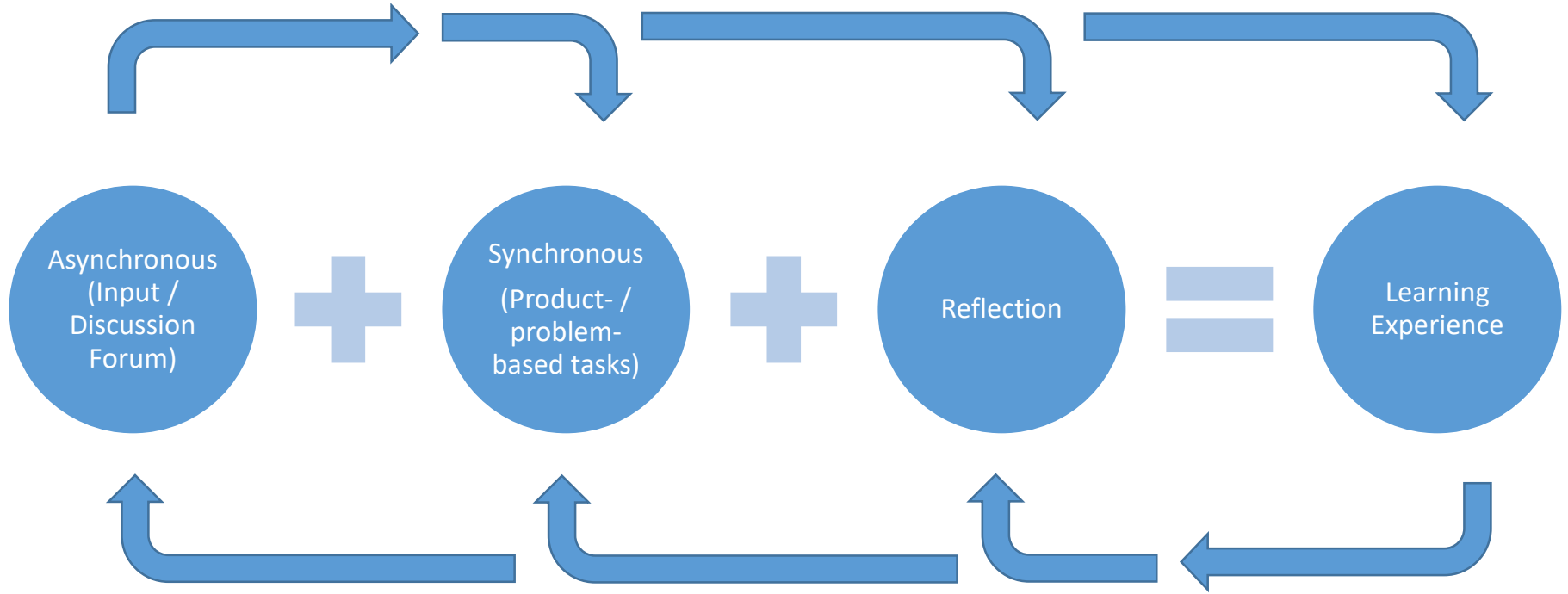THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

The Song Remains the Same:

Using principles of learning while blending modes of teaching

Recent teaching experiences …

1. Learner focused
2. Defined for students (by students)
3. Measurable and trackable (by students)
4. Enabled by technologies; not technology-centric or for technology-sake
5. A collaborative and / or individual journey
6. Encourages knowledge construction
7. Dialectic / interactive
8. Enables far transfer

Asynchronous (Input / Discussion Forum) **+** Synchronous (Product- / problem-based tasks) **+** Reflection **=** Learning Experience

Readings

Videos

Homework

Group discussion lead	10%	Devise a discussion prompt based on concepts and theories learned in the course and facilitate a group discussion for an assigned week.
Discussion participation	10%	Active participation in the weekly group discussions to demonstrate online communication competencies and understanding of concepts and theories.

Purpose: to encourage knowledge construction; collaboration; leadership; critical thinking; reflection

Excellent	You **consistently** and **effectively** lead and **enhance** the discussion by: • Providing **thought-provoking, relevant** and **focused** questions • **Identifying** and **providing** a summary of agreements and disagreements • Encouraging, acknowledging **and** reinforcing participants' contributions • Contributing **new** knowledge to the discussion • Providing concluding thoughts that **analyse** and **evaluate** the discussion
Very Good	You **often** and **effectively** lead and **enhance** the discussion by: • Providing **relevant** and **focused** questions • **Identifying** and **providing** a summary of agreements or disagreements • Encouraging, acknowledging **or** reinforcing participants' contributions • Providing concluding thoughts that **analyse** and **evaluate** the discussion
Good	You **often** and **effectively** lead the discussion by: • Providing **relevant** questions, though they may be unfocused at times • **Identifying** agreements or disagreements • Acknowledging **or** reinforcing participants' contributions • Providing concluding thoughts that **summarise** the discussion
Adequate	You lead the discussion by: • Providing **some relevant** questions, though they may often by unfocused • Acknowledging **or** reinforcing participants' contributions • Providing concluding thoughts with **no summary** of the discussion
Not Adequate	**Many** of your questions are **irrelevant** or **unfocused**. **You fail to:** • Identify and provide a summary of agreements or disagreements • Acknowledge or reinforce participants' contributions • Provide concluding thoughts that summarise the discussion
Poor	**Most** of your questions are **irrelevant** or **unfocused and unclear**. **You fail to:** • Identify and provide a summary of agreements or disagreements • Acknowledge and reinforce participants' contributions • Provide any concluding thoughts
Unacceptable	You **do not lead** the discussion.

Rubrics

	Your contributions in discussion forum activities often:
Excellent	- Provide a summary of agreements in a discussion - Contribute new knowledge to the discussion - Provide statements that illustrate your understanding of new knowledge or new ways of thinking that are result of the discussion
Very Good	- Provide an opinion in contrast or in response to 'received facts' as shared by other participants - Provide an opinion in contrast or in response to existing opinions or ways of thinking on a subject - Provide an opinion in contrast or in response to your personal experience on a subject
Good	- Show evidence of negotiating meaning or seeking clarification of meaning of a subject - Identify areas of agreement or overlap among conflicting concepts in the discussion
Adequate	- Only identify and state areas of disagreement - Only ask and answer questions to clarify a subject - Only state an observation or opinion
Not Adequate	- Restate or repeat a participants' position - Only provide a definition, description or identification of a problem or subject
Poor	- Only state an agreement or disagreement with participants - Lack substance and clarity
Unacceptable	Minimal or absent

1. Reading / homework task
2. MS Teams Form
   - short multiple choice
   - short answer question
3. Share results & discuss

Purpose: to check understanding of input, reading; to set lesson learning objective; begin dialogue; check homework …

Pre-Task

Monday, July 05, 2021   2:58 PM

Complete the following pre-task (~3 mins)

[Microsoft Forms](#)

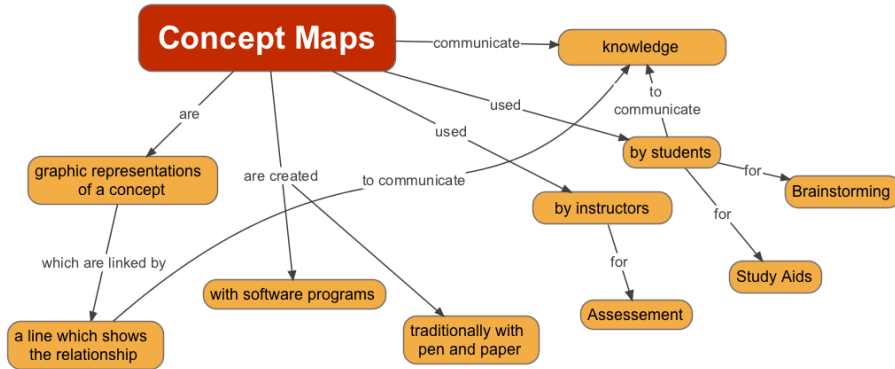### Pre-Task

...

* Required

1. Today's sessions explored different strategies teachers might use to increase engagement in the classroom. Based on what has been covered so far, what are your key takeaways? (~2-3 sentences)
*

Enter your answer

Submit

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1. Today's sessions explored different strategies teachers might use to increase engagement in the classroom. Based on what has been covered so far, what are your key takeaways? (~2-3 sentences)

9   Responses

ID↑	Name	Responses
1	anonymous	Vocaroo could be useful to do student recordings in class.
2	anonymous	I will continue to use Microsoft Teams and Perusall, and I am happy to see wider adoption to deal with the unique problems inherent in hybrid teaching.
3	anonymous	Pretty much talk to the room but have the tasks online for everyone to do.
4	anonymous	I have learnt how to make students from both F2f and online mode engage in a hybrid mode of teaching with technological tools. I love Vocaroo and Perusall a lot.
5	anonymous	How to use Vovaroo
6	anonymous	Having a range of options for students to upload work and feedback mechanisms is great.
7	anonymous	Learn some new apps. I need more time to explore them.
8	anonymous	Different platforms to suit the needs to students and subjects
9	anonymous	There are many useful online tools that can help to engage students.

1. use a variety of tasks
   - breakout group work
   - debate
   - Socratic method
2. 1-3 tasks per lesson
3. problem- / product-based
4. cold call individuals / groups **and / or** ask students to ask peers to follow up
5. **be consistent**

Purpose: to apply knowledge; construct knowledge; critical thinking; collaborate; give / receive feedback

1. MS Teams Form
   - short answer question
2. Share results & discuss

Purpose: to check understanding of lesson; to synthesize concepts; reflect; consider far transfer …

Far transfer occurs when there is **transfer** of learner knowledge and skills from the taught context to another dissimilar context.

Near

Knowledge domains are highly similar, the settings in which the original learning and transfer tasks occur are basically the same, and the elapsed time between the two tasks is relatively short

Far

Knowledge domains and settings are judged to be dissimilar and the time between the original learning and transfer tasks is relatively long

Example of post-task

Post-task
Thursday, July 8, 2021   7:48 PM

Complete the post-task below (~3min)

Microsoft Forms

Post-task

* Required

1. Describe a task you might do in the hybrid classroom to enable engagement between f2f and remote students.
*

    [Enter your answer]

2. Today's sharing session has provided me with some useful ideas for hybrid teaching (1 = strongly disagree, 5 = strongly agree)
*

    1   2   3   4   5
    ○   ○   ○   ○   ○

Post-task
Thursday, July 8, 2021   7:48 PM

Complete the post-task below (~3min)

Microsoft Forms

3. Please rate each statement below: *

    I'm confident in teaching a hybrid lesson   ∨

    I am willing to take risks in the hybrid classroom   ∨

    It's impossible to teach a hybrid lesson   ∨

    It's okay if I fumble while teaching a hybrid lesson   ∨
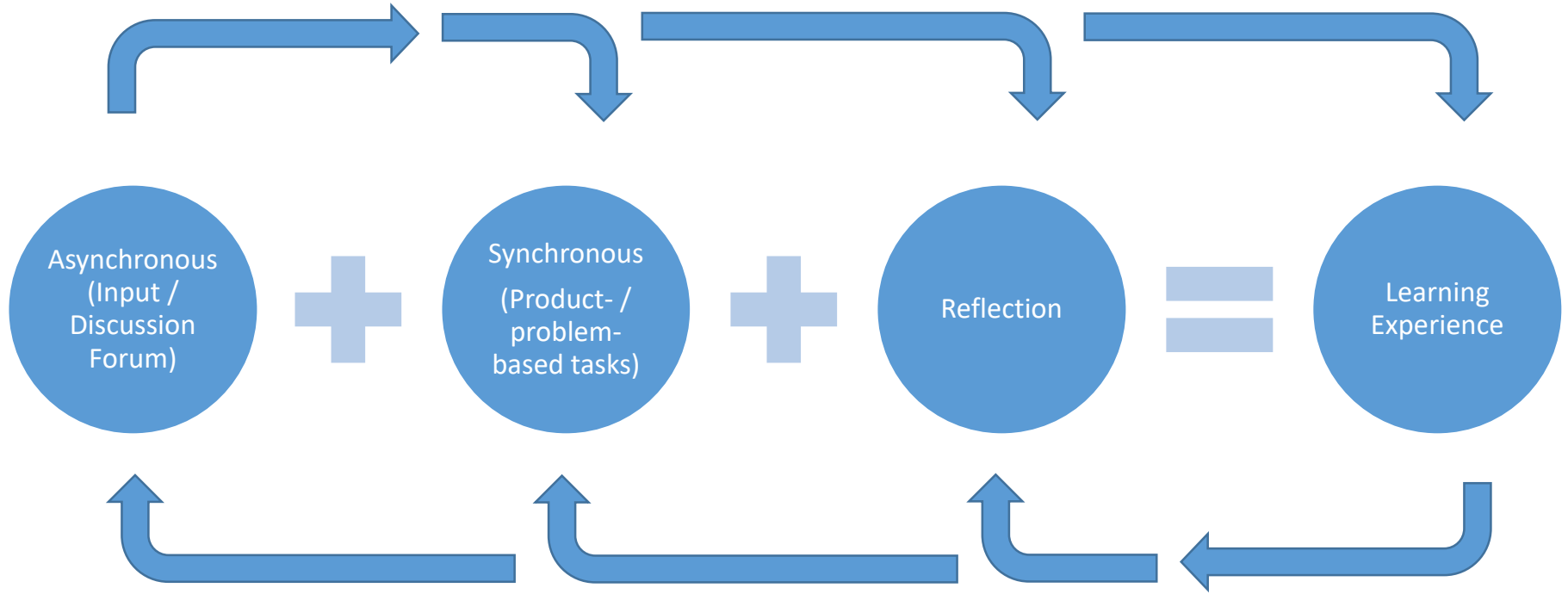
    I've made it this far; I can survive hybrid teaching   ∧

    ○ Strongly Agree

    ○ Agree

    ○ Neutral

    ○ Disagree

    ○ Strongly disagree

Thank you