



Completion Report

Project Supported by LTC/OBA Funding*

(Period covered: 01/09/2011 – 31/12/2012)

Part I: General Information

Funding Source (please tick ✓ as appropriate): ☐ LTC ☒ OBA Funding

Project Code: 89D2

Host Department: HTI

Project Title: Improving Learning by the Students for the Students: Student-Directed Creation of Blended Learning Bites

Project Leader (Name & Dept):

Project Team: Prof. Iris Benzie (HTI)

Team Member(s) (Name & Dept):

Mrs. Winnie Lee (SAO)
Dr. Karl K. L. Fung (HTI)
Dr. Daniel M. Y. Sze (HTI)
Dr. Raymond K. Y. Tong (HTI)
Mr. Namkiu Chan (HTI)

Part II: Project Details

1. Financial Information

(a) Overview

Approved Funding: + Additional Funding Received (if any): = Total Funding Received:

Source of Additional Funding:

(b) Project Expenditure

Expenditure	Original Budget Approved	Revised Budget ¹ (if applicable)	Actual Expenditure	Balance
Salary (Please indicate rank, number of staff members & salaries)				
Equipment				
General Expenses				
Others				
Total				

¹ Please give reasons for the revised budget and quote the relevant authority's approval reference where appropriate.

2. Project Schedule

Dates as Stated in Original Proposal: Start date (dd/mm/yyyy): 01/03/2011 Completion date (dd/mm/yyyy): 30/06/2012

Actual Start and Completion Dates: Start date (dd/mm/yyyy): 01/09/2011 Completion date (dd/mm/yyyy): 31/12/2012

Project Period Extension(s) (if any): Total no. of extension(s) obtained : 1 time(s) Obtained during the project period: For a total of 6 month(s)

Reason(s) for Extension(s) (if any):

We made a request for shifting the start and end dates of the project for six months from 1st March 2011 and 30th June 2012 to 1st September 2011 and 31st December 2012, respectively, for the following reasons:

- A major component of the project is to organize a contest inviting undergraduate students in their second year of study to develop and submit blended learning bites for enhancement of learning experiences. We thus request the start date of the project to be changed from 1st March 2011 to 1st September 2011 to better align with the launching of the project and the implementation of the student contest.
- The entries for the contest of blended learning bites will be evaluated by both teachers and students. We also encourage students to adapt and further build upon the blended learning bites developed by previous cohorts of students, in a creative, evolving, and sustainable manner. We thus request the end date of the project to be changed from 30th June 2012 to 31st December 2012 to track and evaluate the process of peer adaption of the blended learning bites across two cohorts of students.

3. Project Implementation

(a) Project objectives

- To develop desired attributes (including teamwork, problem solving, critical thinking, information gathering, creative thinking, entrepreneurship, independent learning and communication, ethical conduct) in our students through their active participation in the creation, production, consumption, and evaluation of a library of bite-sized educational aids for blended learning, adopting a student-centered and outcome-based approach
- To reinforce and further develop some particular discipline-specific concept, skill, technique or knowledge in a student-centered and outcome-based approach
- To develop students' abilities to reflect on learning experiences to enhance their professional competence

(b) Overview of specific work undertaken for achieving the project objectives (including any changes to original proposal)

Towards the three project objectives on improving student learning, we have launched a weTeach weLearn Contest in September 2011. It is a contest aiming at enhancing student learning, communication & creativity through active participation in the design & development of 'bite-sized' learning aids for students by students. Each team of students, guided by a teacher as a mentor, will create a small, focused learning aid to help future students develop better understanding on a discipline-specific skill, topic, concept or piece of information (the 'learning bite'). We have promoted the contest to students through email messages, Facebook pages, posters, and a series of class promotions (6 sessions) and open forums (2 sessions).

Overview of major activities during the project period:

- Liaised with SAO and compiled a recommended list of personal development programmes for the members of the contesting teams

- Facilitated students setting their own learning outcomes for selected skills or topics, and working in teams to compile proposals on producing bite-sized educational aids for blended learning
- Provided guidance and support to students in acquiring the necessary knowledge and skills to develop the discipline-specific educational aids
- Formed a panel of judges for the contest and developed selection criteria for the winning learning bites submitted for the contest
- Group Presentation Day for the Contest was held on 6th June 2012. It was organized in a “closed-door” format, with each of the participating team presenting their work in front of the panel of judges in turns and getting immediate suggestions and feedback, in a relax and non-threatening manner. In addition to the oral presentation, each team also submitted the final report of their work on that day for further assessment.
- HTI Orientation cum Prizes Presentation Ceremony was held on 5th September 2012. During the ceremony, winning teams were presented with respective prizes to recognize their excellence in developing learning bites for the students by the students. The audience was introduced to the Contest, and a 3-minute abridged version of the video of “The Seven Stephens I Met in PolyU” was shown.

(c) Difficulties encountered, if any, which have affected progress, and remedial actions taken

In view of the slightly less-than-expected number of participating teams for the contest, we conducted a second call for application to encourage more students to participate in the contest in January 2012. At the end, we managed to have successfully recruited teachers (as mentors) and students (as participants) to form a total of six contesting teams.

(d) Deliverables/useful findings/good practices emerged

List of Award-Winning Learning Bites

- Grand Prize for Outstanding Creativity and Application
 - Topic: ‘The Seven Stephens I Met in PolyU’
 - Format: mini-drama on video
- Prize in Discipline of Radiography
 - Topic: ‘Guide for TLD Reader System’
 - Format: instructional guide on video, poster, user manual
- Prize in Discipline of Medical Laboratory Science
 - Topic: ‘Histo-millionaire’
 - Format: interactive quiz
- Prize in Discipline of Biomedical Engineering
 - Topic: ‘Transistors’
 - Format: interactive tutorial
- Special Prize for Creativity and 'Hands On' Learning
 - Topic: ‘Planar Head Dynamic’
 - Format: teaching aids in paper craft, role-play
- Special Prize for Creative Concept and Entrepreneurial Spirit
 - Topic: ‘Learn to Take X-Ray with Your iPhone’
 - Format: prototype for mobile app, case studies

[A complete list of winning teams with their members and mentors is included in Appendix 1]

Impact on Students

- Through the project, students have been actively engaged into OBE (know-what and know-how): Students have to set their own intended learning outcomes and devise an action plan to achieve them (self-regulated learning)
- The project represents “OBE in Action” with the participation of both students and teachers to improve learning outcomes as a team but with student-centered focus is indeed what we are aiming at with OBE
- Facilitated students to think about what they find difficult and/or most important in their courses
- Facilitated students to think about how they themselves and other students (their target audience for their educational aids) learn and in what way learning could be brought about effectively
- Provided students with an opportunity to work in a team and produce something creative, entrepreneurial and useful for other students - while learning more about that topic and skills themselves
- Linked up undergraduate students from different cohorts for peer mentoring
- Linked up with alumni: Strengthened alumni network, and be aware of concerns and issues in the professional arena as well as the need for lifelong learning as a reflective practitioner

Impact on Teachers

- Provided teachers with an insight into students' perceptions on how they learn
- Provided teachers with an insight into what topics and skills students think are difficult, confusing, or important enough to need an educational aid tailored for their learning
- Provided teachers with evidence to “showcase” our students’ creativity and competence on problem-solving
- Produced a library of useful 'bite-sized' educational aids for blended learning that teachers and/or future students can use - especially useful with the proposed increased student intakes and with double cohort challenge through 2012/13 to 2014/15

Re-usable Resources Developed for the Project

- **Scoring Rubric:**
All participating teams are judged against the five aspects of planning, implementation, reflection, communication, and intangible magic. A scoring rubric is provided to describe our expectation of quality regarding the learning bite developed by a participating team, ranging from Level ‘A’ to Level ‘D’. Level ‘F’ will be given when a team has not reached a standard described by any of the level descriptors on a particular aspect.
- **Report Template:**
Tips for the participating teams on how to prepare an effective presentation and a suggested structures for the written report are provided as a reference
- **Questionnaire Template:**
A single-page form is provided for the mentors to help them with the collection of feedback from students on the learning aids. Essentially, it consists of one polling item and two open items on suggestions to develop learning aids which could be effective in supporting their learning of the specific subject.

(e) Dissemination activities taken/planned to sustain impact

- **Further Enhancement:**
Students and mentors continue to work together and go through the process of “OBE in Action” as a team.
- **Application & Evaluation:**
Forthcoming cohorts of students will build on the educational aids, and revise, refine and

extend these for subsequent use in teaching and learning activities.

- Assessing the Impact on Learning:
Discuss with the students as producers on the challenges they have encountered and the lessons they have learned after they have developed the bite-sized educational aids for blended learning.
- Evaluating the Educational Aids:
Assign a selected group of students as consumers of some educational aids, and ask them to assess their effectiveness in attaining the intended learning outcomes and to suggest possible directions for further refinement. *[A summary of the student feedback on "The Seven Stephens I Met in PolyU" is included in Appendix 2]*

(f) Self-evaluation or additional information/remarks

Making the contest participation a credit-bearing activity for the students could serve as a valid incentive, and, in effect, help boost up the number of participating teams for the contest.

Name of Project Leader:


PROFESSOR IRIS BENZIE

(in block letters)

Date:

28/12/2012

~~28/12/2013~~

Part III: Evaluation by D/SLTC (or by HoD/Dean of School[^])

(a) Rating and comments/recommendations on the following areas of the project

(please put a ✓ in 1 of the following 2 ratings and provide comments)

Areas	Rating		Comments and Recommendations
	Satisfactory	Needing attention	
Overall financial management/ use of funding	✓		
Overall project progress	✓		
Outputs /deliverables / dissemination	✓		
Overall rating / comments on the project (Please suggest remedial actions if the rating is 'Needing attention')	✓		

(b) Issues requiring the attention of FLTC/Dean of School and/or the funding authority

(c) Outputs/deliverables/good practices of the project that can be shared with other subjects, programmes or departments within the Faculty, or with the wider PolyU community

(d) Additional comments/remarks

Name of D/SLTC Chair
(or HoD/Dean of School):

Ben Yung
(in block letters)

Date:

10/1/2013

[^] To be prepared by HoD/Dean of School if the PL is also the D/SLTC Chair, or if the Centre/Unit/Office does not have a DLTC.

Part IV: Evaluation by FLTC/Dean of School#

(a) Overall rating on the project (please put a ✓ in 1 of the following 2 ratings):

☐ Satisfactory

☐ Needing attention

(b) Overall comments and recommendations on the project:

(c) Issues requiring the attention of the funding authority:

Name of FLTC Chair/
Dean of School: _____

(in block letters)

Date: _____

The Dean of School or HoD of the Centre/Unit/Office needs not fill this part if he/she has already commented in Part III.

Part V: Response & Follow-up Plan by Project Leader

(Response and follow-up plan is required from the Project Leader if there is any area rated as 'needing attention' in Part III and/or IV.)

Name of Project Leader: _____ Date: _____
(in block letters)

Signature of Project Leader

Signature of D/SLTC (or HoD)@

Signature of FLTC/
Dean of School

(Name in block letters)

(Name in block letters)

(Name in block letters)

@ To be signed by HoD if the PL is also the DLTC Chair, or if the Centre/Unit/Office does not have a DLTC; leave this blank if the PL is also the SLTC Chair.

The Project Leader and D/SLTC Secretary should each keep a copy of this *Completion Report* for records.
A copy of this *Completion Report* will be submitted along with the *F/SLTC Annual Report (Form 20)* to LTC/WGOBE as a supporting document.

Appendix 1: Winning Teams of the weTeach weLearn Contest

Grand Prize

for Outstanding Creativity and Application

- Team Annunaki
 - Yeung Lu, Dylan
 - Sit Hiu Ki, Amy
- Topic
 - The Seven Stephens I Met in PolyU
- Mentor
 - Dr. Daniel Sze



Prize

in Discipline of Radiography

- Team TPM
 - Chiu Sin Ting
 - Cheung Ting Fung
 - Ng Dick Fung
 - Cho Ka Yu
- Topic
 - Guide for TLD Reader System
- Mentor
 - Mr. Charles Chan



Prize

in Discipline of Medical Laboratory Science

- Team Giga-bite
 - Wong Wing Yin, Julian
 - Liang Ka Hei, Amy
 - Lee Man Ying, Tracy
- Topic
 - Histo-millionaire
- Mentor
 - Dr. Gina Leung



Prize

in Discipline of Biomedical Engineering

- Team BME^2
 - Chan Yin Yu
 - Chow Uen Yan
 - Kwok Chi Sum
- Topic
 - Transistors
- Mentor
 - Dr. Lei Sun



Special Prize

for Creativity and 'Hands On' Learning

- Team PhD
 - Stephanie Wing Sze Law
 - Ma Ying Sin
 - Amy Hang Ming Lee
 - Chan Lung
- Topic
 - Planar Head Dynamic
- Mentor
 - Dr. Christopher Lai



Special Prize

for Creative Concept and Entrepreneurial Spirit

- Team Fluoro Girls
 - Tang Ho Yan, Christy
 - Mak Sze Man, Winnie
 - Wong Yuen Ki, Crystal
- Topic
 - Learn to Take X-Ray with Your iPhone
- Mentor
 - Dr. Christopher Lai



Appendix 2: Student Feedback on "The Seven Stephens I Met in PolyU"

(comments collected from 27 third-year students during the class of

"HTI3416: Laboratory Informatics and Management" on 18th September 2012)

ID	Comments
1	good costume //interesting plot //generally, it is impressive
2	It is a great movie that it can include the seven habits and further explanation which helps the people to understand what are the habits and how to do so.
3	The movie is good, providing a clear summary/idea to the 7 habits book //very creative, more interesting than just listen to the teacher says //describe how to apply the 7 habits in daily life, not just theory
4	The movie help to give us some general ideas on the book which would be used in the course. The ideas are brief but important. It helps to give us a brief concept about the book.
5	The movie gives us a brief idea what the book "The 7 Habits of Highly Effective People" pointed out. //It is creative, a vivid source for audience to have a taste of applying the "7 Habits" into daily school life.
6	Good backgroud music. Story easy to understand.
7	Clear introduction on the topic. //Nice costumes and very entertaining.
8	The movie introduces the 7th habit briefly in a very interesting manner which is much more attractive and understandable for audiences who have never read the book before.
9	It really helps for audience to get the basic idea of personal development. As the video is very funny, it really do attract the audience to pay attention to it.
10	Funny movie //but a bit long in length; can be shorter
11	Interesting //Good custom that is very match the content in the movie //Their idea to present the seven habits is very impressive.
12	The movie is very good. I appreciate it very much. The customs are very professional. The Potter, MJ and Mario are so cute. The scripts are so smooth. The story is interesting and I can get the 7 habbits very easily.
13	Good efforts //Very good understanding of the book //Funny //Interesting //Well demonstration
14	The movie introduces the 7 habits very well and interesting. The images of Stephen are funny.
15	Background music a little bit too loud; Can't listen to the dialogue clearly; Overall quite good
16	Funny //Attractive //Good background music but sometimes too loud //Clearly present seven habits
17	Good plot //Interesting, funny //Informative //Actresses' performance quite good //Can see the movie production was a serious job
18	Meaningful //Good acting skill //Interesting
19	really have heart to compose the video //all the costumes are attractive and interesting //can introduce clearly the 7 habits in just ~10 mins. //I am attracted by the video to read the book
20	The background music is good //The ideas presented clearly, easy to understand and remember //The resolution of the movie is quite bad.
21	The movie is interesting. It has introduced briefly about the content of the book and it makes me more interested in reading the book after watching it.
22	Quite useful, just like a preview of this book
23	Nice movie. Quite a interesting introduction to the 7 habits. //An interesting start of the course. //Clear expression of the ideas.
24	The movie is very interesting, yet educational. Through a funny way, we understand the conclusion of the 7 habits mentioned in the book.
25	Very interesting //Actors and producers had paid a lot of effort. //Clearly demonstrate the 7 habits through the characters.
26	interesting, informative movie //creative method to show main concept of seven habits
27	Detailed description on the content and clear explanation //Easy to understand //Funny and interesting //Worth to promote to students to watch

Currency: HKD
WORK PROGRAMME=89D2 (Improving Learning by the Students for the Students: Student-Directed Creation of Blended Learning Bites), RESPONSIBILITY CENTRE=55 (HTI) Dept of Health Technology and Informatics)

RESOURCE NATURE	(A) BUDGET	(B) AWARD/ACTUAL EXP.	(C) COMMITMENT	(B)+(C) TOTAL	(A)-(B)-(C) FREE BALANCE
Fund Transfer In		483,000.00		483,000.00	
Less: Expenditure and Encumbrance					
Subordinate Staff Wages	411,430.00	367,500.00	24,500.00	392,000.00	19,430.00
Research/Other Expenses	51,000.00	1,489.10	0.00	1,489.10	49,510.90
Subordinate Staff MPF	20,570.00	16,350.00	1,225.00	17,575.00	2,995.00
Total Expenditure	483,000.00	385,339.10	25,725.00	411,064.10	71,935.90
Surplus / (Deficit)				71,935.90	