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COLLEGE OF PROFESSIONAL AND
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專業及持續教育學院

Implementing Blended Learning in Tourism & Hospitality Course: Challenges and Opportunities

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Blended Learning

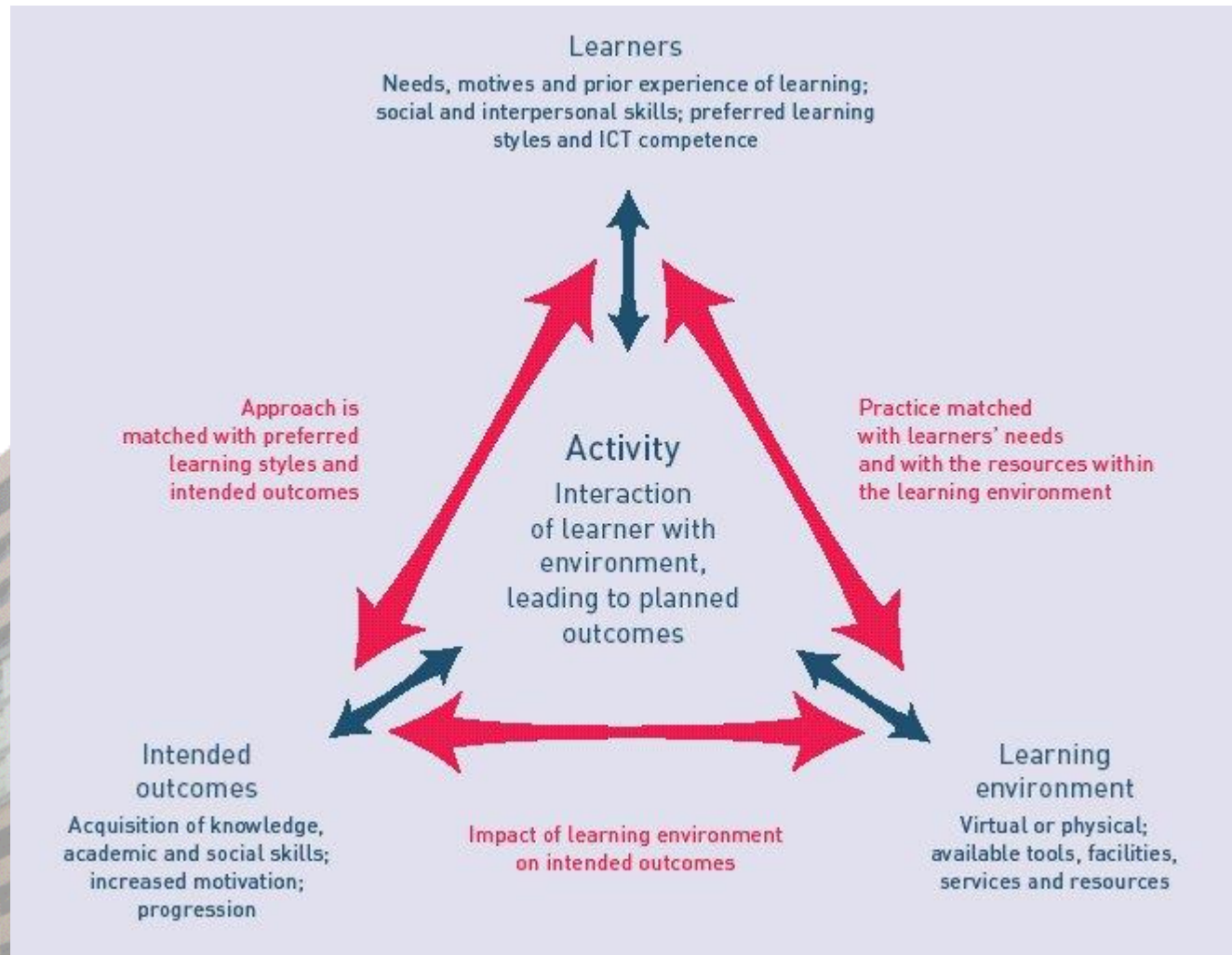
- Combines both classroom-based learning and online-based learning (Maier & Thomas, 2013)
- Extends L&T's place, time and space
- Can be delivered at:
 - Lesson Level
 - Subject Level
 - Program Level
 - Unit Level

Existing literature on blended Learning

- Descriptive exploratory study
- Empirical study
- Theoretical/conceptual review

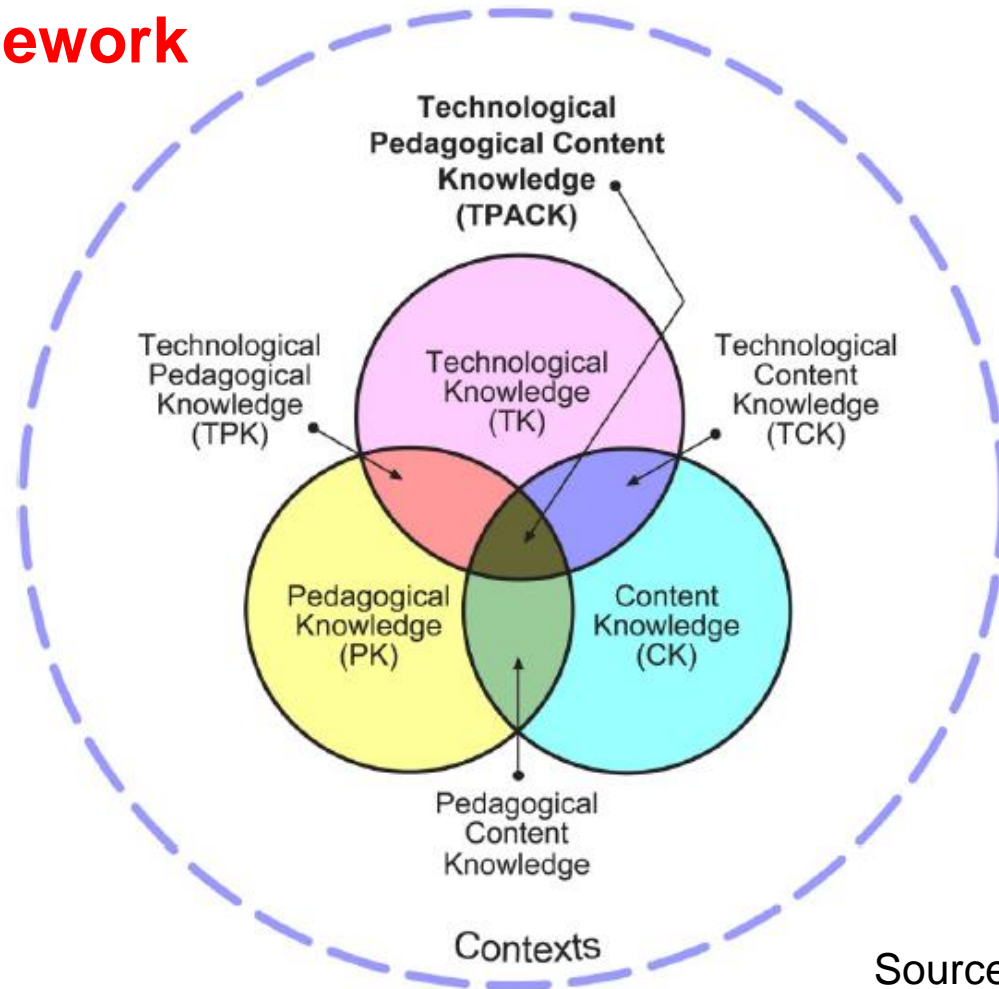


e-learning design model



Conceptualizing Blended Learning

TPACK Framework



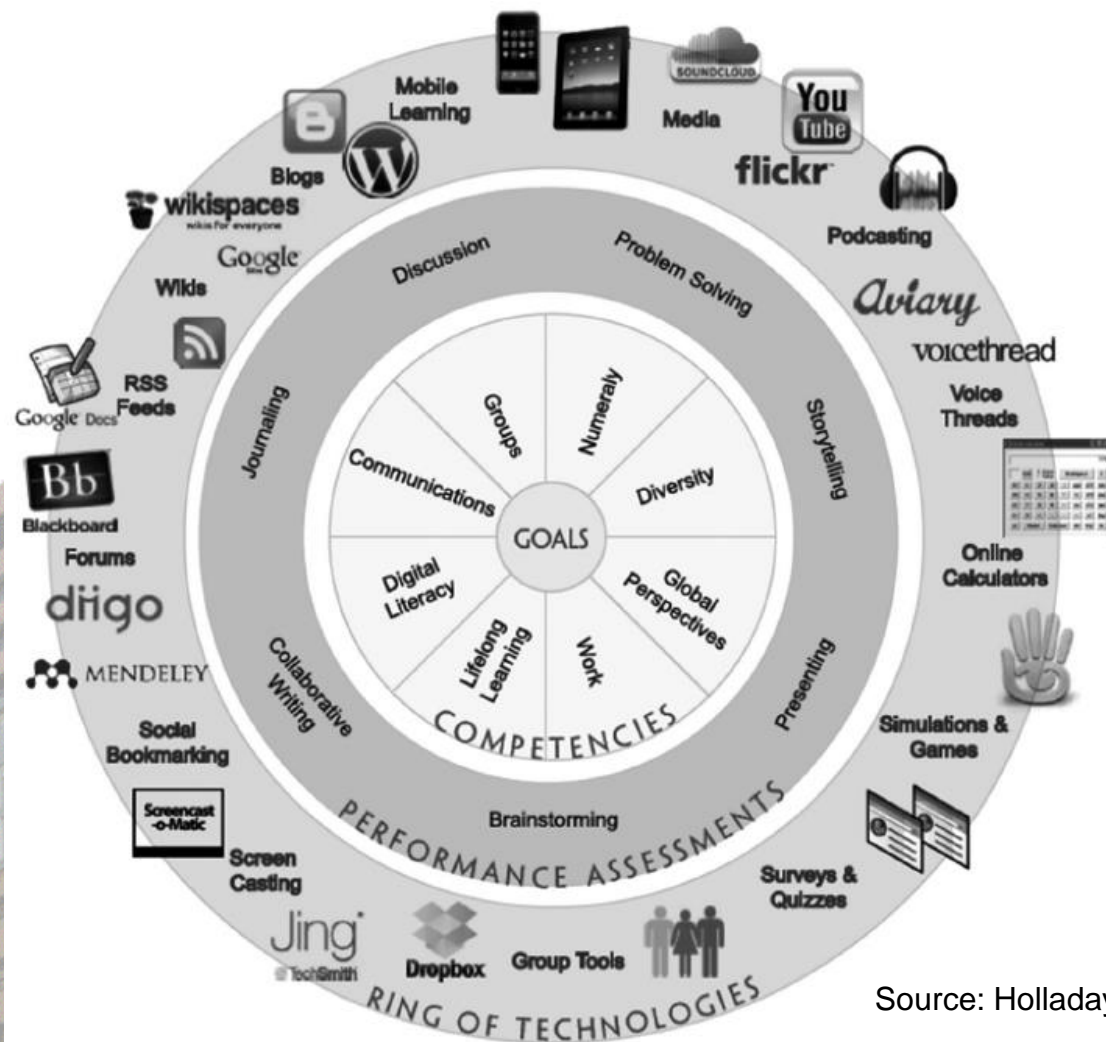
Source: Koehler, 2008

Operationalizing Blended Learning

Selecting Technologies:

- Desired Learning Outcomes (*What?*)
- Rationale (*Why?*)
- Relevant Activities (*How?*)
- Potential Uses of Technology

eLearning Technology Compass



Source: Holladay, 2017

Types of Educational Technology

1. Automated response system (Kahoot; Clickers)
2. Educational software (Simulation; Google classroom; uRewind Video; YouTube;)
3. Learning management system (Blackboard; Moodle)
4. Mobile application (Capstone Ninja App)
5. Social networking software (Facebook; Twitter)

(Lee, Sun, Law & Lee, 2016)

Tourism & Hospitality *Education* or *Training*?

- Involves practical knowledge
- Encourages partnership between industry and institution:
 - Guest Talk
 - Hotel/Site visit
 - Career Talk
 - Internship
 - Mentorship program
 - Industry advisors
 - Trade test & certification
 - Scholarship / Awards



Research Gap

- Much of the existing research focuses on the motivating effects of learners, the views of teacher in implementing blended learning is under researched.
- Studies on teachers' beliefs and conceptions of blended learning in Hong Kong higher education sector is limited.

Methodology

- Grounded Theory Approach
- Data collection: face-to-face in-depth interviews with teachers
- Interview protocols:
 - Short biographical history of teacher
 - Teachers' belief, values and practices on blended learning
 - Future plans for adopting blended learning

Preliminary Findings

- Beliefs
- Concerns
- Future opportunities



Beliefs of blended learning

Learning environment:

- Flexibility and availability
- Provide rich resources
- Create active learning environment
- Flipped classroom

Learner:

- Better students engagement
- Deep learning

Learning outcomes:

- Intense experiential learning opportunities

Concerns of blended learning

Internal:

- Need for self-motivation
- Limited personal technology competencies
- Feelings of confusion and frustration on students engagement

External:

- Limited departmental IT infrastructure and resources
- Confused boundaries between personal and teaching time spent
- Limited storage capabilities in mobile teaching

Opportunities of blended learning

- Engaged learning environment
- Collaborative learning groups
- Co-evolution of learning and teaching environment



Education-Industry Partnership



Conclusion

- Our students (Gen Z and beyond) are familiar with technologies and the use of social media
- Technologies are becoming more intelligent and ubiquitous
- Hybridized learning and teaching mode is a global trend
- Blended learning approach requires constant adaptation and learning of teachers and students
- Break the traditional boundaries of learning and prepare our students to increase human competence for the 21st century

List of References

~ Upon request ~



Thank you!