



北京大学
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eLearning Forum Asia 2012

24-27 April 2012 @ Peking University, China

Next Generation Learning

Visions • Innovations • Possibilities

Blended learning and university goals: an empirical case analysis

Presented by: **Mr. Samson NG**
Hong Kong Baptist University, Hong Kong



Blended learning and university goals:

An empirical case analysis @ HKBU

25 April 2012

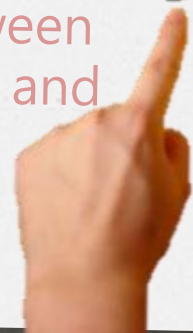


Samson Ng

Intended Outcomes

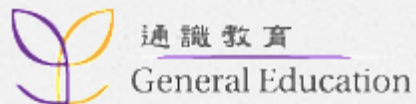
By the end of this workshop,
you should be able to:

- **Identify** HKBU' s Mission Statement and Vision and their relationship with the 7 Graduate Attributes (GAs)
- **Identify** HKBU' s WPE ethos and GAs
- **Explain** the relationship between blended learning and GAs



Challenges

- 4-year curriculum
- <http://www.hkbu.edu.hk/~hkbu334/>



- GE – interdisciplinary
- <http://www.hkbu.edu.hk/ge>





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Mission of HKBU

- Hong Kong Baptist University is committed to academic excellence in teaching, research and service, and to the **development of whole person** in all these endeavours built upon the heritage of Christian higher education.





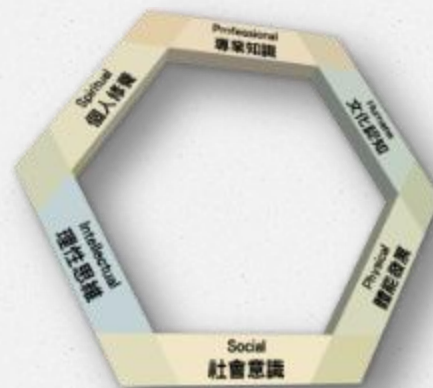
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Vision of HKBU

- o Hong Kong Baptist University aspires to be a premier institution of higher **learning** providing broad-based, **creativity**-inspiring education with distinctive contribution to the advancement of **knowledge** through research and scholarship.



HKBU's WPE Ethos





7 Graduate Attributes (GAs)



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7 Graduate Attributes (GAs)

公民 Citizenship

Be **responsible** citizens with an **international outlook** and a sense of ethics and civility;

知識 Knowledge

Have up-to-date, in-depth **knowledge** of an academic specialty, as well as a broad range of cultural and general knowledge;

學習 Learning

Be **independent, lifelong learners** with an open mind and an inquiring spirit;

技能 Skills

Have the necessary information literacy and **IT skills**, as well as **numerical and problem-solving skills**, to function effectively in work and everyday life;

創意 Creativity

Be able to think **critically and creatively**;

溝通 Communication

Have **trilingual and biliterate competence** in English and Chinese, and the ability to articulate ideas clearly and coherently;

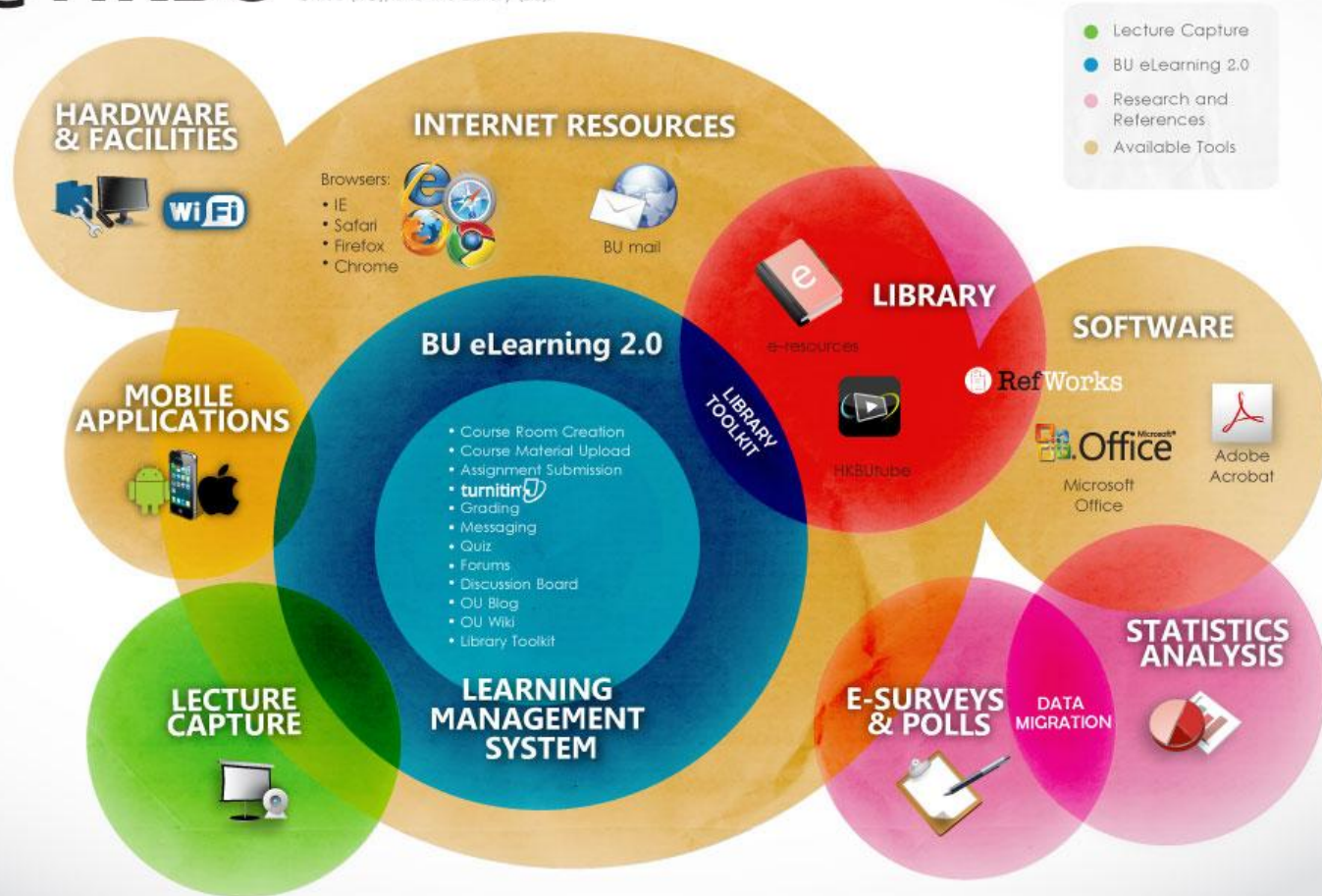
群體 Teamwork

Be ready to **serve, lead and work in a team**, and to pursue a **healthy** lifestyle.



eLearning ecosystem @HKBU

eLearning@HKBU is jointly supported by the Centre of Holistic Teaching and Learning (CHTL), the Information Technology Office (ITO), and the Library (LIB).

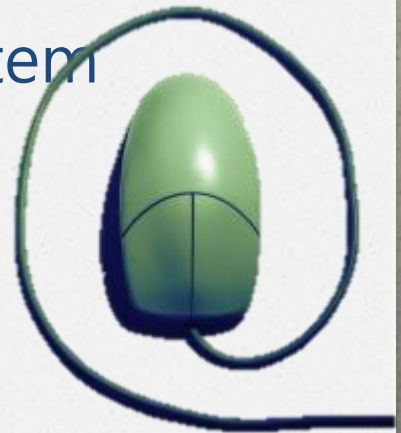




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BU eLearning 2.0

Learning Management System





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Mapping with GAs

公民 Citizenship

Be able to reflect on global issues, e.g., through the use of **discussion board** on global warming;

知識 Knowledge

Have up-to-date, in-depth knowledge of their subjects through **quizzes, forums, and assignments**;

學習 Learning

Be able to access courses for up to **4 years** throughout the years of study;

技能 Skills

Have the necessary information literacy skills, as well as numerical and problem-solving skills through the use of **wikis, blogs and other e-Learning tools**;

創意 Creativity

Be able to **create creative projects** for Visual Arts courses;

溝通 Communication

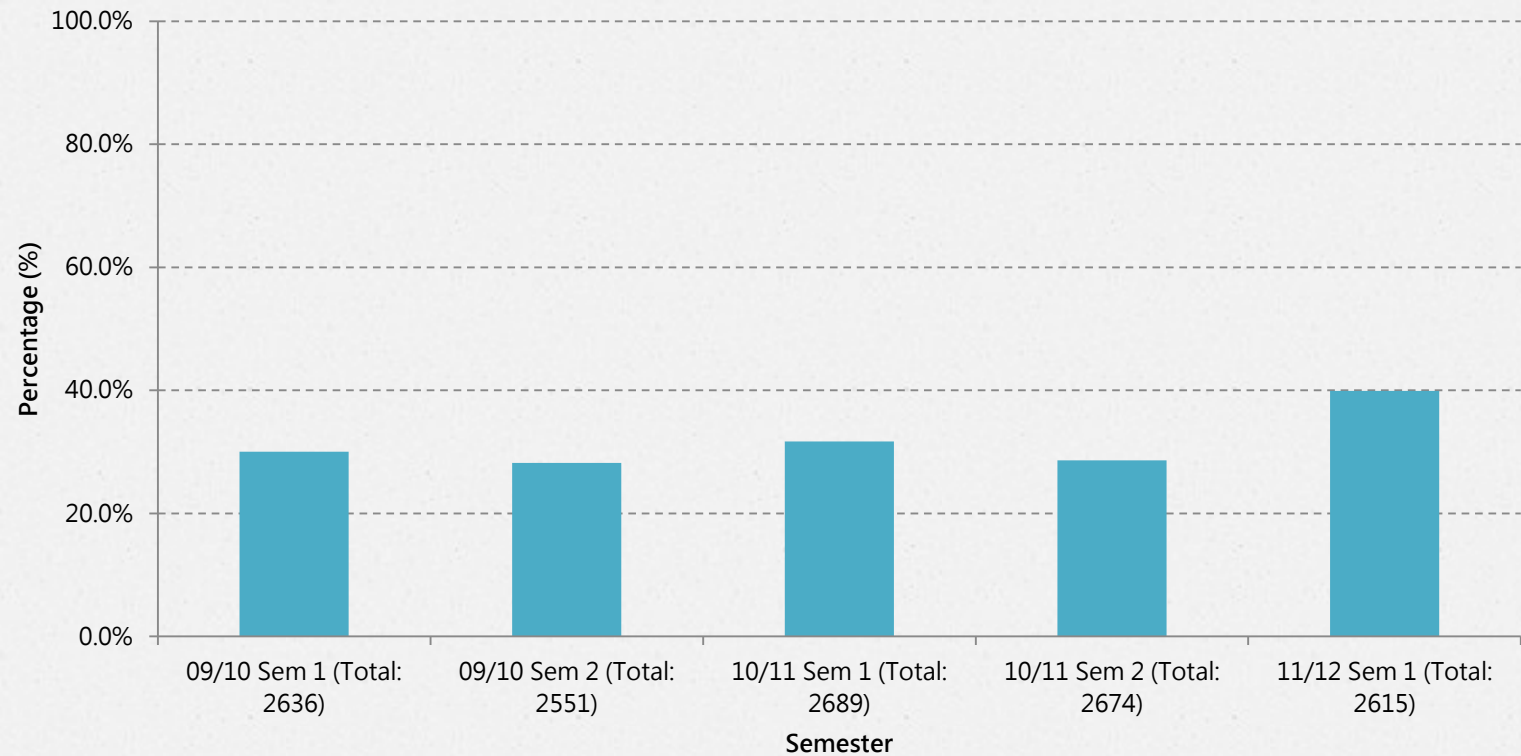
Have trilingual and biliterate competence in English and Chinese through practice using the **message function and discussion forums**;

群體 Teamwork

Be able to support/comment on each other through **forums** as well as to collaborate with others through **wikis and blogs**



BU e-Learning 2009 Sem1 - 2011 Sem1 Usage % of Active Course Room



Note: "assignment" OR "forum" activity (exclude "view" action) is considered as active course room activity.

Top 3 activities

- Assignment
- Forum
- Quiz

Other Modules: Choice, Anti-Plagiarism Tool, Label, Library Toolkit, OU Blog, Journal, Hotpot, Wiki, Workshop, Chat, Data, Glossary, Book, Notes, Opt-In TA, Discussion



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Anti-Plagiarism Tool



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Mapping with GAs

公民
Citizenship

Be responsible citizens, who is academically honest, with a sense of ethics;

知識
Knowledge

Have in-depth knowledge of proper citation and referencing using different citation styles.

學習
Learning

Be independent learners without copying from others;

創意
Creativity

Be able to express original ideas and to know whether someone shares similar ideas;



Review (Teacher/Student View)

https://api.turnitin.com/?o=212505382&u=22439816&lang=en_us&session_id=1d6c4d471529f7680247019 - Internet Explorer, optimized

CHTL1002 Centre for Holistic Tea... New assignment - Part 1 (Moodle 1363) - What's New Help Paper 1 of 2

Originality GradeMark PeerMark

sdfafds BY USER10 CHTL

77% INDEX OUT OF 118

Match Overview

1	www.airtrocker.com	61%
2	www.ats.agr.gc.ca	7%
3	www.tokelauworld.com	5%
4	eniacenti.org	3%

Student ID: 08423104
Name: Yan Yu Yeung
Nation Selected: Cuba
Sociology Classification: Communist Leded Country
Location: Caribbean
People: 11.5M
GDP: 10.2 billion Per capita \$9,500,10700

1. The Constitution of 1976, which defined Cuba as a socialist republic, was replaced by the Constitution of 1992, which is guided by the ideas of José Martí, Marx, Engels and Lenin member of WTO since 20 April 1995

2. Cuba Total Trade US\$15.237 billion
Exports US\$3.497 billion
Imports US\$11.74 billion
Trade balance (US\$8.243 billion)

3. Cuba has developed a unique urban farm system (the organopónicos) to compensate for the end of food imports from the Soviet Union. In recent years, Cuba has rolled back some of the market oriented measures undertaken in the 1990s. In 2004 Cuban officials publicly backed the Euro as a "global counter-balance to the US dollar", and eliminated the US currency from circulation in its stores and businesses. As US started trade embargo towards them.

4. The new imports up to 80% of its food. In 2005 Cuba had exports of \$2.4 billion, ranking 114 of 226 world countries, and imports of \$6.9 billion, ranking 87 of 226 countries. Its major export partners are China 27.5%, Canada 26.9%, Netherlands 11.1%, Spain 4.7% (2007). Cuba's major exports are sugar, nickel, tobacco, soft medical products, citrus, and coffee.

5. Cuba's price 35% supply of the world's export market for sugar declined to 10% due to a variety of factors, mainly USSR/COMECON declines, others including a global sugar commodity price drop making Cuba less competitive in world markets.

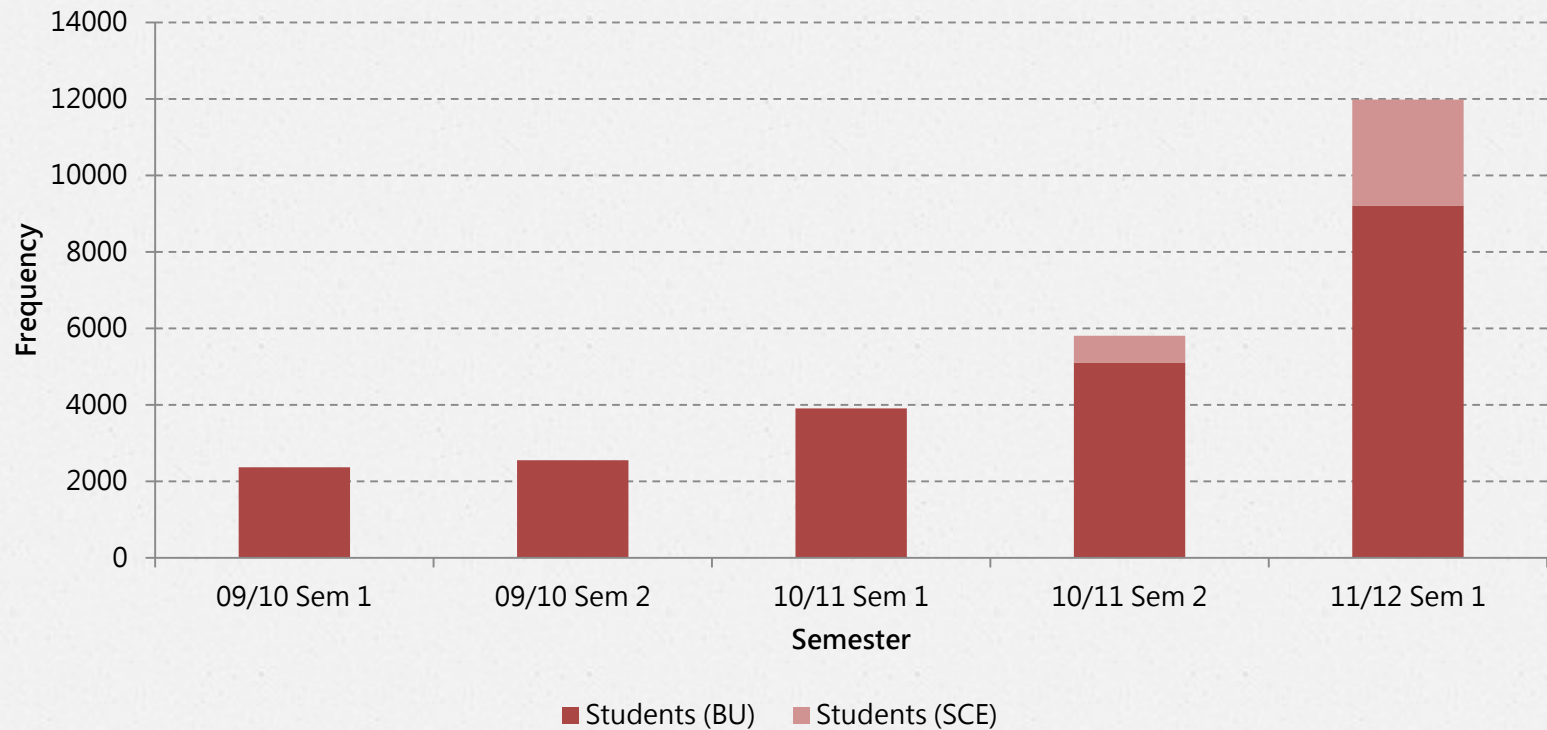
Government Subsidary on sugar export and poor produce, 50% of foods need imports

Members of G21 UNCTAD and TDR, ALBA (Bolivian Alternative for the Americas)

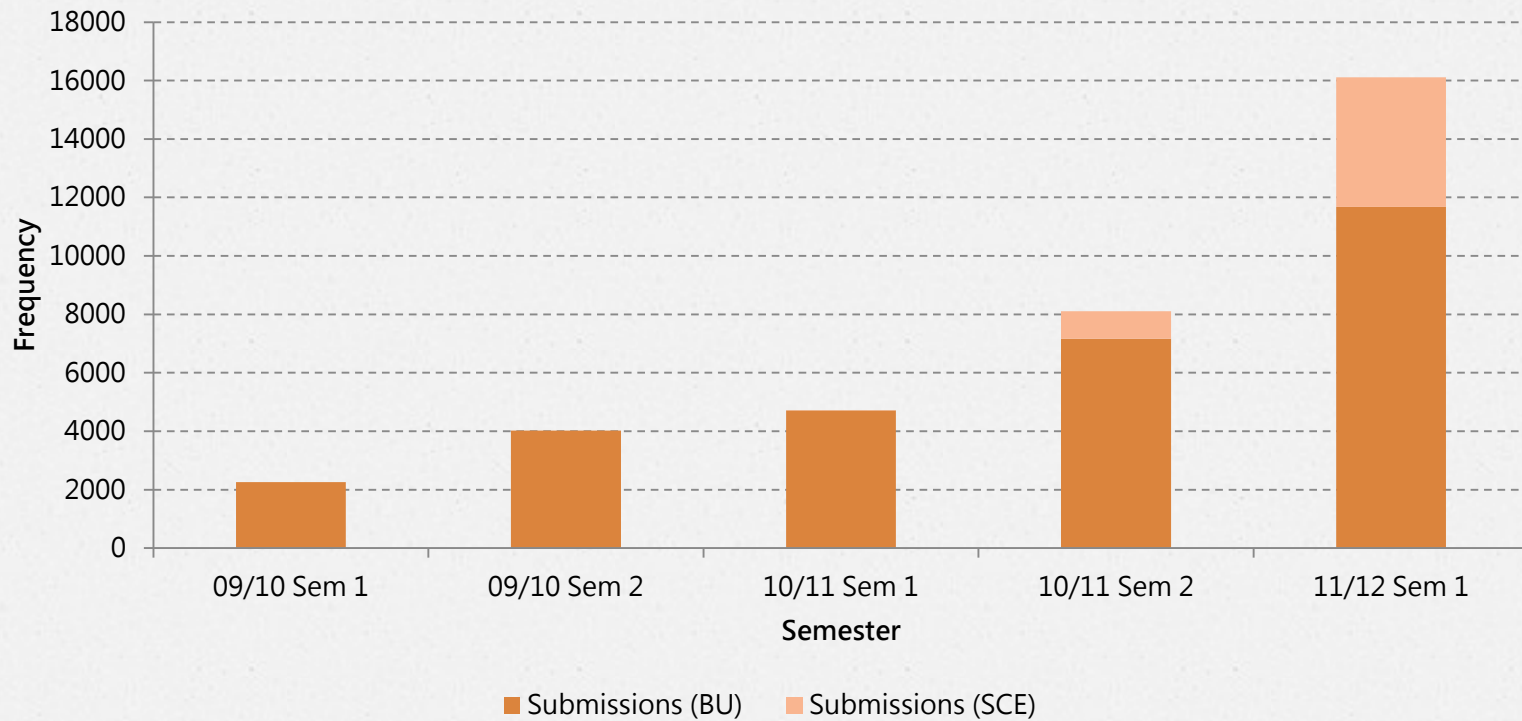
PAGE: 1 OF 1

Test-Only Report

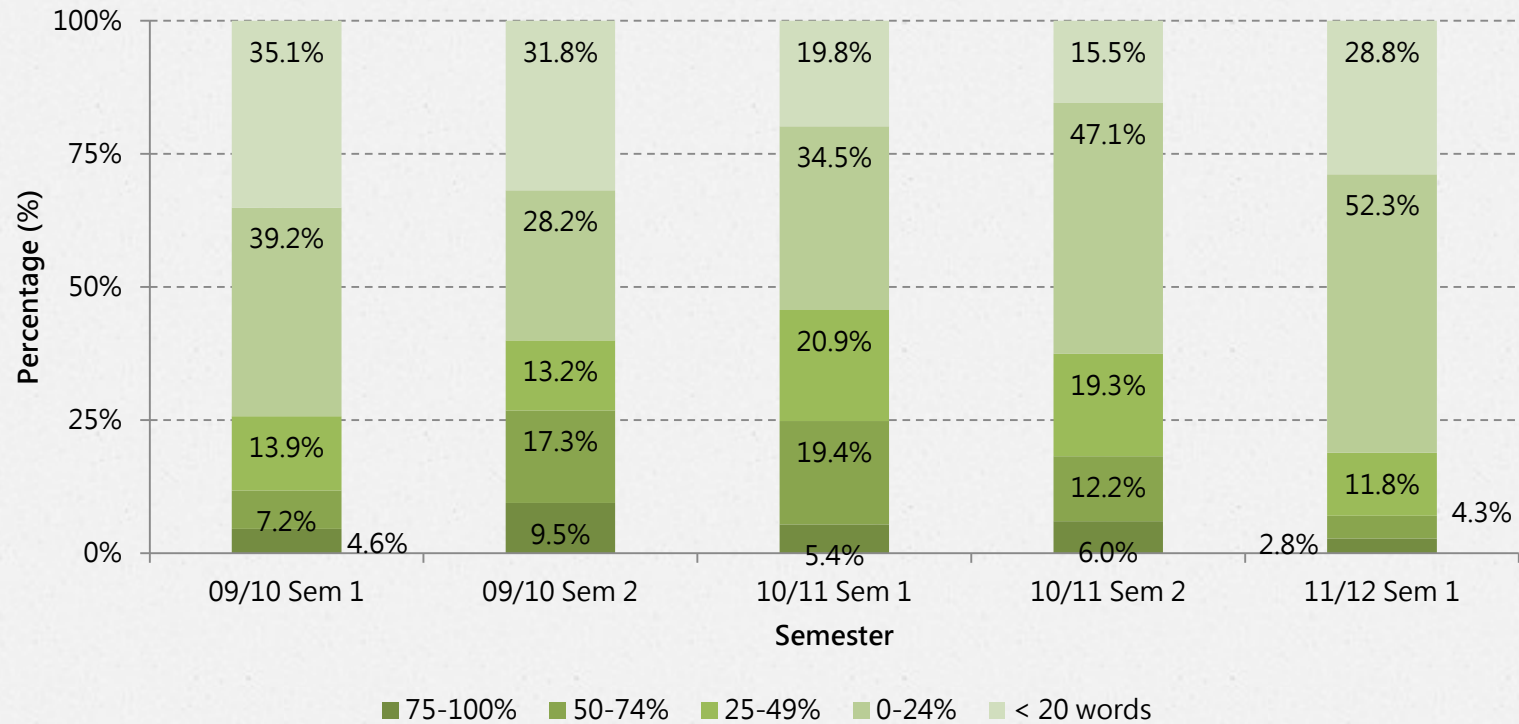
BU e-Learning 2009 Sem1 - 2011 Sem1 Usage No. of Students



BU e-Learning 2009 Sem1 - 2011 Sem1 Usage No. of Submissions



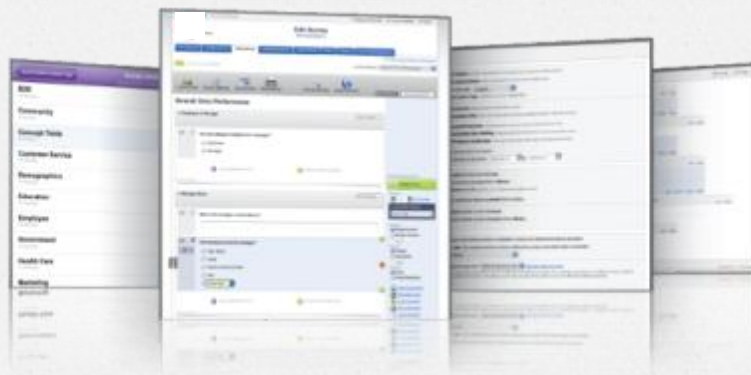
BU e-Learning 2009 Sem1 - 2011 Sem1 Usage Distribution of Originality Reports





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eSurvey@HKBU





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Mapping with GAs

公民 Citizenship

Be responsible citizens who cares about the society and look at different issues through the use of **surveys/questionnaires**;

知識 Knowledge

Build in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge;

學習 Learning

Be independent learners on **research**;

技能 Skills

Be able to devise, deliver and analyze the survey using the online platform;

創意 Creativity

Be able to think critically and creatively;

溝通 Communication

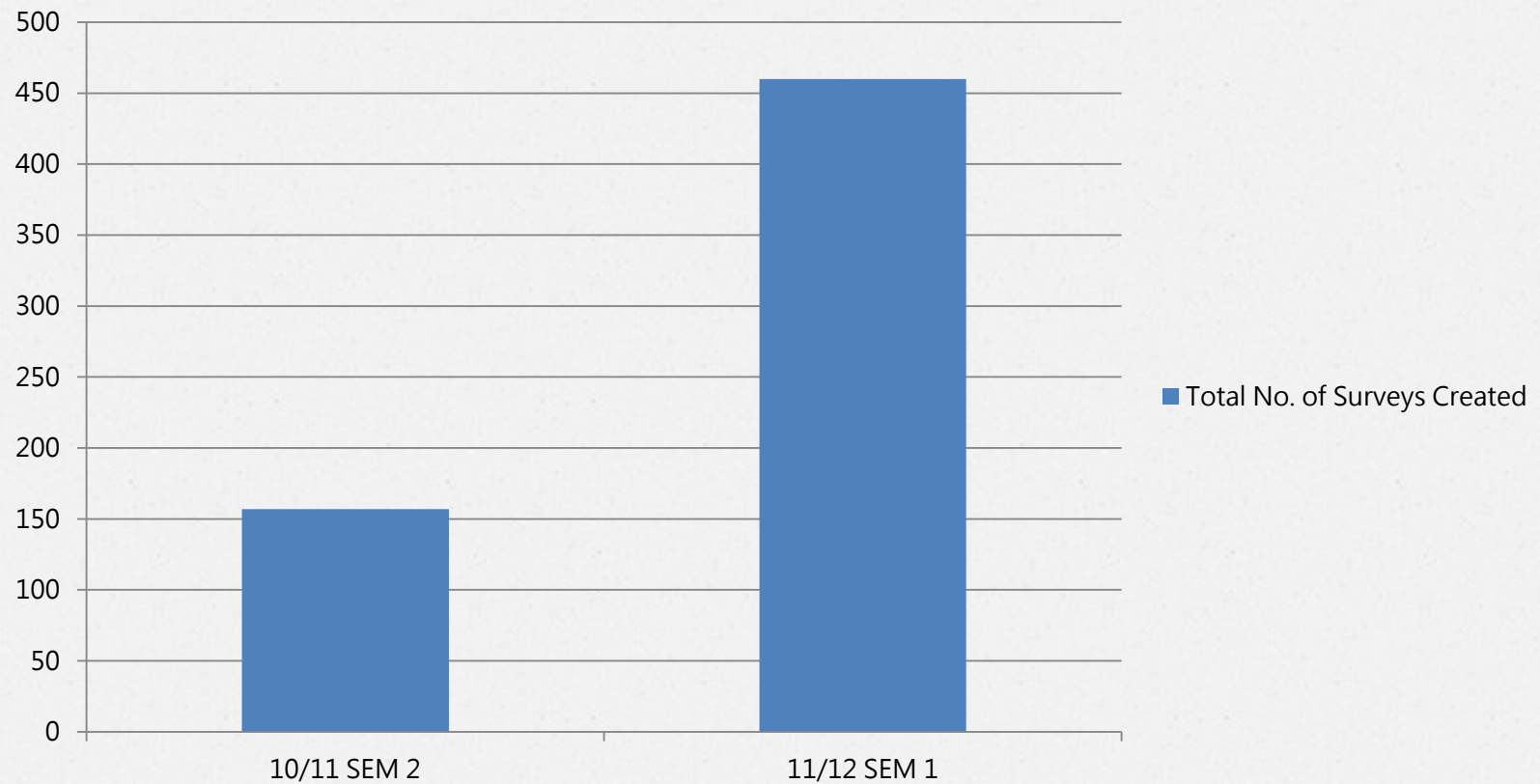
Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently;

群體 Teamwork

Be ready to serve, lead and work in team projects.

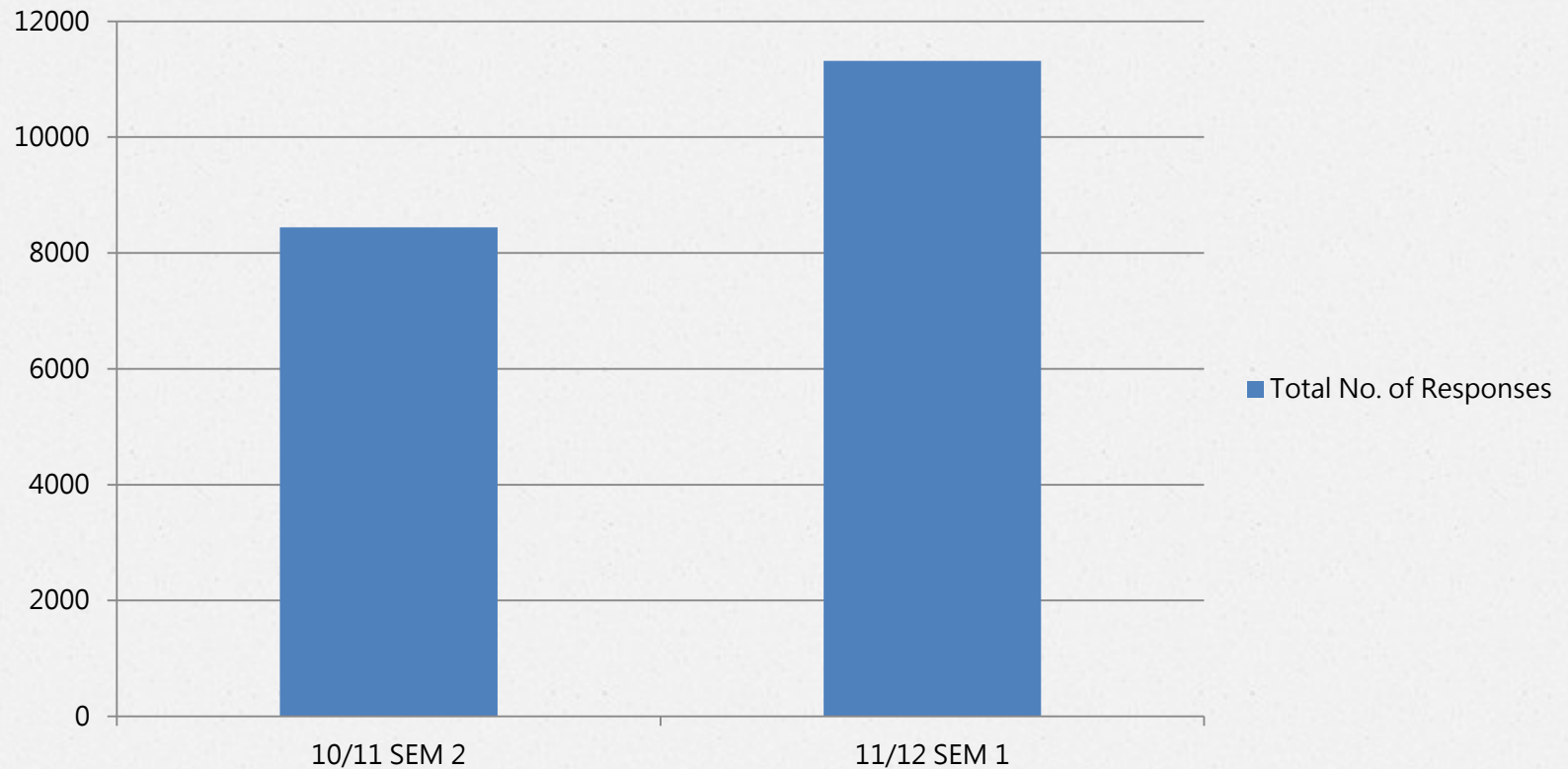


Total No. of Surveys Created



Data from: account 2 for eSurvey@HKBU

Total No. of Responses



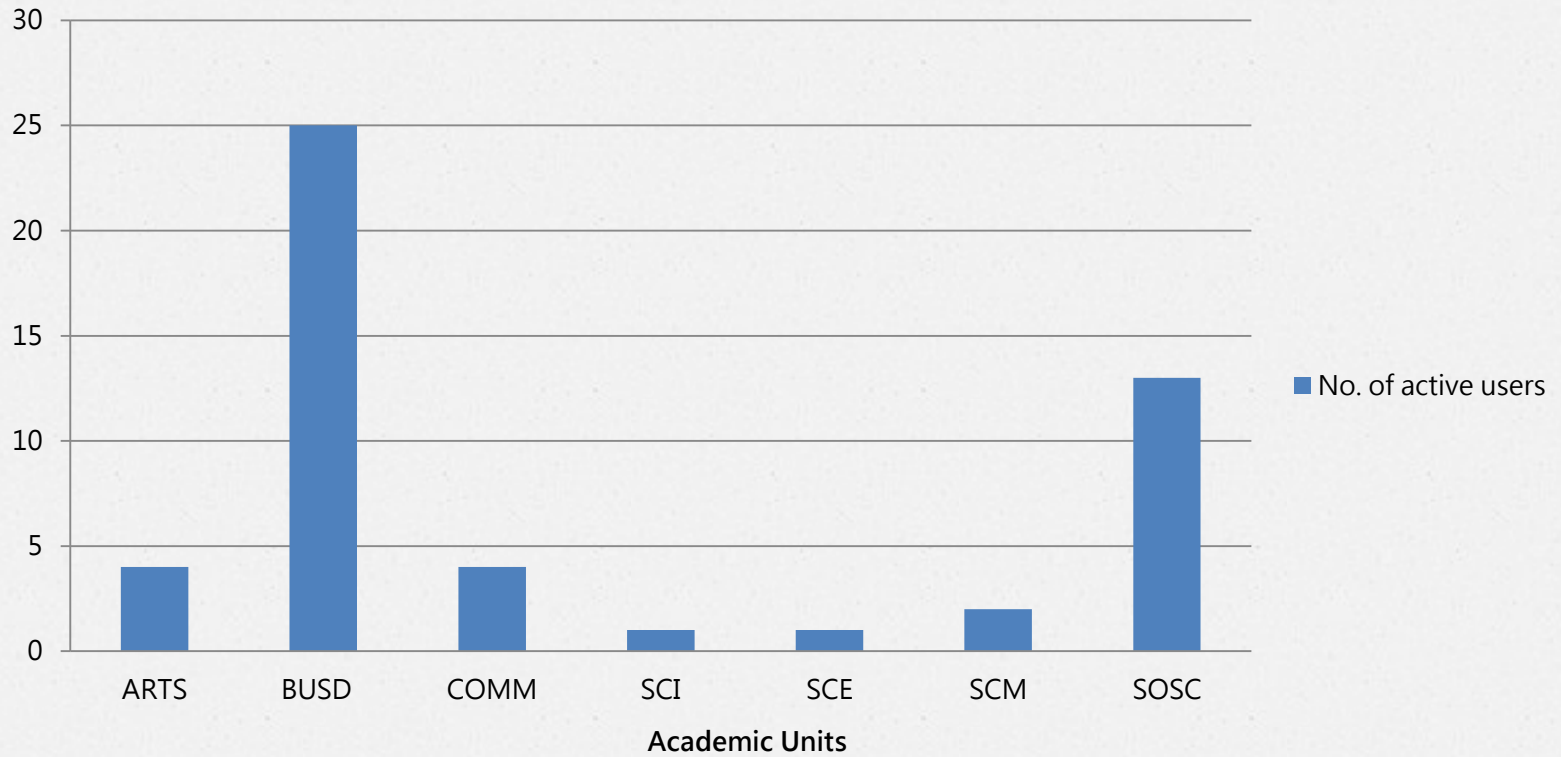
Data from: account 2 for eSurvey@HKBU

Usage statistics of eSurvey@HKBU

- o Definition of an “active user” : He/she has created **at least one** survey in their account (shared surveys will not be counted)
- o Total no. of students using eSurvey@HKBU (including BUS, COMP, COMM and CMED students): **113**
- o Total No. of surveys created in two domains[#] : **617**
- o Total No. of responses in two domains[#] : **19760**

[#] There were two accounts but now they have merged into one.

No. of Active Users (Academic Units)





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Lecture Capturing@HKBU





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Mapping with GAs

知識 Knowledge

Have up-to-date, in-depth knowledge of an academic specialty or a special technique, e.g. handcrafts;

學習 Learning

Be independent learners through revising/attending lectures online and self-recording;

技能 Skills

Have the necessary information literacy and IT skills in viewing, doing the recording, handling the lighting, as well as editing the clips online; Be able to learn the knowhow of **handcraft and experiment**;

創意 Creativity

Be able to use it creatively for story telling;

溝通 Communication

Articulate ideas clearly and coherently in Mandarin, Cantonese and Mandarin for the **Public Speaking classes**;

群體 Teamwork

Be able to work in team for **group project presentation** and they can practice how to cooperate with and comment on others;



Assessment *for* learning

- Emphasis is on **using assessment to promote learning**.
- Students are given clear expectations of the intended learning outcomes and their roles in managing their learning.
- Students are engaged in meaningful learning activities.
- Students are given specific and timely feedback for continuous improvement.

Adopted from: Prof. Edmond Ko, "Overview on Assessment and Assessment Rubrics"

LECTURE CAPTURE ON DEMAND

After the successful pilot programme introduced in the second semester, 2010/11, the Centre for Holistic Teaching and Learning (CHTL) is launching a lecture video capturing pilot service on campus in the first semester, 2011/12.

CASE STUDY

CASE STUDY 1

ACADEMY OF VISUAL ARTS
Craft & Design

FACT SHEET

Lecturer:	
Class Size:	👤 (max. 20)
Venue:	Wearables Lab, 4/F CVA Building
Duration (Panopto / Lecture):	🕒 (1 hour)
Equipment Used:	17" Macbook Pro / DV / Lighting / Firewire
Why Panopto?	Handcraft Close-up





Handcraft demonstration is being recorded for simultaneous viewing on the projection screen and students can view that at home later on.



LECTURE

I use the Panopto technology not only for recording demonstrations but for uploading different techniques. The benefit of this technology are that the students can see the various techniques more clearly and they can revise the techniques again if they forget them. According to the students, this benefit is very important for their learning experience.

V.A.2420 (1) [2010 S2]: V.A.2420 Second Skin - Intu... : Wed, Feb 9 2011 at 9:47 AM (handwork_week3)



00:15



HOW IT WORKS

In the Wearables Lab

WHAT DO THE STUDENTS SAY?

Students of this class would appreciate if they could use Panopto a few more of their other courses.

their classes anytime, anywhere using platform.

teacher. by using the Panopto technology the students have improved their textual technique and presentation skills. Other advantages are that the technology potentially enables the teacher to

valuation resource.

LECTURE CAPTURE ON DEMAND

After the successful pilot programme introduced in the second semester, 2010/11, the Centre for Holistic Teaching and Learning (CHTL) is launching a lecture video capturing pilot service on campus in the first semester, 2011/12.

CASE STUDY ▲

CASE STUDY 2

DEPARTMENT OF PHYSICS
Science Lecture

FACT SHEET

Lecturer:

Class Size:

👤👤👤 (max. 40)

Venue:

LT3

Duration (Panopto / Lecture):

🕒 (1.5 hours)

Equipment Used:

Laptop / DV / USB Cam with manual focus / USB Cam / Firewire

Why Panopto?

Experiment Close-up





An experiment is being recorded by the Panopto Software so that students can view that at home later on.



LECTURER

Being the lecturer of the course PHYS covered include the concepts of electricity, magnetism, electromagnetic waves and optics through equation and formula solving. I demonstrated through multiple experiments concerning electromagnetic waves and its impact on foreign objects. Panopto offers a great chance for me and my students to record those experiments in

Lecturers can have their lectures recorded for easy access by students in their course via



The video recordings of the HRBU Panopto are optimised so that the viewing experience is good. It is very easy to use and the equipment needed is easy to set up. I felt comfortable and was rarely disturbed by the technology during my lecture or

review colleagues who would like to take advantages of the latest video lecture capturing technology to enhance the teaching and learning experience.

HOW IT WORKS

in a Lecture Theatre

WHAT DO THE STUDENTS SAY?

Students of this class appreciated the fact that they could see details of the experiments more clearly in usual classroom settings.

s of their classes anytime, learning platform.

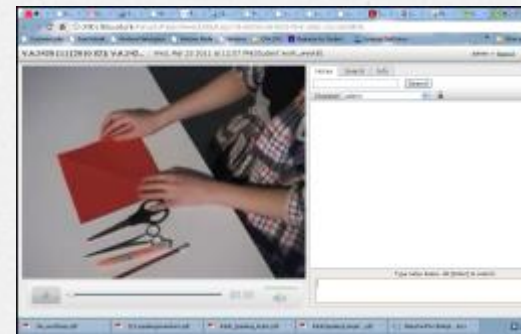
Assessment *as* learning

- Students **are actively engaged in the assessment process.**
- Students play an active role in assessing their own work.
- **Self-** and **peer-assessments** become an integral part of the learning process.
- Learning portfolios are often used to capture a body of evidence, both qualitative and quantitative.

Adopted from: Prof. Edmond Ko, "Overview on Assessment and Assessment Rubrics"

Examples at HKBU

Student presentations /
group projects / assignments



As of May 2011, there were 866 clips and 4,059 users.

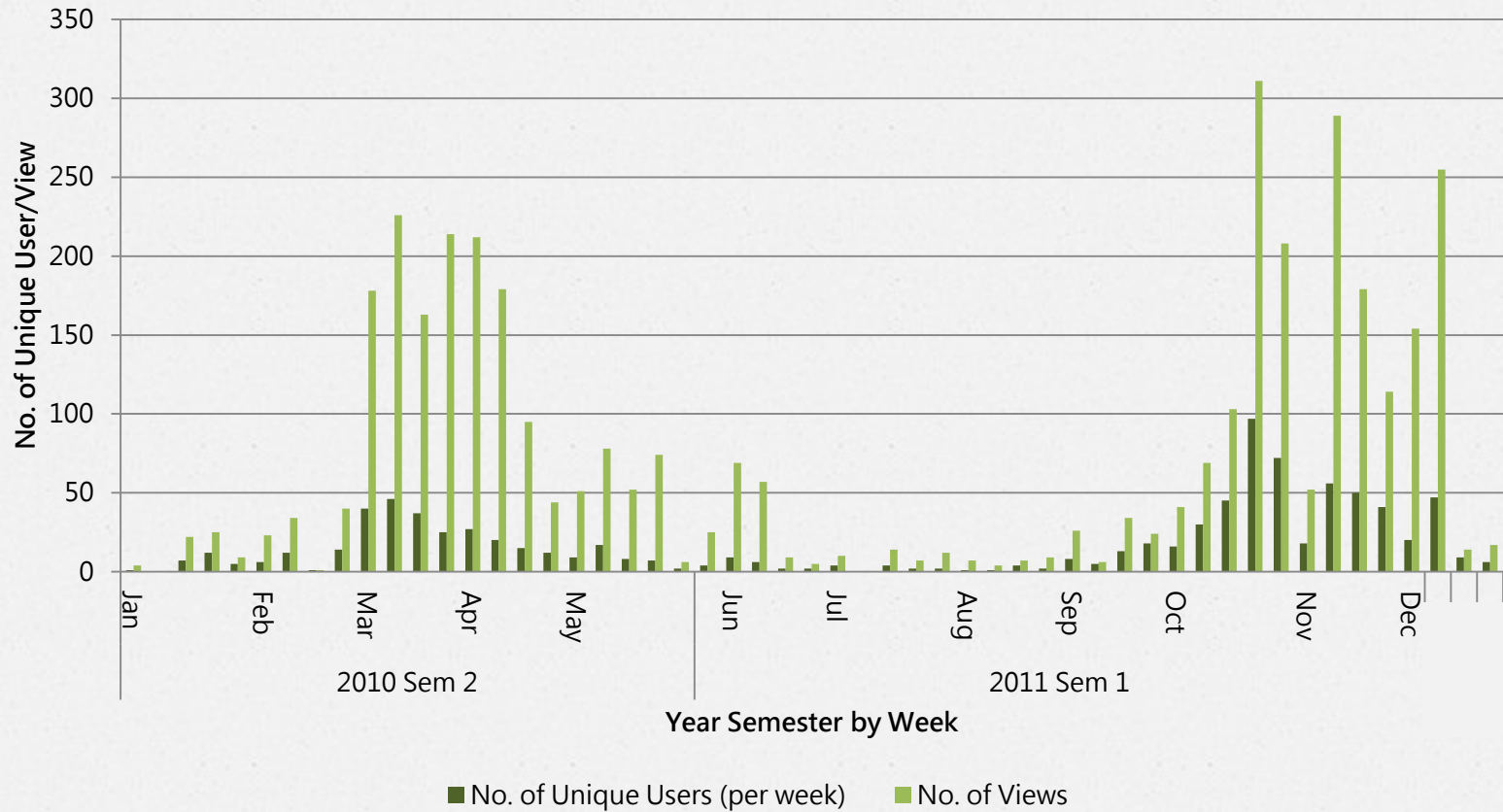
The screenshot shows a web interface for system monitoring. On the left is a sidebar with navigation links: All Sessions (1150), In Progress (1), Processing (14), Scheduled (0), All Folders (151), Folders (with a New button), System (expanded), Status, Usage, and Users. The main content area is titled 'System Status' and contains a table with three columns: System Size, Server Info, and Processing Queue (view). The System Size column lists: 4,699 Users, 151 Folders, 1,150 Sessions (highlighted with a blue box and a callout line), 11,407 Views, and 19 Recorders. The Server Info column lists: Disk space used: 917.94 GB, Packager (Healthy), Encoder (Healthy), Search (Healthy) with a Rebuild Index button, and 1 Data Servers. The Processing Queue (view) column lists: 0 Sessions waiting to be packaged, 2 Sessions waiting to be encoded, and 13 Failed sessions. At the top right, there is a search bar and links for admin, Download Recorder, and Support.

System Size	Server Info	Processing Queue (view)
4,699 Users	Disk space used: 917.94 GB	0 Sessions waiting to be packaged
151 Folders	● Packager (Healthy)	2 Sessions waiting to be encoded
1,150 Sessions	● Encoder (Healthy)	13 Failed sessions
11,407 Views	● Search (Healthy) Rebuild Index	
19 Recorders	1 Data Servers	

As of Dec 2011

- Accumulated number of clips: 1,150 (+32.79%)
- Accumulated number of unique users: 4,699 (+15.76%)

System Usage per Week (2010 Sem 2 to 2011 Sem 1)





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全人教育教與學中心
Centre for Holistic
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Thank you!