

# 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](mailto:mmcd@cuhk.edu.hk)

#### PART I

Project title: Micro-Module Courseware Development for *hist1000a* 通古今之變  
Principal supervisor: Puk Wing-kin  
Co-supervisor(s)  
Department / Unit: History  
Project duration: From January 2016 to December 2016  
Date report submitted: 30 December 2016

#### **1. Project objectives**

This project aims at improving teaching and learning through micro-modules. The micro-module coursewares produced in this project help students realize the following objectives:

1. Develop critical thinking and analytical skill for the study of history;
2. Learn to study historical archives not only through texts, but also with the assistance of audio-visual tools.
3. Experience “flipped classroom” teaching and learning, i.e., students will have access to these micro-modules and a list of questions in advance and are required to watch the micro-modules and answer the questions.

This project is in track to meet its objectives.

#### **2. Process, outcomes or deliverables**

The project aimed at producing three micro-module coursewares for the course *hist1000a* 通古今之變. In the end, eight micro-module coursewares are produced.

Micro-module 1:

- (1.1) Description: An annotated PPT with a human voice representing the voice of Zhu Yuanzhang 朱元璋, the founding emperor of the Ming dynasty. “Zhu” will read out, in his Fengyang 鳳陽 dialect, the text of the Ming household registration card, *hutie* 戶帖. The PPT will show the image of the card and the typed characters in fonts big and clear enough for PPT.
- (1.2) The objectives: Students will understand the content of the Ming household registration card; students will see with their own eyes the real image of the Ming household registration card; students will develop their historical imagination by listening to the “voice” of Zhu Yuanzhang.
- (1.3) Relation to the course: In general, students will develop a better understanding of the political culture and governing style of early Ming China.

#### Micro-module 2:

- (2.1) Description: An annotated PPT with a human voice representing the voice of Zhu Yuanzhang 朱元璋 reading out the stone inscription in the National University 國子監 in Nanjing.
- (2.2) The objectives: Students will understand the content of the inscription; students will develop their historical imagination by listening to the “voice” of Zhu Yuanzhang.
- (2.3) Relation to the course: Students will understand better the imperial civil examination system.

#### Micro-module 3: (3.1):

- (3.1) Description: An annotated PPT about the background of the First Opium War (1839-1842): the Opium trade, the Qing government’s ban on the opium, the British government’s decision to go to war with Qing China.
- (3.2) The objectives: Students will be able to study the background of the War with figures and texts and research works.
- (3.3) Relation to the course: In general, students will develop a better understanding of the First Opium War.

#### Micro-module 4: (3.2):

- (4.1) Description: An annotated PPT explaining Qing military defense of the Humen Gap 虎門 during the First Opium War. The PPT will use animation and narration to explain the location of Qing batteries, number of guns and soldiers.
- (4.2) The objectives: Students will be able to study battle with maps and image, in addition to texts and research works.
- (4.3) Relation to the course: In general, students will develop a better understanding of the First Opium War.

#### Micro-module 5 (3.3):

- (5.1) Description: An annotated PPT explaining details of the Battle of the Humen Gap 虎門 (7 January 1841 – 26 February 1841), including the three battles that led to the fall of the Humen Gap.
- (5.2) The objectives: Students will be able to study battle with maps and image, in addition to texts and research works.
- (5.3) Relation to the course: In general, students will develop a better understanding of the First Opium War.

#### Micro-module 6 (3.4):

- (6.1) Description: An annotated PPT discussing the differences of military technology between the British and Qing armies, and the major strategic mistake the Qing army made in defending the Humen Gap 虎門.
- (6.2) The objectives: Students will be able to study battle with maps and image, in addition to texts and research works.
- (6.3) Relation to the course: In general, students will develop a better understanding of the First Opium War.

#### Micro-module 7:

- (7.1) Description: An annotated PPTX with a human voice explaining the basic timeline of the Cultural Revolution.
- (7.2) The objectives: Students will be able to understand the major events that led to the Cultural Revolution and the lingering impact of this political disaster.
- (7.3) Pedagogical value: In general, students will develop a better understanding of the Cultural Revolution

#### Micro-module 8:

- (8.1) Description: An annotated PPTX with a human voice imitating decree of the Yuan emperor Kublai Khan on the Daoist-Buddhist conflict. This is followed by Micro-modules 1 and 2 so that students understand the historical continuity of vernacular decrees from the Yuan to the early Ming.
- (8.2) The objectives: Students will be able to understand the dynamic interaction between dialect and “national language”.
- (8.3) Pedagogical value: In general, students will develop critical and more balanced reflection on the relationship between dialects and national language.

Overall, the project has been satisfactorily completed.

### **3. Evaluation Plan**

The first six micro-modules were produced and uploaded to the Blackboard, and students were required to watch them and answer a list of questions. The seventh was used for a

public lecture in Lingnan Hang Yee Memorial Secondary School 嶺南衡怡紀念中學 and the eighth one was used for a public lecture in Tak Oi Secondary School 德愛中學.

#### 4. Dissemination, diffusion and impact

The six micro-modules produced in this project were used as materials for three on-line tutorials and totally claimed 10% of each student's score in the course *hist1000a* 通古今之變. The micro-modules were uploaded onto Blackboard so that all students enrolled in the course had access to them.

In the future, these eight micro-modules can be used to enhance teaching and learning in a number of courses offered by the P.I., such as

- (a) War and Society (hist3370),
- (b) Chinese Imperial Civil Examination System 科舉 (hist4920),
- (c) Regional history (hist3321),
- (d) History of the Ming dynasty (hist2103)
- (e) History for Today (hist1000b)

These eight micro-modules could also be used as materials for lectures in secondary schools or other public institutions.

## PART II

### Financial data

Funds available:

Funds awarded from MMCDG	\$ 35,000
Funds secured from other sources (please specify _____)	\$ _____
Total:	\$ 35,000

Expenditure:

Item	Budget as per application	Expenditure	Balance
(1) Hiring a part-time RA	HK\$30,000 (5,000 x 6 months)	HK\$30,000	0
(2) General Expense	HK\$5,000	(still to be processed by	

		Bursary)	
Total:			

**PART III**

**Lessons learnt from the project**

The project has been completed satisfactorily. More similar micro-modules could be produced in the future. The key success factor is the support provided by ICST, e.g., the training on the use of Echo360, the efficient helpdesk service, and the installation of the Echo360.

It is however felt that the paperwork for this project is a bit too complex. This final report, for instance, requires the P.I. to spend a long time filling in. It would be highly appreciated if the final report could be simplified to no more than two pages.

**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: Opium War
- Keyword 2: Ming History
- Keyword 3: Ming household registration
- Keyword 4: Yuan Dynasty
- (Least relevant)      Keyword 5: Archives

**2. Summary**

*Please provide information, if any, in the following tables, and provide the details in Part I.*

<b>Table 1: Publicly accessible online resources (if any)</b>
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<p><b>(a) Project website:</b></p> <p>History Department Website for the course <i>hist1000a</i> 通古今之變</p> <p><a href="http://www.history.cuhk.edu.hk/201617_hist1000a.html?id=3889">http://www.history.cuhk.edu.hk/201617_hist1000a.html?id=3889</a></p>
<p><b>(b) Webpage(s):</b></p> <p>History Department Website for the course <i>hist1000a</i> 通古今之變</p> <p><a href="http://www.history.cuhk.edu.hk/201617_hist1000a.html?id=3889">http://www.history.cuhk.edu.hk/201617_hist1000a.html?id=3889</a></p>
<p><b>(c) Tools / Services:</b></p> <p>Echo360 Software Capture</p>
<p><b>(d) Pedagogical Uses:</b></p> <p>The first six out of the eight micro-modules used for flipped-classroom teaching, in the name of three on-line tutorials. These six micro-modules were produced and uploaded onto the Blackboard, and students were required to watch them and answer a list of questions. These three on-line tutorials totally claimed 10% of each student's score.</p>
<p><b>(c) Others (please specify):</b></p>

<b>Table 2: Resources accessible to a target group of students (if any)</b>			
<i>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.</i>			
<u>Course Code/ Target Students</u>	<u>Term &amp; Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
<i>hist1000a</i> 通古今之變	1 <sup>st</sup> term 2016-2017	99	Blackboard
Department of History	For all students as this is an Arts Faculty Package course		
<b>Table 3: Presentation (if any)</b>			
<i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i>			<b>Number</b>
(a) In workshop/retreat within your unit (e.g. department, faculty)			<i>Please insert no</i>
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)			<i>Please insert no</i>
(c) In CUHK ExPo jointly organized by CLEAR and ITSC			<i>Please insert no</i>

(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	Two public lectures in secondary schools
(e) In international conference	<i>Please insert no</i>
(f) Others (please specify)	<i>Please insert no</i>

<b>Table 4: Publication (if any)</b>	
<i>Please classify each piece of publication into one and only one of the following categories</i>	<b>Number</b>
(a) Project CD/DVD	<i>Please insert no</i>
(b) Project leaflet	<i>Please insert no</i>
(c) Project booklet	<i>Please insert no</i>
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	<i>Please insert no</i>
(e) Conference proceeding	<i>Please insert no</i>
(f) A chapter in a book accessible internationally	<i>Please insert no</i>
(g) A paper in a referred journal	<i>Please insert no</i>
(h) Others (please specify)	<i>Please insert no</i>

### 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.*

This project produced totally eight micro-module coursewares for the Arts Faculty Package Course *hist1000a* 通古今之變. They are:

Micro-module 1:

An annotated PPT with a human voice representing the voice of Zhu Yuanzhang 朱元璋, the founding emperor of the Ming dynasty. “Zhu” will read out, in his Fengyang 鳳陽 dialect, the text of the Ming household registration card, *hutie* 戶帖. The PPT will show the image of the card and the typed characters in fonts big and clear enough for PPT.

Micro-module 2:

An annotated PPT with a human voice representing the voice of Zhu Yuanzhang 朱元璋. “Zhu” will read out the stone inscription in the National University 國子監 in Nanjing.

Micro-module 3 (3.1):

An annotated PPT about the background of the First Opium War (1839-1842): the

Opium trade, the Qing government's ban on the opium, the British government's decision to go to war with Qing China.

Micro-module 4 (3.2):

An annotated PPT explaining Qing military defense of the Humen Gap 虎門 during the First Opium War. The PPT will use animation and narration to explain the location of Qing batteries, number of guns and soldiers.

Micro-module 5 (3.3):

An annotated PPT explaining details of the Battle of the Humen Gap 虎門 (7 January 1841 – 26 February 1841), including the three battles that led to the fall of the Humen Gap.

Micro-module 6 (3.4):

An annotated PPT discussing the differences of military technology between the British and Qing armies, and the major strategic mistake the Qing army made in defending the Humen Gap 虎門.

These six micro-modules were used for flipped-classroom teaching and learning, in the name of three on-line tutorials, for the Arts Faculty Package Course hist1000a during the first semester of Year 2016-2017 (September to December 2016). The six micro-modules were uploaded onto the Blackboard, and students were required to watch them and answer a list of questions. These three on-line tutorials totally claimed 10% of each student's score.

Micro-module 7:

An annotated PPT discussing the origin and impact of the Cultural Revolution. This micro-module was used in a public lecture in memory of the 50<sup>th</sup> anniversary of the Cultural Revolution (1966) in Lingnan Hang Yee Memorial Secondary School 嶺南衡怡紀念中學 on 16<sup>th</sup> December 2016. Totally 109 students attended the lecture.

Micro-module 8:

An annotated PPT discussing the dynamics of dialect and "national language". This micro-module was used in a public lecture "Dialects and National Language in Chinese History 中國歷史上的方言與國語" in Tak Oi Secondary School 德愛中學 on 21st December 2016. This micro-module provides reader with a human voice representing the voice of Yuan emperor Kublai Khan 忽必烈 on the conflict between Daoism and Buddhism. This micro-module was followed by Micro-modules 1 and 2 so as to provide a historical explanation of the strange vernacular style of imperial decree during the Yuan and the early Ming dynasties. About 80 students attended the lecture.

The P.I. wishes to express the deepest gratitude to the support of the Micro-Module Courseware Development Grant of CUHK.