

Quality Enhancement Grant Scheme

Final Evaluation Report	Project No. : 24/QEGS/B-08-09
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Part A

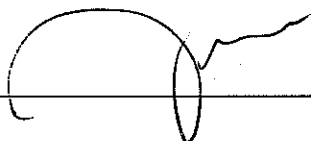
Project	Title	Development of a Blended Learning Model for Improving Teaching Effectiveness in Sub-Degree Accounting Courses				
:						
Name of Grantee	School of Professional and Continuing Education The University of Hong Kong (HKU SPACE)					
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Project	Period	From	Aug 2009	(month/year) to	Aug 2011	(month/year)
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Part B

Please use separate A4-size sheets to provide an evaluation of the Project with regard to the following aspects:

1. Project activities contributing to the attainment of Project objectives, extent of attainment of the objectives, evidence or indicators attesting to the attainment of the objectives, and if applicable, reasons for not able to achieve the objectives.
2. Impact or benefits of the Project to the participants, the target institution(s) or the sector.
3. Cost-effectiveness of the Project against clear indicators, e.g. utilization of available resources, unit cost per beneficiaries, sustainability of Project activities/impacts, applicability of Project outcomes/deliverables to other institutions, or alternative approaches for equivalent benefits at less cost, etc.
4. Outcomes and deliverables of the Project.

Signature: _____



Organization Chop: _____



Name of Authorized Person: Lam Yuet Ching Jeanne

Name of Grantee HKU SPACE

Organization: _____

Position of Authorized Associate Head,

Person: Centre for Cyber Learning

16 DEC 2011

Date: _____

Quality Enhancement Grant Scheme

Overview

A two-year project to develop a blended learning model for improving teaching and learning effectiveness in sub-degree accounting courses was launched in August 2009 in the School of Professional and Continuing Education of The University of Hong Kong (HKU SPACE) under the Quality Enhance Grant Scheme of the EDB. Two blended learning accounting courses were developed and a blended learning model was constructed. The project was completed successfully in Aug 2011. In this report, the attainment of project objectives, project impacts and benefits, cost effectiveness of the project, and the outcome and deliverables will be reported.

Attainment of Project Objectives

According to the project proposal, the project aimed at developing an effective blended learning model for sub-degree students studying accounting courses by pinpointing the unique teaching and learning needs of accounting courses at sub-degree level. In the two year project, two blended learning courses, Management Accounting and Business Information Systems, were developed. The project was developed successfully and students' satisfaction was indicated from their feedbacks.

The objective of the project was fully attained. The blended learning model for developing blended learning accounting course were constructed based on our experience in the project development process. The attainment of the project objective was further extended. The blended learning model for accounting courses was further generalized into a blended learning model for all subjects. A paper on blended learning model was published and the model was presented in a public seminar held on 11 Aug 2011.

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
Design and development of online and in-class activities	Regular meeting, teacher meeting, project management, instructional design and content management. Please refer to Appendix A for the activity list.	Fully achieved	The designed courses as illustrated in Appendix C.	
Construction of a blended learning platform	Regular meetings, project management, online environment development and e-content development. Please refer to Appendix A	Fully achieved	The platform built for delivering the blended learning courses. Screen captures of the platform with the course contents can be found in	

Quality Enhancement Grant Scheme

	for the activity list.		Appendix D.	
Measurement and evaluation	Regular meetings, teacher meetings, focus group interviews, surveys and journal writings. Please refer to Appendix A for the activity list.	Fully achieved	The records and reports for the focus group interviews, surveys and journal writings can be found in the document list.	
Improvement and refinement	Regular meetings, teacher meetings and modifications made on e-learning platform functions. Please refer to Appendix A for the activity list.	Fully achieved	The platform and blended learning contents were improved and refined continuously after launch. The changes made were recorded in the minutes of the regular meetings which can be found in the document list.	

Project activities contributing to the attainment of project objectives include 21 project regular meetings, 15 teachers meetings, 2 part-time teachers focus group meetings, 5 students focus group meetings, 2 pre-test surveys, 2 post-test surveys, 2 post-test focus group sharing sessions, journal writings, 1 day Conference for public (keynote, seminar & workshops) and continuous development (instructional design, content development, online environment development and e-content development). The description, number of participants and feedback of the activities were shown in Appendix A.

Project Impacts and Benefits

Based on the experience of the project, a nine-stage blended course development model was constructed. The model was presented in a public Conference and it benefit not only to HKU SPACE but to all higher institutes in Hong Kong. The paper of the model was published and contributed to the blended learning industry worldwide.

From the perspective of academics, the blended learning model can benefit both teachers and students, yet a lot of resources have to be invested in developing a successful blended learning model. The experience in designing and implementing the blended learning course development project for accounting students at HKU SPACE was undoubtedly a very invaluable experience to the whole academic team in our pursuit of further excellence in education. From the feedback from students, it

Quality Enhancement Grant Scheme

was found that students generally welcomed this additional channel of learning activities.

The blended learning courses developed provided more space and channels to provide learning resources and activities to help students to develop logical and analytical skills to tackle complicated business scenarios, explore more and understand the practical business environment and operation, and learn how to apply the concepts and theories they have learned in different business situations. The open environment promoted discussion, interaction and collaboration where students are motivated and assisted in understanding the topics by peers so that they can exchange views and learn from each other, and can learn collaboratively through experiences shared by others. Besides, the self-paced learning environment for students with diverse learning styles allows students to study and review the teaching materials at their own pace and time. They can be motivated by suitable learning styles to develop responsibility for their own learning.

Cost Effectiveness of the Project

The total amount used in the project is \$1,221,767 which is 86.3% of the budget amount \$1,415,000 (Details in appendix B). Number of students studied the blended learning courses during the project period is 321. The direct average development cost of the blended learning courses for these students is \$3,818. It is expected that the blended learning course contents can be reused for 10 years and it is estimated that the number of students in each year will be around 300. As a result, the total benefited student number will be 3,321 (321+300x10). The unit cost for the development would be \$368.

The direct beneficiaries list is as below:

Name of Programme	Course (MA/BIS)	In-take	Number of Students
Higher Diploma in Business (Accounting)	Management Accounting	2008 September (Year 3 in 2010 Sept)	133
Higher Diploma in Accounting & Higher Diploma in Financial Information Management (Double award)	Business Information System	2010 September	12
Higher Diploma in Business (Accounting)	Business Information System	2008 September (Year 3 in 2010 Sept)	133
Postgraduate Diploma in Professional Accounting	Cost and Management Accounting (MA)	2011 February intake	24
Postgraduate Diploma in Professional Accounting	Theories and Practices of Information Technology (BIS)	2011 February intake	19

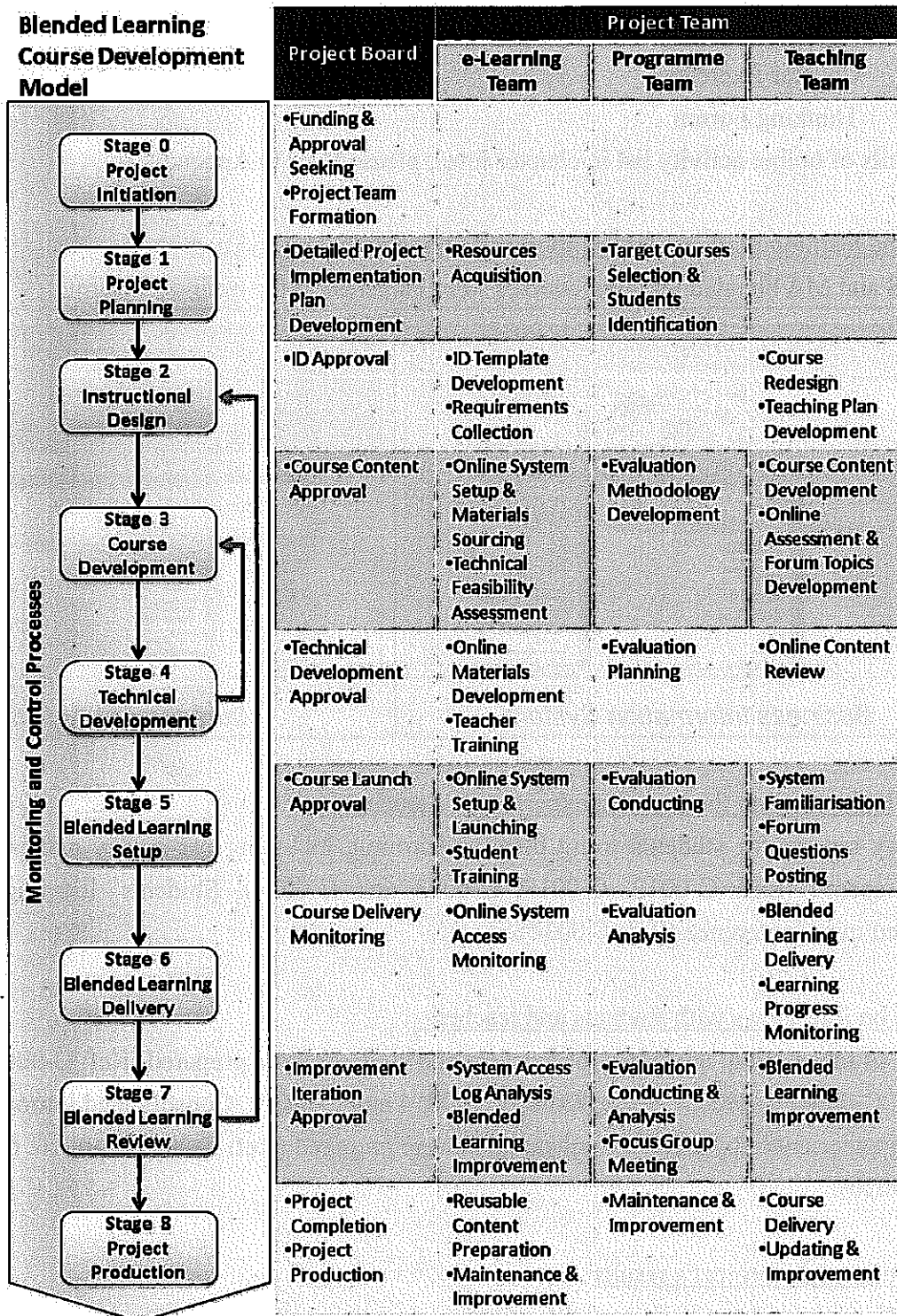
Quality Enhancement Grant Scheme

Outcome and Deliverables

The outcome and deliverables of the project are as below.

Blended learning model

A blended course development model was constructed (F-0032) as below.



Blended course development model

Quality Enhancement Grant Scheme

Online activities and tools for sub-degree accounting course

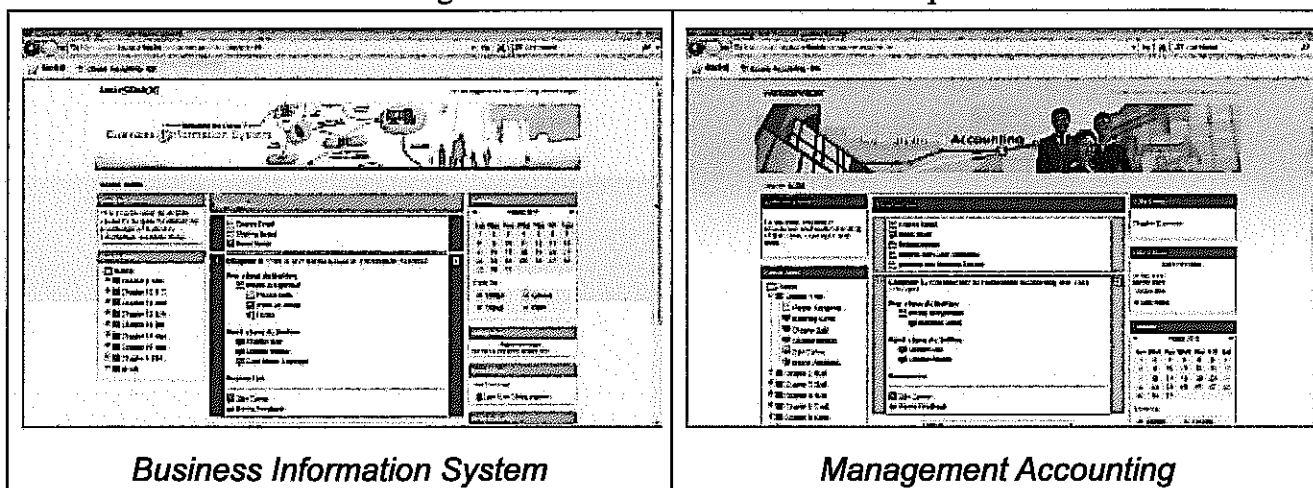
Various components have been designed and provided to the students of Business and Information System (BIS) and Management Accounting (MA) in the online learning platform.

- Preview Note
- Warm-up Activities
- Chapter Quiz (Multiple Choice questions)
- Chapter Review
- Chapter Exercise
- Thinking Forum

For details of online activity list in chapter level, please refer to Appendix C.

An online learning platform that supports all online activities and e-content

The BIS and MA blended learning courses were launched in the online platform.



Evaluation reports on the learning experience of students

Summary reports for students using blended learning, including pre-survey and post-survey results, were prepared (Ref: C-0012, C-0013, C-0023 and C-0024). Students' learning experience was published in a Conference (Ref: F-0034).

Reports on interviews with students and teachers

Reports of focus group interview for teachers and students were prepared (Ref: C-0001, C-0002, C-0003, C-0004, C-0005, C-0006, C-0007, C-0014 and C-0025). Consolidated journal writings on learning experiences by teachers and students were prepared (Ref: C-0015, C-0016, C-0017, C-0018 and C-0026).

Publication of the project's results

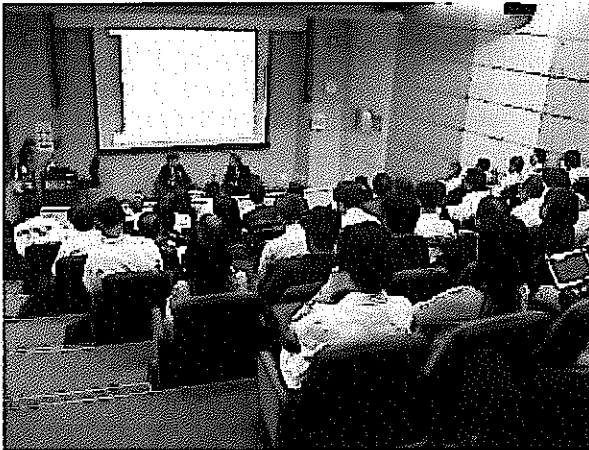
- Five papers have been issued for the project:
- Blended Learning Course Development Model
- The Role of Instructional Design in Blended Accounting Courses

Quality Enhancement Grant Scheme

- The Experiences of Academics in Designing and Implementing the Blended Learning Project for Accounting Students at HKU SPACE Community College and HKU SPACE Po Leung Kuk Community College
- The Learning Experiences in the Blended Learning Project at HKU SPACE Community College and HKU SPACE Po Leung Kuk Community College
- Structured Development Process for Blended Learning Courses

Seminars on the project's findings to educational and professional

A Conference was held on 11 Aug 2011 from 9am to 6pm at HKUSPACE Po Leung Kuk Community College to publicise the project outcomes, share the development processes and the teachers' and learners' experiences in blended learning with the academicians.



The Conference



The Project Team in the Conference

A keynote speech, a seminar and four workshops were conducted in the Conference. For details, please refer to Appendix E.

Conclusion

The project is 100% completed. Related documents can be found in Appendix F. This is to especially acknowledge the Hong Kong Special Administrative Region (HKSAR) Government's subsidy to the project "Development of a Blended Learning Model for Improving Teaching Effectiveness in Sub-Degree Accounting Courses" under the Quality Enhancement Grant Scheme (QEGS). The support of the blended learning projects actualized this development model and is much appreciated.