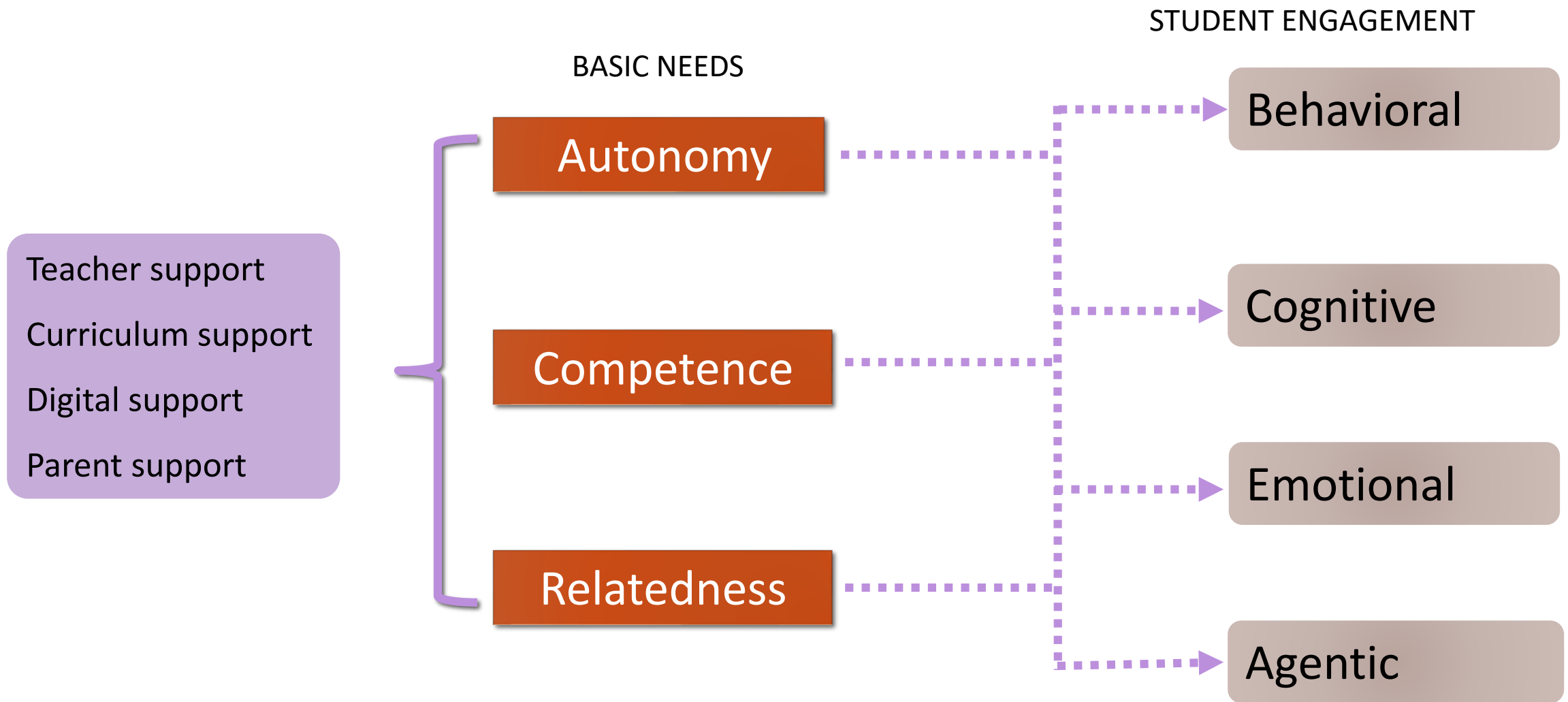


Organized by HKU CETL

From online teaching to face-to-face teaching: Blending the two experiences

THOMAS CHIU

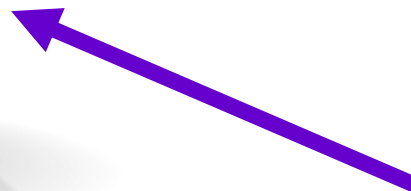
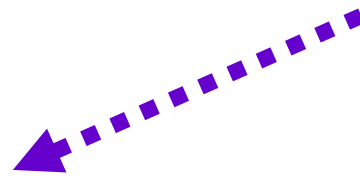
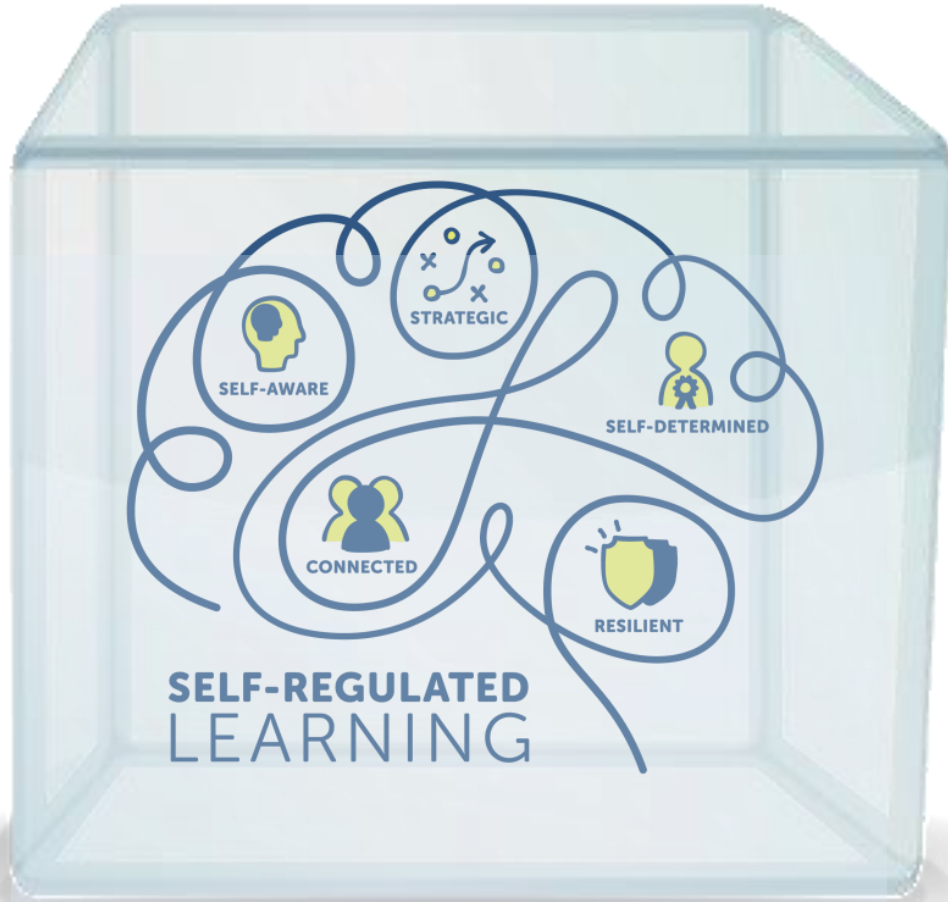
ASSISTANT PROFESSOR, DEPARTMENT OF CURRICULUM AND INSTRUCTION
THE CHINESE UNIVERSITY OF HONG KONG



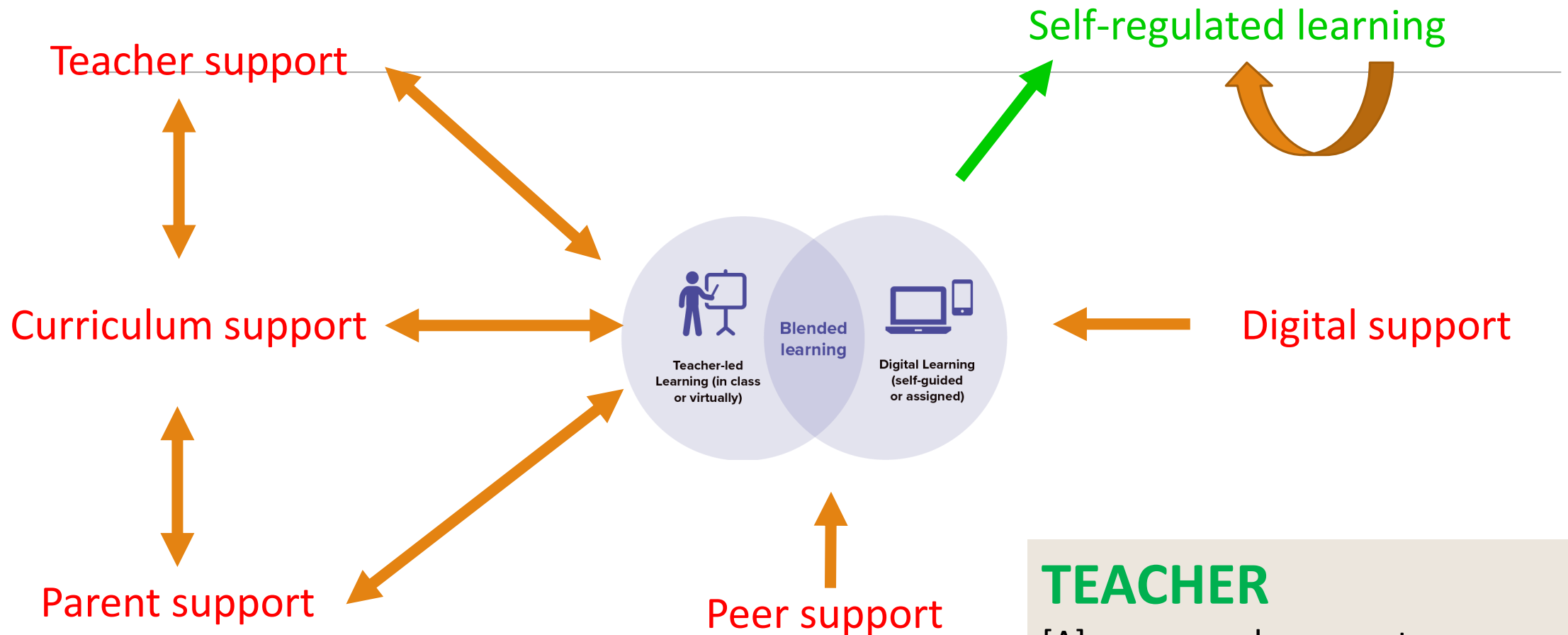
Chiu T. K. F. (2021). Digital support for student engagement in blended Learning based on Self-determination Theory. *Computers in Human Behavior*, 124, 106909
[10.1016/j.chb.2021.106909](https://doi.org/10.1016/j.chb.2021.106909)

Chiu T. K. F. (2021). Applying the Self-determination Theory (SDT) to explain student engagement in online learning during the COVID-19 pandemic. *Journal of Research on Technology in Education*, 4, 1-17. <http://dx.doi.org/10.1080/15391523.2021.1891998>

Current Student Learning Experience



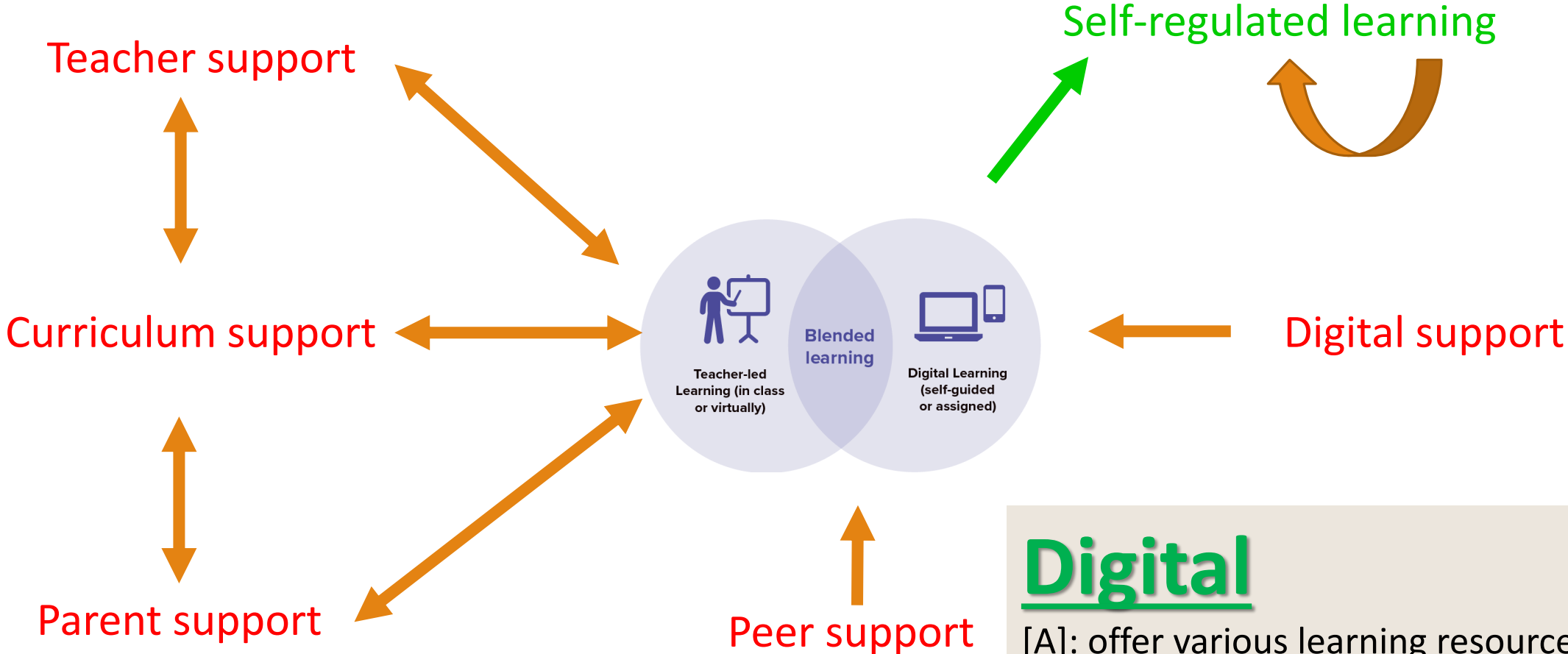
Different Types of Support



TEACHER

- [A] : more endorsement
- [C]: more competence-specific feedback
- [R]: better online presentation or communication skills (using emoji)

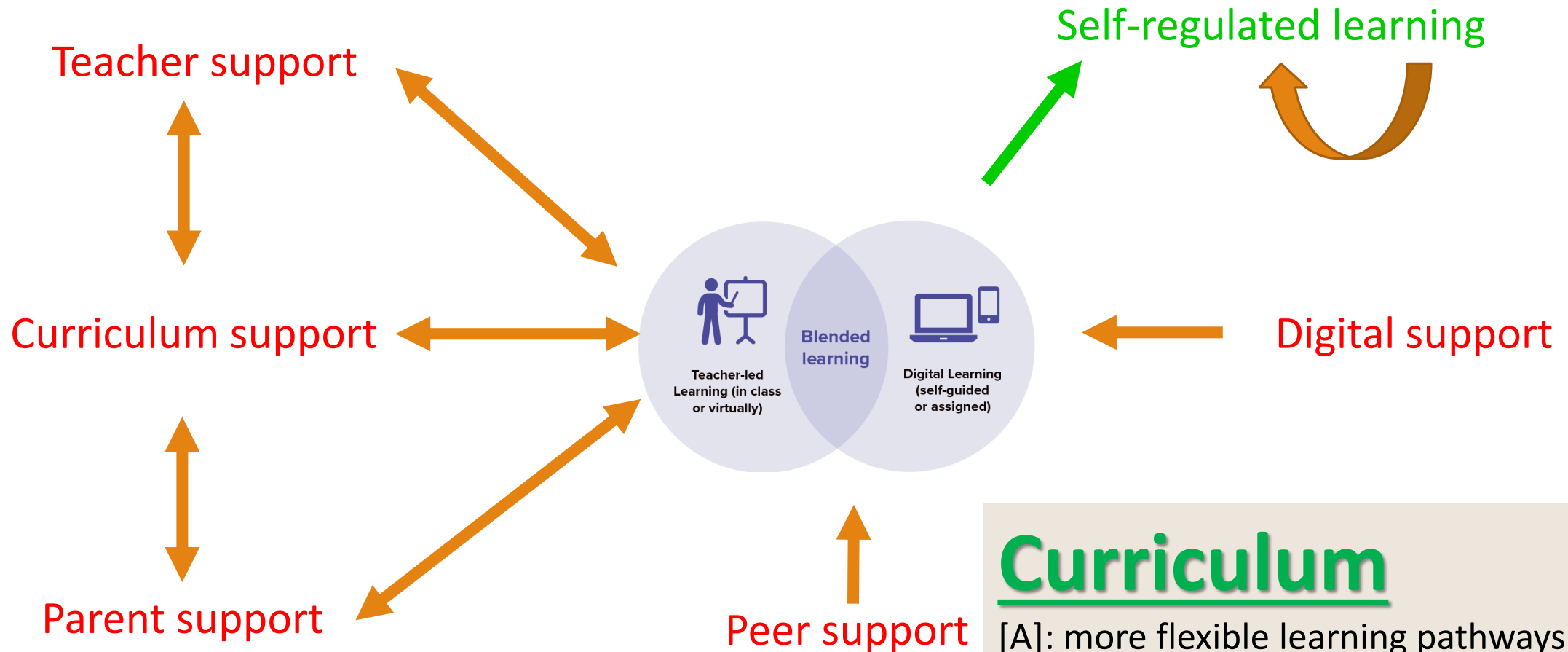
Different Types of Support



Digital

- [A]: offer various learning resources of the same unit
- [C]: offer interactive learning resources apply multimedia learning principles, AI driven.
- [R]: design LMS for the class

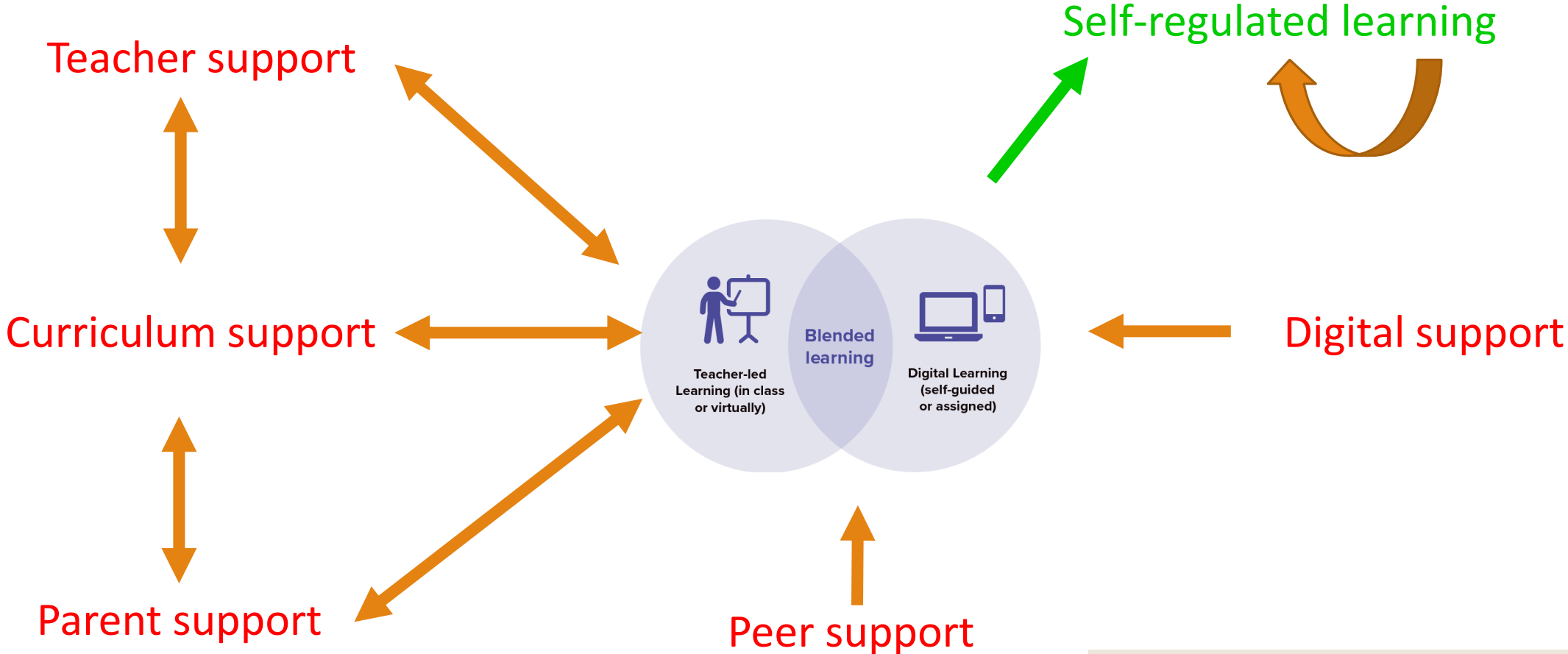
Different types of support



Curriculum

[A]: more flexible learning pathways
[C]: level-up exercises, clear learning pathways, dynamic or gradual assessment - levels of understanding from simple (effort) to complex
[R]: more group work and effort.

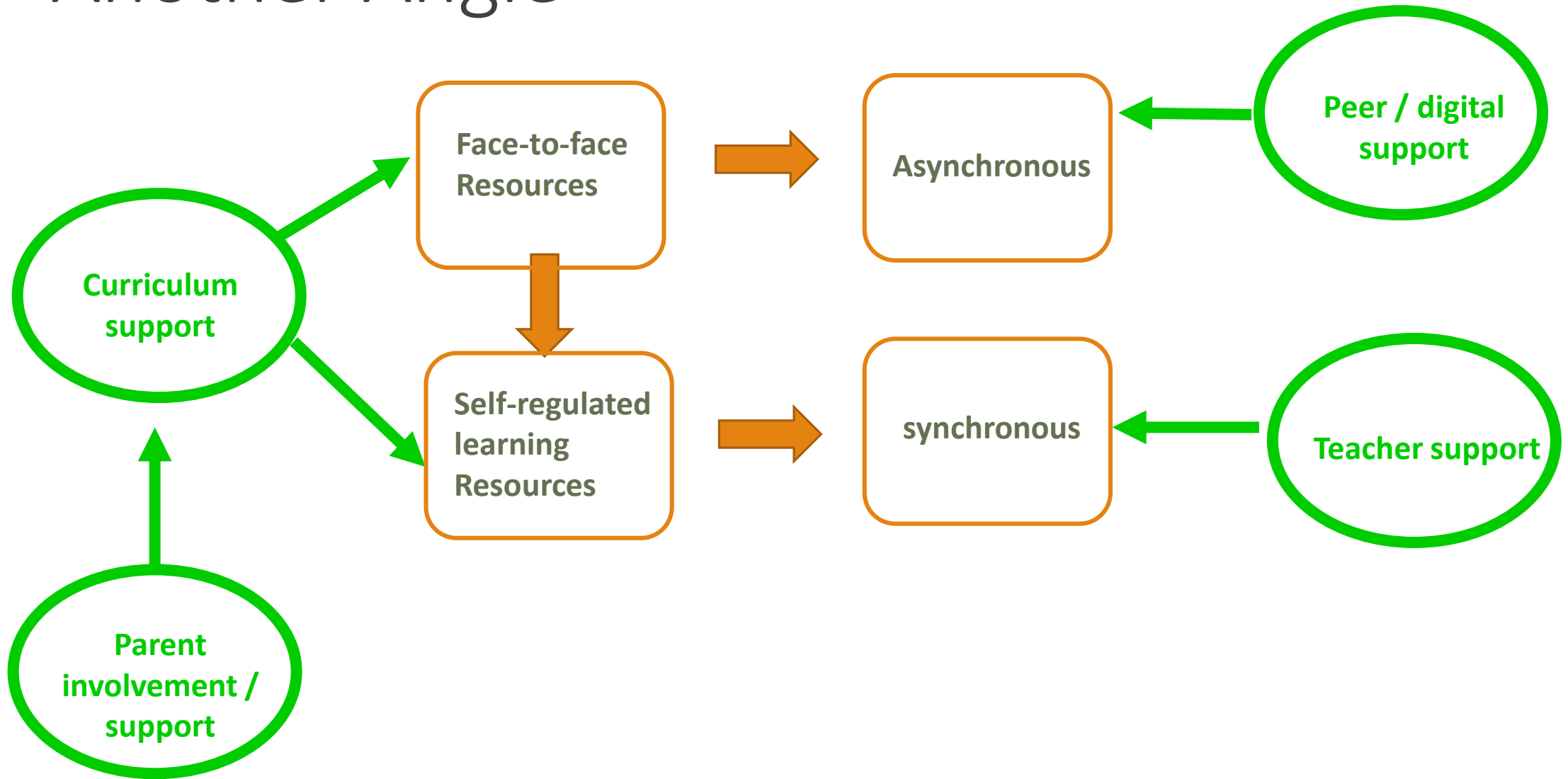
Different types of support



Parent

[A, C, R] Use curriculum and digit support to further satisfy student needs

Another Angle



SPACE

S pecific	provide clear expectation, more guideline
P eer	focus group-work, peer and team learning
A ctive	encourage student contributions
C hallenge	provide more resources in LMS; multimedia presentations
E ffective	give concise content in online lecture; multimedia learning principles

Thank You

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