THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Final Report (2015-16)

Report due 31 December 2016
Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure
mmcd@cuhk.edu.hk

PART I

Project title: Flipping second language classrooms with audio-visual materials: Design, production and evaluation of developing audio-visual materials for Cantonese second language learners
Principal supervisor: *Chan Chi Leung*
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Department / Unit *Yale-China Chinese Language Centre*
Project duration: From January 2016 to December 2016
Date report submitted: 30/12/2016

1. Project objectives

Is the project on track to meet its objectives? Yes, three modules have been created within the timeframe.

Have the objectives been changed as a result of the experience of working on your MMCDG project? No in general but more ideas came up. Some PowerPoint slides of basic Chinese character knowledge and dialogue in the textbook using animation have been produced.

2. Process, outcomes or deliverables

Please specify the number of micro modules produced, and the course(s) (with course codes and titles) that have used the micro modules in Part IV, and provide more detailed descriptions here.

CCAN1113 Application of Vocabulary and Grammar I
CCAN1123 Oral Skills Practice I

Accuracy module: Vocabulary of ten lessons with teacher audio-visual pronunciation demonstration have been recorded, edited as single file for individual vocabulary and

uploaded to Webswami platform already.

Fluency module: PowerPoint slides are produced; teacher's questions based on given visual prompts are videotaped. There are altogether 10 lessons, each lesson is provided with 1-2 simulated conversation, and each simulation 5 to 10 questions on one image in a real time manner.

Grammar knowledge module: 20 PowerPoint files lasting around 5 minutes each have been produced and most of them have been recorded with teacher's annotation.

Has the nature of the deliverables been changed?
More flexibility has been put to consideration, especially the platform issue. For example, it was explored that the Vimeo platform provided much more technical support in a timely manner. The security is also good. Thus, modules that were not designed to be interactive such as the Grammar knowledge module may be delivered on Vimeo instead. Other arrangements with the accuracy and fluency module need to be explored further.

Have you adjusted your timeline?
Although the production in general was quite smooth, a complete evaluation has to be carried out in 2017.

Overall, was the project completed satisfactorily?
Yes

3. Evaluation Plan

Have you altered your evaluation plans?

Yes, qualitative evaluation through observation began first.

What monitoring data did you collect?
The simulation exercise in fluency module provided students with chances to give better output. Nevertheless, the simulation exercises were quite challenging for some students with lower proficiency. If students were not able to respond timely for the first question, they remained silent for the rest of the questions, either because they were not able to comprehend the input, or not able to respond timely. Students who seem to have higher motivation may benefit because it is observed that only one student did pause the teacher video when he did not catch the question timely. During the pause, the student planned for a better answer and started the simulation exercise again. The student even stayed 45 minutes in the lab session to try the simulation exercise. Another weakness of simulation exercise seems to be the lack of feedback. If students were not aware of their own mistakes, they were not able to correct in further trials to come such as the unnecessary measure word example above.

Does your evaluation indicate that you have achieved your objectives?
Initially, it is found that Fluency module provided students with chance to give better output and it successfully engaged motivated learners. Two other modules have to be evaluated later.

4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.

● Investigators of the project presented in Teaching and Learning Innovation Expo 2016

Please provide examples of diffusion: how the project results/process/outcomes/deliverables have been used in your unit and other parts of CUHK or other institutions?

● Presentation to other CUHK members in Teaching and Learning Innovation Expo 2016
● Poster has been created to share with CUHK members in Teaching and Learning Innovation Expo 2016
● The video shooting process have been kept by Elite and may be shown to other CUHK members, as one of the staff asked us for permission.
● Short paper is published in the Teaching and Learning Innovation Expo 2016 booklet
● Workshop was held in Dec 2016 to showcase the design and production within our unit

Please provide examples of impact: how the project results (micro modules) can be adapted to other disciplines.

● Second language courses may also consider flipping their knowledge-based materials in pre-class sessions and engage their learners with accuracy and fluency practice in online mode.

PART II
Financial data

Funds available:

Funds awarded from MMCDG $ 91000
Funds secured from other sources $
(please specify_____)

                                    Total: $ 91000

Expenditure:

Item	Budget as per application	Expenditure	Balance
Teaching relief	/	57240	/
Webswami license	/	33760	/
Total:		91000	

PART III

Lessons learnt from the project

Please describe your way forward.

- Fluency module can be designed with more real life situations instead of just fact checking questions.
- Grammar knowledge module can be delivered on other platforms such as Vimeo.
- Further possible evaluation:
  - How accuracy module may enhance learner engagement
  - Class observation on how flipped video enhance classroom interaction
  - Correlation between preview time on flipped video, post-video quiz achievement, classroom performance
  - Control group comparison of flipped class and traditional class

Please describe any of the following item(s) accordingly:

- *Key success factors, if any*

Enhanced engagement and improved performance of learner in fluency module

- *Difficulties encountered and remedial actions taken, if any*

In order to enhance the learning in post-class simulation exercise, first, teachers should equip students with technical competence to navigate or control the interface. Technical breakdowns due to unfamiliarity of the exercise interface may discourage the students from using the media to have further practice at home. Second, teachers may project the slides used in the simulation exercises and ask students the questions by themselves. In this way, students may be more prepared for the questions to come and problems can be solved immediately. Since class time is limited for the teacher to practise the questions with every student, there would be a more natural transition that students should keep trying after class with computer-mediated media.

- *The role of other units in providing support, if any*

CLEAR may consider developing a platform like webswami where students can check accuracy and fluency when learning second language.

- *Suggestions to CUHK, if any*
  - *Example: what should be done differently?*

PART IV
Information for public access

Summary information and brief write-ups of individual projects will be uploaded to a publicly accessible CUHK MMCDG website. Please extract from Part I the relevant information to facilitate the compilation of the publicly accessible website and reports.

1. Keywords

Please provide five keywords (in the order of most relevant to your project to least relevant) to describe your micro-modules/pedagogies adopted.

(Most relevant)   Keyword 1: Audio-visual

Keyword 2: Second language teaching and learning

Keyword 3: Fluency

Keyword 4: Grammar knowledge

(Least relevant)   Keyword 5: Accuracy

2. Summary

Please provide information, if any, in the following tables, <u>and provide the details in Part I</u>.

Table 1: Publicly accessible online resources (if any)
(a) **Project website:** Selected deliverables are uploaded to <u>https://vimeo.com/album/4273819</u> (password needed, can be provided with individual requests by emailing clc@cuhk.edu.hk)
(b) **Webpage(s):**
(c) **Tools / Services:** Webswami, Elite video shooting, Camtasia, Vimeo
(d) **Pedagogical Uses:** *If any flipped classroom activities have been conducted, please provide information in here. If relevant, please indicate how your project output can be used to support flipped classroom activities.* Students would be provided with annotated PowerPoint slides either explaining how the sentence structure of Cantonese works or some repetitive drills. Each video lasts around 3-10 minutes. Students are to watch the videos before class. Similar to other flipped videos, the rationale is that students may listen to it according to their own learning pace. Apart from videos, we also have preparation assignments are on-line exercises that have already been posted on the course Blackboard, the LMS that is currently available to our students. The next stage is post-video quiz. Post-video quizzes will be conducted in class in order to assess their preparation before coming to the class. We aim at having more time for interactive activities in class if the videos and on-line exercises are provided.

(c) **Others (please specify):**

Table 2: Resources accessible to a target group of students (if any)
If resources (e.g. software) have been developed for a target group of students (e.g. in a course, in a department) to gain access through specific platforms (e.g. Blackboard, facebook), please specify.

<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
CCAN1123	*1st term 2016-17*	*20*	*Webswami*
CCAN1113/1123	*2nd term 2016-17*	*20-40 (depending on final registration)*	*Vimeo/Webswami*

Table 3: Presentation (if any)	
Please classify each of the (oral/poster) presentations into one and only one of the following categories	**Number**
(a) In workshop/retreat within your unit (e.g. department, faculty)	*1*
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	*1*
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	
(e) In international conference	
(f) Others (please specify)	

Table 4: Publication (if any)	
Please classify each piece of publication into one and only one of the following categories	**Number**
(a) Project CD/DVD	
(b) Project leaflet	

(c) Project booklet	
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	*1 short paper in expo*
(e) Conference proceeding	
(f) A chapter in a book accessible internationally	
(g) A paper in a referred journal	
(h) Others (please specify)	*Poster in expo*

3. A one-page brief write up

Please provide a one-page brief write-up of no more than 500 words and a short video.

To serve a large audience such as international undergraduate students, exchange students and mainland students, the need to have well-structured flipped classroom materials is compelling. Several common reasons of teaching in flipped style are: First, flipped materials free up more time for meaningful interaction in class. In second language classrooms, some basic grammar can be taught before class time. Some simple drillings can also be done in order to smoothen the group activities such as role-play, information-gap, and discussion in class. Second, students may use the learning materials that suit their needs most.

Three modules are developed:

1) Accuracy:
Learners can benefit from the following features in the accuracy module. First, they can listen to the pronunciation and watch teacher's video at the same time. Teacher-demonstration through media presents a standard model for student's input.

2) Fluency:
Targeting to equip learners with better fluency in conversation, this module presents students with a picture and consecutive questions called simulation exercise. A simulated conversation with the person on the screen would be conducted.

3) Grammar knowledge:
Students are provided with annotated PowerPoint slides either explaining how the sentence structure of Cantonese works or some repetitive drills. Each video lasts around 3-10 minutes. Students are to watch the videos before class. Similar to other flipped videos, the rationale is that students may listen to it according to their own learning pace. Apart from videos, we also have preparation assignments are on-line exercises that have already been posted on the course Blackboard, the LMS that is currently available to our students. The next stage is post-video quiz. Post-video quizzes will be conducted in class in order to assess their preparation before coming to the class. We aim at having more time for interactive activities in class if the videos and on-line exercises are provided.

Evaluation:
It is observed motivated students and students with higher proficiency benefited more from

the Fluency module in the initial observational evaluation. In order to enhance the learning in post-class simulation exercise, first, teachers should equip students with technical competence to navigate or control the interface. Technical breakdowns due to unfamiliarity of the exercise interface may discourage the students from using the media to have further practice at home. Second, teachers may project the slides used in the simulation exercises and ask students the questions by themselves. In this way, students may be more prepared for the questions to come and problems can be solved immediately. Since class time is limited for the teacher to practise the questions with every student, there would be a more natural transition that students should keep trying after class with computer-mediated media.