THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 2: Studies in Foundation Courses

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: Micro-Modules for Flipped Classroom Teaching

Principal supervisor: Prof. Lam Ching-man

Co-supervisor(s):   Prof. Raees Begum Baig, Mr. Chan Siu-ming, Prof. To Siu-ming

Department / Unit: Department of Social Work

Project duration: From January 2016 to December 2016 (Project extension to March 31, 2017 was approved)

Date report submitted: 31 December, 2016

1. Project objectives

Is the project on track to meet its objectives?

The project is on the right track, meeting all of our objectives below:

(1) to develop a higher level of critical thinking skills, especially in terms of how attitudes towards the socially disadvantaged people are socially constructed and spread in our society; and

(2) to enhance practice skills in planning and implementing community education projects to empower the socially disadvantaged groups.

Have the objectives been changed as a result of the experience of working on your MMCDG project?

The project objectives and direction are of great importance and in accordance with our teaching goal. There is no change in the overall aims and direction of the project.

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.

We have produced three micro-module teaching videos and used as a part of flipped classroom teaching in the faculty package course "SOWK1114 From understanding to empowering the socially disadvantaged" in the 2nd term of 2015-16, which was an elective course for students of social work department, faculty of social sciences, and other CUHK students who are interested. The three micro-modules were presented in video clips format, 7-15 minutes each. They were used for independent self-learning before class to facilitate class discussion. Students were required to watch the video clips and think about the questions raised at the end of the video clip. In-class discussion would follow for the instructor to understand students' perception and grasp of the ideas, and more in-depth discussion to facilitate learning. Below is the list of the micro-modules:

- Micro-module I: delineating concepts –social inclusion and marginalization.

  We used three cases which were ethics minorities, homeless and homosexuality to delineate concepts of social inclusion and marginalization. What are socially disadvantaged groups? Why and how people are being excluded and marginalized are the themes covered in this video clip. The reflective questions such as how is your view to them? How could we help them were raised as follow-up discussion in class.

- Micro-module II: case illustration – subdivided flat.

  We invited social work major students to produce this video clip. The students interviewed peoples with diverse background to express their views on ideal living condition and their view to housing issues. The case of subdivided flat was used to discuss the housing policy and issues of Hong Kong.

- Micro-module III: case illustration – migration and minority issues.

  We interviewed members of Centre for Harmony and Enhancement of Ethnic Minority Residents (CHEER) to understand four aspects of the ethnic minority in Hong Kong, including their social life, study & career, lifestyles and matters of living. The video clips help students reflecting on their attitudes towards the socially disadvantaged people. Reflective questions such as, who are the migrants and minorities in the society? Are they intertwined? How migrants can settle in the host society? What is your position and stand and why? These questions aim to arose students concern and reflection on migration issues, nationally and internationally.

Has the nature of the deliverables been changed?
There has been no change of the nature of the deliverables. However, as the class size of SOWK 1114 in the 2nd term of 2015-16 was small, instead of using Blackboard, the course instructor used the Vimeo platform via Whatsapps to send the video link to students. The advantage of the Vimeo platform was that students can view the clips at anytime and anywhere by mobile devices without login requirement. Consequently, we do not have those eLearning system indicators of login times, scrutiny of web logs and forum participation. However, we are pleased that Vimeo could provide some data (see evaluation part) to analyze students' participation.

Have you adjusted your timeline?
We have adjusted our timeline. The timeline of our project was modified as follows:

End of Feb 2016	• Complete production of Micro-module I: delineating concepts *(presented in Chinese)*
March 2016	• Complete production of Micro-module II: case illustration and Discussion – subdivided flat（劏房）*(presented in Chinese)*
2nd term of 2015-16	• Application of Micro-module I • Application of Micro-module II
Oct 2016	• Improvement on Micro-module I*(add English subtitle[1])* • Improvement on Micro-module II*(add English subtitle)*
Dec 2016	• Complete production of Micro-module III: case illustration and discussion – migration and minorities *(presented in English)*
Jan – March, 2017	• Improvement on Micro-module III and add Chinese subtitle (project extension applied and approved)

Since most of the students in the course SOWK 1114 in the 1st term of 2016-17 were non-local students who were not able to understand Chinese. Micro-module I & II, which were in Cantonese and without English subtitle so could not be used for this particular class. Later, we added English subtitle to the video clips but the related parts of content had already been taught. However, we still hope to collect student feedback, the videos with English subtitle thus were played in class and asked students for their feedback. The Feedbacks (see evaluation part) were mostly positive and could help us to improve the micro-modules.

Overall, was the project completed satisfactorily?
We are satisfied with the work progress and the outcomes. There were positive feedbacks obtained from students and teachers. Students appreciate the learning experiences and the video clips stimulate their reflection on the issues and facilitate discussion in class. As reflected by students, they were able to explore the issues from different aspects and could have a critical perspective to examine the social issues. Besides, the project provides us with meaningful information and experiences for flipped classroom teaching approach and has produced eLearning materials for teaching purpose.

3. Evaluation Plan

Have you altered your evaluation plans?
What monitoring data did you collect?

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[1] There are local as well as international students taking this course, the subtitle arrangement can take care of the local cultural concerns and at the same time help to facilitate exchange between local and international students

Does your evaluation indicate that you have achieved your objectives?

Those videos were used in SOWK 1114 for two terms, respectively in 2nd term of 2015-16 and 1st term of 2016-17. The classes collected the students' feedback about the videos and flipped classroom teaching approach. Details are as below:

a) <u>In the 2nd term of 2015-16</u>: In the course evaluation, we added 7 items on how students rate the introduction of flipped classroom into this course. Totally, 13 questionnaires (86.7%) were received. The result was encouraging with a score ranging from 3.38 to 3.85 (a 5-point scale with 5 as most satisfactory). The highest scores are Q.1 and Q.2, both with a mean score of 3.85 (Q.1 *The online videos enhanced my knowledge in this subject,* Q.2 *The online videos were stimulating)*. And a score of 3.77 has been obtained for the overall question: Overall, I am satisfied with the videos.

In the last session of the course, the research assistant collected students' feedbacks in class. In general, the feedbacks from the students were positive. For instance, they commented that the videos are helpful to their study and the videos are interesting.

b) <u>In the 1st term of 2016-17</u>: In order to have deeper understanding about the students' opinions on these videos, we added two open-ended questions to collect students' feedback. The questionnaire was then distributed to the SOWK 1114 students. Totally, 27 questionnaires (100%) were received. The result was encouraging with a score ranging from 3.59 to 4.44 (a 5-point scale with 5 as most satisfactory). The highest scores are Q.3 with a mean score of 4.44 (*The online video(s) was/were interesting*), followed by Q.2 with a score of 4.19 (*The online video(s) was/were stimulating).* Q.5, the overall evaluation (• *Overall, I am satisfied with the videos*) with a score of 4.19, indicating students' positive feedback to the flipped classroom component

The qualitative comments further indicated positive outcomes of the videos. Some are highlighted in the following:

- *Can raise more awareness on certain issues*
- *I can replay them several times until I know the concepts thoroughly*
- *Clarify and summarize the knowledge I have learnt in this course*
- *More interesting, catch my attention, real case studies improve my understanding of various concepts*
- *They inspire us to think a step further on some social issues*
- *It summarizes the situation of the social exclusion in HK and reminds me some important values and knowledge of this course*
- *It's good because it provides another way of learning than a lecture or discussion. We can hear small interviews from Hong Kong people and see how these issues actually appear in society.*

The above comments indicated that our objectives are achieved to some extent. It

could expand students' interpretation and understanding of the concerned issues in a way that is more visual, concrete, interactive, and reflective. It helps students develop a higher level of critical thinking skills, especially in terms of how different attitudes towards the socially disadvantaged people are socially constructed and spread in our society, learn how to identify structural causes and societal attitudes leading to social exclusion and marginalization of the socially disadvantaged groups, and have more reflection on how to mobilize resources to empower the socially disadvantaged groups.

As was mentioned earlier, the Vimeo platform, instead of BlackBoard was used. For Vimeo watching, a password has been set for login purpose to track the viewing times. It is assumed that the number of login is the number of our students' views. In 2nd term of 2015-16, there were totally 17 students in the course SOWK 1114.

a) Micro-module I (Social Exclusion): There were a total 24 logins and average time per view was 7min 53sec while the video was 13min. The figure indicated that most student login for more than once and they complete the watching by more than one login.

b) Micro-module II (Subdivided flat): There are total 24 logins. Average time per view was 4min 38sec while the video was 7min 22sec.

4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.
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?
Please provide examples of impact: how the project results (micro modules) can be adapted to other disciplines.

Two modules have been produced and disseminated in the course "SOWK1114 From Understanding to Empowering the Socially Disadvantaged" in the 2nd term of 2015-16. Links to the Pre-class videos for the 2 Micro-Modules are as follow:
・Micro-module I (Delineating concepts – social exclusion and marginalization):
https://vimeo.com/162335499 [Password: SOWK1114]
・Micro-module II (Subdivided Flat):
https://vimeo.com/159753852 [Password: SOWK1114]
The production work of the third video has been completed, revision, adding Chinese subtitle and other editing work are now in progress. The clip is expected to be completed in end of March, 2017.

The micro-modules developed could serve as learning sources for other courses. Given that the topics covered in this course are fundamental and significant, the modules could be used as useful teaching materials in courses such as:

☐ SOWK2190C/UGEC2014C Understanding the socially disadvantaged;

☐ SOWK2202/UGEC2684 I 大 ntercultural intelligence.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	$	99,983.25
Funds secured from other sources	$	0
(please specify_____)		
Total:	$	99,983.25

Expenditure (as at Dec 2016, project extended to March 2017 and balance will be used by end of March, 2017)

Item	Budget as per application	Expenditure	Balance
Staff cost • Rank: part-time research assistant * CUPSB point 11 @ 20,755 • Number: 0.5 • Duration: 6 months • Salary per month: CUPSB point 11 @ 20,755 * 1.05 * .05 * 6 = The research assistant familiar with basic concepts in social work and with IT skills and knowledge, an experienced RA is needed to adequately perform the duties.	65,378	43,703.21	21,674.79
General Expenses	34,000	34,316.744	(316.74)
Expenses on evaluation (student helper)	605		605
Total:	99,983	78,019,95	21,963.05*

• The balance will be used up by end of March, 2017

PART III

Lessons learnt from the project

Please describe your way forward.
Please describe any of the following item(s) accordingly:

- *Key success factors, if any*
- *Difficulties encountered and remedial actions were taken, if any*
- *The role of other units in providing support, if any*
- *Suggestions to CUHK, if any*
  - *Example: what should be done differently?*

We are satisfied with the outcomes. Students appreciate the learning experiences and have developed understanding to the issue of social exclusion and reflecting on the issue of marginalization of the socially disadvantaged groups. The course design and video watching enhance their critical thinking ability. Besides, the project provides us with meaningful information and experiences for flipped classroom teaching approach and has produced eLearning materials for teaching purpose.

We will improve our videos according to the comments from SOWK 1114 in 1st term of 2016-17. And those micro-modules developed will be continually served as learning sources for future use. Given that the topics covered in this course are fundamental and significant, the modules could be used as useful teaching materials in courses such as:

- SOWK1114 From Understanding to Empowering the Socially Disadvantaged
- SOWK2190C/UGEC2014C Understanding the socially disadvantaged;
- SOWK2202/UGEC2684 Intercultural intelligence.

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: flipped classroom teaching

                                 Keyword 2: socially disadvantaged

                                 Keyword 3: social work

                                 Keyword 4: reflective learning

(Least relevant)   Keyword 5: interactive learning

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:** *If a publicly accessible project website has been constructed, please provide the URL.*
(b) **Webpage(s):** *If information of your project is summarized in a webpage (say a page in the department's or faculty's website), please provide the URL(s) here.*
(c) **Tools / Services:** *If you have used any tools or services for the project, please provide names of the tools or services in here.*

(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.
 	
    The three micro-modules were presented in video clips format, 7-15 minutes each. They were used for independent self-learning before class to facilitate class discussion. Students were required to watch the video clips and think about the questions raised at the end of the video clip. In-class discussion will follow for the instructor to understand students' perception and grasp of the ideas, and more in-depth discussion to facilitate learning.
 	
    Unlike traditional teacher-led style, the micro-modules help to expand students' interpretation and understanding of the concerned issue in a way that is more visual, concrete, interactive, and reflective. Such an approach can help students develop a higher level of critical thinking skills, especially in terms of how different attitudes towards the socially disadvantaged people are socially constructed and spread in our society, learn how to identify structural causes and societal attitudes leading to social exclusion and marginalization of the socially disadvantaged groups, and have more reflection on how to mobilize resources to empower the socially disadvantaged groups.

(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.

Course Code/ Target Students	**Term & Year of offering**	**Approximate No. of students**	**Platform**
SOWK 1114	*2nd term of 2015-16*	*15*	*Vimeo*

SOWK 1114	1st term of 2016-17	27	Google drive

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)	*0*
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	*0*
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	*0*
(e) In international conference	*0*
(f) Others (please specify)	*0*

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	*0*
(b) Project leaflet	*0*
(c) Project booklet	*0*
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	*0*
(e) Conference proceeding	*0*
(f) A chapter in a book accessible internationally	*0*
(g) A paper in a referred journal	*0*
(h) Others (please specify)	*0*

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.

The micro-modules were mainly featured by three video clips (see table below), 7-15 minutes each. They were used for independent self-learning before class to facilitate class discussion. Students were required to watch the video clips and think about the questions raised at the end of the video clip. In-class discussion will follow for the instructor to understand students'

perception and grasp of the ideas, and more in-depth discussion to facilitate learning.

The major pedagogical goals achieved include: (1) to promote interactive learning (Berge, 2002) by increasing students' involvement in various aspects, such as a preview of the introductory video clips and in-class discussion; (2) to incorporate a reflective learning approach (Boyd & Fales, 1983) into the course by linking social theories with real-life case illustrations. Unlike traditional teacher-led style, the micro-modules expanded students' interpretation and understanding of the concerned issue in a way that is more visual, concrete, interactive, and reflective. It helped students to develop a higher level of critical thinking skills, especially in terms of how different attitudes towards the socially disadvantaged people are socially constructed and spread in our society, learn how to identify structural causes and societal attitudes leading to social exclusion and marginalization of the socially disadvantaged groups, and have more reflection on how to mobilize resources to empower the socially disadvantaged groups.

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Please find the video report in the following link:
https://gocuhk-my.sharepoint.com/personal/b139030_cuhk_edu_hk/_layouts/15/guestaccess.aspx?guestaccesstoken=lIhymaXCIrqioZR7mJEFQtkzLWIhZmkRx86Qimif3ek%3d&docid=009b1d42087814b4fa8e40009a6e4d819&rev=1

References:
Berge, Z. L. (2002). Active, interactive, and reflective e-learning. *The Quarterly Review of Distance Education*, 3(2), 181-191.
Boyd, D., & Fales, A. (1983). Reflective learning: Key to learning from experience. *Journal of Human Psychology*, 23, 99-117.