



Good Practices on Blended Learning Design

Prepared by Centre for Learning and Teaching
Vocational Training Council

Introduction

This document aims at providing good practice samples on blended learning design and the usage of educational technology (EdTech) tools. With the samples developed by the Senior Digital Future Officers (SDFOs) of YC and 9 disciplines, some key points were identified and summarised as appended to support teachers in designing effective learning activities for blended learning.

The good practices in designing blended learning activities is based on the following aspects:

1. Module Content Selection
2. Instructional and Learning Activities Design
3. Use of Educational Tools
4. Teachers and Students' Feedback

Acknowledge the following disciplines and Youth College contributing to this document.



Business



Childcare, Elderly
and Community
Services



Design



Engineering



Health and
Life Sciences



Hospitality



Information
Technology



Language



Student
Development



Youth
College



01

Module Content Selection

Module Content Selection



Select the common modules that are conceptual or procedural-based and covers large amount of student.(see sample 1,2 ,3 and 4)

With the use of online videos, the theories and procedures could be easily disseminated to the masses. Students can review the content and deepen their understandings in both conceptual knowledge and skills in their own pace.

HLS

	Lecture	Tutorial		
Group	All	A	B	C
Venue	Room 118A	Rm 309A	Rm 202	Rm 202
Day	Wed	Mon	Wed	Wed
Time	8:30 am - 10:30 am	3:30 pm - 4:30 pm	10:30 am - 11:30 am	11:30 am - 12:30 am
Wk. 1	Lecture 1 Introduction of terminology			
Wk. 2	Operation of microscope (0.5 hour of self-learning in operation of brightfield microscope through digital learning package in Moodle)	Tutorial 1: Introduction of terminology	Tutorial 1: Introduction of terminology	Tutorial 1: Introduction of terminology
Wk. 3	Body Tissue and Membrane			
Wk. 4	(0.5 hour of self-learning in Epithelial Tissue Histology through digital learning package in Moodle)	Tutorial 2: Body Tissue and Membrane	Tutorial 2: Body Tissue and Membrane	Tutorial 2: Body Tissue and Membrane
Wk. 13	(0.5 hour of self-learning in Electrocardiography through digital learning package in Moodle) The Gastrointestinal system	Tutorial 6: The cardiovascular system	Tutorial 6: The cardiovascular system	Tutorial 6: The cardiovascular system
Wk. 14	The Lymphatic System	(0.5 hour of self-learning in Connective Tissue Histology and Muscle Tissue Histologythrough digital learning package in Moodle)	(0.5 hour of self-learning in Connective Tissue Histology and Muscle Tissue Histologythrough digital learning package in Moodle)	(0.5 hour of self-learning in Connective Tissue Histology and Muscle Tissue Histologythrough digital learning package in Moodle)

Learning and Teaching Strategies:

- The module consists of 18 hours of lectures and 8 hours of tutorials.
- Lectures are used to deliver theories on anatomy of human tissues with emphasis on different perspective of human systems via self-learning digital package in Moodle and e-assignment or assessment.
- Tutorial and practical sessions are used to integrate and consolidate the functions of the structures learned. A variety of educational media (e.g. virtual laboratory, reference materials, multimedia packages) are used to enhance learning.

Sample 1:Deliver human anatomy theories via self-learning digital package

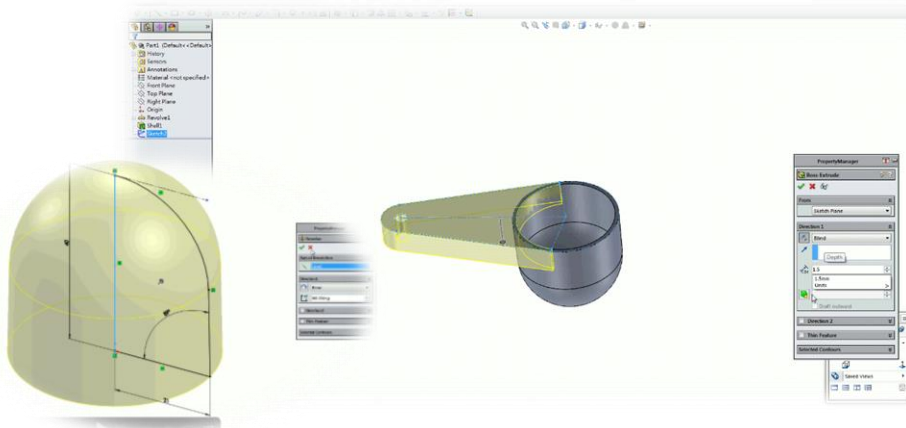
Module Content Selection

IT



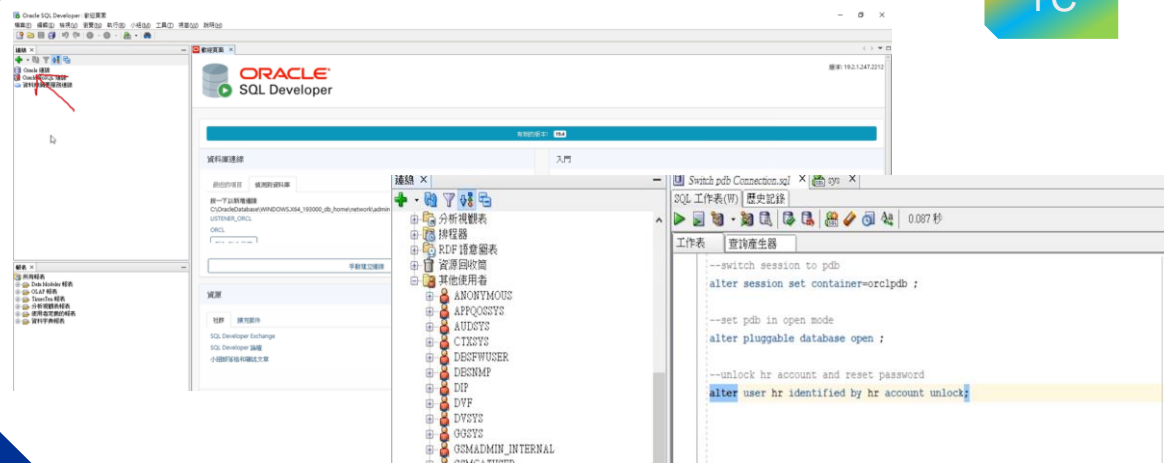
Sample 2: Deliver graphic design procedures via online video

ENG



Sample 3: Deliver 3D modelling procedures via online video

YC



Sample 4: Deliver programming procedure via online video

Module Content Selection



Select content that demanded more in-depth coverage and differentiation.(see sample 5 and 6)

With the use of the EdTech tools and designed Moodle packages, the vast and in-depth content can be presented with different forms ,levels ,media and interactivities.

HT

Week / Lesson	Targeted M ILOs	Learning Content	Classroom Contact Hours (Lecture/ Tutorial)	Blended Learning Co ntact Hours (Lecture / Tutorial)
1	MILO 1	1. IoT Technology for Sports Management <ul style="list-style-type: none">Trend and types of field-based sports management (video)Design principles and contemporary issues	Total: 1	1 Site visit Virtual tour
3	MILO 1 MIL O 3	3.Standard Operating Procedures <ul style="list-style-type: none">InstallationCalibrationData collectionMaintenance concerns	Total: 3	3 Handout Short video
4	MILO 1 MILO 2 MILO 3	4. Operation Manual <ul style="list-style-type: none">Standardise performance dataResponse time and movement time measurementHit and delay principlesIoT environment monitor	Total: 11	1 Worksheet Edtech tool: H5P

Sample 5: Deliver learning content with different presentations and EdTech tools


Module Content Selection


BA

Lecture 1 - Introduction and Basic Concepts

Introduction and Basic Concepts

Lecture Notes and Tutorial Exercise

 Lecture 1 - Notes

 Lecture 1 - Tutorial Exercise

Online Learning Materials

1.1 Opportunity Cost

 Opportunity Cost


←

Animation Lesson (SCROM package)


 More about Opportunity Cost


←

Supplementary Notes

 Explicit Cost, Implicit Cost, Accounting Profit and Economic Profit


1.2 Production Possibility Frontier

 **Concept Checking**


 Scenario-based question - Butter and Cheese

←

Animation Quiz for Revision(SCROM package)


 **End of Lesson Checkpoint**

Multiple Choice


 Quiz - Introduction and Basic Concepts

←

MC Quiz

 Quiz - Appendix - Analysis and Interpretation of Graphs

Glossary

 Glossary - Introduction and Basic Concepts

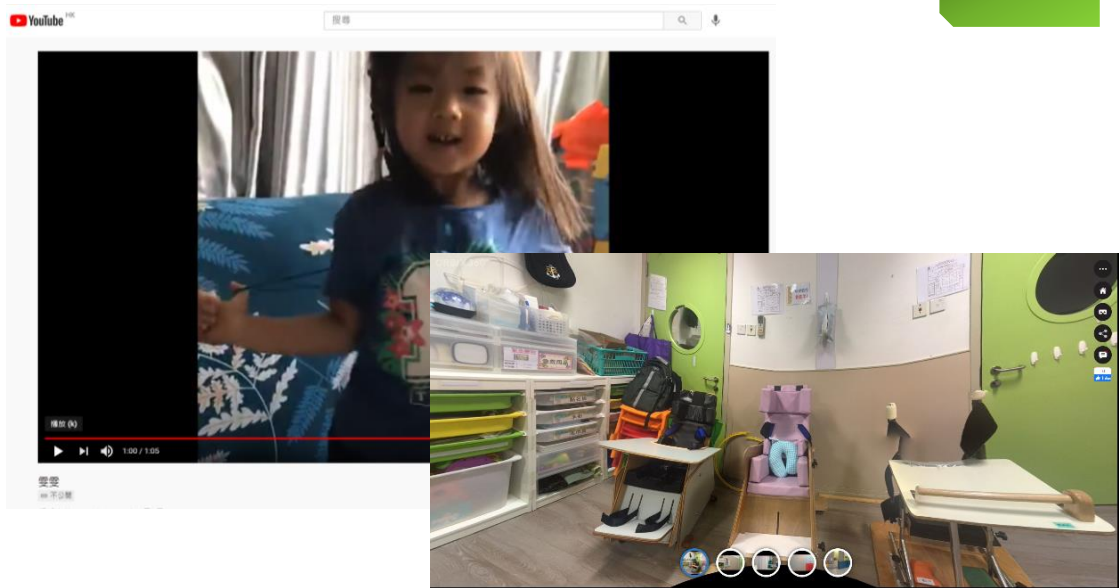
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Glossary

Module Content Selection

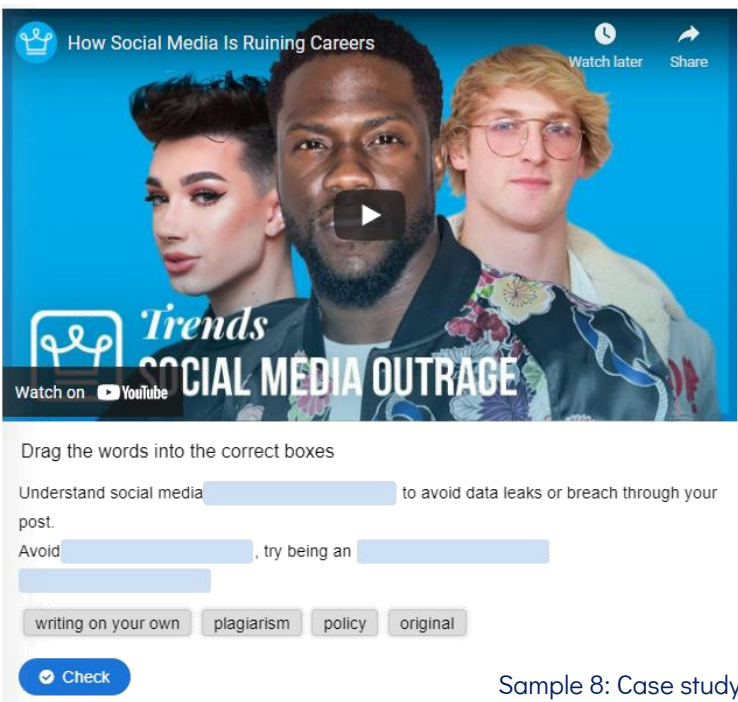
- ✓ Select content that needed to be taught with authentic approach (i.e. real-life case study, environmental exploration, etc.) (see sample 7 and 8)

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Sample 7: Case study of ADHD children and virtual tour of Special Child Care Centre

SD



Sample 8: Case study of social media influence



02

**Instructional
and Learning
Activities
Design**

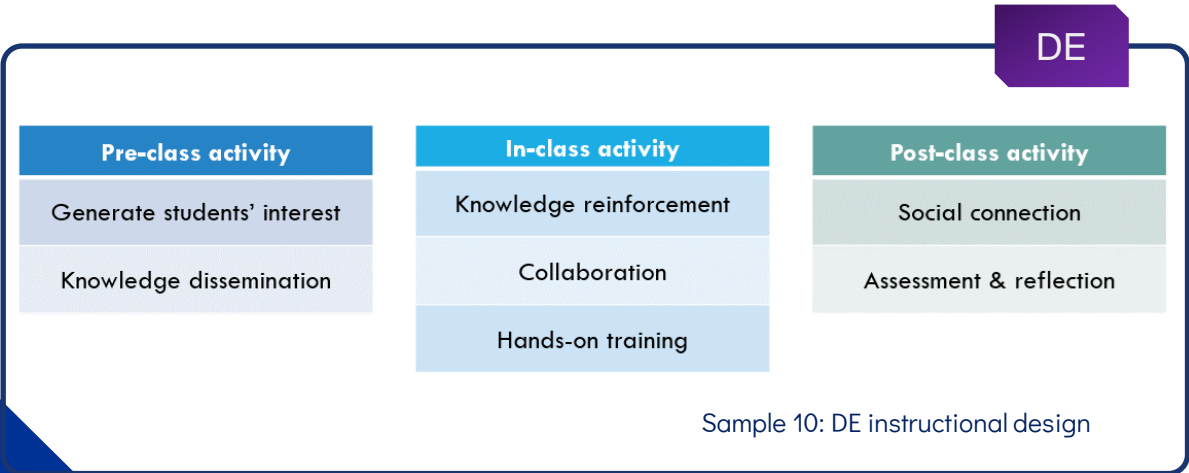
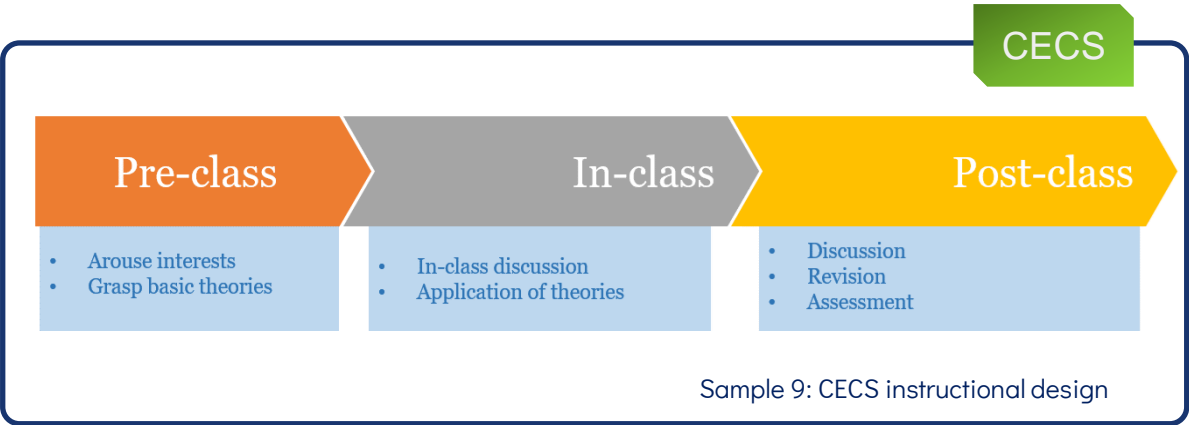
Instructional and Learning Activities Design

✓ Divide the learning activities into 3 stages of **pre-class**, **in-class** and **post-class activities**. (see sample 9 and 10)

1.Pre-class activity: deliver basic concepts and learning content to students in self-study mode.

2.In-class activity: enhance students’ collaboration and establish feedback loops via classroom interaction.

3.Post-class activity: conduct assessment and post-class learning activities for the students to self-evaluate, reflect , build up social connection and create new knowledge based on the prior knowledge learned.



Instructional and Learning Activities Design

1.Pre-class Activity

- ✓ Develop bite-sized interactive videos and other HTML5 content to deliver the conceptual learning content and prepare students' readiness in participating the in-class activities. (see sample 11)

BA



Source: www.tckpublishing.com

If a firm uses its own premises for business, instead of renting premises, the cost of using the premises is lower. Is it really true?
在自置物業內經營生意比租用他人物業的成本較低。事實是否如此?



Cost of Using the Premises (Renting Premises)

As a tenant, rent has to be paid to the premises owner for using the premises.

Rental Payment:
\$1,200k ← **Explicit cost**

使用物業的成本 (租用物業)

作為租客，使用物業須向業主支付租金。

支付租金：
\$1,200k ← 顯性成本

Cost of Using the Premises (Using Owned Premises)

As the premises owner, rental income has to be forgone for using the premises.

Rental Income Forgone:
\$1,200k ← **Implicit cost**

使用物業的成本 (自置物業)

作為物業的擁有者，使用物業須放棄租金收入。

放棄的租金收入：
\$ 1,200k ← 隱性成本

Sample 11: Conceptual videos

- ✓ Develop short videos as questions or project briefing to arouse students' learning interests. (see sample 12)

DE



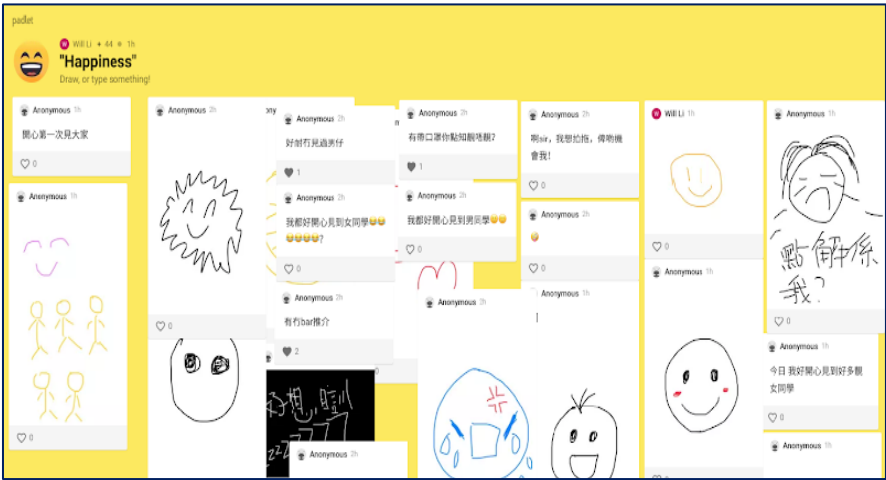
Sample 12: Project briefing video

Instructional and Learning Activities Design

2. In-class Activity

- ✓ Conduct interactive activities to facilitate students' collaboration and enhance their higher order thinking and problem solving skills. (see sample 13)

CECS



Sample 13: Students' works on Padlet

- ✓ Conduct in-class quiz to test students' prior knowledge learned in the pre-class activities. (see sample 14)

DE

Decoding Films

Lego Movie Explained: Symbols & Deeper Meaning (13 mins)



We take an in-depth look at the Lego movie, its symbolism and its hidden meaning, to reveal what it's all about.

https://www.youtube.com/watch?v=LoKZP8H3M88w&list=PLn7n2n75Ch4uaw_L4Qd8u4p8m9w-888n-77p



Pre-class video : YouTube

In-class quiz:

Sample 14: In-class quiz

Instructional and Learning Activities Design

3. Post-class Activity

- ✓ Develop e-assignment and assessment for performance evaluation. (see sample 15)

YC

"toy" 資料表

屬性欄位名稱	定義	資料類型	設定約束
toy_code	玩具編號	字符; 欄寬: 10	主鍵
toy_name	玩具名稱	字符; 欄寬: 30	
color	玩具顏色	字符; 欄寬: 15	
weight	重量	數字; 欄寬: 5	不為虛值
material	物料	字符; 欄寬: 10	

跟據以上資料表 (toy) , 在以下 SQL 語句中輸入正確答案。

```
create table toy (  
toy_code varchar2(10) constraint toy_code_pk primary   
toy_name varchar2(  
 varchar2(15),
```

✓ Check

Oracle SQL 練習 1

Oracle SQL 練習 2

Oracle SQL 練習 3

Oracle SQL 練習 4

Sample 15: e-assignment

- ✓ Develop discussion forum via Microsoft Teams for discussion and peer feedback . (see sample 16)

DE

HK
Higher
Diploma in
Film and
Television

Online Teaching Materials (15 mins)

Lesson 10: Decoding Films: Examples of Semiotics in Film and TV Part 4

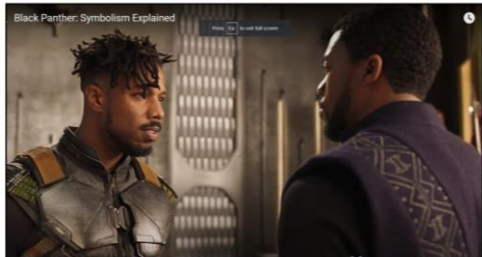
Post-class discussion :



Microsoft Teams

Decoding Films

Black Panther: Symbolism Explained (15 mins)




Marvel's Black Panther uses the superhero formula to discuss complex issues of black identity, history and the future. The analysis unpacks the film's potent symbolism.

Sample 16: Post-class discussion

Instructional and Learning Activities Design

3.Post-class Activity

- 
- Develop open-ended questions for self-reflection and new knowledge creation. (see sample 17)

SD

SDD4006 CA2 - Team Roles and Supporting Others

Interactive Book

Here's an interactive book for reviewing the concept learnt from lessons and helping you to prepare for the CA part2 individual part.



SDD4006 CA (Part 2) Individual Evaluation for comment




e-assessment

Question 1

Not yet answered

Not graded

 Flag question

 Edit question

Area of evaluation: **Team Roles** (With reference to the team roles mentioned in Workshop 6)

1.1 In real life, you may act as more than one team role. Now, based on your own experience throughout the project, select one team role you played in your project team.


Select one:


- ☐ Coordinator
- ☐ Team Worker
- ☐ Resource Investigator
- ☐ Plant
- ☐ Monitor Evaluator
- ☐ Specialist
- ☐ Shaper

Question 2

Not yet answered

Marked out of 5.00

 Flag question

 Edit question

1.2. Why do you think you played the team role selected in 1.1?
Please explain in detail by using examples in this project.
(e.g. nature of your duties, your personality, your behaviors in team)



03

Use of Educational Tools

Use of Educational Tools

The use of the appropriate educational technology tools in knowledge delivery is the key to effective learning and teaching. Disciplines have designed the following EdTech tools to enhance their teaching.

1. Online Video
2. Online Learning Platform
3. Trade-specific Learning Application
4. Virtual Tour
5. Educational Technology (EdTech) Tools
6. Moodle Tools

1. Online Video

Video is a powerful media to disseminate concepts, theories and detail procedures through visual and audio elements.

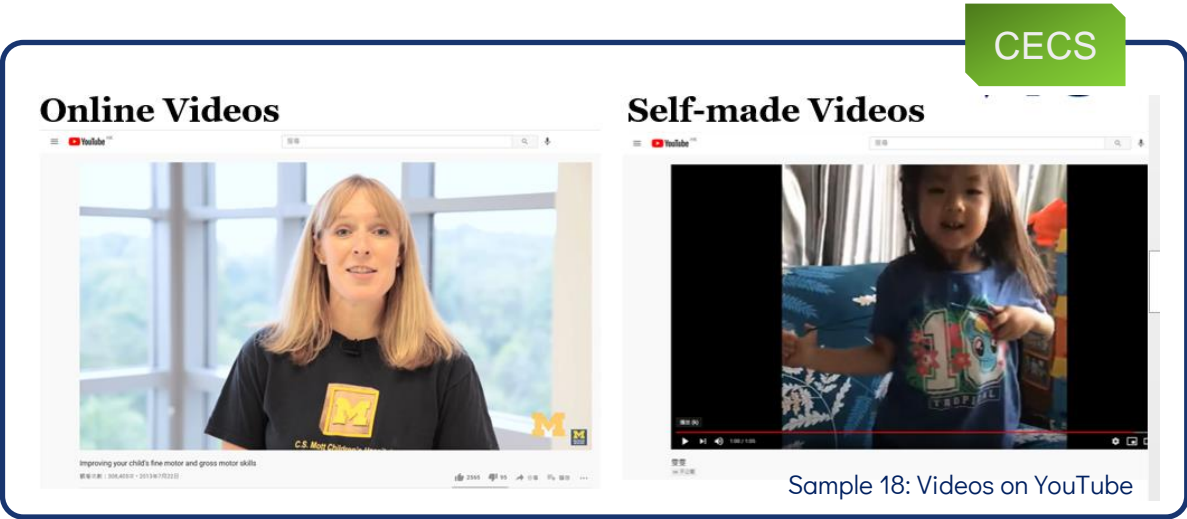
Disciplines have developed two types of online videos to delivery different types of content.

1. Online Video Hosting(e.g. YouTube)
2. Interactive Video(e.g. H5P)

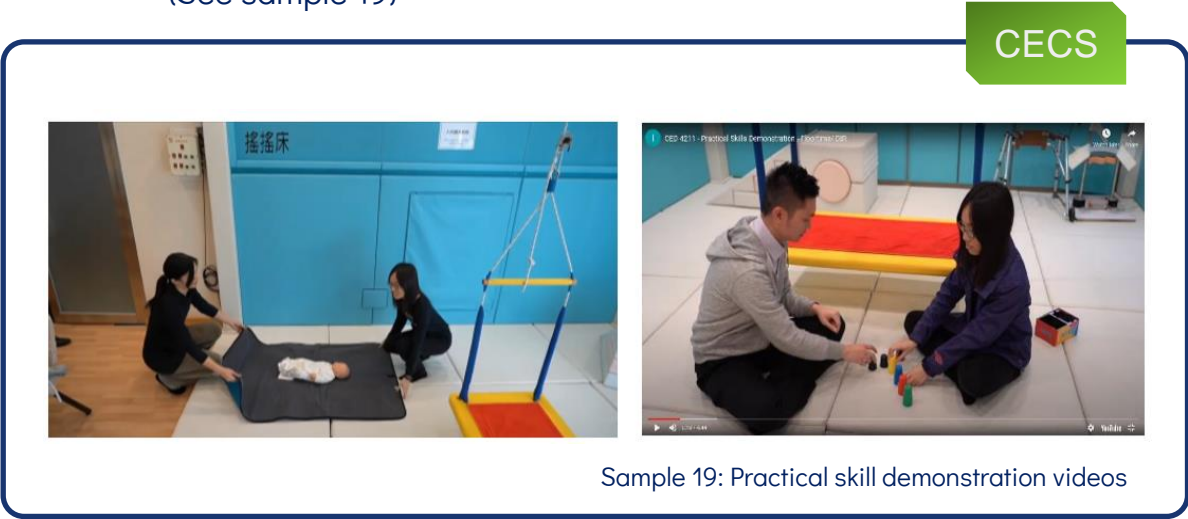
Use of Educational Tools

1.1. Online Video Hosting

- ✓ Employ the ready-made videos that **disseminate generic skill and general knowledge**, from the video hosting website such as YouTube and Khan Academy.(See sample 18)



- ✓ Create and upload the self-made videos that **deliver trade-specific knowledge and skills** onto the video hosting website (e.g. case study and practical skill demonstration video). (See sample 19)



Use of Educational Tools

1.2. Interactive Video



Create interactive video content by embedding a range of content types (e.g. Multiple Choice, Drag and Drop, Flashcards, etc.) into the video via H5P, to cater various learning and teaching needs. (See sample 20)

SD

Share on H5P Hub

What is Belbin Team Role? 1 / 17

Interactive Book

What is Belbin T... ●

▶ A quick review 1 ○

What is Belbin's ... ●

▶ A quick review 2 ○

▶ A quick review 3 ○

What is Belbin's ... ●

▶ A quick review 4 ○

▶ A quick review 5 ●

到以下平台觀看: YouTube

The Official Guide to Belbin Team Roles from Belbin HQ - W...

MANAGER

A quick review 3 5 / 17

Interactive Book

What is Belbin T... ●

▶ A quick review 1 ○

What is Belbin's ... ●

▶ A quick review 2 ○

▼ A quick review 3 ○

○ How do we categorize t...

What is Belbin's ... ●

▶ A quick review 4 ○

▶ A quick review 5 ○

Check

How do we categorize the Team Roles?

THINKING ROLES

Planner, Teamworker, Implementer

ACTION ROLES

Completer Finisher, Co-ordinator, Resource Investigator

PEOPLE ROLES

Shaper, Teamworker, Specialist

Sample 20: H5P Interactive Video



Create interactive book that incorporated step-by-step tutorial , self-help materials, interactive games ,assignment and learning portfolio. (See sample 21)

LD

Reading your notes 8 / 9

Self-learning Package ...

Getting ready ●

▶ Familiarizing wit... ○

▶ Familiarizing wit... ○

Familiarizing wit... ●

▶ Familiarizing wit... ○

Reading the letter ●

Reading the letter ●

▼ Reading your no... ○

Q.7

Summary & submit

Step 3: read your own notes

Prime Market Research Limited

29 January 2007

Dear Mr Khan

Thank you for choosing us as the market research firm for your bank. I am writing to discuss some arrangements with you.

From our experience, there are two research methods for your consideration. They are personal interviews and questionnaires. Please let us know which research method you would prefer.

As discussed in the initial meeting, you would like to choose the method for carrying out the research. Could you please let us know your suggestion? May I then request you to provide the research report? We would be grateful if you get back to us on the arrangements as soon as possible.

We look forward to providing you with quality service.

Yours sincerely,

You should _____ in the letter of reply.

○ state preference with reasons, make a suggestion and offer help

○ compare the options, make offers, schedule a meeting

LAN3109 Interactive B...

Introduction ●

Open Ended Qu... ○

▶ Drag and Drop ○

▶ Interactive Video ○

Open Ended Qu... ○

Summary ○

Summary & submit

Total score 0 / 11

0 of 2 interactions

Book progress 17%

1 of 6 pages

Interactions progress 0%

0 of 2 interactions

Submit Report Restart

Summary

Introduction No interactions

Open Ended Question No interactions

Drag and Drop 0 of 1 interactions completed

Drag and drop to match the descriptions (in small letters/ pictures) with the correct words (in CAPS). 0 / 6

Interactive Video 0 of 1 interactions completed

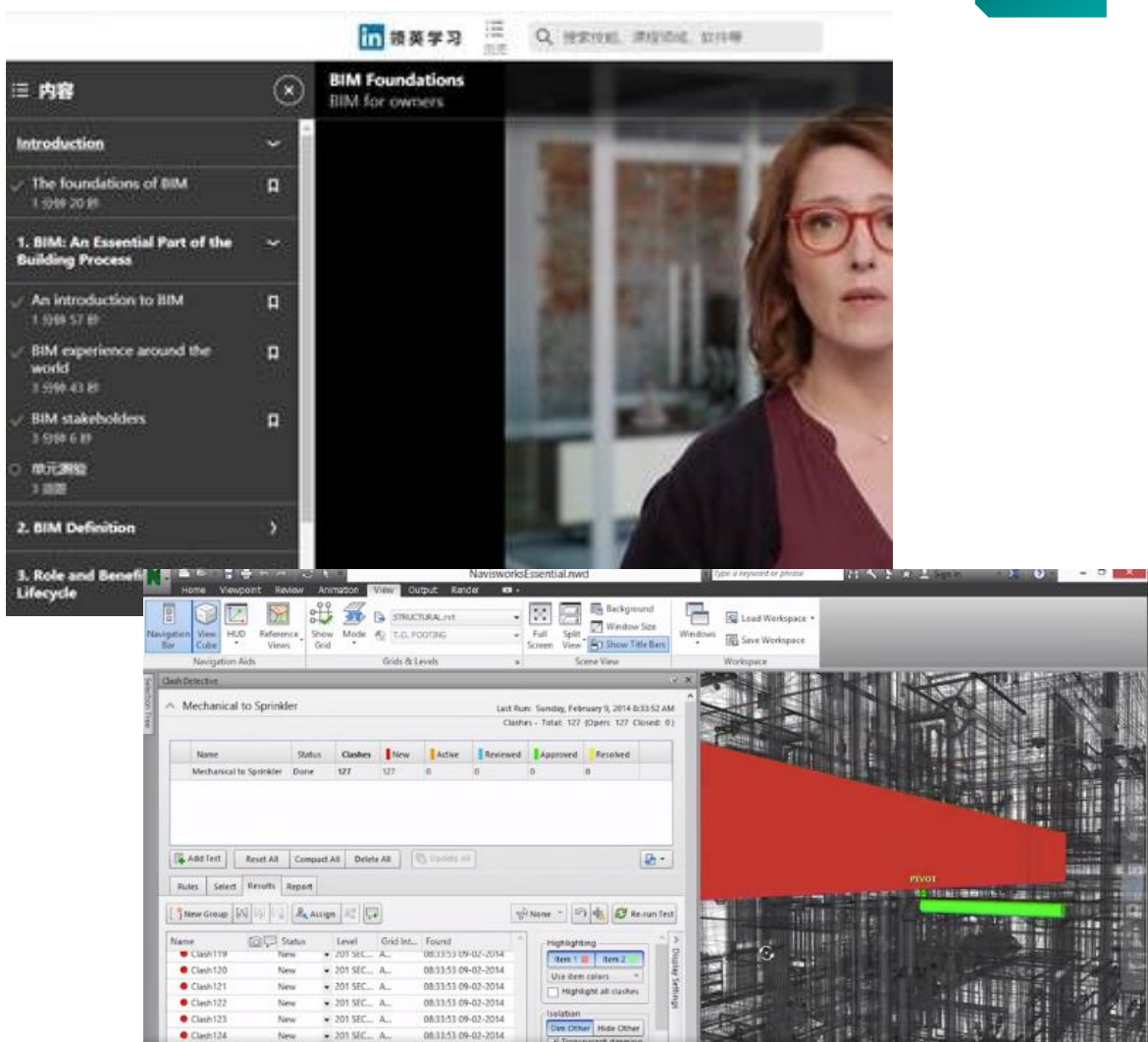
Sample 21: H5P Interactive Video with In-video Questions

Use of Educational Tools

2. Online Learning Platform

- ✓ Employ the ready-made videos and structured learning materials from the content-rich ,well-designed online learning platform such as LinkedIn Learning.(See sample 22)

ENG



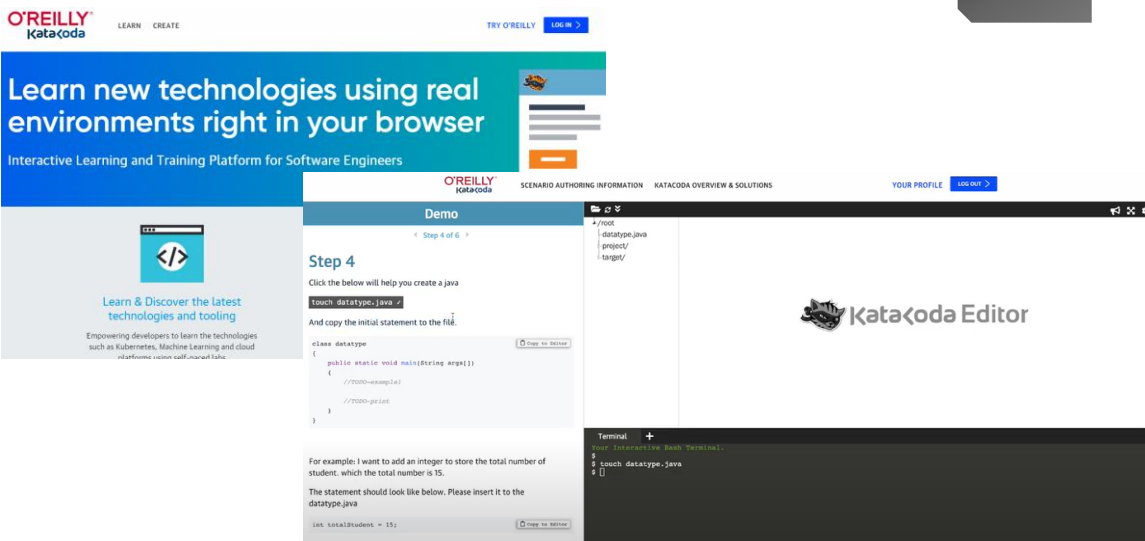
Sample 22: LinkedIn Learning Engineering Course (Become a BIM Coordinator)

Use of Educational Tools

3.Trade-specific Learning Application

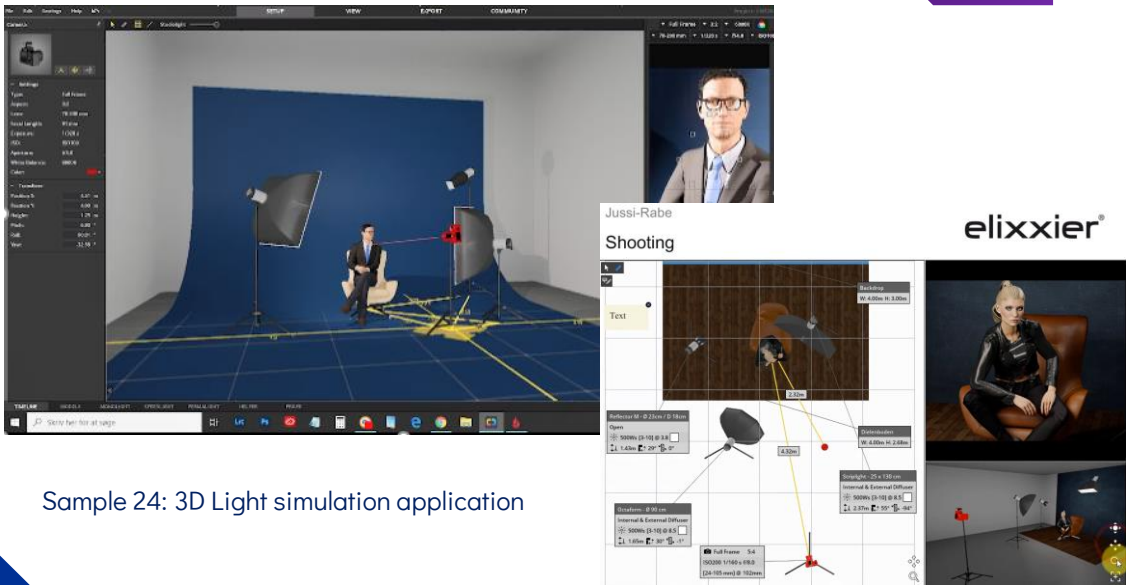
- ✔ Adopt the trade-specific learning applications to nurture students’ practical skills such as computer programming skill ,3D modeling skills and event lighting setting skills.(See sample 23 and 24)

IT



Sample 23: Katacoda programming editor

DE



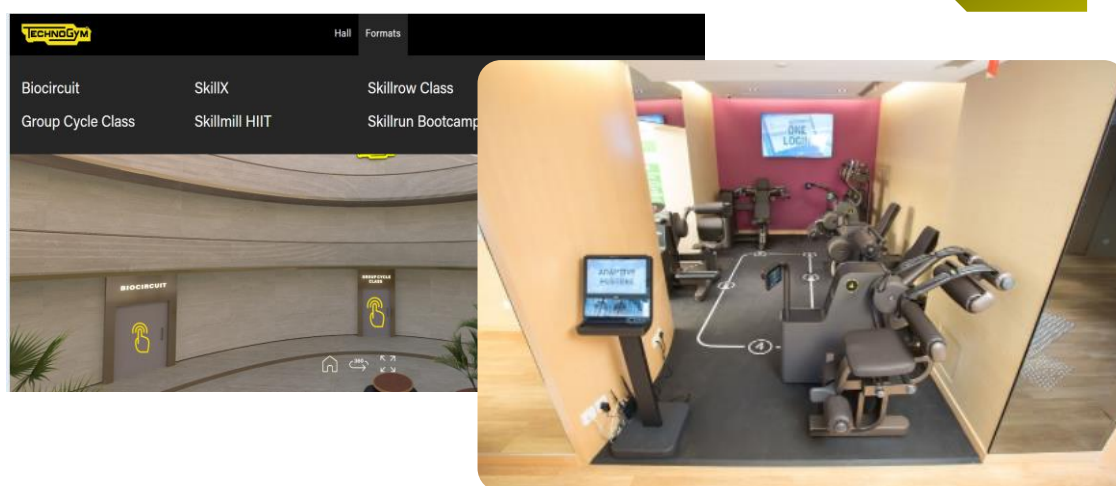
Sample 24: 3D Light simulation application

Use of Educational Tools

4.Virtual Tour

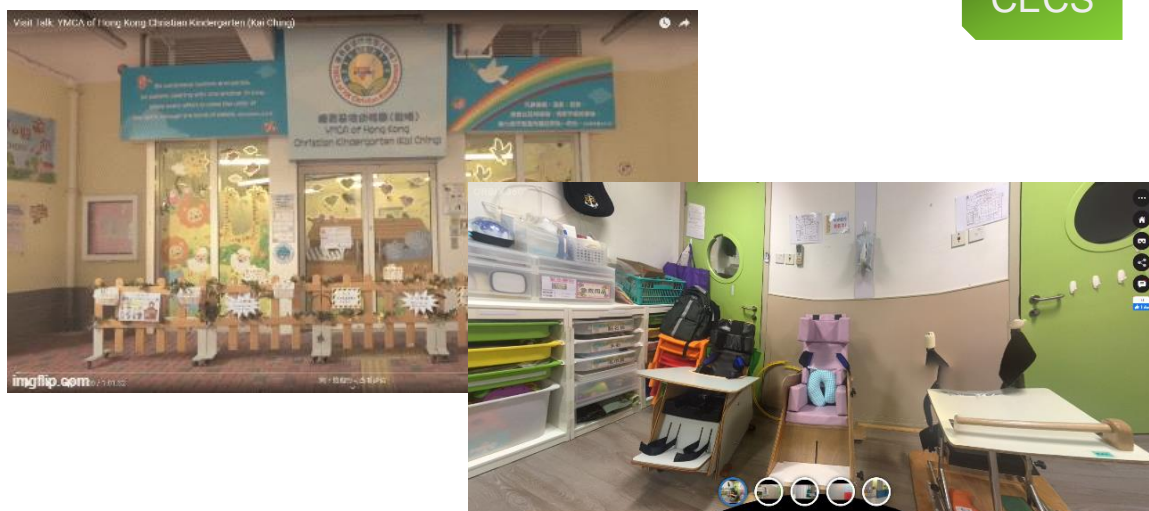
- ✓ 360 degree virtual tour can enhance students' knowledge in their future workplaces. By navigating the virtual workplaces , students can have deeper understandings towards the facilities , working procedures and safety measures via text, graphic, audio and video hotspots.(See sample 25 and 26)

HT



Sample 25: Virtual Gym Room

CECS



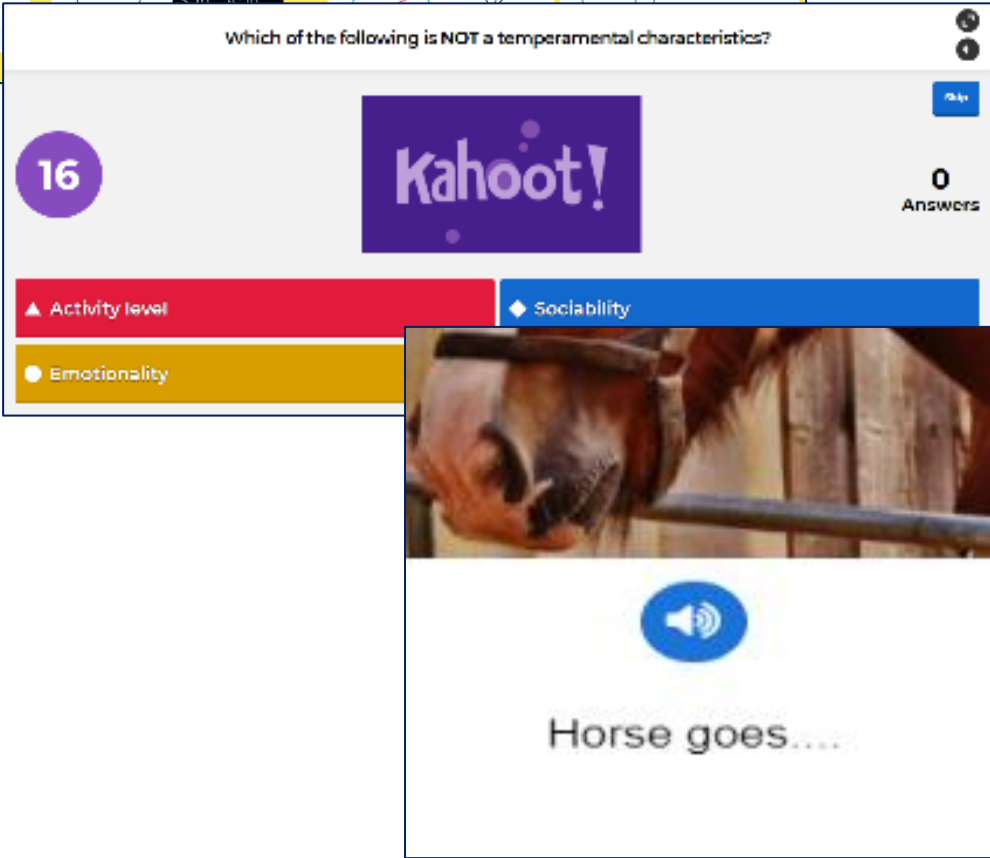
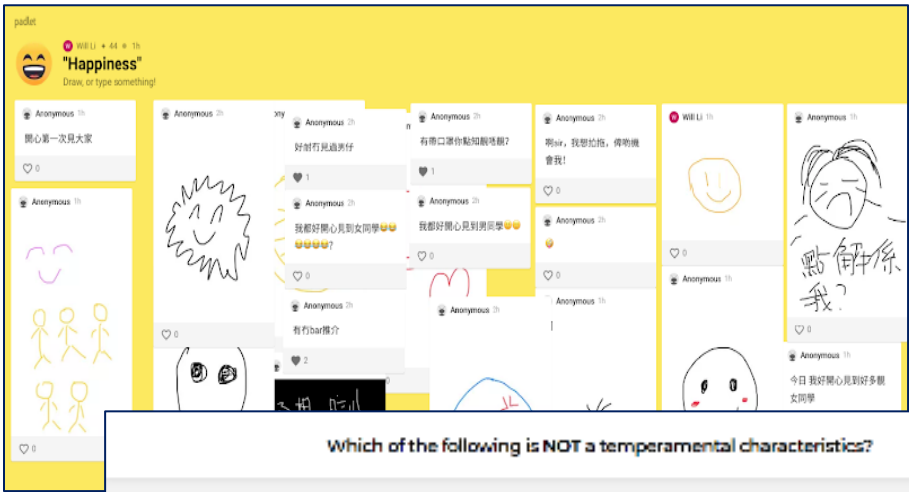
Sample 26: Virtual Visit of Kindergarten and Special Child Care Centre

Use of Educational Tools

5. Educational Technology (EdTech) Tools

- ✔ Use the interactive EdTech tools (e.g. Padlet, Kahoot!, Mentimeter, Nearpod, etc.) as effective platforms to engage students in active collaboration and discussion during the in-class section .(See sample 27)

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Sample 27: Padlet and Kahoot! activities

Use of Educational Tools

6.Moodle Tools

- ✔ Structure various learning materials (i.e. animation lesson, video quiz and case study scenarios, etc.) into Moodle SCORM package for efficient self-study.(See sample 28 and 29)

BA

Explicit Cost and Implicit Cost 顯性成本與隱性成本



If GreatBusiness Co. Ltd. rents premises, obviously the cost of using the premises is the rental payment, which is called "explicit cost".
如果GreatBusiness Co. Ltd. 租用物業，明顯性使用該物業的成本是所付出的租金，這是「顯性成本」。



If GreatBusiness Co. Ltd. owns premises and has the option to lease the premises to earn rental income, the cost of using its own premises is the rental income forgone, which is called "implicit cost".
如果GreatBusiness Co. Ltd. 自置物業，並可選擇物業出租以賺取租金收入，使用該物業的成本是放棄的租金收入，這是「隱性成本」。

The cost of using rented premises or its own premises is the same, no matter the cost is measured in terms of a payment made or an income forgone.
所以，不管是以支出抑或所放棄的收入來衡量成本，使用租用的物業或自置物業的成本是一樣。

Start Over 重溫這課題

Video Quiz - Review for Microeconomics

Scenario 2

✔ Which market structure do online news websites belong to?

☐ A) Monopolistic competition

☐ B) Perfect competition

☒ C) Oligopoly

☐ D) Monopoly

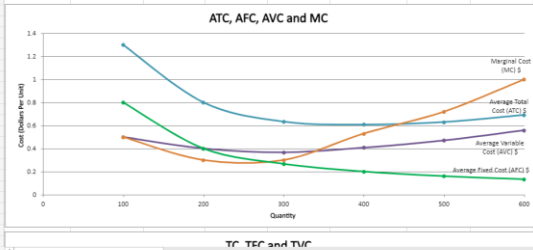
Sample 28: Animation lesson and video quiz in SCORM package

- ✔ Integrate interactive learning tool (i.e. Interactive Calculator) and supplementary learning materials(i.e. glossary) into Moodle ,to support students' continuous learning .

BA

Calculator - Short Run Costs (Relationship between Total, Average and Marginal Costs)

Quantity (Q)	Total Cost (TC) \$ = Total Fixed Cost + Total Variable Cost	Total Fixed Cost (TFC) \$	Total Variable Cost (TVC) \$	Average Fixed Cost (AFC) \$	Average Variable Cost (AVC) \$	Average Total Cost (ATC) \$	Marginal Cost (MC) \$
0	84	84	0				
100	130	84	46	0.80	0.50	1.30	0.50
200	160	84	76	0.40	0.80	0.80	0.30
300	190	84	106	0.27	0.37	0.63	0.30
400	243	80	163	0.20	0.41	0.61	0.53
500	315	80	235	0.16	0.47	0.63	0.72
600	415	80	335	0.13	0.56	0.69	1.00



Glossary - Production

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | ALL

agency problem

A conflict of interest that occurs when agents (workers or managers) pursue their own objectives to the detriment of the principals' (stockholders') goals.

Sample 29: . Interactive calculator and glossary in Moodle



05

**Teachers and
Students'
Feedback**

Teacher and Student Feedback

Several disciplines have conducted pilot runs on implementing Blending Learning lessons. Teachers' and students' feedback in the following areas were well-recorded for further improvement.

1. Learning experience and efficiency (See sample 30)
2. Challenges in adopting Blended Learning (See sample 31)

CECS

Feedbacks from Students

- ✓ More flexible to fit their own learning pace
- ✓ Visualize the abstract theories
- ✓ Allow to review the materials (especially the assignment guidelines) for multiple times
- ✓ In-class interactive activities allow higher order learning

Sample 30: Students' feedback

DE

1. Shortage of time and resources
2. Slow and lengthy content development process
3. Build a blended learning culture
4. Face-to-face training to digital training

Sample 31: Challenges in adopting Blended Learning (Teachers' feedback)