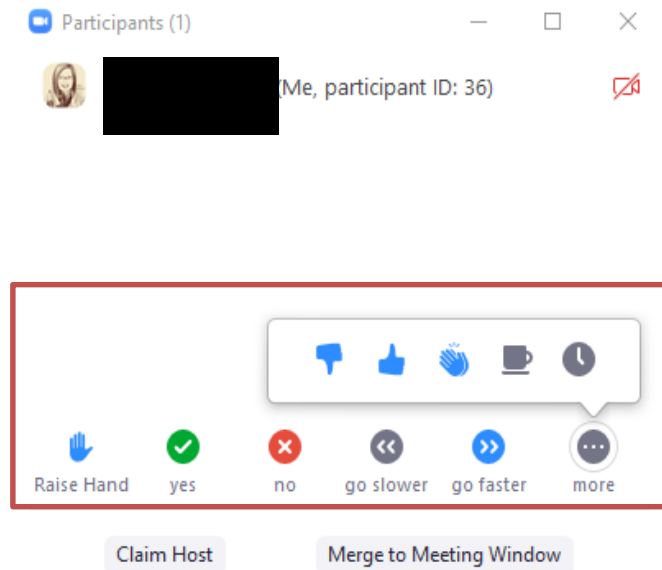
The image shows a Zoom meeting interface with the 'Create Breakout Rooms' dialog box open. The dialog box is titled 'Create Breakout Rooms' and has a close button (X) in the top right corner. It displays 'Assign 49 participants into 10 Rooms:' with a dropdown menu showing '10'. Below this, there are two radio buttons: 'Automatically' (selected) and 'Manually'. A large blue button labeled 'Create Rooms' is centered in the dialog. Below the dialog, a smaller window titled 'Breakout Rooms - Not Started' is visible, showing a list of participants and breakout rooms. The participants list includes: Ader CHENG Yan, Changwei Li, Chi ZHANG, FENG Jie Jessie, OLA Samidito Emmanuel, Amiao WU, Dr KWONG Theresa F H, Ke Xu, Ron Yakir, Xiang HE, CHEN Dongli, CHMELINSKI Michal Lukasz, Haiq Song, and Yanjun Kong. The breakout rooms are: 'Breakout Room 9' with 5 participants and 'Breakout Room 10' with 4 participants. At the bottom of this window are buttons for 'Recreate', 'Options', 'Add a Room', and 'Open All Rooms'. In the main Zoom interface, the 'Breakout Rooms' button in the bottom toolbar is highlighted with a red box. Other buttons in the toolbar include 'Share', 'Chat', 'Record', and 'End Meeting'. To the left of the toolbar, there are icons for 'Share' (a window icon) and 'Invite Others' (a person icon with a plus sign).

Ways to Facilitate Online Q&As (Zoom)

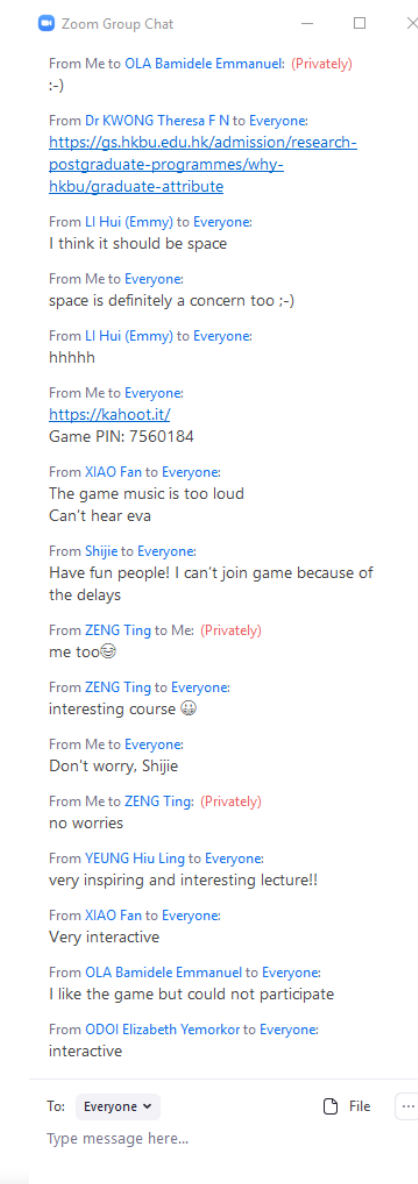
Polling



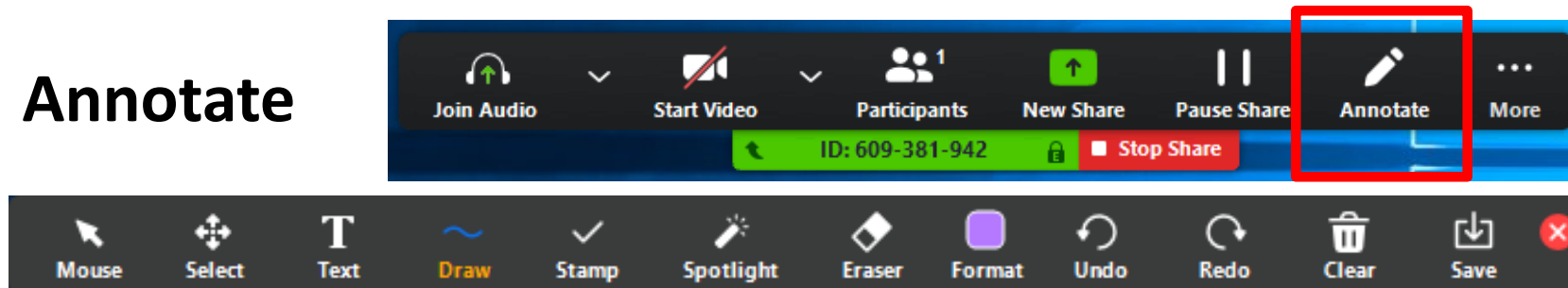
Non-verbal feedback



Chat room



Annotate



Why do we need Alternative Assessment Methods?

With the changing mode
(online) of Teaching &
Learning pedagogies

We need to
rethink/redesign
assessments for our
students to fit-for-
purpose educational
practices...



Alternative Assessment Methods: what to consider?

- What are the roles of assessment/ feedback practices in facilitating mixed mode teaching and learning or online learning?

To stimulate **Student Engagement**

Keep students engaged in an environment without face-to-face interaction.

To support **Students' Self-regulated Learning**

Students need to have increasing control over their own learning progress when there are less face-to-face instructions.

- Timely Feedback
- Self & Peer Evaluation

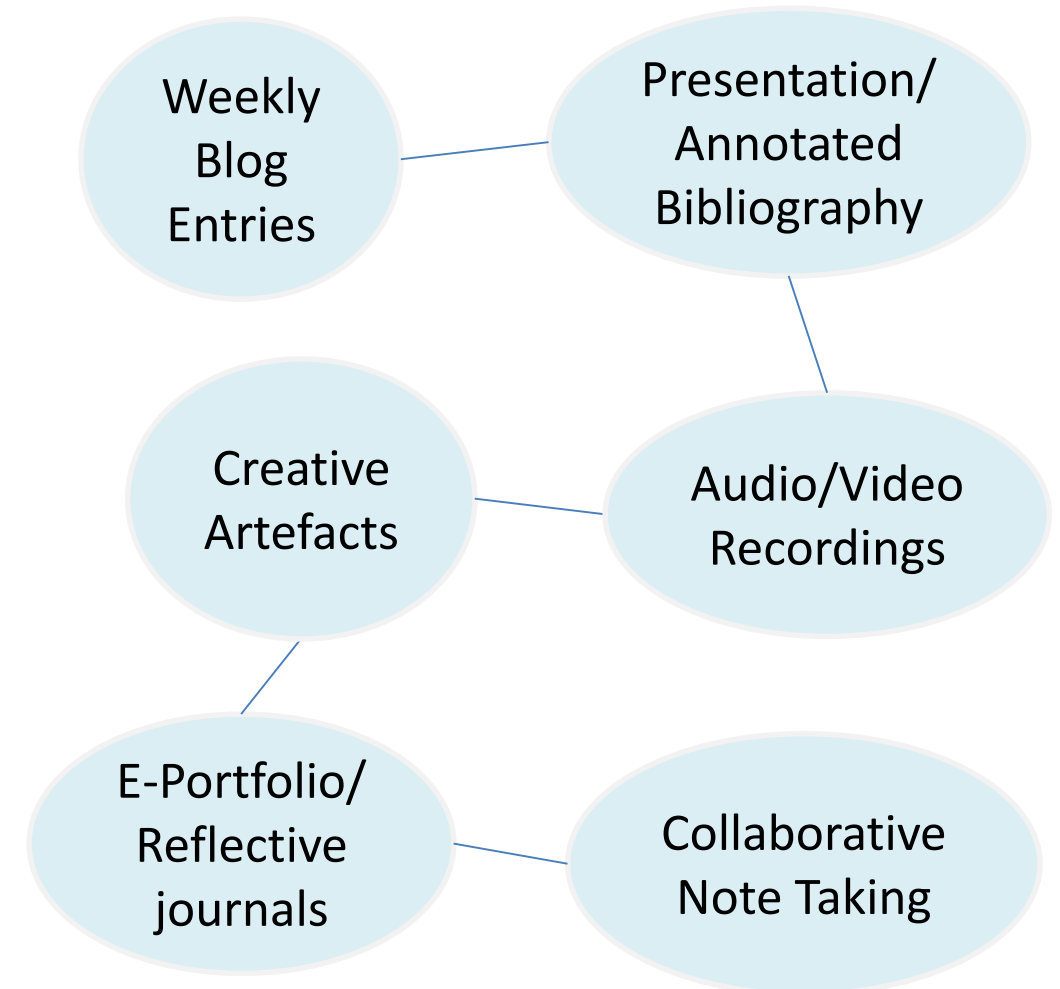
assessment OF learning → **assessment FOR/AS learning**

Technology-assisted Alternative Assessment for/as Learning

Keys

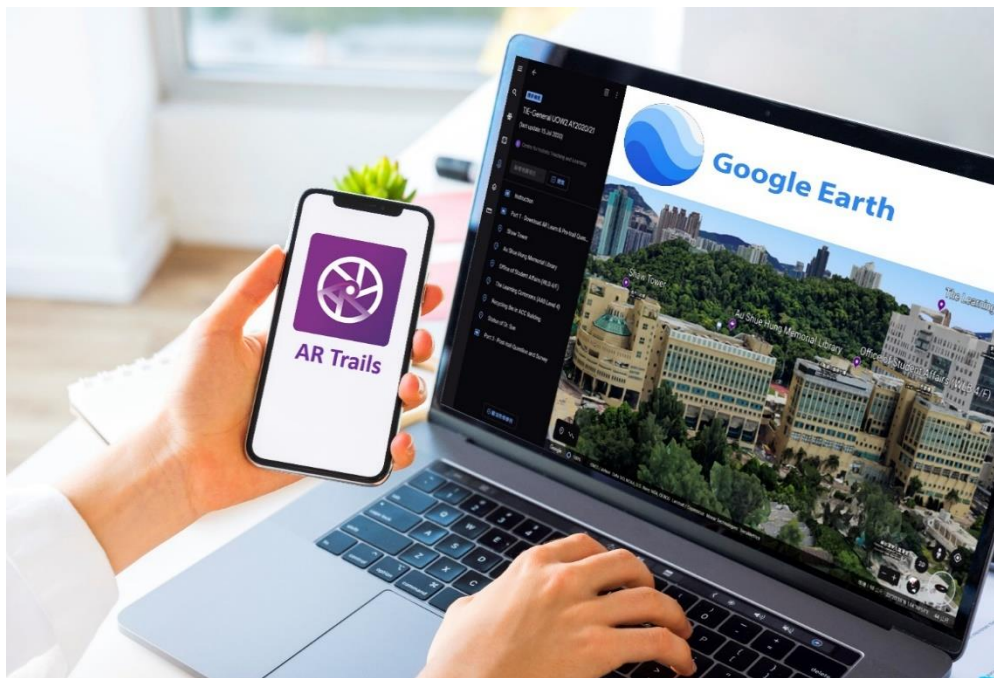
1. Breaking down heavily-weighted assessment into smaller chunks to record students' learning progress
2. Demonstrating subject knowledge, originality, academic integrity
3. Emphasising the learning process, demonstrating the thinking that underpins the creative production
4. Including reflective and collaborative elements (i.e. promoting Self, Peer, Authority assessment)
5. Marking with rubrics that aligns with learning outcomes and institutional generic competencies

Examples



Brown, S. and Sambell, K (2020b) 'Fifty tips for replacements for time-constrained, invigilated on-site exams' Downloadable from <https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>

What e-learning tool(s) & alternative assessment method(s) you will use for your online/mixed-mode teaching?



With your phone,
scan this QR Code:



or go to www.menti.com
and enter this code:

Code: **14 79 62 9**

Selected References

- Brown, S. and Sambell, K (2020a) 'Contingency planning: exploring rapid alternatives to face to face assessment' Downloadable from <https://sally-brown.net/2020/03/13/assessment-alternatives-at-a-time-of-university-closures/>
- Brown, S. and Sambell, K (2020b) 'Fifty tips for replacements for time-constrained, invigilated on-site exams' Downloadable from <https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>
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- Hiller, M. (2020) 'Thinking Differently about Assessment with Digital Technology Support' Downloadable from <http://transformingassessment.com/asi>

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Thank you

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