

## Summer Blended & Online Learning & Teaching (BOLT) foundation course 2017 Course Syllabus

### About the Course

Summer BOLT foundation course (Summer BOLT) is a summer module jointly conducted by Hong Kong Baptist University and The Education University of Hong Kong and based on the [BOLT foundation course](#) developed by PolyU's BOLT team. This summer module comprises six sessions and is offered over the summer at a very relaxed pace. During this module, participants can take part in both face-to-face and online learning sessions to explore pivotal learning tools, technologies and techniques on the move. A variety of learning activities and range of other input sources such as videos and readings will be provided in the online platform. The course offers participants a chance to explore blended learning through *experiencing* blended learning.

Summer BOLT is the equivalent of Module 1 of the regular BOLT foundation course. Full details of the BOLT Project at [www.bolt.edu.hk](http://www.bolt.edu.hk).

### Intended Learning Outcomes (ILOs)

By the end of Summer BOLT, you will be able to:

- describe a variety of blended and online learning approaches, techniques and tools;
- critically evaluate these approaches, techniques and tools; and
- apply these approaches, techniques and tools to your own teaching and learning context.

### Time Required

Approximately 2-3 hours per session over the 13-week summer period (5 Jun - 31 Aug).

### Assessment

Summer BOLT offers a certificate of completion for all participants who complete the required activities. We have implemented a system of achievements/badges to record your progress, some of which you assign yourself on completion of activities and some of which the instructors will assign.

In order to receive the certificate, you must earn **eight of the following nine completion badges (one badge can be dropped)**:

- Complete the Learning Innovation Plan: 1 badge **(this is the main assessed task of the course and cannot be dropped)**
- Complete Session 1-5 online (self-assign): 5 badges
- Attend the face-to-face sessions in Session 1 and Session 6: 2 badges
- Attend the online synchronous session in Session 3: 1 badge

Additionally, if you watch the first Deep Dive video in each series (i.e. Deep Dive 1.1, Deep Dive 2.1 and so on), there are five additional badges to earn. If you earn the nine completion badges plus the five additional badges, that makes you a BOLT Champion!

## Course Schedule

The course will run from 5 June to 31 August, 2017. This schedule is designed to provide maximum flexibility so participants can work around their other activities.

Period	Session	Topic	Learning Mode
5 Jun - 6 Jun	Session 0	Course Introduction	Online
7 Jun -18 Jun	Session 1 Deep Dive 1	Setting the Scene Cloud- Based Tools	Face-to face Session (7 Jun, 12:30-2:30p.m. at HKBU) & Online Learning
19 Jun - 2 Jul	Session 2 Deep Dive 2	Teaching Online Discussion Forum	Online Learning
3 Jul – 16 Jul	Session 3 Deep Dive 3	Learning Online Blogs & Social Media	Synchronous Session (6 Jul, 2:30-3:30p.m.) & Online Learning
17 Jul – 30 Jul	Session 4 Deep Dive 4	Collaborating and Learning Wikis	Online Learning
31 Jul – 13 Aug	Session 5 Deep Dive 5	21 <sup>st</sup> Century Learning Assessment & Feedback Tools	Online Learning
14 Aug - 31 Aug	Session 6	Learning on the Move	Face-to face Session (30 Aug, <del>12:30-2:00p.m.</del> 2:30-3:30 p.m. at EdUHK) & Online Learning

## Learning Innovation Plan

Your Learning Innovation Plan is the main assessed task in Summer BOLT 2017. You are expected to consider a group of learners that you work with and think about how you could address their learning in a novel way, implementing blended learning tools and techniques that we look at in this course. In this context, the 'innovation' is a personal one, doing something quite differently from what you have done before. The deadline for your Learning Innovation Plan final submission is **Thursday 31 August, 2017 at 23:59**.

You should describe the learners' context, needs and background and then outline a specific situation that you will address using any tools or techniques that were previously unfamiliar to you. 'Novel' in this context means new to you, it does not mean that you have to implement previously unheard of cutting-edge tools and techniques.

In this summer module (which is the equivalent of Module 1 of the regular BOLT foundation course), the deliverable is the plan itself. You will implement the innovation and evaluate it based on feedback from your learners if you continue to take part the regular BOLT foundation course Module 2 offered by PolyU. Please bear in mind this link between Modules 1 and 2 of the BOLT, although there is nothing to stop you implementing a different innovation in Module 2 if you wish.

There are 2 versions of these activities which can be followed, either Level 1 or Level 2 (explained below). The original focus of the course is to follow the Level 1 path as it allows for full implementation and evaluation in BOLT Module 2, but we are also open to the more preparatory macro-level approach outlined in Level 2:

Level 1: Lesson (micro-level) innovation plan (Summer BOLT/ Module 1) → Implementation/Evaluation/Case Study (Module 2)

OR























Level 2: Course (macro-level) innovation plan (Summer BOLT/ Module 1) → Detailed proposal including how to implement & evaluate (Module 2)


















































































If your duties do not involve working directly with learners, you can use any situation that you work in that could involve an innovation based on the use of blended learning tools and techniques for any public-facing instruction or learning that you are responsible for. Please discuss your specific situation with the course instructors and we'll work together to help tailor this assignment to your work context.



















In Summer BOLT, the stages of the LIP are as follows:

Stage	Session	Section	Activity	Link
1	0	0.6	Initial framing of teaching & learning challenge	Discussion
2	1	1.5	Introduction to Learning Innovation Plan (LIP)	-
3	2	2.7	Draft the first two sections of your LIP	-
4	3	3.4	Draft the Intended Learning Outcomes (ILOs)	-
5	4	4.4	Share first draft of LIP	Discussion
6	5	5.5	Give feedback on fellow learners' LIPs	
7	6	6.2	Submit final LIP	Assignment

## Course Syllabus

Session	ILOs and Timing (for Session)	Learning Sequence	Intended Learning Outcomes (ILOs)	Learning Innovation Plan
<b>Session 0</b> <b>Course Introduction</b>  <b>(5/6 – 6/6)</b>	<ul style="list-style-type: none"> <li>To familiarize yourself with the structure of the course</li> <li>To learn about your fellow learners</li> <li>To start considering what will form the basis of your Learning Innovation Plan</li> </ul> 45 minutes for the online learning	 0.1 Video: Course Introduction  0.2 Video: Course Information  0.3 Document: Course Outline and Syllabus  0.4 Entrance Survey  0.5 Activity: Your Avatar  0.6 Discussions: Introduce Yourself  Suggested Extra Reading	- - - - - - ILO1 and ILO2	-
<b>Session 1</b> <b>Setting the Scene</b>  <b>(7/6 – 18/6)</b>	<ul style="list-style-type: none"> <li>To define Blended Learning (BL)</li> <li>To evaluate the strengths and challenges of implementing BL</li> <li>To outline the stages involved in developing your Learning Innovation Plan (LIP)</li> </ul> 2 hours for the face-to-face (F2F) class and 1 hour for the online learning	 Face-to-face Session 1  1.1 Video: Getting Started  1.2 Learning Journal: Seven Principles  1.3 Video: Blended Learning  1.4 Discussions: Blended Learning  1.5 Introduction to Learning Innovation Plan  1.6 Takeaways  Go Further  Suggested Extra Reading  <b>Deep Dive 1 Cloud- Based Tools</b>  Handout  1.1 Cloud-based Tools  1.2 Placing Google Docs into Blackboard  1.3 How to Add Tool Link in Blackboard  1.4 Embedding Google Docs in Moodle  1.5 Embedding Google Forms/Spreadsheets into Canvas	ILO1 and ILO2 ILO1 ILO1 and ILO2 ILO1 and ILO2 ILO2 ILO1, ILO2 and ILO3 ILO1 and ILO2 ILO1 and ILO2 ILO1 and ILO2  ILO1 and ILO2 ILO1 and ILO2 ILO1 ILO1 ILO1 ILO1	<ul style="list-style-type: none"> <li>Learn about the stages of the LIP</li> </ul>

<p><b>Session 2 Teaching Online</b>  (19/6 – 2/7)</p>	<ul style="list-style-type: none"> <li>To evaluate the implications of the Teaching Perspectives Inventory and its findings re. your online teaching</li> <li>To describe appropriate blended learning tools and techniques for a range of teaching and learning scenarios</li> <li>To draft the first two sections of your Learning Innovation Plan (LIP) (describe your learning and teaching context as well as the rationale behind your Learning Innovation)</li> </ul> <p>Approximately 2 hours</p>	<table border="0"> <tr> <td></td> <td>2.1 Video: Teaching Online</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>2.2 Activity: Teaching Perspective Inventory</td> <td>-</td> </tr> <tr> <td></td> <td>2.3 Video: 8 Lessons Learned from Teaching Online</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>2.4 Discussions: Lessons you Learn</td> <td>ILO2 and ILO3</td> </tr> <tr> <td></td> <td>2.5 Video: Choosing Technology for Teaching</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>2.6 Group Activity: Teaching Scenario</td> <td>ILO1, ILO2 and ILO3</td> </tr> <tr> <td></td> <td>2.7 Learning Innovation Plan: Context &amp; Rationale</td> <td>ILO1, ILO2 and ILO3</td> </tr> <tr> <td></td> <td>2.8 Takeaways</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>Go Further</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>Suggested Extra Reading</td> <td>ILO1 and ILO2</td> </tr> <tr> <td colspan="3"><b>Deep Dive 2 Discussion Forum</b></td> </tr> <tr> <td></td> <td>Handout</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>2.1 Discussion Forum</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>2.2 How to Use Blackboard Discussions</td> <td>ILO1</td> </tr> <tr> <td></td> <td>2.3 How to Create Blackboard Discussion Board Forums</td> <td>ILO1</td> </tr> <tr> <td></td> <td>2.4 How to Use a Moodle Forum</td> <td>ILO1</td> </tr> <tr> <td></td> <td>2.5 Types of Forums in Moodle</td> <td>ILO1</td> </tr> <tr> <td></td> <td>2.6 Canvas: Discussions Overview</td> <td>ILO1</td> </tr> <tr> <td></td> <td>2.7 Canvas: Creating Discussion</td> <td>ILO1</td> </tr> </table>		2.1 Video: Teaching Online	ILO1 and ILO2		2.2 Activity: Teaching Perspective Inventory	-		2.3 Video: 8 Lessons Learned from Teaching Online	ILO1 and ILO2		2.4 Discussions: Lessons you Learn	ILO2 and ILO3		2.5 Video: Choosing Technology for Teaching	ILO1 and ILO2		2.6 Group Activity: Teaching Scenario	ILO1, ILO2 and ILO3		2.7 Learning Innovation Plan: Context & Rationale	ILO1, ILO2 and ILO3		2.8 Takeaways	ILO1 and ILO2		Go Further	ILO1 and ILO2		Suggested Extra Reading	ILO1 and ILO2	<b>Deep Dive 2 Discussion Forum</b>				Handout	ILO1 and ILO2		2.1 Discussion Forum	ILO1 and ILO2		2.2 How to Use Blackboard Discussions	ILO1		2.3 How to Create Blackboard Discussion Board Forums	ILO1		2.4 How to Use a Moodle Forum	ILO1		2.5 Types of Forums in Moodle	ILO1		2.6 Canvas: Discussions Overview	ILO1		2.7 Canvas: Creating Discussion	ILO1	<ul style="list-style-type: none"> <li>Draft the first two sections of your LIP</li> </ul>
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<p><b>Session 3 Learning Online</b>  (3/7 – 16/7)</p>	<ul style="list-style-type: none"> <li>To demonstrate your understanding of Salmon’s five-stage model for learning online</li> <li>To compare the strengths and challenges of synchronous vs. asynchronous online learning</li> <li>To draft the third part of your LIP: Intended Learning Outcomes (ILOs)</li> </ul> <p>1 hour for the synchronous session and 1.5 hours for the online learning</p>	<table border="0"> <tr> <td></td> <td>3.0 Facebook Activity</td> <td>ILO1</td> </tr> <tr> <td></td> <td>3.1 Video: Learning Online</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>3.2 Learning Journal: Salmon’s 5 Stage Model</td> <td>ILO2 and ILO3</td> </tr> <tr> <td></td> <td>Synchronous Session</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>3.3 Activity: Blog Synchronous vs. Asynchronous Online Learning</td> <td>ILO2</td> </tr> <tr> <td></td> <td>3.4 Learning Innovation Plan: ILOs</td> <td>ILO1, ILO2 and ILO3</td> </tr> <tr> <td></td> <td>3.5 Takeaways</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>Go Further</td> <td>ILO1 and ILO2</td> </tr> <tr> <td></td> <td>Suggested Extra Reading</td> <td>ILO1 and ILO2</td> </tr> </table>		3.0 Facebook Activity	ILO1		3.1 Video: Learning Online	ILO1 and ILO2		3.2 Learning Journal: Salmon’s 5 Stage Model	ILO2 and ILO3		Synchronous Session	ILO1 and ILO2		3.3 Activity: Blog Synchronous vs. Asynchronous Online Learning	ILO2		3.4 Learning Innovation Plan: ILOs	ILO1, ILO2 and ILO3		3.5 Takeaways	ILO1 and ILO2		Go Further	ILO1 and ILO2		Suggested Extra Reading	ILO1 and ILO2	<ul style="list-style-type: none"> <li>Draft the Intended Learning Outcomes (ILOs)</li> </ul>																														
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		<p><b>Deep Dive 3 Blogs &amp; Social Media</b></p> <ul style="list-style-type: none"> <li> Handout ILO1 and ILO2</li> <li> 3.1 Blogs &amp; Social Media ILO1 and ILO2</li> <li> 3.2 How to Create a Blog in Blackboard ILO1</li> <li> 3.3 Moodle: Using the Blog ILO1</li> <li> 3.4 Working with Blogs in Moodle ILO1</li> <li> 3.5 Canvas and Blogs ILO1</li> </ul>	
<p><b>Session 4 Collaborating and Learning</b>  (17/7 – 30/7)</p>	<ul style="list-style-type: none"> <li>• To describe different approaches to collaborative learning</li> <li>• To reflect on the strengths and challenges of a ‘flipped classroom’ approach</li> <li>• To complete your first draft of LIP</li> </ul> <p>Approximately 2 hours</p>	<ul style="list-style-type: none"> <li> 4.1 Video: Collaborating and Learning ILO1 and ILO2</li> <li> 4.2 Video: Flipped Classroom ILO1 and ILO2</li> <li> 4.3 Learning Journal: Your Way of Flipping a Class ILO2 and ILO3</li> <li> 4.4 Learning Innovation Plan: First Draft ILO1, ILO2 and ILO3</li> <li> 4.5 Takeaways ILO1 and ILO2</li> <li> Go Further ILO1 and ILO2</li> <li> Suggested Extra Reading ILO1 and ILO2</li> </ul>	<ul style="list-style-type: none"> <li>• Share the first draft of Learning Innovation Plan on the Discussion Forum</li> </ul>
		<p><b>Deep Dive 4 Wikis</b></p> <ul style="list-style-type: none"> <li> Handout ILO1 and ILO2</li> <li> 4.1 Wikis ILO1 and ILO2</li> <li> 4.2 How to Create and Manage Wikis in Blackboard ILO1</li> <li> 4.3 Wikis in Moodle ILO1</li> <li> 4.4 How to Create a Wiki in Canvas ILO1</li> </ul>	

<p><b>Session 5</b> <b>21<sup>st</sup> Century Learning</b> <b>(31/7 – 13/8)</b></p>	<ul style="list-style-type: none"> <li>• To reflect upon the needs of today's learners</li> <li>• To evaluate the uses of learning technologies to support feedback and assessment</li> <li>• To carry out a peer review on Learning Innovation Plans</li> </ul> <p>Approximately 3 hours</p>	<ul style="list-style-type: none"> <li> 5.1 Video: 21<sup>st</sup> Century Learning ILO1 and ILO2</li> <li> 5.2 Learning Journal: Assessment and Feedback ILO2 and ILO3</li> <li> 5.3 Video: Future Learning ILO1 and ILO2</li> <li> 5.4 Discussions: Today's Learners ILO2 and ILO3</li> <li> 5.5 Learning Innovation Plan: Peer Review ILO1, ILO2 and ILO3</li> <li> 5.6 Takeaways ILO1 and LO2</li> <li> Go Further ILO1 and LO2</li> <li> Suggested Extra Reading ILO1 and LO2</li> </ul>	<ul style="list-style-type: none"> <li>• Give feedback on fellow learners' Learning Innovation Plans</li> </ul>
		<p><b>Deep Dive 5 Assessment &amp; Feedback Tools</b></p> <ul style="list-style-type: none"> <li> Handout ILO1 and ILO2</li> <li> 5.1 Assessment and Feedback Tools ILO1 and ILO2</li> <li> 5.2 Blackboard Instructional Video – How Do I Create an Assignment Using Blackboard? ILO1</li> <li> 5.3 How to Create a Test in Blackboard Learn ILO1</li> <li> 5.4 Blackboard Inline Grading for Assignments ILO1</li> <li> 5.5 Learn Moodle Assignment Activity ILO1</li> <li> 5.6 Moodle Assignment: Feedback Basics ILO1</li> <li> 5.7 Canvas: Assignments Overview ILO1</li> <li> 5.8 Canvas: Assignment Creation ILO1</li> <li> 5.9 Canvas: Quiz Creation: Questions ILO1</li> </ul>	
<p><b>Session 6</b> <b>Learning on the Move</b> <b>(14/8 – 31/8)</b></p>	<ul style="list-style-type: none"> <li>• To reflect upon the strengths and challenges of mobile learning</li> <li>• To apply mobile learning tools and the techniques to your own teaching and learning context</li> <li>• To submit the final draft of your Learning Innovation Plan</li> <li>• To finish all course-related matters</li> </ul> <p>2 hours face-to-face class</p>	<ul style="list-style-type: none"> <li> 6.1 Video: Learning on the Move -</li> <li> Face-to-face Session 2 ILO1, ILO2 and ILO3</li> <li> 6.2 Learning Innovation Plan: Final Submission ILO1, ILO2 and ILO3</li> <li> 6.3 Exit Survey -</li> <li> 6.4 Takeaways ILO1 and ILO2</li> <li> Go Further ILO1 and ILO2</li> <li> Suggested Extra Reading ILO1 and ILO2</li> </ul>	<ul style="list-style-type: none"> <li>• Submit the Learning Innovation Plan by Thursday 31 August, 2017 at 23:59</li> </ul>