



Member of VTC Group
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Implementation of Wellness & Lifestyle Management General Education Elective in Technological and Higher Education Institute of Hong Kong (THEi) with Blended Approach: Mixture of Online and Face-to-face Delivery Format

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Introduction










Tsing Yi Campus

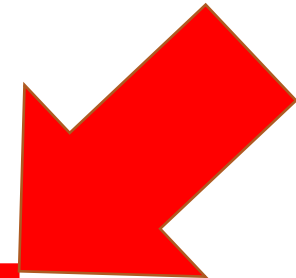


Kowloon Tong Campus

Introduction

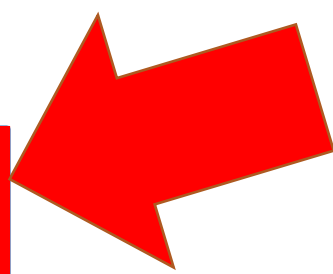
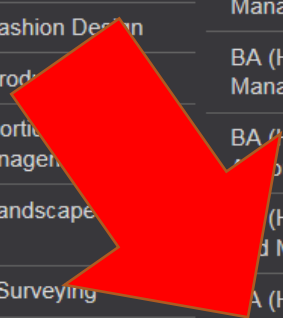
Programmes

	GE Curriculum		
	Core Modules Chinese		Core Modules English
	Core Modules The Human Spirit		Core Modules Habits of Scientific Thinking
	Core Modules Social Dynamics of Organisations		Elective Modules



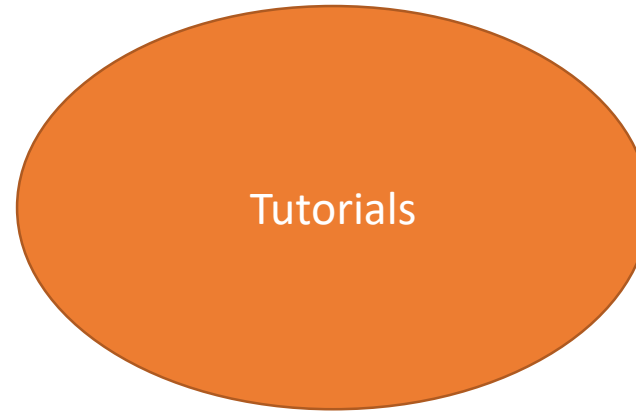
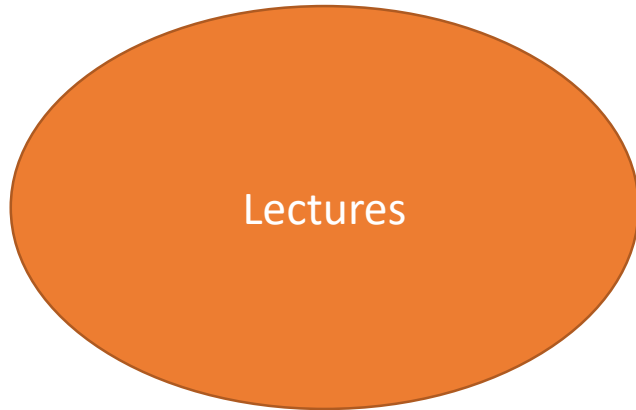
Introduction

Faculty of Design and Environment	Faculty of Management and Hospitality	Faculty of Science and Technology	School of General Education and Languages
BA (Hons) in Advertising	BA (Hons) in Culinary Arts and Management	BEng (Hons) in Building Services Engineering	General Education Curriculum
BA (Hons) in Fashion Design	BA (Hons) in Hotel Operations Management	BEng (Hons) in Civil Engineering	Core Modules – Chinese
BA (Hons) in Product Design	BA (Hons) in Professional Accounting	BEng (Hons) in Environmental Engineering and Management	Core Modules – English
BA (Hons) in Horticulture and Landscape Management	BA (Hons) in Public Relations and Management	BSc (Hons) in Food Science and Safety	Core Modules – The Human Spirit
BA (Hons) in Landscape Architecture	BA (Hons) in Retail Management	BSc (Hons) in Health Care	Core Modules – Habits of Scientific Thinking
BSc (Hons) in Surveying	BSocSc (Hons) in Sports and Recreation Management	BSc (Hons) in Information and Communications Technology	Core modules – Social Dynamics of Organisations
Bachelor of Landscape Architecture (Hons)		BSc (Hons) in Multimedia Technology and Innovation	Elective Modules
PD in Horticulture and Landscape Management		BSc (Hons) in Surveying	
Cert in Principle and Practice of Plant Pest and Disease Management		BSc (Hons) in Testing and Certification	
		PD in Plumbing Engineering for Building Services	



GEE5202 Wellness & Lifestyle Management (QF Level: 5)





Lecture:	28 hours
Tutorial & Practical Classes	14 hours

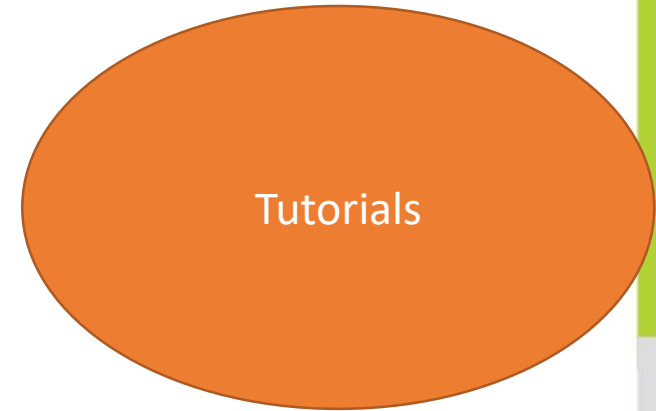
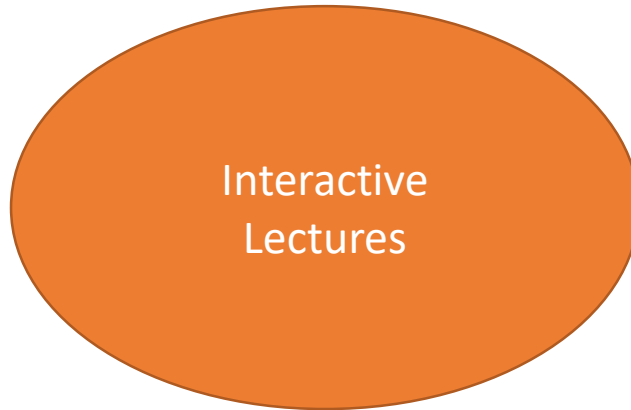
Research Background

- Research showed that physical education or wellness modules in higher education may be a good way to promote lifelong active lifestyle attitudes, knowledge and skills (Keating 2005).
- Research from the western counterparts showed that wellness course in online delivery format provided good alternatives to students who are 'time-bound' or 'location-bound' (Sidman et al., 2011).

Background

- In previous years, record showed that students' attendance would drop drastically at mid semester and by the end of semester which are periods that they have mid-terms and assignment submission.
- In the current academic year 2016/17, Wellness & Lifestyle Management elective in THEi attempted to organize the module in a blended approach. Among the 10 sessions of face to face lectures, 2 sessions will be delivered in online format at period that usually have low attendance due to peak assignment submission period.

Blended Approach



Lecture:	28 hours
Tutorial & Practical Classes	14 hours

List of Topics

Introduction to Wellness and Lifestyle Management

Wellness

Healthy Nutrition

Weight Management



Self Image and Self Esteem

Lifetime Fitness and Wellness



Change of Behaviour

Fitness Activities

Prevention of Cancer

Addictive Behaviour

Emotional Well-being

Week 7- (Online Lecture) Weight Management & Addictive Behaviour

Online lecture will be uploaded. Topics: 1) Body Composition & 2) Weight Management

Please complete the individual assignment after watching the online lectures and submit to class next week.

The submission of individual assignment will be counted as attendance check.


Tutorial Topic: Fitball exercise experiential learning tutorial (Please wear sportswear!!!!!!!!!!!!)

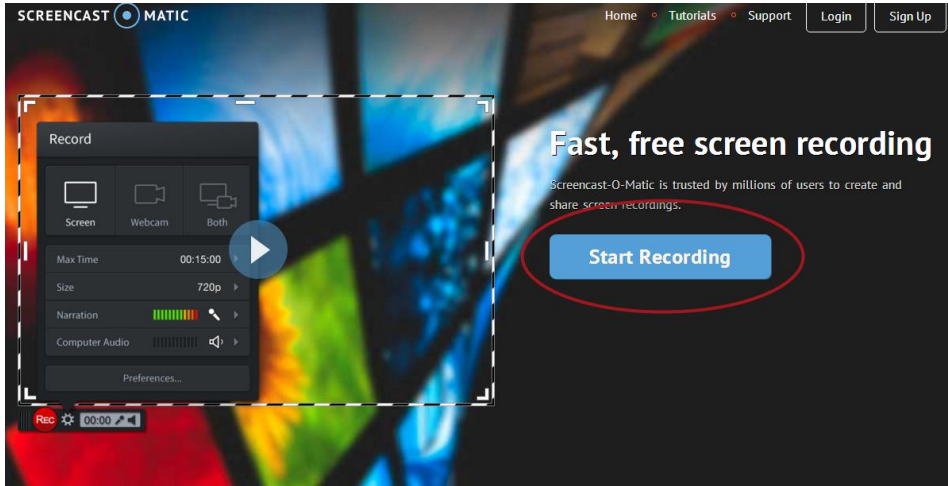
Tutorial Venue: Hall

Tutorial Group 1: 10:30-11:30

Tutorial Group 2: 11:30-12:30

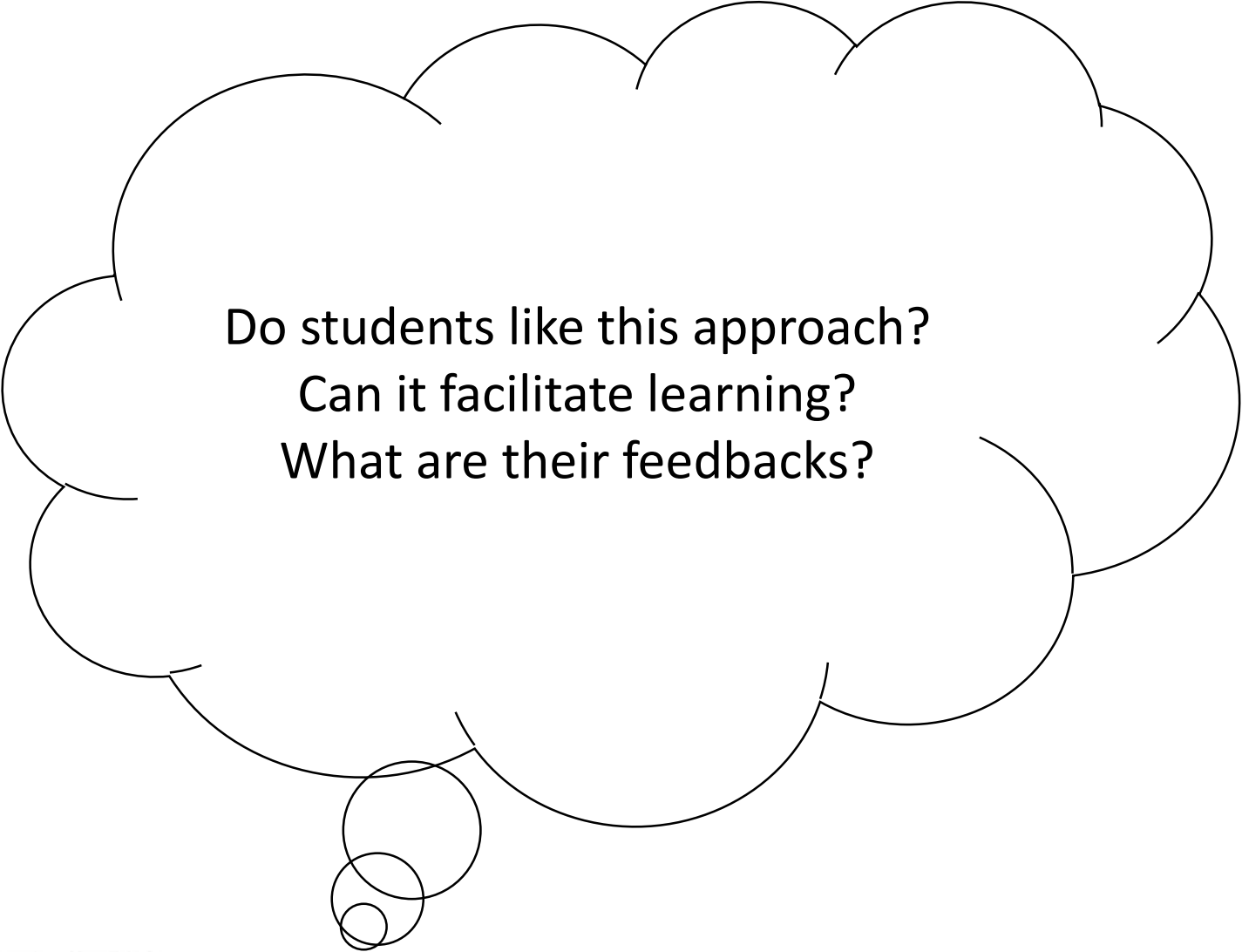
Please refer to the class list for your tutorial group. (We will not have enough equipment if you go to the wrong tutorial group)

-  Lecture Notes - Addictive Behavior
-  Calculate Daily Caloric Intake - Worksheet
-  Weight Management AY1617 updated
-  tutorial group week 7
-  Online lecture on body composition
-  Online lecture on weight management
-  Week 7 Weight Management and Body Composition Individual Assignment
-  Web reference on High Intensity Interval Training



Sample:

<https://www.youtube.com/watch?v=NmTr4S8wY08&feature=youtu.be>



Do students like this approach?
Can it facilitate learning?
What are their feedbacks?

Method

- Questionnaire
 - Likert Scale
 - Free Text Responses

Analysis

- Descriptive statistics
 - Mean (Standard Deviation)
 - Frequency
- Chi Square Test
- Thematic Content Analysis

Response Rate

- Total enrollment: 40 students
- 38 students completed the questionnaire (95%)

Sample Characteristics

Demographic characteristics of sample (N=38)	
Demographic	Mean (SD) or Frequency (%)
Age	21.87 (1.79)
Gender	
Male	16 (42.1%)
Female	17 (44.7%)
Year	
2	1 (2.6%)
3	12 (31.6%)
4	21 (55.3%)
Self-rated Participation (%)	76.76 (15.47)
Overall Satisfaction in the module (1-10)	6.66 (2.18)

Sample Characteristics

Programmes	n	Percentage (%)
Advertising	7	18.4
Civil Engineering	6	15.8
Culinary Arts and Management	1	2.6
Environmental Engineering	3	7.9
Fashion Design	4	10.5
Information and Communications Technology	4	10.5
Landscape Architecture	6	15.8
Product Design	1	2.6
Professional Accounting	1	2.6
Missing data	5	13.2
Total	33	100

Is it the first time that you experienced blended approach as module delivery format?

Yes: 30 (78.9%)

No: 5 (13.2%)

Statement (10-point Scale)	Mean Score	SD
The blended approach has facilitated my flexibility of learning in this module	7.13	1.99
The blended approach has facilitated my learning in this module, in contrast to 14-week face to face delivery format	6.63	1.98
The blended approach is more useful/effective as compared to conventional face-to-face delivery format	6.36	2.20
The blended approach was effective in supporting me to achieve the module learning outcome	6.45	2.11
I would prefer future lecture sessions to be delivered in this way (Blended Approach)	6.71	2.44

After experiencing blended approach this year, please indicate your preference of delivery format regarding GEE5202

Blended Approach	18 (47.4%)
Conventional Face to Face Delivery Approach	16 (42.1%)
Missing data	4 (10.5%)

Chi square test indicated a non-significant difference in the preference of delivery format among this sample (chi square=0.12 , $p>0.05$)

Thematic Content Analysis

Positive Feedbacks

Theme 1: Increased flexibility

Theme 2: Do not have to go to school

Theme 3: Better time management

Negative Feedbacks

Theme 4: Lack of interaction

Theme 5: Lack of motivation to study online

Theme 6: Potential to affect learning

Theme 7: Potential communication issues

Theme 1: Increased flexibility

Theme: Increased Flexibility

009	Can attend the lecture anytime after uploading the video... I can play back to listen what lecturer say to help me understanding of the content
018	Can have lecture anytime. Can listen to it if I needed Can watch anytime and rewatch it.
019	Can seat on bed having a lesson Can replay many times, will not miss information
020	Convenient
023	Flexible time study
024	I can review the lecturer anytime I want
026	Convenient
027	The blended approach really provides more flexibility as not every lecture/tutorial have physical exercise/experiment that require physical attendance when its only theories
029	I like the flexibility of the blended approach as I can listen to the lecture at home
030	Can recap the lesson if there is any question
032	Very convenient
004	Replay if any misunderstanding Replay while studying
005	It increase flexibility on learning, students can decide and learn the interesting topic by themselves
016	Can be repeat to watch the lecture video online
028	Can repeat by myself

Theme 2: Do not have to go to school

Theme: Do not have to go to school	
013	Online lecture doesn't have to go to school
009	The approach does not require me to go to school. I can play back to listen what lecturer say to help me understanding of the content
015	Likes: No need go to school
013	Online lecture doesn't have to go to school

Theme 3: Better time management

Theme: Better time management	
032	I can spend my time properly and will not miss any course as I can watch the online lecture anytime
031	Save more time for use to do other works
019	More efficient on time arrangement

Theme 4: Lack of interaction

Theme: Lack of Interaction

006	cannot interact immediately, some questions about the course will be missed
001	Face to face delivery is more interesting to interact with friends
010	less time in interaction with lecturer
015	No interaction , maybe some students will not watch the online lecture
008	Cant ask questions directly face to face

Theme 5: Lack of motivation to study online

Theme: Lack of motivation to study online	
003	No motivation to study online
006	It takes time to watch the online video, lower motivation to learn
029	There is not much motivation to make us to watch the lecture online.

Theme 6: Potential to affect learning

Theme: Potential to negatively affect learning	
023	Cannot ask question. Sometimes I do not understand the meaning of some terms
013	一但懶惰沒上Moodle就一無所知對於該課內容
031	Problems faced can't ask
037	I think blended approach can't let me focus on learning things
023	Hard to focus by myself
038	Online not good. I can't focus to learn.

Theme 7: Potential communication issues

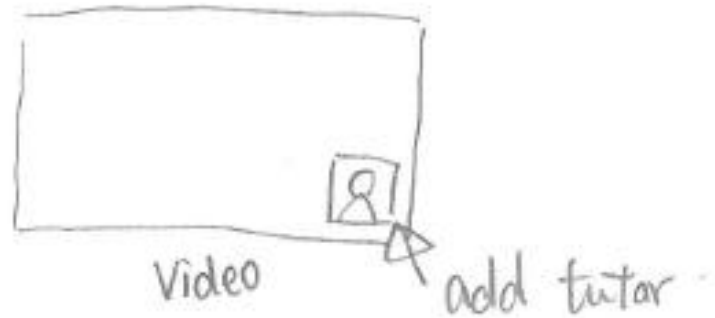
Theme: Potential communication issues	
026	Lack of face to face communication
027	Lack of being presence involvement in the course, creating gaps and walls between students and lecturers

Suggestions for Blended Approach

001	Decrease the percentage of online class
004	Recapture the last online lecture
005	Instructor can talk in Cantonese like a normal lecture, student may send question to ask in the video.
006	Real time online lecture
007	Set an online question forum for the student
014	Recording for each lecture All lectures should be online
016	Can be more interactive such as some question to ask during video. Maybe use it before the exercise class to show all exercises before going exercise class
018	Can upload all lecture on web for review
026	Make it shorter
029	Subtitles can be included as well to help us to understand the contents.

Suggestions for Blended Approach

suggestion :



I would like to see a teacher in the screen too,
only sound is lonely.

Discussion

- Both quantitative and qualitative suggested that blended approach increased flexibility in learning
- However, in terms of facilitation in learning, both data did not provide strong support that blended approach is better than conventional face to face delivery format
- Student's qualitative feedback highlighted the importance of interactions between peers and instructor during the learning process and the importance of increasing the motivation to watch the online lecture

Reflection and Implications

- Special attention should be made in design the module with blended approach
- Online lecture should have strong connection to upcoming tutorials, so as to increase motivation to watch the online lecture

Reference

Keating, X. D., Guan, J., Piñero, J. C., & Bridges, D. M. (2005). A meta-analysis of college students' physical activity behaviors. *Journal of American college health, 54*(2), 116-126.

Sidman, C. L., Fiala, K. A., & D'Abundo, M. L. (2011). Exercise motivation of college students in online, face-to-face, and blended basic studies physical activity and wellness course delivery formats. *Journal of American college health, 59*(7), 662-664.

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