



# **Blended Learning Policy and Guidelines**

## ***Learning and Teaching in a Digital Age***

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**June 2022**

# Blended Learning Policy and Guidelines: Learning and Teaching in a Digital Age

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## **Blended Learning Policy and Guidelines: Learning and Teaching in a Digital Age**

### **Introduction**

This paper outlines the types and methods of blended learning and makes explicit the policy with regards to seeking approval of changes made for blended learning in accordance with the Academic Quality Assurance Manual. This paper also provides relevant guidance on the approach to blended learning for staff and students and aim to ensure an equitable, consistent approach across the University and to stimulate informed innovations.

This paper sets out the expectation for integrating blended learning and teaching approaches within existing campus-based provisions at both undergraduate and postgraduate levels. It will highlight the guidance for academic staff in the design, development, delivery and assessment of provisions in a blended and online learning mode. In addition, this paper ensures that a balance is maintained between the autonomy for staff to actively adopt innovative blended learning approaches in their teaching, and the need to adhere to the quality assurance processes for course changes and the equity of the learning and teaching experience.

This paper is organised into four complementary sections:

#### **1.1 Contextualising blended learning at Lingnan**

This section gives an introduction for blended learning at Lingnan as a strategic initiative to support innovative learning and teaching. The concept and approach of blended learning and teaching is defined and situated within the context of Lingnan University, and highlights the importance of an embedded Outcomes-Based Approach to Teaching and Learning (OBATL) as a strong foundation and basis for quality blended learning and teaching.

#### **2.1 Aligning blended learning to Academic Quality Assurance (AQA) procedures**

This section highlights how the policy aligns to and complements existing guidance and information from the Academic Quality Assurance (AQA) Manual, in particular, Lingnan's Learning and Teaching Statement (Appendix D, Chapter Three). The paper details how the policy is to be applied regarding changes to course design and delivery for blended learning, and specific changes and adaptations to programme and course syllabus documentation as stipulated in Chapter Five of the AQA manual.

#### **3.1 Guidelines and good practice for blended learning**

This section highlights good practice for blended learning, which is benchmarked against international and local practice and aims to support staff to practically implement quality blended learning approaches in their teaching.

#### **(Appendix 1) A Blended Learning Template Form for the proposed modification of courses for blended learning**

This section proposes a template form that has been adapted from the existing Course Syllabus Document to be completed by any staff member proposing to incorporate blended learning into new or existing courses that will be reviewed by the Teaching and Learning Centre. This template and associated feedback can easily then be transposed into the existing Course Syllabus Document for approval via relevant

committees. A similar process can be adopted for programmes wishing to adopt blended learning delivery as these usually indicate courses in the associated Programme document.

## **1.1 Contextualising blended learning at Lingnan**

1.1.1 Lingnan University aims to provide high quality liberal arts education to students both within Hong Kong and internationally. This quality liberal arts education is delivered and strengthened by a blended learning approach to support both on-campus undergraduate and postgraduate students. One of the University's Strategic Areas in 2019 – 2025 is:

*“To develop smart teaching and learning and other cutting-edge pedagogies with the help of new digital education technology to support teaching and learning endeavours to meet students’ new learning needs in a rapidly changing world where new knowledge and skills continue to appear and workplace requirements are constantly changing”.*

1.1.2 To support this strategic priority, a TDLEG project led and coordinated by the Teaching and Learning Centre (TLC) was developed with a key initiative to advance the use of blended learning across the institution in both quantity and quality. This project was funded concurrently with a Senate approved paper that outlined eight recommendations in support of “Enhancing Innovative Teaching and Learning at Lingnan: An Implementation Proposal” (ref: SEN/19/3/A8). One of these recommendations identified that by the end of the 2019-22 Triennium, 100% of courses at Lingnan will have incorporated some e-learning component.

1.1.3 The global coronavirus pandemic in 2020 presented immediate and urgent challenges for all education institutions worldwide, including at Lingnan, which resulted in many of our learning and teaching provisions transitioning to an online and/or hybrid learning experience for our students. Our academic community had to face this unprecedented situation, and many grasped this opportunity to develop new knowledge and skills in teaching online and e-pedagogies.

1.1.4 As social distancing guidelines relax and the University begins its new academic year under a “new normal” for learning and teaching in 2021, it is an ideal opportunity to review our lessons learnt and build on this experience to proactively develop and continue to strategically embed blended learning approaches into the Lingnan curriculum.

1.1.5 Whilst the majority of our programmes and courses are delivered and taught campus-based, we need to acknowledge that a number of academic staff have already incorporated blended and online learning and teaching approaches as part of their course delivery. These approaches vary in practice and between disciplines. To ensure an equitable and quality learning and teaching experience, it is important to set up clear expectations and guidelines on how blended learning is developed and implemented at the University.

## 1.2 Definitions

1.2.1 We define the term “virtual teaching and learning” as a broad identifier utilised in the framing of this Special Grant for Strategic Development. This is an overarching term UGC has articulated to refer to a variety of approaches across the 8 UGC institutional work regarding e-Learning, Blended Learning, Hybrid Learning, Hyflex Learning, Real-Time Learning and Teaching. In this regard, LU has, where appropriate, utilised this same term for consistency to the UGC reference in this special grant and in recent TDLEG 2022 – 2025 Triennium plan with a theme on, “Deepening Virtual Teaching and Learning”. However, we do acknowledge that our work and efforts in eLearning in general in the past and blended learning in particular more recently also represent our key area of focus.

1.2.2 The LU definition of Blended Learning is drawn from the Senate 2019 paper - Enhancing Innovative Teaching and Learning at Lingnan: An Implementation Proposal as;

*“Blended Learning is a thoughtful integration of classroom face-to-face learning experiences with online learning experiences enabled by technologies”<sup>1</sup>*

This definition places emphasis on two fundamental aspects and potential of blended learning: i) a **pedagogically informed and well-designed integration of the learning technologies** and ii) **cultivating an active blended learning experience** that connects the face-to-face and the online environment for students and staff.

1.2.2 In practice, blended learning covers a broad spectrum of technology-enhanced learning approaches, and it is important to highlight some differentiation between some known terminologies and different modes of delivery in order to establish a consistent baseline for ongoing discussions and developments across all stakeholders at the University.

1.2.3 Figure 1 below shows blended learning as positioned within a continuum with regards to the varying delivery modes and the “degree of blend” as highlighted by the proportion of face-to-face and online activities.

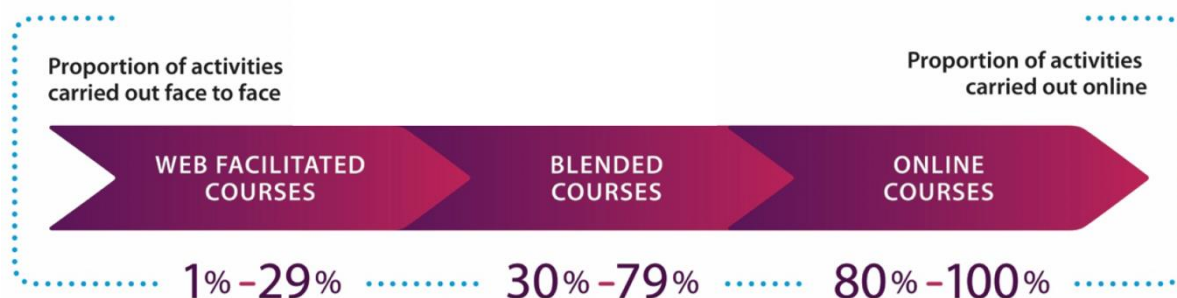


Figure 1: Course Delivery Continuum<sup>2</sup>

<sup>1</sup> Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.

<sup>2</sup> Adapted from Allen, I. E., Seaman, J., Poulin, R., & Straut, T. T. (2016). *Online report card: Tracking online education in the United States*. Retrieved from: <http://onlinelearningsurvey.com/reports/onlinereportcard.pdf>

The courses illustrated in Figure 1 are described briefly to highlight its differentiation on the continuum:

a) Web facilitated courses

These are predominately face-to-face campus-based teaching; supported by the simple use of online platforms or relevant software for uploading of resources, collaborations and assessment submissions.

b) Blended courses

These courses as indicated, can vary in their proportion and integration of face-to-face and online activities (i.e., 30-79%). These variations are determined by the relevant academic staff/teams as part of the design for the course or programme, and specifically within the learning activities to support the necessary learning process and assessment outcomes. The aim for this section of the continuum is that the design and integration of blended learning is pedagogically considered and thoughtfully integrated to support active, student-centred learning and aligns to OBATL approaches. Examples of blended learning approaches can include techniques such as designing integrated learning and teaching using different learning modalities<sup>3</sup>, the flipped classroom<sup>4</sup> or a large proportion of activities are conducted online thereby reducing the overall face-to-face contact time.

c) Online courses

These include fully online, distance courses whereby all learners are at a distance, and all aspects of teaching and learning are conducted online and remotely. There is no attendance or delivery of teaching on campus (with exceptions such as for inductions). These may also be courses or programmes conducted as collaborations with other institutions. Other examples included on this end of the continuum can also include Massive Open Online Courses (MOOCs) where online courses are delivered fully on the web and are specifically designed for larger number of participants from various backgrounds.

### 1.3 Hybrid learning

1.3.1 Hybrid learning is a mode of delivery whereby learning and teaching are delivered concurrently in both the physical teaching spaces and in the online environment, and learners are given an option to engage in the learning within their chosen environment. This mode of delivery emerged as a response from higher education institutions during the pandemic. There are clear benefits and challenges of this approach but as institutions adapt to its “new normal”, recent experiences of learning and teaching online provide a sound pedagogical rationale for ongoing blended learning development.

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<sup>3</sup> Integrated and connected design and learning using both asynchronous and synchronous environments

<sup>4</sup> Where online tasks or activities are designed specifically to be completed outside the physical teaching space, thus allowing the dedicated contact time for more interaction and discussion for further inquiry that helps to reinforce learning

1.3.2 As good practice, and to ensure equity of the learning experience, academic staff should record their sessions and make available the recording via Moodle for students to review afterwards.

#### **1.4 Clarifying Contact hours**

1.4.1 The existing reference for contact hours in a course at Lingnan is usually interpreted as 3 face to face class contact hours per week and students are expected to spend 6 hours per week on self-study outside of class. As courses adopt blended learning delivery, the term “contact hours” is defined as the time in which the teacher is present and is facilitating the learning experience of the students, whether physically or virtually. The self-study time in a blended learning course can then include structured online activities, engaging in online resources and other self-study activities.

#### **1.5 Expectations of quality learning and teaching**

1.5.1 In accordance with Lingnan’s Learning and Teaching Statement, and the University’s commitment to maintaining and developing excellence in teaching and learning, the following key aspects for quality blended learning are highlighted:

- The teaching and learning quality is essential in the student learning experience and is more important than the delivery itself. The effective implementation of OBATL, and the design of the curriculum learning outcomes coupled with the assessment and feedback mechanisms provide the basis for quality blended learning.
- Blended learning approaches is pedagogically considered in curriculum design and not as a bolt-on. The use of learning technologies is integrated and designed into the learning and teaching experience.
- Active blended learning, in the same way as active learning in a physical teaching space, is designed to develop and support interaction and collaborations between teacher-student/peer-to-peer which, in turn, helps to encourage independent learning, enhance motivation and cultivate a deep approach to learning.
- Blended learning can help to optimise contact time and in-class learning.
- Blended learning provides further insight into our students’ learning and progress. Informed and appropriate use of learning analytics via online systems and platforms can help to identify students who may be at risk of failing or struggling, to address gaps in knowledge or skills within the curriculum and to inform and develop the teaching practice.

## **2.1 Aligning blended learning to Academic Quality Assurance (AQA) procedures**

### **2.2 Encouraging innovative practice and providing guidance**

- 2.2.1 As acknowledged, blended learning is an approach that can vary depending on the curriculum design and in the way in which the proportion of activities can be developed between and across the online and face-to-face environments. As the University welcomes this approach across different subjects and disciplines, it is also necessary to capture the wide range of possible innovative designs available to academic staff. In this regard, it is essential to allow for flexibility, transparency and a constructive mechanism to support this blended learning design process in order to assess fully the most appropriate blended learning model that best fits the University.
- 2.2.2 In this regard, the Teaching and Learning Centre reviews and assesses new or existing blended learning courses and programmes fully in light of this specialised design and methodology through a Blended Learning Template Form (Appendix 1). As part of good practice, undergoing this process will allow opportunities for further in-depth dialogue and feedback amongst academic staff and learning support units (e.g. TLC) to help identify and inform wider learning and teaching issues.
- 2.2.3 The Teaching and Learning Centre will help support and facilitate in-depth debate and discussions with the academic community on aspects connected to assessments procedures (e-assessments), and which are informed by practices specific to the liberal arts curriculum in a technology enhanced environment. These ideas and concerns can then be incorporated into wider, broader discussions with relevant committees and as related to the AQA procedures and processes.

### **2.3 Adhering to Lingnan's Academic Quality Assurance (AQA) procedures**

- 2.3.1 In specific cases and circumstances, integrating blended and online learning and teaching approaches will significantly affect the learning experience and have implications on existing quality assurance procedures and processes. In particular, when proposing blended learning/online courses, it is considered good practice for teachers, where necessary, to consult with relevant colleagues, for example, programme leader(s), other teaching staff and TLC colleagues, to ensure changes and developments are considered from a holistic learning and teaching perspective.
- 2.3.2 With regard to blended and online learning, academic staff must adhere to existing procedures and regulations concerning course and programme amendments for major and minor changes (refer to AQA Manual Chapter Five).
- 2.3.3 Minor changes  
Aligned to existing examples of minor changes in the AQA Manual under section 5.3.2, the following minor changes are identified as having relevance and impact on changes for blended learning.
- change to the number or format of contact hours;
  - change to assessments methods/tasks, weighting of assessment tasks, and the examination duration of a course;



- change to teaching methods (to involve blended learning, except for Blended Learning Mode 1 not shaded in blue in the table as shown in Appendix 2).

An indicative example of this type of minor change to the number or format of contact hours could include for example where the format of contact hours is adapted to suit blended learning via 10 weeks of face- to -face classes with supplemental blended learning material and 4 weeks of online classes with the teacher facilitating the students learning solely online. Further examples are provided in Appendix 2.

#### 2.3.4 Major Changes

Aligned to existing examples of major changes in the AQA Manual under section 5.2.2, the following major changes are identified as having relevance and impact on changes for blended learning.

- changes in the normal length of a programme;
- a significant change to the programme structure and content;

Noting that the proposal of a major change involving blended learning should pay particular attention to rationale and/or reasons(s) for such a change; effects of the change on students; and resource implications. An indicative example of this type of change could include for example moving an entire programme online and shortening its duration. Further examples are provided in Appendix 2.

- 2.3.5 For new or existing courses planning to adopt a blended learning format, a breakdown and description of the learning, teaching and assessment activities via Blended Learning Template Form (Appendix 1) must be presented and reviewed by TLC and then follow the usual process similar to Courses or Programmes submitted to TLC for OBATL review.
- 2.3.6 For these courses, a detailed description on the new mode of delivery, together with a detailed breakdown of the teaching, learning and assessment components, needs to be outlined in the Blended Learning Template Form (Appendix 1) so to demonstrate the connection between teaching, learning and assessments and how this is designed and proportioned across the online and face-to-face environments.
- 2.3.7 For audit purposes and reference, courses adopting blended learning delivery be clearly identified in the course related information.
- 2.3.8 When proposing or adapting courses and programmes for blended learning, academic staff/teams will need to allocate sufficient time and resources for the design and development of online content/resources, learning and teaching activities and to engage in any necessary and relevant professional development support.
- 2.3.9 The Teaching and Learning Centre (TLC) provides academic staff with relevant pedagogical support and professional development on designing and implementing blended and online learning; and advice on OBATL for course approvals and changes as per existing supporting. There is a self-paced online module on the fundamentals of OBATL and how this can be effectively applied for writing learning outcomes to

achieve constructive alignment: <https://www.ln.edu.hk/tlc/tlc-areas-of-focus/learning-design/online-obe-course-for-staff>.

2.3.10. The following are the steps involved in proposing and seeking endorsement for a minor or major change to a Course or Programme incorporating blended learning.

Step 1 – Identify that the change requires submission to relevant committees as a minor or major change for a Course or Programme as outlined in the conditions specified in the AQA manual

Step 2 – Complete the Blended Learning Template Form (Appendix 1) for any Course incorporating BL and if a Programme change complete the Blended Learning Template Form for a Major or Minor Programme change incorporating BL Courses and information on Blended learning as appropriate

Step 3 – Seek advice from TLC

Step 4 – Develop the usual Syllabus Course document with appropriate modifications to incorporate Blended Learning incorporating advice as Blended Learning adoption

Step 5 – Submit to relevant Committees

### **3.1 Guidelines and good practice for Blended Learning**

#### **3.2 Design and development**

3.2.1 The design and development of blended and online learning require careful consideration of learning, teaching and assessment strategies that will differ from provisions which are predominately delivered in face-to-face environments. The University actively encourages the adoption of blended learning approaches to be integrated into courses and programmes by academic staff, and the Teaching and Learning Centre (TLC) offers a range of services and professional development activities to support staff on how to design and implement innovative teaching in their subjects. Academic staff are strongly encouraged to contact TLC for any aspects of innovative pedagogies, including blended and online learning and teaching strategies and approaches.

3.2.2 The design of blended learning approaches requires a review of the curriculum learning outcomes and assessment to ensure the use of technologies is fit-for-purpose and ultimately provides the best environment, both face-to-face and online, to help students construct their own learning and development.

3.2.3 Clear guidance and expectations are required for students to ensure that i) appropriate behaviours are adhered to in the online environment (both asynchronous and synchronous), and ii) academic staff commitment on how and when to respond to student communications.

3.2.4 TLC has developed a Blended Learning Checklist (Section 3.5), to provide academic staff with a set of actions that can be implemented as minimum standards for teaching

online within a course. This is intended to form part of a framework to enable academic staff to design and deliver effective blended learning and teaching.

### **3.3 Operational support**

3.3.1 Technologies to support blended and online learning are varied and diverse. The University advocates the use of innovative technologies to support quality learning and teaching, whilst also ensuring a need for a consistent and equitable access for students to access their learning. In this respect, it is expected that the majority of blended and online learning will be facilitated via the institutional Learning Management System (e.g. Moodle) to ensure integration with other Lingnan systems (e.g. Library) and to provide a seamless learning environment for all students. This does not preclude the use of other learning technologies, but academic staff need to consider the use of technologies from an informed pedagogical perspective.

3.3.2 To ensure a level of consistency in the students' learning experience, it is expected that the following (as a minimum) are required to be uploaded into the institutional Learning Management System:

- a) Course Syllabus/Outline, including schedules and deadlines
- b) Online resources and materials (e.g. readings; PowerPoint slides)
- c) Guidelines on expectations and online behaviour (netiquette)
- d) Assessment details and rubrics

3.3.3 Assessments, feedback and grading are important aspects of the learning experience. This process can also be facilitated via a blended and online learning mode. In this respect, where programmes and courses are taught fully online, it is expected that all aspects of assessments and feedback (e.g. submission of work, feedback of grades) are uploaded and recorded using the Learning Management System or the institutional eportfolio system (e.g. Mahara).

3.3.4 The use of videos for content and resources, as well as the use of cameras for synchronous teaching (e.g. Zoom, MS Teams) has an important role in blended learning in helping to support the learning, and to establish rapport and communication.

3.3.5 Effective e-facilitation is fundamental to the success of blended and online learning. This helps to develop and cultivate a learning environment which is inclusive, collaborative and promotes active and inquiry-based learning. Online learning activities need to be facilitated and supported in a more explicit manner, compared with face-to-face, where subtle nuances such as body language and eye contact are more apparent.

3.3.6 Learning is also a social process, and the online environment provides the basis for interaction between teacher-student and student-to-student. It is important to build in time and activities within the online environment to establish connections and socialisation, which helps to develop a foundation for the learning community to collaborate and engage in group work.

### 3.4 Professional development and support for staff

3.4.1 Academic staff and/or teaching teams are advised to contact TLC when designing new blended learning programmes and courses prior to submitting course syllabus documentation, and to attend relevant workshops on blended curriculum design. The Active Blended Learning Enhancement programme (ABLE@LU) delivered by TLC is designed to directly support a cohort of Lingnan staff within a community of inquiry, and to guide them through the design and implementation of blended learning using an experiential, action-learning approach. This programme is delivered via a blended mode, and accredited by Staff and Educational Development Association (SEDA) in the UK: <https://www.ln.edu.hk/tlc/support-for-staff/able>

3.4.2 In addition, two self-paced, online modules for teaching staff called 1) Blended Learning: Mapping Theory to Practice provides an overview of the different theories of blended learning and how these approaches can be used to support learning and 2) Blended Learning: Tools to Pedagogy provides information of a range contemporary learning technologies that can be utilised to enhance learning and teaching. Both these online modules are located from the Moodle Innovative Pedagogies Series.

### 3.5 Blended learning checklist

The following checklist provides academic staff with a set of actions that can be implemented as minimum standards for teaching online within a course. This is intended to form part of the framework to enable academic staff to design and deliver effective blended learning and teaching. Please contact the Teaching and Learning Centre (TLC) for further advice and support <https://www.ln.edu.hk/tlc/about-us/connect-with-us>

Online component	Action	Y/N
Course overview	Create a short welcome message or video to introduce yourself/teaching team and the course	
	Provide instructions for students on how the online environment (e.g. Moodle, Zoom) is used to support their learning and progress	
	Give details of the course learning outcomes, and how activities are connected to the assessments. Upload or hyperlink to the course outline/syllabus document	
	Design your online course layout to align to your teaching approach e.g. by weeks, topics, themes	
Course content	Provide relevant and meaningful descriptions and titles for resources so students can locate them easily	
	Provide information such as expected time on tasks, video duration, and specify where key learning and interaction are required. Highlight whether resources are compulsory or optional.	
	Use a range of content formats (e.g. documents, videos, audio, links)	

Online component	Action	Y/N
Communication	Ensure your/teaching team contact details are available and up to date (e.g. names, contact method, hours)	
	Set expectations on when and how you will communicate and respond. Give clear guidance on netiquette.	
	Use communication tools such as discussion forums, chat and virtual classrooms to keep in contact and develop social interactions to support collaboration and group work	
	Link to essential and online reading lists from the Library	
Synchronous teaching	Plan and integrate interactions such as breakout rooms and polls into your live sessions to encourage dialogue and active participation	
	Give time in advance to check and troubleshoot for basic technical issues. Ensure your students have access to the relevant technology and provide guidance on how to use them	
	Set clear expectations on how students participate in the synchronous environment, as well as the use of cameras and chat facility	
	Provide and upload recordings after the event and make these available for all students	
Assessment	Ensure all assessment information and instructions are up-to-date, including how and when feedback and grades will be made available	
	Upload or hyperlink to assessment criteria and rubrics, and ensure these are clearly displayed on your Moodle course	
Evaluation and feedback	Set up the online mid-term CTLE survey in your Moodle course	

## Appendix 1 - Blended Learning Template Form

(For the review and feedback by TLC for a course adopting blended learning delivery)

(Areas marked in red differ from the existing Course syllabus and are part of this form for ease of identifying specific BL components)

Existing Course

New course

Course Title

Course Code

Recommended Study Year

No. of Credits/Term

Mode of Tuition

Class Contact Hours (Xhrs online: Xhrs F2F)

Category

Discipline

Prerequisite(s)

Co-requisite(s)

Exclusion(s)

Exemption Requirement(s)

**Brief Course Description:**

**Aims:**

**Learning Outcomes:**

On completion of this course, students will be able to:

**Indicative Content:**

Detailed description of the blended learning course and how the learning, teaching and assessment components will be delivered:

<b>Teaching &amp; Learning Activities</b>				
<b>Teaching and Learning Activities</b>		<b>Total Scheduled Hours/Estimated Total Learning Hours</b>		
		<b>Existing</b>	<b>Revised</b>	<b>New Course</b>
<b>Face-to-face activities</b>	<b>Lecture</b>			
	<b>Tutorial</b>			
	<b>Seminar/small-class</b>			
	<b>Laboratory</b>			
	<b>Others (e.g. fieldtrip, visits etc) Please specify:</b>			
	<b>Subtotal</b>			
<b>Online activities</b>	<b>Online lecture videos/resources</b>			
	<b>Other online learning tasks/activities Please specify:</b>			
<b>Assessment and self-study</b>	<b>Assignments</b>			
	<b>Tests and examinations</b>			
	<b>Self-study and preparation</b>			

**Measurement of Learning Outcomes:**

<b>Planned Assessment Weightings</b>		
<b>Assessments</b>	<b>Assessment Weighting (%)</b>	
	<b>Existing</b>	<b>Revised</b>
<b>Total</b>		

**Required/Essential Readings:**

**Recommended/Supplementary Readings:**

Important Notes:

Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact (**virtual or face-to-face**) and 6 hours of personal study) per week to achieve the course learning outcomes.

Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.

Students are required to submit writing assignment(s) using Turnitin.

To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.



## Appendix 2 – Supplemental Information and Blended Learning Examples

To provide greater clarity for Lingnan staff on what constitutes a minor or major change that requires staff to complete the Blended Learning Template Form and seek input from TLC the following supplemental information should be referenced. The examples shaded in **BLUE** identify those where Lingnan staff are to complete the Blended Learning Template Form and seek input from TLC.

As per the AQA Manual in section 5,

**Minor changes**, aligned to existing examples of minor changes in the AQA Manual under section 5.3.2, the following minor changes are identified as having relevance and impact on changes for blended learning.

- change to the number or format of contact hours;
- change to assessments methods/tasks, weighting of assessment tasks, and the examination duration of a course;
- change to teaching methods (to involve blended learning, except for Blended Learning Mode 1 not shaded in **blue** in below table).

**Major Changes**, aligned to existing examples of major changes in the AQA Manual under section 5.2.2, the following major changes are identified as having relevance and impact on changes for blended learning.

- changes in the normal length of a programme;
- a significant change to the programme structure and content;

The following outlines three approaches to Blended Learning described as “modes” and then provides some samples of these approaches across different variations of attendance, use of technology and teacher presence as specific to the Lingnan context. (This approach to categorizing blended learning and associated material is drawn from Griffith University in Australia and due credit is given to this input as well as from the various committees at Lingnan).

Use of Blended Learning at Lingnan encompasses three modes:

**Blended Learning Mode 1:** Technology assists with simple course administration and resource provision. This is highly recommended for all courses at Lingnan University.

**Blended Learning Mode 2:** Technology enhances the quality of the student learning experience through active learning pedagogies as facilitated by technology: e.g., discussion forum, quiz, online portfolio, etc. This mode is ideally best used in combination with face-to-face active learning and aligns with the Liberal Arts student centered approach.

**Blended Learning Mode 3:** Technology relates to self-directed learning and in this mode students must be supported to be independent learners. These may be fully online courses and as identified in the LU Strategic Plan 2022 – 2028 are a priority in some contexts.

BLENDED LEARNING MODE examples are detailed below. LMS refers to the Learning Management System.

Blended Learning MODE 1		
LOCATION	BL Type	EXAMPLE
In a physical teaching space	Face-to-face	<u>Attendance:</u> This is probably the most common approach at Lingnan and involves timetabled classes in which students attend the course primarily in a face-to-face mode.
		<u>Technology:</u> Learning is enhanced via the provision of simple course administration and resource sharing. For example, use of announcements, email messages, sharing readings, video recordings of lectures or PowerPoints etc. Technology is mostly used for information dissemination and administration.
		<u>Teacher Presence:</u> The teacher is present primarily in the physical teaching space.
	Face-to-face, short courses	<u>Attendance:</u> Some courses at Lingnan are timetabled over a shorter, more intensive period (sometimes in term 1 or 2 or summer). In this mode, courses may be facilitated over only a few weeks or even 1-2 day intensive sessions. Students attend the course primarily in a face-face mode.
		<u>Technology:</u> Learning is enhanced via the provision of simple course administration and resource sharing. For example, use of announcements, email messages, sharing readings, video recordings of lectures or PowerPoints etc. Technology is mostly used for information dissemination and administration.
		<u>Teacher Presence:</u> The teacher is present primarily in the physical teaching space.
	Face-to-face, complemented with Internship or service learning	<u>Attendance:</u> Some courses at Lingnan include internship or service learning components. These can be timetabled over a shorter, more intensive periods or as per the usual 14 week term.
		<u>Technology:</u> Blended learning in these courses involve the provision of simple course administration and resource provision as well as online possibilities to involve students, the teaching team and industry practitioners / guest lecturers etc. These can be complemented via technologies such as an online portfolio for collection and reflection of learning experiences. Technology is mostly used for information dissemination, collection via portfolio and administration.
		<u>Teacher Presence:</u> The teacher is present primarily in the physical teaching space.
	Face-to-face. Learning involves some supervised research	<u>Attendance:</u> Some courses at Lingnan focus on the learning needs of students in conducting research. These can be timetabled over a shorter, more intensive periods or as per the usual 14 week term.
		<u>Technology:</u> Blended learning can be used in this context for enhancing the opportunities for student / candidate to engage with fellow students as well as their supervisor. In this instance, technology can be used for collaborative sharing of material and work-in-progress as well as for communication and self-evaluation activities.
		<u>Teacher Presence:</u> The teacher is present primarily in the physical teaching space.
In a virtual teaching space	Resources and Self-	<u>Attendance:</u> This blended learning approach requires very limited attendance in the physical learning space (classroom, lecture room etc)

	Directed Learning	<p>and the majority of the interactions occur in a virtual teaching space (the learning management system, video chat rooms, Metaverse etc) combined with possible students' interactions via 1-2 day intensive attendance at classes.</p> <p><u>Technology:</u> Learning in this course involves the use of technology for information and resource sharing primarily and learning is primarily self-directed. For example via a Massive Open Online Course (MOOC) or other solely online courses such as LinkedIn Learning-<a href="https://www.linkedin.com/learning/">https://www.linkedin.com/learning/</a>.</p> <p><u>Teacher Presence:</u> The teacher is present primarily in the virtual teaching space.</p>
<b>Blended Learning MODE 2</b>		
In a physical teaching space	Mostly Face-to-face with some online	<p><u>Attendance:</u> In this course students mainly attend face-to-face with occasional interactions scheduled online. For example, students would meet virtually every Monday throughout the term.</p>
		<p><u>Technology:</u> Learning in this course involves the use of technology for information and resource sharing as identified in the earlier section as well as the use of technology for active learning via communication tools such as discussion forum, blog, wiki etc). In this mode, technology can also be used for formative and summative assessment of students' achievement of the learning outcomes.</p>
		<p><u>Teacher Presence:</u> The Teacher is present in both the physical and virtual space.</p>
	Mostly Face-to-face with some online activities. Learning involves Internship or service learning components	<p><u>Attendance:</u> In this course, students would be required to attend primarily face-to-face with some interactions being timetabled such as internship or service learning activities. These activities may be conducted over several weeks or over a short intensive period. Some internship or service learning activities may even involve international placement (physical or virtual).</p> <p><u>Technology:</u> Learning in this course involves the use of technology for information and resource sharing as identified in the earlier section as well as for active learning via communication tools such as discussion forum, blog, wiki and specific technologies to support internship or service learning activities such as online portfolios. In this mode, technology can also be used for formative and summative assessment of students' achievement of the learning outcomes.</p> <p><u>Teacher Presence:</u> The Teacher is present in both the physical and virtual space.</p>
Mostly Face-to-face with some online. Learning involves some short courses	<p><u>Attendance:</u> Some courses at Lingnan are timetabled over a shorter, more intensive period (sometimes in term 1 or 2 or summer). In this mode, courses may be facilitated over only a few weeks or even 1-2 day intensive sessions. Students attend the course primarily in a face-face mode with some virtual attendance.</p>	
	<p><u>Technology:</u> Learning in this course involves the use of technology for information and resource sharing as identified in the earlier section as well as the use of technology for active learning via communication tools such as discussion forum, blog, wiki etc). In this mode, technology can also be used for formative and summative assessment of students' achievement of the learning outcomes.</p>	
	<p><u>Teacher Presence:</u> The Teacher is present in both the physical and virtual space.</p>	
	Mostly Face-	<p><u>Attendance:</u> In this course, students would be required to attend primarily face-to-face classes with some online classes being timetabled.</p>

	to-face with some online. Learning involves some supervised research	<p><u>Technology:</u> Learning in this course involves the use of technology for information and resource sharing as identified in the earlier section as well as for active learning via communication tools such as discussion forum, blog, wiki and specific technologies to support students to engage with each other or with their supervisor. In this mode, technology can also be used for formative and summative assessment of students' achievement of the learning outcomes.</p> <p><u>Teacher Presence:</u> The Teacher is present in both the physical and virtual space.</p>	
	Synchronous	<p><u>Attendance:</u> Student learning in this mode does not require timetabled attendance. Students may attend on-campus or virtually in synchronous timetabled classes.</p> <p><u>Technology:</u> Synchronous technologies such as zoom and chat can be used and students choose how they engage with the teacher, fellow students, and the learning materials. The majority of the course content is delivered via the web through interactive learning activities and via communication tools such as discussion forum, chat, blog, wiki etc). In this mode, technology can also be used for formative and summative assessment of students' achievement of the learning outcomes.</p> <p><u>Teacher Presence:</u> The Teacher is present in both the physical and virtual space.</p>	
	In a virtual teaching space	Mostly online with some Face-to-face	<p><u>Attendance:</u> In this course, students would be required to attend primarily online classes with some face-to-face attendance being timetabled.</p> <p><u>Technology:</u> Learning in this course involves the use of technology for information and resource sharing as identified in the earlier section as well as the use of technology for active learning via communication tools such as discussion forum, blog, wiki etc). In this mode, technology can also be used for formative and summative assessment of students' achievement of the learning outcomes.</p> <p><u>Teacher Presence:</u> The Teacher is present in mostly the virtual space with some physical interactions with students.</p>
		Mostly online with some Face-to-face activities. Learning involves Internship or service learning components	<p><u>Attendance:</u> In this course, students would be required to attend primarily online classes with some face-to-face attendance being timetabled.</p> <p><u>Technology:</u> Learning in this course involves the use of technology for information and resource sharing as identified in the earlier section as well as for active learning via communication tools such as discussion forum, blog, wiki and specific technologies to support internship or service learning activities such as online portfolios. In this mode, technology can also be used for formative and summative assessment of students' achievement of the learning outcomes.</p> <p><u>Teacher Presence:</u> The Teacher is present in mostly the virtual space with some physical interactions with students.</p>
Mostly online with some Face-to-face activities. Learning involves some supervised research		<p><u>Attendance:</u> In this course, students would be required to attend primarily online classes with some face-to-face attendance being timetabled.</p> <p><u>Technology:</u> Learning in this course involves the use of technology for information and resource sharing as identified in the earlier section as well as for active learning via communication tools such as discussion forum, blog, wiki and specific technologies to support students to engage with each other or with their supervisor. In this mode, technology can also be used for formative and summative assessment of students' achievement of the learning outcomes.</p>	

		<u>Teacher Presence:</u> The Teacher is present in mostly the virtual space with some physical interactions with students.
<b>Blended Learning MODE 3</b>		
In a virtual teaching space	On-line	<u>Attendance:</u> In this course, students would be required to attend only online classes.
		<u>Technology:</u> Learning in this course involves the use of technology for information and resource sharing as identified in the earlier sections as well as the use of technology for active learning via communication tools such as discussion forum, blog, wiki and technologies specific to supporting even reflective learning activities such as online portfolios. In this mode, technology can also be used for formative and summative assessment of students' achievement of the learning outcomes. The main difference in this mode is that students would be mostly self-directed and independent learners with guided instruction provided by the teacher at key internals online in the course structure. For example via a Massive Open Online Course (MOOC) or other solely online courses such as LinkedIn Learning- <a href="https://www.linkedin.com/learning/">https://www.linkedin.com/learning/</a> .
		<u>Teacher Presence:</u> The Teacher is present only in the virtual space.

NOTE – In aligning to best practice and relevant resources in the sector, due acknowledgement is given here to the development and adaptation of these examples as referenced from Griffith University Website. (Griffith University. (n.d.). Course Attributes Policy. Retrieved 1 March 2022, from <https://sharepointpubstor.blob.core.windows.net/policylibrary-prod/Course Attributes Policy.pdf>. These examples have also been developed in consultation with the various committees at Lingnan and due credit is given to this collective input. This is also not considered to be an exhaustive list. Please feel free to consult with TLC as needed in your adoption of Blended Learning.

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## References

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