Recent research in higher education suggests that along with flipped classrooms, blended learning is another promising pedagogy to stimulate students' active learning experience (Oxford University Report, 2015). Compared with the courses which are taught wholly online, blended learning combines face-to-face communication and online learning, which allows students to interact with each other and with the instructor (Matushkin and Zhikova, 2015). Although blended learning has been applied by a rapidly growing number of educators in higher education (Tomlinson, 2013; Berson, 2004), most of the online video clips produced by the instructor or from YouTube are simply an audio version of textbooks.

We use selected videos from TED Talks as one tutorial activity in addition to traditional tutorial exercises/activities because TED Talks usually reflect the latest research outcomes in relevant fields (Raffo, 2014) and TED talks delivered by 'thought leaders' can also generate positive impact on relevant fields (Raffo, 2014) and TED talks delivered by 'thought leaders' can also generate positive impact on relevant fields (Raffo, 2014). We used WeChat as an app, which is used by more than 760 million people worldwide (Bloomberg, 2016) to facilitate various tutorial activities by creating a VLE to amplify the interactions in classroom learning.

Although there is a consensus in research that group-work has the potential to improve student engagement, performance, marks and retention (Leki & Wyyll, 1997; Houldsworth & Matthews, 2000), not many blended learning courses offer the opportunity of cooperative learning. In our course design, we also explore the application of WeChat to fully engage with learners at individual and group level.

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**References**


