

# **Case-based Blended Learning (CBBL) Pedagogies for Pre-service Teachers: Building a Community of Practice in Higher Education Settings**



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Faculty-level TDG June 2017 – November 2018

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# Objectives

**E**xperiment, document and refine CBBL pedagogies

**I**dentify patterns and good practices

**E**ngage participating faculty members

**C**ultivate a community of practice

**D**evelop a training package



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# Experimentation – scale and scope

## Semester I (trial run)

5 instructors

6 groups (239 students)  
(4 BEd, 2 PGDE)

## Semester II

11 instructors

13 groups (528 students)  
(1 HD, 12 BEd)



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# Experimentation - feedback

## Semester I (trial run)

### Instructors

5 individual interviews  
2 reflective discussions

### Students

3 focus groups  
28 completed questionnaires

## Semester II

### Instructors

11 individual interviews


### Students

9 focus groups  
228 completed questionnaires



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# Semester I Trial Run

*Critical learning points*



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# Semester I (trial run)

## Difficulty / Myth 1:

**How to develop a case? What is a good case?**

- **Good case materials** – highly important to integrating online and face-to-face components
- Authentic examples – connect students to their daily experience
- Challenging thinking – reveal complexities and ambiguities



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# Semester I (trial run)

**Difficulty / Myth 2:**

**How to prepare a CBBL lesson?**

- Importance of **prior experience / knowledge** (e.g. case development)
- Attending to the conceptual elements in CBBL design



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# Semester I (trial run)

## Difficulty / Myth 3:

**Is high technology needed in CBBL lessons? / Is CBBL same as adding activities using some technological means?**

- CBBL – emphasis on **pedagogical goals and strategies** rather than high technology
- Purposeful pedagogical plan to integrate:

**case + online + face-to-face**



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# Semester I (trial run)

## Difficulty / Myth 4:

**Does CBBL work for theory-based or practical-based content?**

- Theory-based content – focus on **higher-order/conceptual thinking, the main goal of CBBL**
- Practical-based content - focus on skills e.g. writing a lesson plan, storytelling, etc., more limited in the use of cases



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# **Importance of theoretical framework**



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- **Decrease resistance** to CBBL, because the conceptual framework shifts the focus from technology to **pedagogy** (T6)
- **Reduce barriers** to implement CBBL, providing a **practical frame of reference** on design / planning CBBL lessons (T6Q12 )  
e.g. criteria of a good case, three components of CBBL
- **More systematic** (T3.2Q1, T4Q1)  
e.g. aspect of concern



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# CBBL design

## Three components

1. Content
2. Communication
3. Construction

(Kerres & De Witt, 2003)

## Interlocking components (non-linear relation)

1. Selection of case materials
2. Development of case materials
3. Lesson delivery
4. Technology (interface with #1, 2, 3)

(adapted from McGee & Reis, 2012)



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# CBBL design

1. Content	CBBL
<ul style="list-style-type: none"><li>• Facts or rules the learner should be able to recall</li><li>• Can be explicated and communicated by media or technological means</li><li>• Specific information as a prerequisite for other communicative or constructive learning activities</li></ul>	Selection of case materials



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# CBBL design

2. Communication	CBBL
<ul style="list-style-type: none"><li>• Knowledge reaching a certain complexity</li><li>• Knowledge consisting of different competing concepts</li><li>• Require a deeper understanding of a theoretical framework</li><li>• Students learn to formulate, express and discuss a personal point of view</li><li>• Students learn to participate in discussions, formulate and receive feedback in discursive settings</li></ul>	Development of case materials

# CBBL design

3. Construction	CBBL
<ul style="list-style-type: none"><li>• Knowledge to be applied (and not only to be recalled)</li><li>• Knowledge consisting of procedures (and not only of declarative knowledge) that require practice</li><li>• Content including ‘fuzzy’ knowledge</li></ul>	Lesson delivery: online and face-to-face

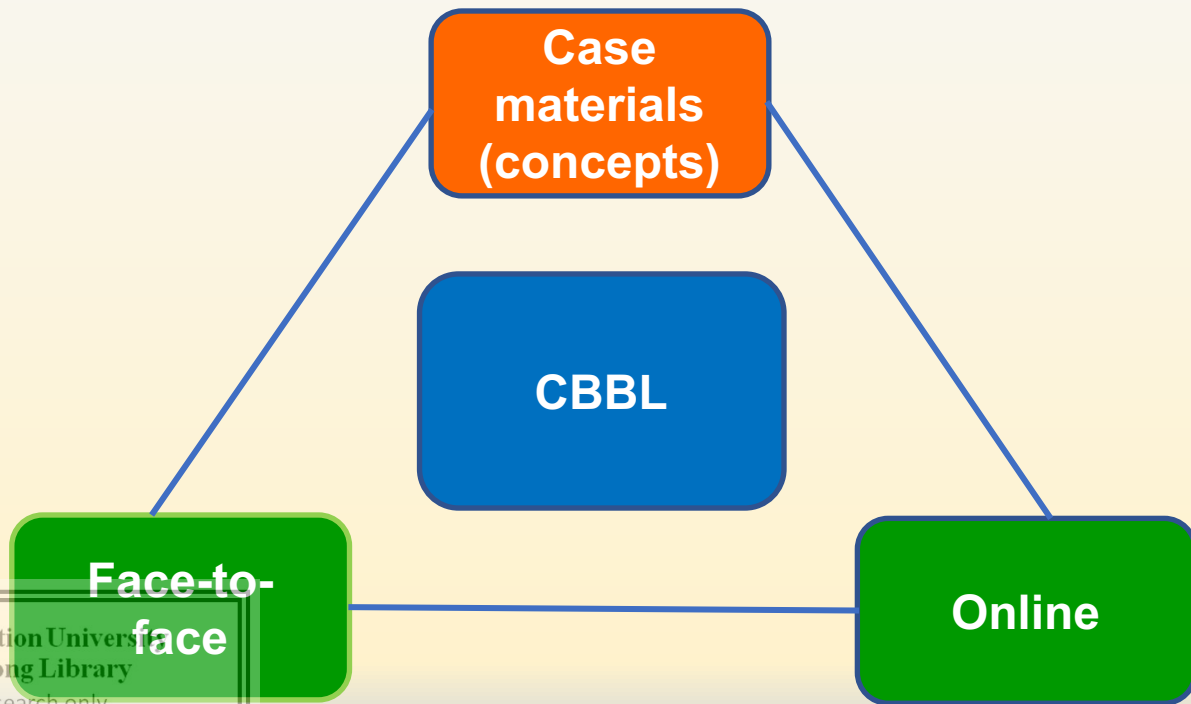


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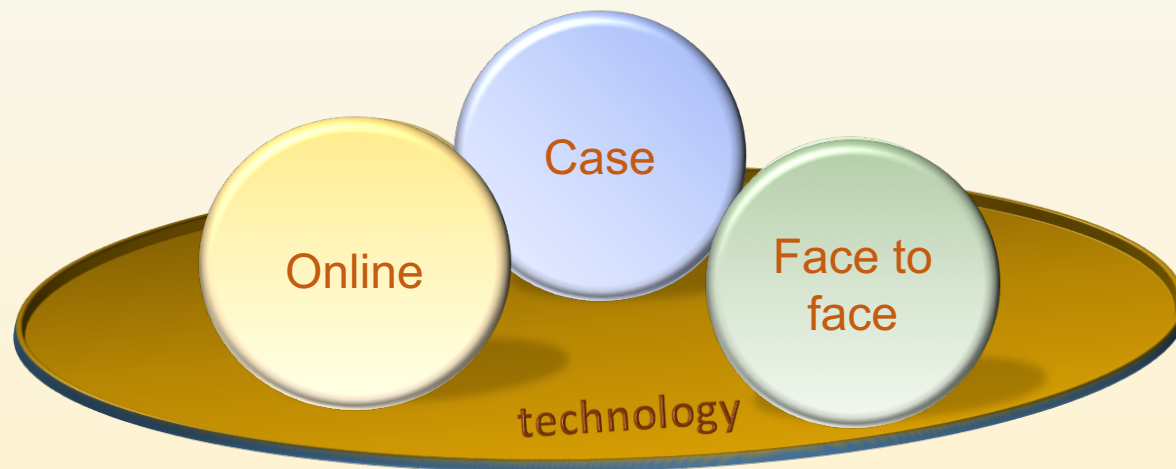
# Integration in CBBL



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# ‘Marbling’ effects



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# Pedagogical Learning



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1. Lesson design
2. Pedagogical richness
3. Student-led learning
4. Quantity and quality of student interactions
5. Making learning visible



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# 1. Lesson design

- a. Change in the concept of 'lesson'
- b. Case content and improvement



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# a. Change in the concept of 'lesson'

## Traditional lessons

- Learning mainly comes from instructors
- Dominated by few students (raise hand and answer) (Sfg3.2,Sfg6,T1)
- Limited perspectives

Enhanced by  
Technology

## CBBL lessons

- Learning from **all** students (e.g. online task responses) (T2,Sfg3.2)
- Communication happens among **all** students (T4,Sfg3.2)
- **Different types** of pedagogical strategies (e.g. pre-class / in-class / post-class online responses) (T1-T11)
- **Broadened** perspectives (T1 AIS )

Change in the concept of 'lesson' → change in the mindset of lesson delivery → change in the means for student learning

Example

In the past	After CBBL experimentation (T9AIS2)
Lecture: teaching Tutorial: activity	Lecture: <b>more interaction</b> with students Tutorial: <b>case analysis</b> and <b>in-depth discussion</b>

CBBL (T9AIS1)	
<b>Tutorial</b>	Face-to-face: Video case posted to Moodle Online task (post-lesson): discuss curriculum definition + self-reflection
<b>Lecture</b>	Online task (during lesson) + face to face: Activity week experience of two schools + group discussion on Padlet, followed by analysis of online responses & self-reflection



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## b. Case content

- Good cases
- Embedding concepts
- Student prior knowledge
- Student and instructor feedback on case format

Sharpen focus  
and broaden  
perspectives in  
discussions

Strengthen links  
between  
theoretical  
concepts and  
discussions



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# Good cases

## Students

### Concerns

- Authenticity (Sfg1 , Sfg3.1, Sfg4, Sfg7, student questionnaire)
- Connectivity (Sfg1,Sfg3.2, Sfg4)
- Transferability (practical knowledge and skills)(Sfg4, Sfg7, student questionnaire )

## Instructors

### Emphases

- Authenticity (T1, T2, T3.1, T5, T6, T9)
- Connectivity (T1, T2 ,T4, T6)
- Transferability (practical knowledge and principles) (T1, T3.1, T7,T9)
- **Complexity** (T1,T3.2,T10)
- **Ambiguity** (T1,T9)
- **Openness (multiple points of entry)** (T3.2,T7)
- **Conceptual challenge** (T3.1)
- **Human touch** (T10)



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# Good cases

## Example

An animated case – sexual harassment

<https://drive.google.com/open?id=0B-C2l9x82slkYXE0MHdwS0VtYU0> (bilingual)

*Script for instructors*

<https://drive.google.com/file/d/0B-C2l9x82slkeWZ5MHNsdE41cGc/view> (Chinese)

<https://drive.google.com/file/d/0B-C2l9x82slkSUNjZmJGMEh0ZFU/view> (English)

1. Present a **real incident** experienced by a serving teacher

Authenticity, Connectivity

2. Show **an ethical dilemma and diverse perspectives** involved in making professional judgement and choice of action

Conceptual challenge, Complexity, Openness, Ambiguity, Human Touch

3. Require practice in applying **the code of ethics**

Transferability



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# Good cases

Students more concerned about **'solutions and skills'** (*how to tackle problems in the future*) (Sfg3.2, Sfg4, , Sfg7, student questionnaire)

## Difficulties in student learning

- From concrete knowledge to abstract/conceptual knowledge
- Handling cases in different contexts - transferability may not build on theories /concepts

❖ This may be related to students' **habits of learning** or the **absence of conceptual elements in the selected case.**



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# Good cases

## From student data

- Cases with **less ambiguity** are difficult to develop in-depth discussions.

e.g. 'too good/nearly perfect' or 'too bad' (Sfg4) - very obvious answer (Sfg6 )



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# Embedding concepts (not facts)

## Example (T3.2)

Before class	In class	After class
<i>Online task</i>	<i>Face to face</i>	<i>Online task</i>
Watching a teacher movie + worksheet  Students to identify social structures and emotional rules	Discussion and analysis of online responses + conceptual explanation on emotional labor and rules	Photographic journal  Students to capture a visual metaphor to demonstrate conceptual understanding of emotional labor and rules



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# Embedding concepts (not facts)

## More examples

Different uses of case for conceptual understanding		
<i>To show as an example (analysis T1)</i>	<i>To stimulate thinking (analysis T10)</i>	<i>To construct the course (analysis T9)</i>
Students to submit one case + instructor cases  Use the case in a game to distinguish between 'fact' and 'principle'	Students to submit one case on transition and apply concept(s) to the case	Instructor to use students' authentic cases in FE + instructor's cases related to concepts / theories taught in the course



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# Student prior knowledge

## Example 1 (T10)

Prior knowledge: home-school transition

Face-to-face: Students analyzed factors in the case and mapped them with the ecological system

- ▶ Padlet to express points of view → group discussion → Mindmap to summarize factors affecting children and map them with the ecological system



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# Student prior knowledge

## Example 2 (T1)

Prior knowledge: code of ethics (reading in advance)

Face-to-face: Students analyzed a case in relation to the professional judgement and actions of teachers

- Comments from the instructor interview:
  - *without the code of ethics*: students focusing mainly on the well-being of the affected student in the case
  - *with code of ethics*: students analyzing the teachers' actions and making professional judgement based on the code of ethics



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# Student feedback on case format

Text	Animation	Video
<ul style="list-style-type: none"><li>Text-based cases with <b>high authenticity and connectivity</b> helpful to conceptual understanding (analysis Sfg1, student questionnaire)</li></ul>	<ul style="list-style-type: none"><li>Some students may think it is a <b>make-up case</b>, affecting authenticity (analysis Sfg3.1)</li></ul>	<ul style="list-style-type: none"><li>Visual and audio stimulation, (e.g. concrete image, dialogue, tone) in videos offering <b>‘human touch’</b> (C3.2) <b>and ‘authenticity’</b> (Sfg3.1, student questionnaire) – helpful to gain a deeper understanding of the characters</li><li><b>Easier to understand key points</b> (C3.1, Sfg3.2)</li></ul>



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# Instructor feedback on case format

Text	Animation	Video
<ul style="list-style-type: none"><li>• Need <b>adequate time</b> for students to 'digest' the text (T1)</li><li>• <b>Quick and efficient</b> way to collect students' cases, increasing variation of cases (analysis T1)</li><li>• <b>Less time to produce</b> than videos (T3.2)</li><li>• <b>Higher confidentiality</b> e.g. cases from student teachers (T9)</li></ul>	<ul style="list-style-type: none"><li>• Highlight the issue in case (T9)</li></ul>	<ul style="list-style-type: none"><li>• Cases from websites/ Youtube:<ul style="list-style-type: none"><li>a) <b>time to search, and</b></li><li>b) <b>missing some concepts</b> (T4, T8)</li></ul></li><li>• Tailor-made videos: need <b>adequate time</b> to produce (analysis T3.2)</li></ul>

## 2. Pedagogical richness

- a. Timing
- b. Means
- c. Integration
- d. Student-led learning
- e. Making (conceptual) learning visible



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## a. Timing

- Facilitate student preparation before lesson - design **more engaging activities** in face-to-face lessons (T2,T3.2, T9)
- Collect student responses before lesson - **more time to prepare feedback, thus increasing richness and quality of feedback** (T3.2, T9)



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Online tasks (before class) serve as **preparatory tools** for CBBL lessons, and **increase student readiness** for face-to-face components.

### Traditional lessons

- Not having time to 'digest' concepts

Enhanced  
by  
Technology

### Online Tasks (before class)

**Process of thinking** taking place  
(analysis Sfg3.1, Sgf6, T3.2, T7)

### CBBL lessons

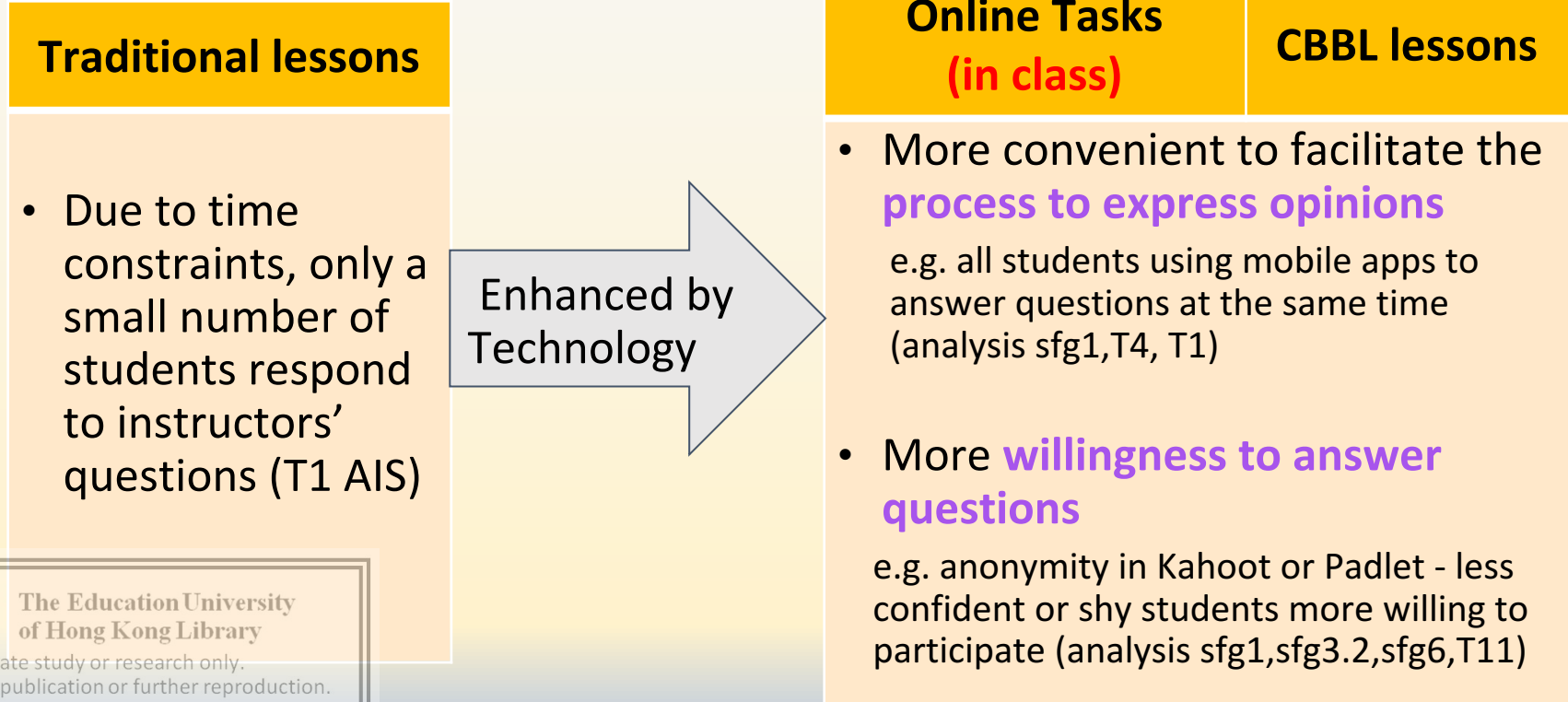
- Easier to facilitate deeper thinking (analysis Sfg3.1, T1)
- Perspectives or personal stance constructed (analysis Sfg3.1)



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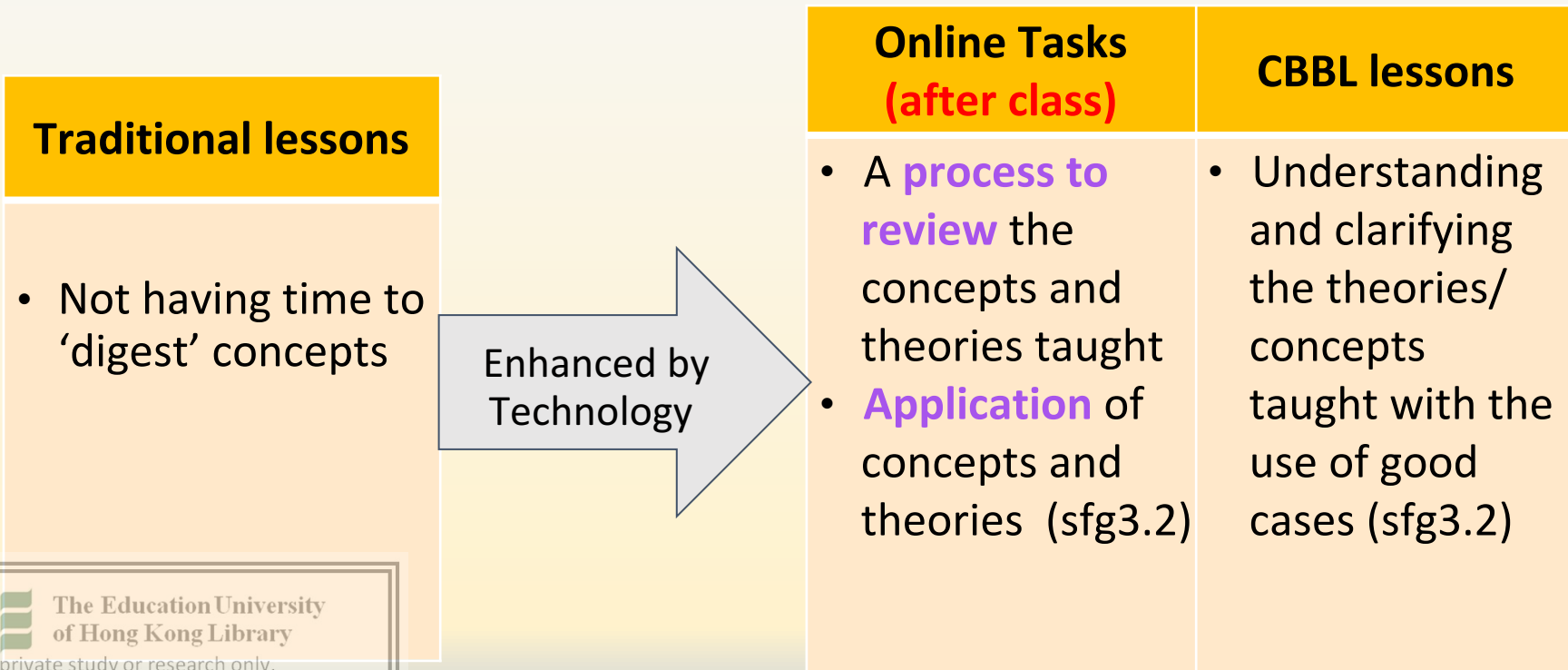
Online tasks (in-class) serve as **facilitation tools** for CBBL lessons, and **increase student participation** in face-to-face components.



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Online tasks (after class) serve as **an extension** for CBBL lessons, and **increase student opportunity to apply concepts learned from face-to-face components.**



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## b. Means

1. By case (T1,T2,T4)  
e.g. students submit a case happened in school
2. By text (T3.1, T7, T5, T6, T7, T8, T9, T11)  
e.g. Q & A in google form
3. By image (T3.2, T10 )  
e.g. Mindmap, photos, Word Cloud



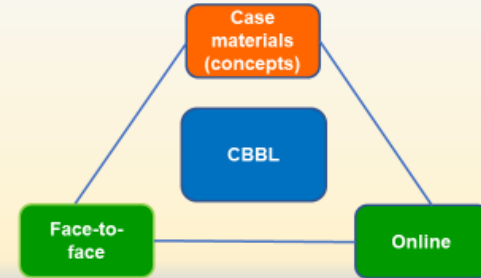
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## c. Integration

Integration in CBBL



### Deepen students' conceptual understanding

1. Categorize: Instructors summarize student online responses. (T6,T11)
2. Elaborate: Students identify key online responses and discuss in groups. (T3.1,T3.2,T2, T7, T1, T9)
3. Clarify: Students do online tasks in class and instructors give immediate feedback. (T4,T10)



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Interactive pedagogies to  
challenge students' thinking

## Example by topic (T3)

### Online task – Google Form

[https://drive.google.com/open?id=1c4zIHTBj5rhv0\\_VVumR8zltLx5ipN5ak20QM77FZu7E](https://drive.google.com/open?id=1c4zIHTBj5rhv0_VVumR8zltLx5ipN5ak20QM77FZu7E)

- You are the fourth teacher in the group of the case. What will be your choice of decision? Explain and justify your stance.
1. Apply knowledge of ethical dilemma and code of ethics
  2. Practice the process involved in making professional judgement and choice of action  
e.g. listening to different perspectives, investigation, handling conflicting views
  3. Take note of with 'fuzzy' knowledge – no absolute solution or right/wrong



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## Example by topic (con't) (T3)

### Face-to-face – Group Discussion

<https://www.youtube.com/watch?v=j7yEgXRJEjY&feature=youtu.be>

1. Analyze students' online responses
  - patterns of these responses (e.g. some views more prominent than others)
  - reasons behind the different stances shown in the case and online responses
  - refer to the code of ethics
2. Discuss how professional ethics may help uphold teacher professionalism and what is most important to consider in the face of an ethical dilemma.



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# Example by course (T9)

Topic(s)	Case-Based Blended Learning	
What is curriculum?	Session 2	Face-to-face: <b>Video case posted to Moodle</b> Online (Post lesson) : discuss curriculum definitions + Self-reflection
Analyzing teachers' perspectives on curriculum	Session 4	Online + Face-to-face: <b>Four vignettes on teachers' perspectives (mini cases)</b> on teaching, assessment and curriculum objectives in their subjects + Group discussion on Mentimeter+ teacher feedback
Analyzing a student teacher's model of curriculum design Analyzing the approaches to assessment used in the drama play	Session 4, 6, 8	Online + Face-to-face: <b>case description (with case teacher's self-reflection)</b> + lesson materials (e.g. Primary-4 lesson on 'Fresh Food' in English language) + group discussion on Padlet + teacher feedback
Catering Assessment to diverse learners	Reading week	Online: <b>Video case</b> (language learning and social difficulties of a newly-arrived primary-3 student) + Self-learning by responding to questions on Mentimeter
Analyzing how the "Activity Week Experience" helps students fulfil the seven learning goals Applying the guiding principles of life-wide learning	Session 13	Online + Face-to-face: <b>AWE of Tak Sun Primary &amp; Secondary Schools</b> + group discussion on Padlet+ analysis of online responses & self-reflection + reading on activities of Other Learning Experiences at Law Ting Pong School
Discussing a case study on the validity of school-based assessment (SBA)	Session 14	Online + Face-to-face: <b>A research study on students' 4-stage pre-planning activities during school-based peer group speaking assessment</b> in English language subject HKDSE + Group discussion on Mentimeter +analysis of online responses



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## d. Student-led learning

### Students contribute

Student responses in the form of decisions, opinions and explanations

Different sources of case (examples)	
<i>From instructors</i>	<i>From students</i>
Cases developed from readings	Students to submit a <b>case</b> (T1,T2,T4)
Cases from newspapers, YouTube or website, etc. (T8,T4,T11)	Students to use their cases in FE (T9,T4)
Cases from their own teaching experiences (T6, T10)	



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## d. Student-led learning

### Students engage

- Student engagement in case selection (T1,T2,T4), discussion (T1-T11) and analysis (T3.2, T7,T10,T9,T4,T2)

### Students choose

- Student choice in terms of time to complete an online task or to select which date to participate in an online forum (Sfg6,T7)

### Students interact

- More **variability** - technology makes different types of interaction possible e.g. online forum, Padlet, Kahoot, Mentimeter vs. Q & A (summary T1-T11)
- More **time** to digest other people's responses (T4)



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## e. Making (conceptual) learning visible

- **Technology as a facilitator** (externalize new learning)  
e.g. showing student responses , different mind maps and photographic images on screen
- Student responses to cases (often descriptive) through technology – **challenge conceptual understanding and/or misconception**

(analysis T1-T11)



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# Professional Learning



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1. Learning curve in CBBL
2. Familiarity of course content influencing level of difficulty in CBBL design
3. CBBL taking time to develop
4. Accumulation of CBBL experience through PLC



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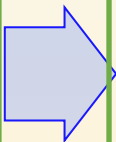
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# 1. Learning curve in CBBL

## Exploration

Characteristics:

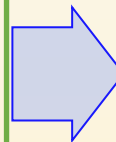
- **Materials** - What is a case? What is a good case? (T4)
- **Not familiar with technology** (except for instructors who have a higher capability in using technology) (T3.2,T9)
- **No / less room for student-led learning** (analysis T2, T3.2)



## Transition

Characteristics:

- More familiar with materials (T2)
- Familiar with selected technology (T2)
- More room / tendency for student-led learning (T2, T3.2)



## Adaption

Characteristics:

- Smoothness in using materials (T2,T10)
- Technology used in different components / confident to use selected technology or different means of technology (T3.2,T10)
- Reaching **better balance between teacher-led and student-led learning** (analysis T2)

## 2. Familiarity of course content influencing level of difficulty in CBBL design

	Teachers new to the course	Teachers with experience In the same course
CBBL lesson planning and design	<ul style="list-style-type: none"><li>More time on <b>exploration of course content and materials</b> (analysis T6)</li></ul>	<ul style="list-style-type: none"><li><b>Familiar with materials</b>, more efficient in choosing materials (analysis T3.2)</li></ul>
		<ul style="list-style-type: none"><li><b>Easier to make adjustment</b> in CBBL design, e.g.<ul style="list-style-type: none"><li>“more familiar with the materials, able to let students lead a presentation” (summary T3.2, T2)</li><li>further develop the case, more information to enhance the complexity of the case (analysis T10)</li></ul></li></ul>



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### 3. CBBL taking time to develop

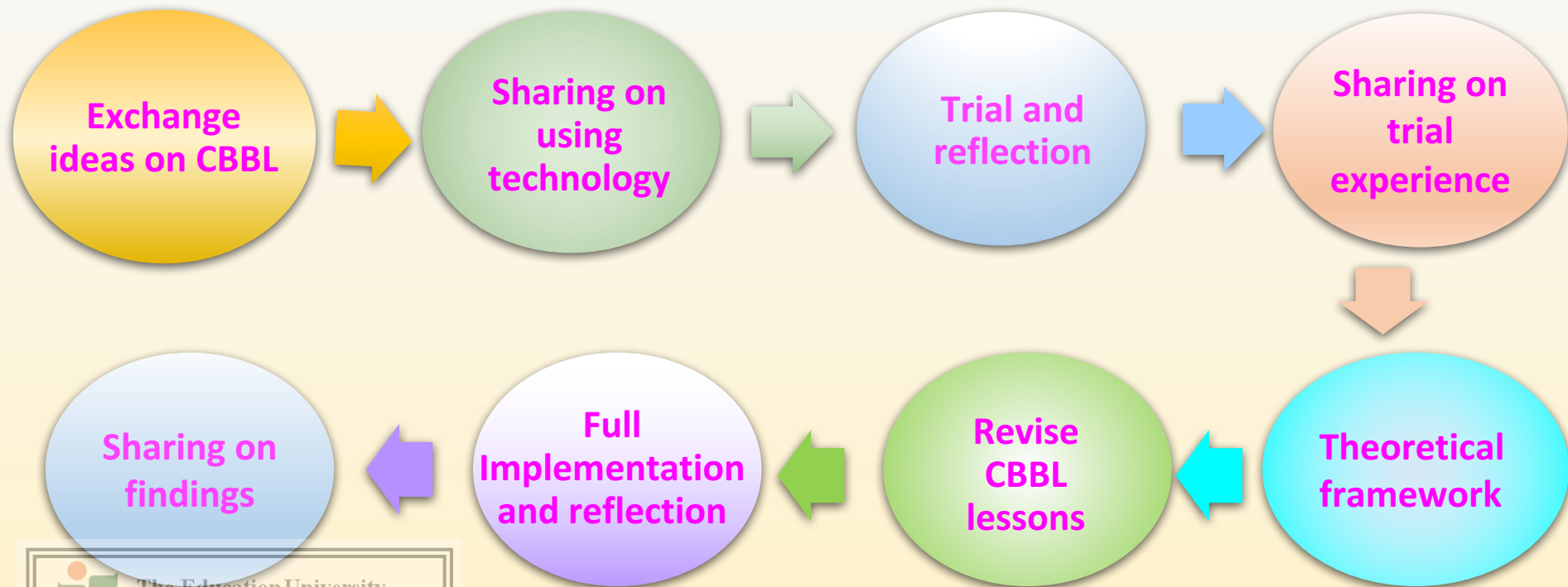
	Instructors without CBBL experience	Instructors with prior CBBL experience
<b>CBBL lesson planning and design</b>	<ul style="list-style-type: none"> <li>In exploratory stage (T1,T6)</li> <li>More focus on '<b>content - selection of case materials</b>' (T6, T4,T1)</li> </ul>	<ul style="list-style-type: none"> <li>More focus on '<b>construction – lesson delivery</b>' e.g. how to have a better integration, how to use student responses, how to design student-led activities, etc. (T3.2)</li> </ul>
<b>Process</b>	<ul style="list-style-type: none"> <li><b>Difficulties</b> encountered during experimentation, e.g. definition of case (T4) , ways to integrate a case, content and lesson delivery (T6), or use of technology (T9)</li> </ul>	<ul style="list-style-type: none"> <li><b>Smoother teaching</b> (T2)</li> <li>Effectiveness of CBBL enhanced year by year (familiar with materials / adjustment of materials/ change of course content or structure over the years) (T2,T3.1)</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>General <b>linkages found</b> in online tasks and face to face lessons</li> <li>Some classes <b>not showing very clear integration</b> (reflected by students in focus groups) (Sfg4,Sfg6)</li> </ul>	<ul style="list-style-type: none"> <li><b>Deeper integration</b> in general (reflected by students in focus groups) (sfg3.1,3.2,sfg7)</li> </ul>



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## 4. Accumulation of CBBL experience through PLC



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# Thank you



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# Appendices

## Semester I & II

## Student Feedback



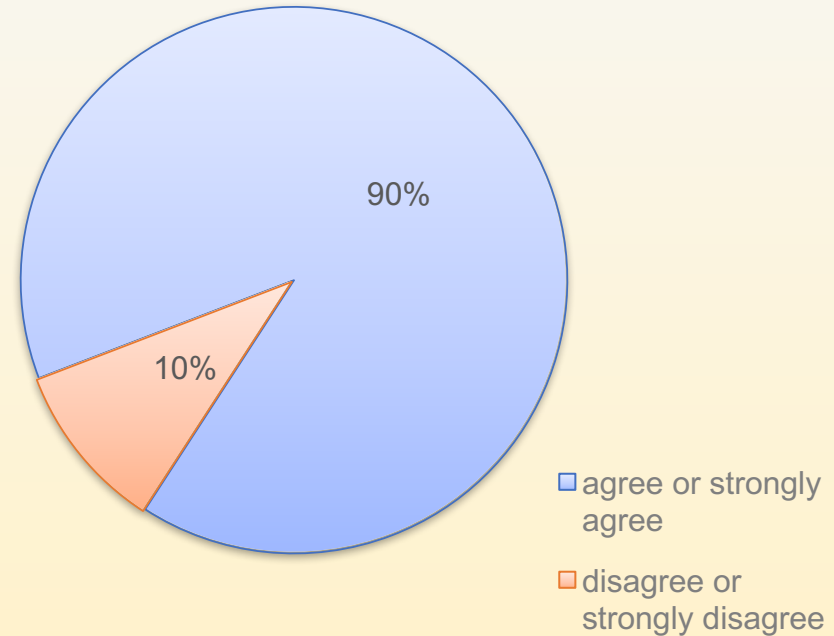
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# Semester I (trial run) (student questionnaire)

**More than 90% of students** agree or strongly agreed that:

1. The case materials offered concrete examples to illustrate relevant concepts/content in the course
2. The design of the online tasks enhanced my understanding of relevant concepts/content in the course.
3. The online tasks and face-to-face lessons were clearly connected.
4. The overall CBBL experience increased my engagement in the course and useful to extend my learning in the course.



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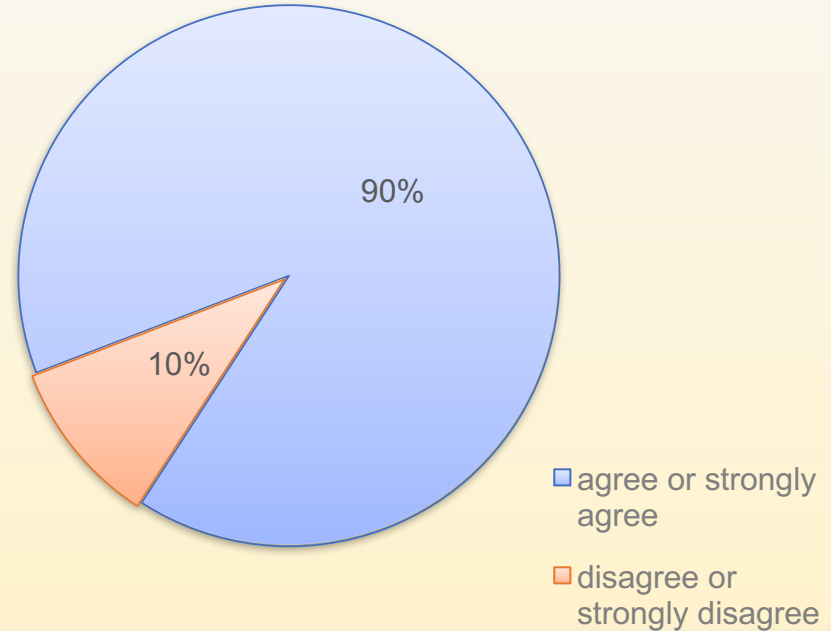
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# Semester II (student questionnaire)

**More than 90% of students** agree or strongly agreed that:

1. The case materials offered concrete examples to illustrate relevant concepts/content in the course
2. The case materials helped me understand relevant concepts/content in the course.
3. The online tasks and face-to-face lessons were clearly connected.
4. The overall CBBL experience increased my engagement in the course.
5. The overall CBBL experience was useful to extend my learning in the course.



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# The End



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