



Faculty of Health & Social Sciences Strategic Professional Development Plan for Blended Learning

Purpose

This document describes activities to be undertaken as part of the 3C Project to increase the use of blended learning approaches in the Faculty of Health & Social Sciences. It focuses on the aims and objectives for the Faculty and sets out a plan of action to achieve identified goals.

Key Staff

The following staff were involved in the development of this Strategic Professional Development Plan for Blended Learning for the Faculty of Health & Social Sciences:

Dr Danny Gohel, Associate Dean	Faculty of Health & Social Sciences
Dr Stephanie Au-Yeung, eLearning Advocate 3C Project	Department of Rehabilitation Sciences
Dr Pauline Cho, eLearning Advocate 3C Project	School of Optometry
Mr Peter Duffy, 3C Project Leader	3C Project, Educational Development Centre
Dr Christine Armatas, Senior Project Fellow	3C Project, Educational Development Centre

Background

The 3C project is a 2 year institutional initiative at PolyU funded by VP(AD) in support of PolyU's strategic plan. The broad aim of the 3C Project is to enhance the eLearning / Blended Learning culture at PolyU. The approach used to address this is through the use of the 3 concurrent foci (3C) of collaboration, community and context. For more information please refer to www.3c.edc.polyu.edu.hk.

The activities described in this plan have been developed after consultation with the two eLearning Advocates for the Faculty of Health & Social Sciences – Dr Stephanie Au-Yeung and Dr Pauline Cho.

Key Drivers

The Faculty is faced with a number of key challenges over the next few years, including the introduction of the 3+3+4 education model, outcomes-based education, Freshmen seminars and Capstone projects. The increased use of blended learning will assist in managing these key challenges by providing staff with skills and experience to help them to teach more effectively and efficiently, using new approaches that incorporate eLearning technologies. It is envisaged that staff will be able to use technology to enhance the teaching and learning experience both in and outside of class, and to help students become independent learners.



Aim of the strategy

The aim of the strategy is to provide a framework for the provision of support and training for staff in the adoption of blended learning approaches in subjects taught in the Faculty. This strategy is aligned with the Hong Kong PolyTechnic University Strategic Plan 2008/09-2011/12.

Professional Development Goals

The action plan detailed in this document is designed to:

1. increase staff awareness of the range of eLearning tools available and their application in educational contexts;
2. inform staff about what blended learning is and to help them to explore possibilities for its application in their teaching;
3. help staff to acquire the skills needed to adopt appropriate blended learning approaches in their teaching;
4. provide staff with resources to assist them adopting blended learning in their teaching;
5. promote best-practice in the use of blended learning to enhance teaching and learning at PolyU.

Activities for the Strategic Professional Development Plan for Blended Learning

Videoring lectures for distribution online

For this activity, the subjects Anatomy and Physiology will be targeted. In the Faculty each department / school offers a subject called Anatomy and so there are several co-ordinators who are likely to be involved – the 3C Team will contact Andrew KC Lam in School of Optometry, and Kevin Qwong and Hector Tsang in Rehabilitation Sciences to look at how to proceed with this and who else to involve from the Faculty. The Department of Applied Social Sciences in the Faculty does service teaching of Physiology subjects, so it will be necessary to contact the Program Leaders in the Faculty to determine who to involve in investigating videoring lectures for Physiology.

Adapting the mobile glossary for students while commuting

This mobile glossary can be adapted for a range of contexts. The eLearning Advocates will liaise with the 3C Project Team to determine who in the Faculty would be interested in trialling this application for their subjects.

Development of WebCT templates for adaptation by staff

The eLearning Advocates will liaise with 3C Project staff to determine what templates to develop, including a template to show students the relationship between the topics, activities and learning outcomes for a subject.

Using publisher resources to provide self-directed learning activities outside class

The 3C Project Team and the eLearning Advocates will investigate whether it is possible and practical to use publisher resources and how this might work given that students don't usually purchase textbooks. The 3C Project Team will work with eLearning Advocates to gather information on use of prescribed texts, publishers etc. to determine how to proceed.

Preparation for generic units in 2012

For 3:3:4 generic units with discipline specific content for specializations will be developed. The 3C Team will write to the Associate Dean to invite discussion of the possibility of the 3C Project Team providing assistance using a blended learning approach in these generic units.



eLearning Roadshow and Workshops on eLearning and Blended Learning

The eLearning Roadshow for the Faculty will be a lunchtime meeting to be held sometime early to middle of first semester (middle to end of October). All Faculty members will be invited to attend, including those who have had funded projects. The format will be a discussion of eLearning and blended learning being done in the Faculty and possibilities for activities to be completed as part of the 3C Project. If possible it would be valuable to have another eLearning Roadshow that is integrated and cross-discipline in nature to share uses of eLearning and blended learning across PolyU. With regard to workshops customised to the needs of the Faculty to be offered as part of the 3C Project, what workshops are most relevant to staff will be determined at a later date, after the eLearning Roadshow has been conducted.

Evaluation

Each activity undertaken for this Strategic Professional Development Plan for Blended Learning will be evaluated using a protocol developed by the staff involved in organising the activity. The evaluation could be completed using methods such as:

- questionnaires
- uptake and usage statistics
- focus group feedback

The result of these evaluations will be reported as per the Communications Plan.

Communications Plan

Progress on the implementation of the Strategic Professional Development Plan for Blended Learning will be communicated in the following ways:

- through reports to the Faculty and School / Department Learning and Teaching Committees;
- via the monthly 3C eNewsletter and on the 3C project website;
- at events or activities conducted as part of the 3C Project or as part of the Strategic Professional Development Plan;
- through emails and other means as required.



3C - What's in IT for me?

Action Plan

The table below indicates the activities planned as part of this Strategic Professional Development Plan for the Faculty of Health & Social Sciences, together with the participants and indicative timelines. Which activities address the goals for the Plan is also indicated in the table.

Activity	Participants	Indicative Dates	Goals Addressed
Videoring lectures and making them available online	Mr Peter Duffy & Dr Christine Armatas, 3C Project Team* Dr Stephanie Au-Yeung, Faculty eLearning Advocate Dr Pauline Cho, Faculty eLearning Advocate Andrew KC Lam, School of Optometry Kevin Qwong, Department of Rehabilitation Sciences Hector Tsang, Department of Rehabilitation Sciences Program Leaders for Faculty	July 2009 - May 2010	1, 2, 3, 4 & 5
Adapting the mobile glossary for students while commuting	Mr Peter Duffy & Dr Christine Armatas, 3C Project Team Dr Stephanie Au-Yeung, Faculty eLearning Advocate Dr Pauline Cho, Faculty eLearning Advocate	July 2009 - May 2010	1, 2, 3, 4 & 5
Development of WebCT templates for adaptation by staff	Mr Peter Duffy & Dr Christine Armatas, 3C Project Team Dr Stephanie Au-Yeung, Faculty eLearning Advocate Dr Pauline Cho, Faculty eLearning Advocate	Semester 2, 2009	1, 2, 3, 4 & 5
Preparation for generic units in 2012	Mr Peter Duffy & Dr Christine Armatas, 3C Project Team Dr Danny Gohel, Associate Dean	July 2009 - May 2010	1, 2, 3, 4 & 5
Using publisher resources to provide self-directed learning activities outside class	Mr Peter Duffy & Dr Christine Armatas, 3C Project Team* Dr Stephanie Au-Yeung, Faculty eLearning Advocate Dr Pauline Cho, Faculty eLearning Advocate	June 2009 – May 2010	1, 2, 3, 4 & 5



3C - What's in IT for me?

eLearning Roadshow & workshops	Mr Peter Duffy & Dr Christine Armatas, 3C Project Team* Dr Stephanie Au-Yeung, Faculty eLearning Advocate Dr Pauline Cho, Faculty eLearning Advocate	June 2009 – May 2010	1, 2, 3, 4 and 5
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* The 3C Project Team will involve staff from Educational Development Centre as required for each of these activities.

Additional activities to be held as part of the 3C Project which the Faculty can have involvement with are:

Activity	Organisers	Participants	Indicative Dates
eLearning Showcase	3C Project Team	Open to all PolyU staff	16 th October 2009
Teaching Innovation Award	3C Project Team	Open to all PolyU staff	12 th – 16 th October 2009 4 th June 2010
Faculty events with invited eLearning consultants	Mr Peter Duffy & Dr Christine Armatas, 3C Project Team Dr Stephanie Au-Yeung, Faculty eLearning Advocate Dr Pauline Cho, Faculty eLearning Advocate	Invited staff from Faculty of Health & Social Sciences	12 th – 16 th October 2009 4 th June 2010
Teaching and Learning Symposium	Mr Peter Duffy & Dr Christine Armatas, 3C Project Team Dr Stephanie Au-Yeung, Faculty eLearning Advocate Dr Pauline Cho, Faculty eLearning Advocate	Open to all PolyU staff	4 th June 2010
Technology to address teaching challenges – Workshops	Mr Peter Duffy & Dr Christine Armatas, 3C Project Team Dr Stephanie Au-Yeung, Faculty eLearning Advocate Dr Pauline Cho, Faculty eLearning Advocate	Open to all PolyU staff	Early Semester 2, 2009