A decorative graphic consisting of several overlapping circles in shades of blue and green. Four icons are placed within these circles: a pie chart with an arrow, two speech bubbles, a lightbulb, and a computer monitor. The title text is centered over the graphic.

Guidebook of Online Teaching in VTC

Prepared by the Centre for Learning and Teaching
January 2020



Introduction

To cope with the latest trend in using technology in education, VTC has adopted the approach of Technology Enhanced Learning (TEL) as an initiative in learning and teaching to enhance student learning experiences. Since 2012, Moodle has been used as a learning management platform in VTC to facilitate e-learning and blended learning. Teachers make use of various Moodle features and activities to conduct online teaching. Despite effort made, some of us may find it difficult to design an online lesson or to utilise the current technology to enhance learning and teaching.

With such a demand, the Centre for Learning and Teaching (CLT) has prepared this guidebook to introduce the instructional design of online teaching as well as present some exemplars for our teachers as reference. We hope it can serve as a quick guide or a kick-start tool for teachers to prepare themselves to teach online.



What is Online Teaching?

In 2014, the European Commission introduced the broader term 'digital and online learning' (DOL) to emphasise the two main components of today's 'e-learning'.

Online Learning means: today's prevalent form of distance learning (Demiray and Isman, 2001), imparted mainly via the Internet, incorporating social media and web2.0 services for a collaborative and personalised learning experience, anywhere and at any time via desktop and mobile computing devices.

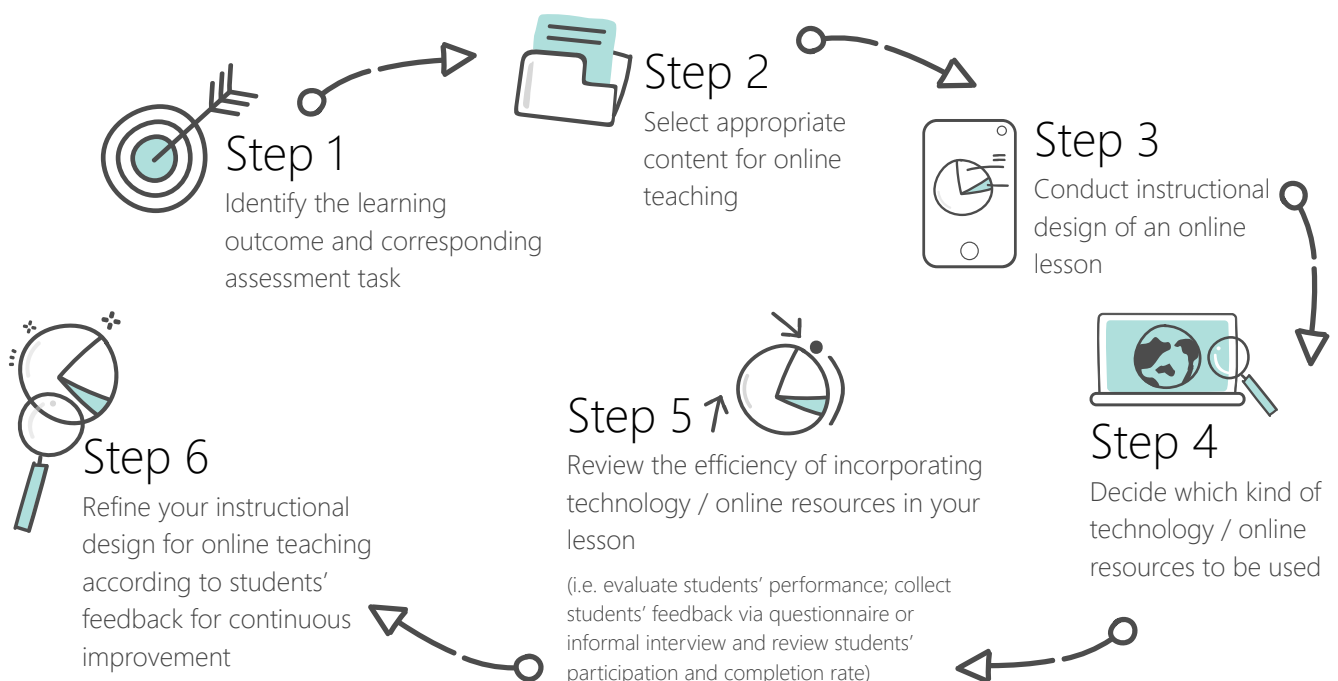
To put it simply, online teaching refers to learning on devices that have a connection to the Internet.

In VTC, we adopt the student-centred approach in learning and teaching, which can also be applied in online teaching. To students, online teaching means flexibility of choice of learning venue, pace and time. It could also increase their learning motivation through a multimedia presentation of learning content as well as facilitate their learning process through extensive learning resources including links, videos, glossaries, online libraries and the like.



Preparation of Online Teaching

To start with, teachers may consider the following steps when planning an online lesson:





Points to Consider for an Online Lesson

1

Identify the learning outcome and corresponding assessment task

2

Select appropriate content for online teaching

3

Conduct instructional design of an online lesson

What learning objective(s) should students achieve and how will they be assessed?

- ☐ Identify Module Intended Learning Outcomes (MiLOs)
- ☐ Check Module Assessment Scheme (MAS) for constructive alignment
- ☐ Define Lesson Intended Learning Outcomes

What kind of learning content are you going to teach online?

- ☐ Attitude
- ☐ Skills
- ☐ Knowledge

What learning and teaching pedagogies are you going to adopt?

- ☐ Active Learning 🔍
- ☐ Blended Learning 🔍
- ☐ Case-based Learning 🔍
- ☐ Computational Thinking 🔍
- ☐ Content and Language Integrated Learning 🔍
- ☐ Game-based Learning 🔍 / Gamification 🔍
- ☐ Micro-learning 🔍
- ☐ Project-based Learning 🔍
- ☐ Self-regulated Learning 🔍

What kind of Teaching and Learning Activities (TLAs) are you going to choose for enriching students' knowledge?

Learning Content Delivery

- ☐ PowerPoint Narration
- ☐ Short Video Tutorial (e.g. 3-6 mins duration)
- ☐ Animation
- ☐ Infographic
- ☐ Read aloud / Speech
- ☐ Case Study
- ☐ Demonstration via Video

Collaborative Activity

- ☐ Collaborative Project
- ☐ Q&A
- ☐ Discussion Forum
- ☐ Brainstorming
- ☐ Mind-mapping
- ☐ Presentation
- ☐ Voting
- ☐ Game
- ☐ Hands-on Training
- ☐ Workplace Exploration

4

Decide which kind of technology / online resources are used

Evaluation

- ☐ Reflective Journals
- ☐ Assignment
- ☐ Assessment (e.g Online Quizzes)
- ☐ Self / Peer Evaluation
- ☐ Project
- ☐ e-Portfolio

What kind of Moodle activities or technology are you going to use to conduct the above TLAs?

Moodle (Learning Management Platform)

- ☐ **Assignment** (Is it for communication tasks, collecting learning evidence, providing grades or feedback on students' submission?)
- ☐ **Chat** (Is it for text-based or real-time synchronous discussions?)
- ☐ **Choice** (Is it for asking a single question or offering a selection of possible responses?)
- ☐ **Database** (Is it for creating, sharing, maintaining or searching a collection of entries?)
- ☐ **External tool** (Is it for incorporating content with other websites?)
- ☐ **Feedback** (Is it for creating a custom survey with multiple choice, yes/no or text input?)
- ☐ **Forum** (Is it for enabling discussions which take place for a certain period of time? i.e. allows asynchronous discussions)
- ☐ **Glossary** (Is it for creating a list of definitions, like a dictionary, or collecting resources and information?)
- ☐ **HotPotato** (Is it for distributing interactive learning materials by importing quizzes created with Hot Potatoes?)
- ☐ **Lesson** (Is it for creating a linear set of content pages or instructional activities with a variety of paths or options?)
- ☐ **Quiz** (Is it for creating assessment or self-evaluation? It has 16 types of questions including multiple choice, matching, short-answer and numerical questions.)
- ☐ **SCORM package** (Is it for enabling Sharable Content Object Reference Model (SCORM) or Aviation Industry CBT Committee (AICC) packages to be uploaded as a zip file and added as course content?)
- ☐ **Survey** (Is it for providing a number of verified survey instruments that teachers can use to gather data from students?)
- ☐ **Video Assignment** (Is it for requiring students to submit videos, e.g. procedural demonstration /role-play?)
- ☐ **Wiki** (Is it for creating a collaborative space for students to edit?)
- ☐ **Workshop** (Is it for creating collection, review and peer assessment of students' work?)
- ☐ **Panopto** (Is it for showing your recorded lecture to students?)

**Microsoft Teams
(Communication
Tools)**

- ☐ **Live video lecture** (Is it for live-broadcasting online lecture, or containing a variety of teaching resources?)

**Online Videos
(OER)**

- ☐ **YouTube** (Is it for delivering procedural training with open online resources?) **Highly recommended to use it for video uploading and insert the link to Moodle to incorporate your teaching.**
- ☐ **Khan Academy** (Is it for delivering content conducted by subject experts?)

**Free
Education
Technology
Tools
(EdTech Tools)**

Classroom
Response
System
&
Assessment
Application

- ☐ **Kahoot!** (Is it for creating MC learning games, quizzes, discussion and surveys?)
- ☐ **Plickers** (Is it for collecting instant feedback and responses?)
- ☐ **Mentimeter** (Is it for creating interactive presentation and discussion?)
- ☐ **Socrative** (Is it for creating easy quizzes, polls, exit tickets?)
- ☐ **Padlet** (Is it for creating collaborative boards, documents, and webpages?)
- ☐ **Quizlet** (Is it for creating flashcards, games and learning packages?)

Mind-mapping
Application

- ☐ **Coggle** (Is it for creating collaborative mind-mapping?)
- ☐ **Sketchboard** (Is it for creating team creative sketch diagramming on online whiteboard?)

Video Making

- ☐ **Explain Everything** (Is it for creating collaborative presentation & video?)
- ☐ **Adobe Spark** (Is it for creating easy-to-create video?)

Animation
Making

- ☐ **Powtoon** (Is it for creating presentation and animation?)

**Virtual Reality
and
Augmented
Reality
Application
(VAR)**

Workplace
Exploration

- ☐ **360-degree Panoramic Application** (Is it for creating exploration of the workplace environment, good practice or familiarising with industrial standard?)

Procedural
Training

- ☐ **VR Head Mounted Display** (Is it for creating one-on-one hands-on procedural training?)
- ☐ **AR Tablet Application** (Is it for creating interactive procedural training resources?)

5

Review the efficiency of incorporating technology / online resources in your lesson

How would you collect students' feedback for refinement of your online teaching?

- ☐ Student Feedback Questionnaire (SFQ)
- ☐ Discussion Forum
- ☐ Assessment (e.g Online Quizzes)
- ☐ Email

Exemplars

In VTC, some disciplines have developed various kinds of online learning packages for students to learn with more flexible modes. Some exemplars are shown below for reference. We hope you can get more ideas on developing your own online teaching materials.

** Please contact individual discipline for access to the exemplars.*

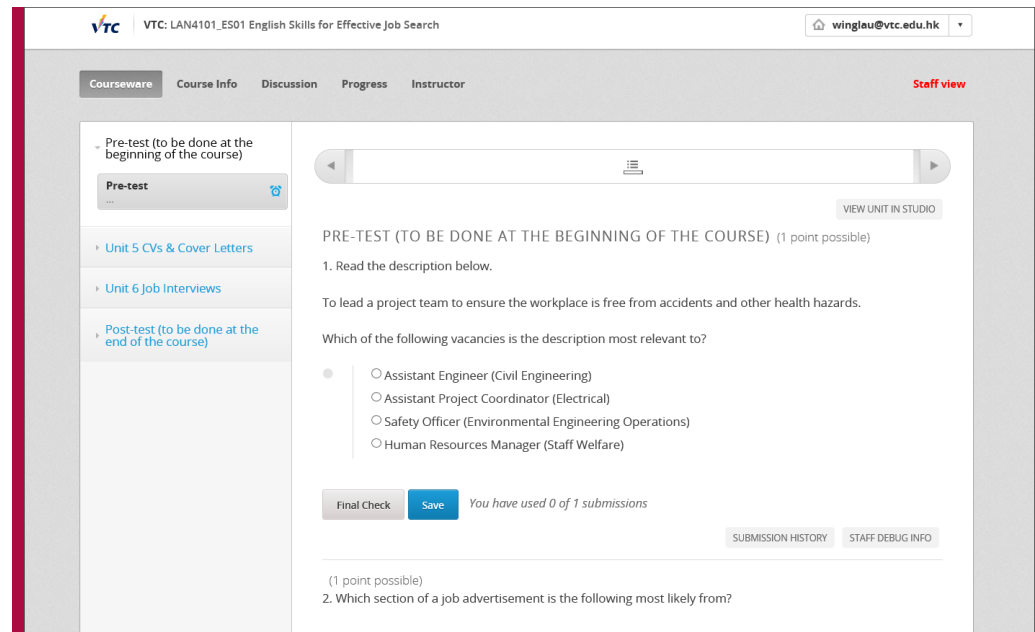
A mini-MOOC course by Languages Discipline

1. Course information, course structure and the learning outcomes are shown in the introduction video. Students can get a clear picture of what they are going to learn.

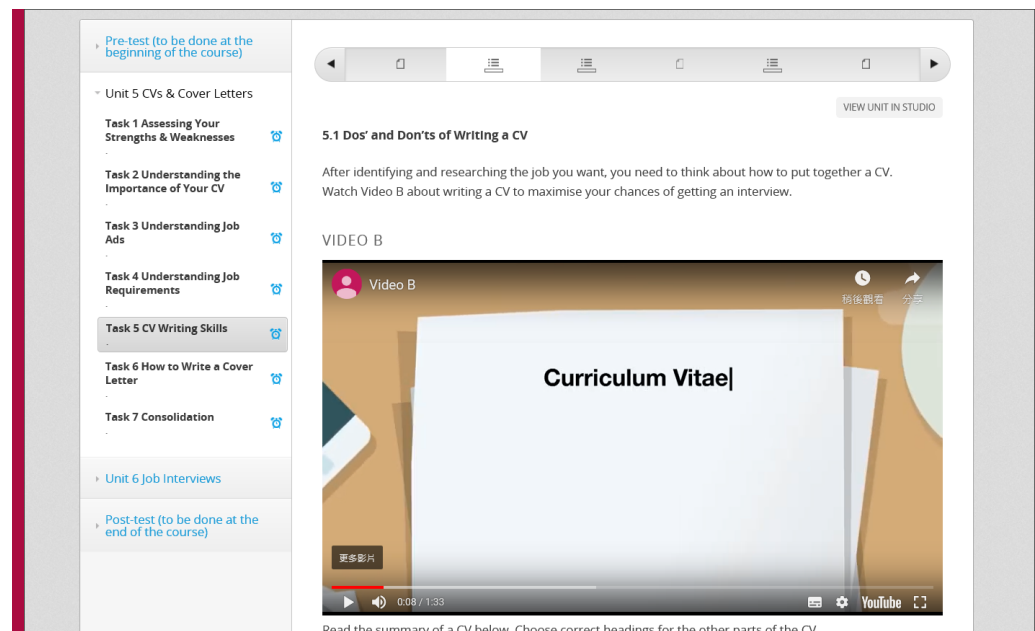
The top screenshot is a video frame showing a man in a blue shirt standing in a library. Overlaid text reads "Massive Open Online Course". The video player interface shows a progress bar at 0:45 / 1:39.

The bottom screenshot is a video frame showing a course structure diagram. The title is "English Skills for Effective Job Search". The diagram includes a green bar for "Pre-test", two yellow boxes for "U5 Online Learning Tasks" and "U6 Online Learning Tasks", and an orange bar for "Post-test". Each box lists "In-class Activities" and "Online Consolidation Tasks". The video player interface shows a progress bar at 1:14 / 1:39.

2. Pre-test is designed for students to do a warm-up exercise before going through the learning journey.



3. The concept of Micro-learning is applied. Split the videos into several segments and keep the duration of each video less than 6 minutes.



4. Formative assessments tasks are designed for checking students' learning progress.

- Select the answer from the pull down menu

The screenshot shows the VTC courseware interface for the course "VTC: LAN4101_ES01 English Skills for Effective Job Search". The user is logged in as "winglau@vtc.edu.hk". The interface includes a navigation bar with tabs: Courseware, Course Info, Discussion, Progress, and Instructor. The "Courseware" tab is active, showing a list of units and tasks. The current task is "Task 5 CV Writing Skills". The task content is titled "5.2 Writing Generalised Statements for Academic Qualifications". It includes a paragraph about summarizing examination results and a "Results" section listing various subjects and their levels. Below the results, there is a form with a pull-down menu and a "STAFF DEBUG INFO" button.

VTC: LAN4101_ES01 English Skills for Effective Job Search

winglau@vtc.edu.hk

Courseware Course Info Discussion Progress Instructor

Pre-test (to be done at the beginning of the course)

Unit 5 CVs & Cover Letters

Task 1 Assessing Your Strengths & Weaknesses

Task 2 Understanding the Importance of Your CV

Task 3 Understanding Job Ads

Task 4 Understanding Job Requirements

Task 5 CV Writing Skills

Task 6 How to Write a Cover Letter

Task 7 Consolidation

Unit 6 Job Interviews

Post-test (to be done at the end of the course)

5.2 Writing Generalised Statements for Academic Qualifications

VIEW UNIT IN STUDIO

When stating your qualifications or educational background, it is common to summarise your examination results. Make sure that you only list information that is relevant and will create a **positive impression**. Summarise the HKDSE results of a student below by filling in the blanks:

Results

Chinese Language (Level 5)
English Language (Level 3)
Mathematics (Level 2)
Liberal Studies (Level 3)
Integrated Science (Level 3)
Music (Level 3)
Economics (Level 1)

STAFF DEBUG INFO

(3 points possible)
Achieved Level 5 in (1) and Level 3 in (2) and (3)

1

STAFF DEBUG INFO

- Write a summary

The screenshot shows the VTC courseware interface for the course "VTC: LAN4101_ES01 English Skills for Effective Job Search". The user is logged in as "winglau@vtc.edu.hk". The interface includes a navigation bar with tabs: Courseware, Course Info, Discussion, Progress, and Instructor. The "Courseware" tab is active, showing a list of units and tasks. The current task is "Task 5 CV Writing Skills". The task content is titled "5.3 Writing Practice I". It includes a paragraph about writing summaries of examination results and a "STAFF DEBUG INFO" button.

VTC: LAN4101_ES01 English Skills for Effective Job Search

winglau@vtc.edu.hk

Courseware Course Info Discussion Progress Instructor

Pre-test (to be done at the beginning of the course)

Unit 5 CVs & Cover Letters

Task 1 Assessing Your Strengths & Weaknesses

Task 2 Understanding the Importance of Your CV

Task 3 Understanding Job Ads

Task 4 Understanding Job Requirements

Task 5 CV Writing Skills

Task 6 How to Write a Cover Letter

Task 7 Consolidation

Unit 6 Job Interviews

Post-test (to be done at the end of the course)

5.3 Writing Practice I

VIEW UNIT IN STUDIO

Now write your own summaries of examination results. Make sure you check the requirements of the job you are applying for. Read the advertisement collected in (5) again.

STAFF DEBUG INFO

STAFF DEBUG INFO

- Analyse a statement

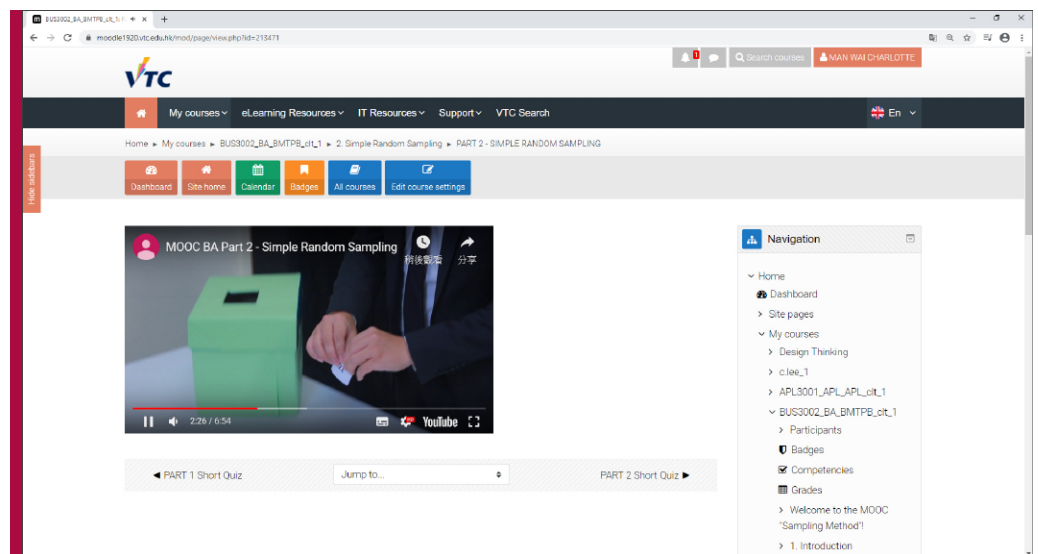
The screenshot shows a Moodle course interface for 'VTC: LAN4101_ES01 English Skills for Effective Job Search'. The user is logged in as 'winglau@vtc.edu.hk'. The courseware section is active, showing a list of tasks for 'Unit 5 CVs & Cover Letters'. The tasks are: Task 1 Assessing Your Strengths & Weaknesses, Task 2 Understanding the Importance of Your CV, Task 3 Understanding Job Ads, Task 4 Understanding Job Requirements, Task 5 CV Writing Skills (highlighted), Task 6 How to Write a Cover Letter, and Task 7 Consolidation. Below the tasks, there is a section for 'Unit 6 Job Interviews' and a 'Post-test (to be done at the end of the course)'. The main content area displays '5.4 WRITING CONVINCING STATEMENTS FOR WORK EXPERIENCE (10 points possible)' and '5.4 Writing Convincing Statements for Work Experience'. It includes instructions to read descriptions of experience (A-J) and decide if they are successful or unsuccessful. The descriptions are: A. Assisted Safety Officer in collecting and organising documents about workplace safety, B. Completed a one-week event management training programme, C. Coordinated activities and monitored the progress of the engineering team, and D. Designed and compiled a newsletter every month to announce/promote special events/services being offered. Each description has radio buttons for 'successful' and 'unsuccessful'.

A Moodle Course by Business Discipline

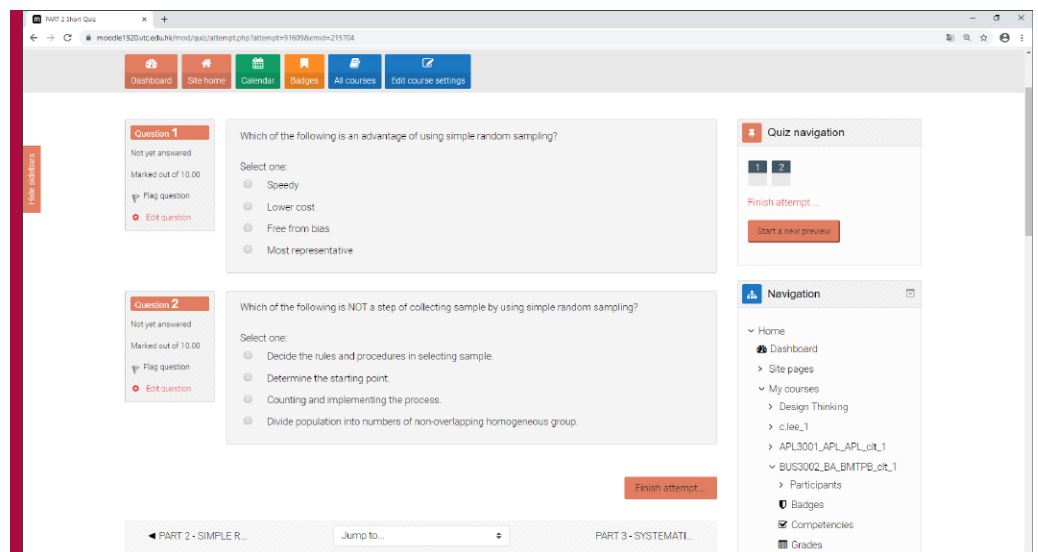
1. The layout design is clear and readable

The screenshot shows a Moodle course interface for 'BUS3002_BA_SMTPE'. The user is logged in as 'winglau@vtc.edu.hk'. The courseware section is active, showing a list of topics for 'Unit 5 CVs & Cover Letters'. The topics are: Task 1 Assessing Your Strengths & Weaknesses, Task 2 Understanding the Importance of Your CV, Task 3 Understanding Job Ads, Task 4 Understanding Job Requirements, Task 5 CV Writing Skills (highlighted), Task 6 How to Write a Cover Letter, and Task 7 Consolidation. Below the tasks, there is a section for 'Unit 6 Job Interviews' and a 'Post-test (to be done at the end of the course)'. The main content area displays '5.4 WRITING CONVINCING STATEMENTS FOR WORK EXPERIENCE (10 points possible)' and '5.4 Writing Convincing Statements for Work Experience'. It includes instructions to read descriptions of experience (A-J) and decide if they are successful or unsuccessful. The descriptions are: A. Assisted Safety Officer in collecting and organising documents about workplace safety, B. Completed a one-week event management training programme, C. Coordinated activities and monitored the progress of the engineering team, and D. Designed and compiled a newsletter every month to announce/promote special events/services being offered. Each description has radio buttons for 'successful' and 'unsuccessful'.

2. Illustrate the concepts by bite-size video with subtitles

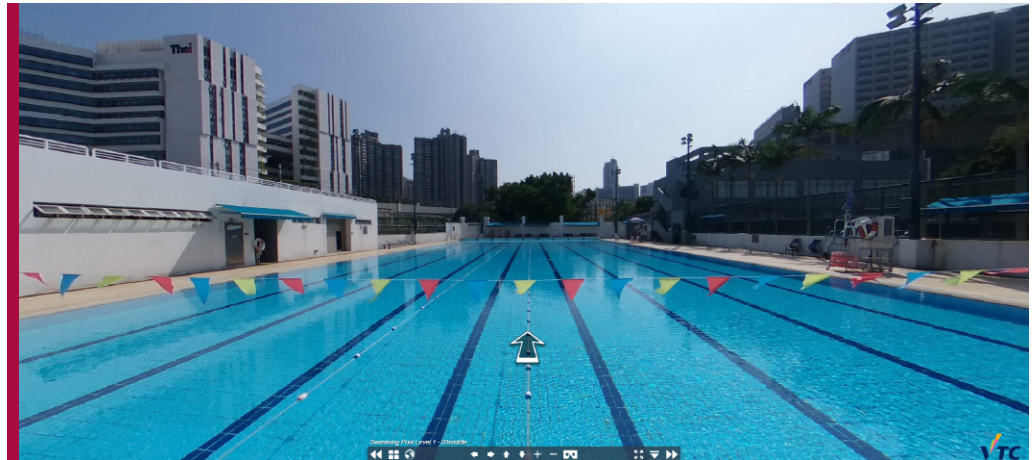


3. Followed by a short quiz to strengthen the knowledge learnt in the video

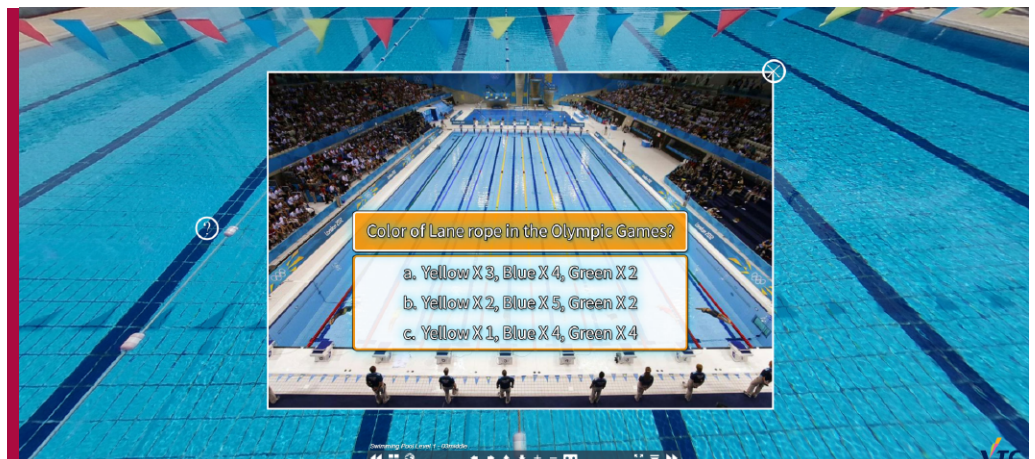


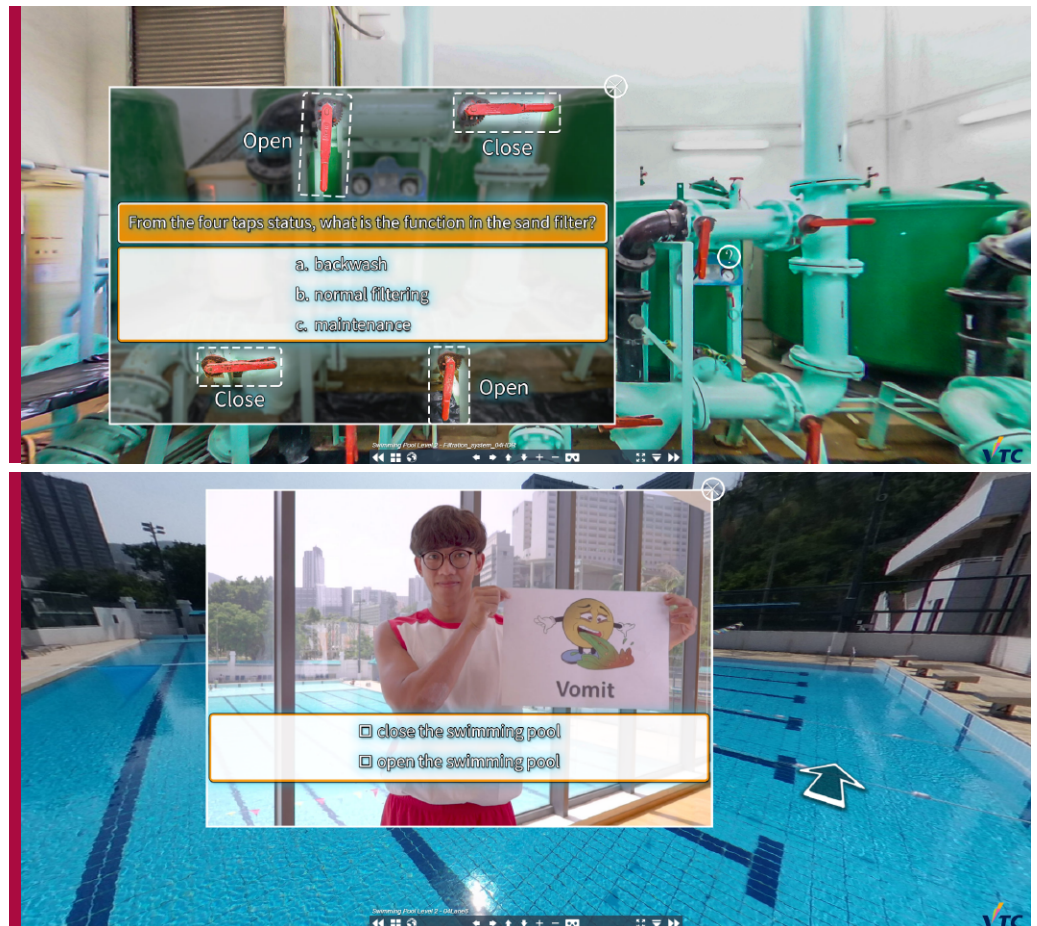
A 360 Panoramic VR Application by Hospitality Discipline

1. Provide 360-degree panoramic Virtual Reality Experience in the authentic swimming pool and filtration system

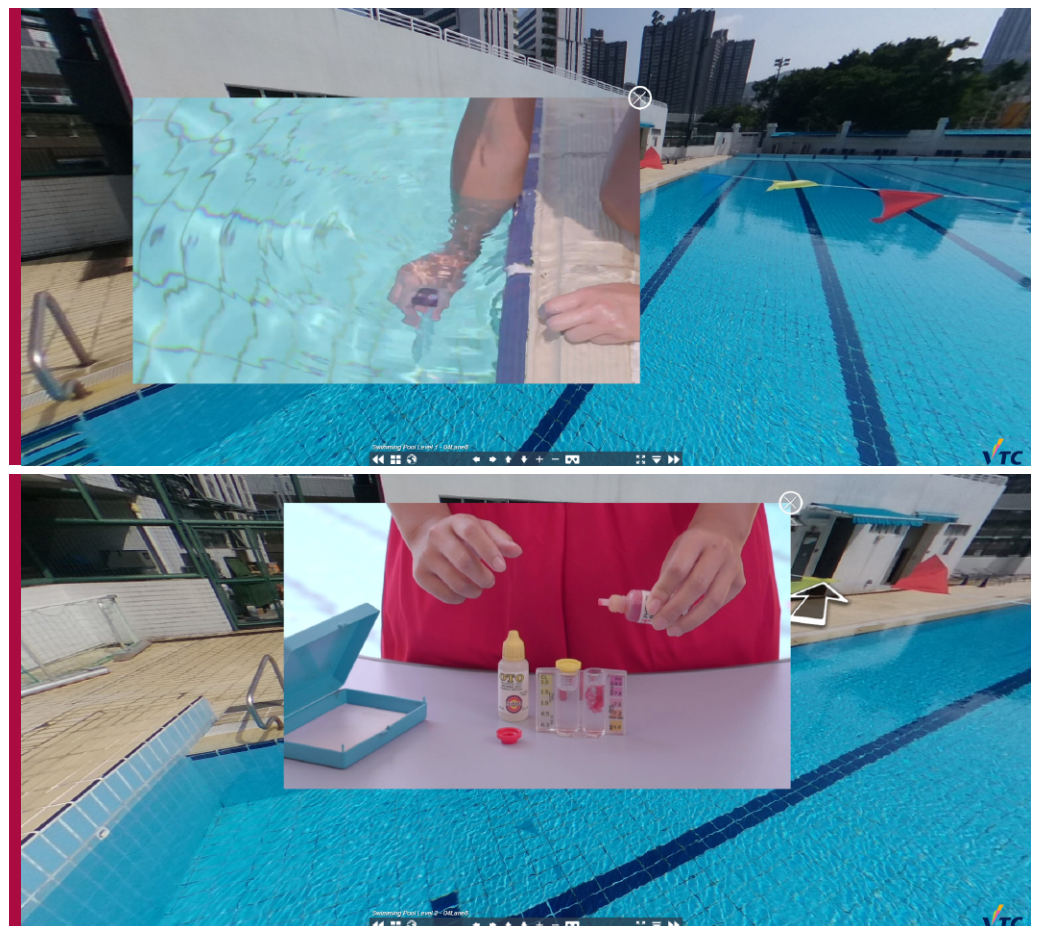


2. Multiple Choice Question (MCQ) and Sequencing are used as assessment tasks to check students' learning effectiveness





3. Procedural videos are used in some MCQs to enhance students' learning





Useful Webpages

The following webpages are academic writings on the topics of e-Learning and online learning. Please take time to read them to find out more practical ways and tips on designing your own online teaching.

A Basic Guide to Learning Objectives

<http://www.northernc.on.ca/leid/docs/guidetolearningobjectives.pdf>

Communication from The Commission to The European Parliament, The Council, The European Economic and Social Committee and The Committee of The Regions on The Digital Education Action Plan

<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018DC0022&from=EN>

Digital and Online Learning in Vocational Education and Training in Serbia (A Case Study)

https://www.etfeuropa.eu/sites/default/files/m/DC024C02AA9B9384C12580280043A0B6_DOL%20in%20VET%20in%20Serbia.pdf

e-learning methodologies A guide for designing and developing e-learning courses

<http://www.fao.org/3/i2516e/i2516e.pdf>

Good Practice in VET Teaching and Learning – a guide to practitioner perspectives

https://vdc.edu.au/wp-content/uploads/2018/07/Final_User_Guide-April-2018.pdf



Online Resources by CLT

The Centre for Learning and Teaching has prepared comprehensive e-resources in the topics of Moodle and Panopto for both teachers and students. An online video is also ready for teachers to learn basic tips of starting online teaching with an aid of Moodle and MS Teams.

Moodle Resources Website

<http://elsupport.vtc.edu.hk/>

Panopto Website

<https://clt.vtc.edu.hk/tel.php?page=panopto>

Panopto Quick Guide

https://clt.vtc.edu.hk/downloads/PanoptoQuickStartGuideforTeacher_20191105.pdf

Training on Online Teaching with Moodle and MS Teams (Video)

<https://lecturecapture.vtc.edu.hk/Panopto/Pages/Viewer.aspx?id=f6878cd8-99c2-4101-8708-ab09003bd22d>



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References

1. Guthrie, H. (2003). *Online Learning: Research Readings*. National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia (Cat. no. 951; \$59.95 Australian).
2. Jasinski, M. (1998). *Teaching and Learning Styles that Facilitate Online Learning: Documentation Project; Project Report*. Douglas Mawson Institute of TAFE.
3. Kemshal-Bell, G. (2001). The online teacher. *New South Wales, Australia: Department of Education and Training*.
4. Schofield, K., Walsh, A., & Melville, B. (2000). Online learning and the new VET practitioner. *Sydney: UTS Centre for Vocational Education and Training*.