THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 3: eLearning Pedagogy Research

<u>Final Report (2015-16)</u>

<u>PART I</u>

Project title:	Designing, implementing, and measuring the impact of micro modules on the intercultural learning of international exchange students in an online course
Principal supervisor:	Jane Jackson
Department / Unit:	English
Project duration:	From 1 February 2016 to 30 April 2017
Date report submitted:	30 April 2017

1. Project objectives

The project was completed on time and the objectives were not altered. The micro-modular material enhanced the offering of UGED 2184/ENGE 2180 *Intercultural communication and engagement abroad,* a fully online, credit-bearing course for international exchange students to take while they are in the host country.

2. Process, outcomes or deliverables

- The research design was implemented as planned. A series of theme-based micro modules was developed to enhance UGED 2184/ENGE 2180 *Intercultural communication and engagement abroad*, the fully-online, credit-bearing General Education course that I created in 2013-14 to deepen the language and intercultural learning of international exchange students while they are in the host environment (e.g., introduce and reinforce core concepts, prompt deeper reflection on challenging concepts; promote autonomous learning and engagement);

- Storyboards were created for 13 theme-based modules and on 28 April 2016 in the ELITE studio a video technician taped me as I provided background information and directions for all forum and fieldwork tasks. Material related to the pre-course workshop that took place in August for the 2016-17 cohort was also videotaped in this session. All of this material was edited by an ELITE technician and later incorporated into the weekly module folders on our eLearning platform site.

- As planned, the impact of the eLearning material was assessed in the term 1 (2016-17) offering of the course (19 participants), employing both direct and indirect measures. The perceptions of the students, TA, and me about the course and eLearning modules were documented and analyzed.
- I have given many presentations about this project (including several keynote addresses) and disseminated the findings in publications, including a chapter in a book that I co-edited for Routledge that focuses on intercultural interventions in study abroad. This volume will be published in 2017.

3. Evaluation Plan

The evaluation plan was implemented as planned. When the course was offered in the first semester of the 2016-17 academic year, data was gathered about the perceptions and learning of the participants (indirect and direct evidence, including questionnaire surveys, a post-course interview, a review of Forum/fieldwork posts and reflective essays). This material was triangulated and analyzed to develop a deeper understanding of the impact of the intercultural intervention, and, in particular, the modular material.

4. Dissemination, diffusion and impact

Examples of dissemination:

Micro-modular materials for the Blackboard course site for UGED 2184/ENGE 2180 *Intercultural communication and engagement abroad*

Regional and international presentations:

Jackson, J. (August, 2017). *Interculturality, criticality, and intercultural praxis in study abroad,* Plenary, Study Abroad Research in European Perspective (SAREP), COST European Cooperation in Science and Technology, Turku, Finland (Invited plenary)

Jackson, J, and Dervin, F. (August-September 2017). *Interculturality in Study Abroad,* University of Helsinki, Finland. (Invited colloquium)

Jackson, J. (2017, July) *Bridging the research-practice nexus to enhance study abroad learning,* Presentation at the ReN Study Abroad Institute: Colloquium: SA (Social networks, language learning & SA): ReN theme: Contemporary Directions in Study Abroad Research, the 18th World Congress of Applied Linguistics (AILA 2017), Rio de Janeiro, Brazil, July 2017. (Accepted)

Jackson, J. (2017, February). '*Internationalisation at home: Current and future directions'*, Teaching and Learning Experience Sharing (TALES) Workshop, Invited talk at Hong Kong Baptist University, Hong Kong, 21 February 2017.

Jackson, J. (2016, December). *Micro modules and intercultural mentoring online: Enriching international educational experience,* CUHK's Teaching and Learning Innovation *EXPO* 2016. 16 December 2016.

Fostering intercultural understanding and engagement through online support (2016, September). Research poster, European Association of International Education (EAIE), Liverpool, U.K., 13-16 September 2016.

Jackson, J. (2016, September). *Intercultural communication and immersion abroad: An online intervention,* Invited talk, University of Helsinki, Helsinki, Finland, 8 September 2016.

Promoting Holistic Global Citizenship and Intercultural Engagement: Insights from an Online Course for International Exchange Students (2016, July) Presentation at the 23rd International Conference on Learning (The Learner), University of British Columbia, Vancouver, Canada, 13-15 July 2016.

Intervening online in international exchange programs (2016, June) Presentation at Ed-Media 2016, World Conference on Educational Media and Technology, Vancouver, B.C., Canada, 27-30 June 2016.

Asynchronous threaded discussions and intercultural learning: Student sojourner perspectives (2016, June) Presentation at Ed-Media 2016, World Conference on Educational Media and Technology**,** Vancouver, B.C., Canada, 27-30 June 2016.

From research to practice: Intervening in the learning of L2 study abroad students (2016, June) Keynote address*,* Hong Kong Association of Applied Linguistics (HAAL) conference, Hong Kong SAR, 11 June 2016. (Invited keynote address)

Inspiring language and intercultural learning in student sojourners (2016, May) Shantou University, Shantou, China (Invited workshop/talk) 11 May 2016.

Optimizing intercultural learning and engagement abroad through online mentoring (2016, April) Keynote address, Intercultural learning through study abroad colloquium co-hosted by

the University of Bern and the University of Technology Sydney, Bern, Switzerland. 14-15 April 2016.

Intercultural eLearning abroad: Deepening the experiences of international exchange students (2016, Feb-March) Presentation at the 11th Annual Asia-Pacific Association for International Education (APAIE) conference, Melbourne, Australia, 29 Feb-3 March 2016.

Publications:

Jackson, J. (in preparation). *Intercultural education in study abroad contexts,* in S. Rasinger and G. Rings (eds), *Cambridge Handbook on Intercultural Communication,* Cambridge: Cambridge University Press. (<u>Invited </u>chapter)

Jackson, J. (2017). Training for study abroad. In Y. Y. Kim (Ed.), *The Wiley-Blackwell encyclopedia of intercultural communication*. Hoboken, N.J.: Wiley-Blackwell. <u>(Invited chapter) (Model chapter)</u>

Jackson, J. (2017). From research to practice: Intervening in the learning of L2 study abroad students. *Language Teaching* (<u>Invited</u> article, plenary speech) (Impact factor: 1.25) (advance copy available online) DOI: https://doi.org/10.1017/S0261444816000392

Jackson, J. (2017). *Optimizing intercultural learning and engagement abroad through online mentoring*. In J. Jackson & S. Oguro (Eds.), *Intercultural interventions in study abroad.* London: Routledge.

Jackson, J. and Dervin, F. (2017). *Interculturality in Study Abroad*, London: Routledge. (Chapter 7 focuses on intercultural education in study abroad context and describes the online course.)

Jackson, J. (2017). Building an online community to combat stereotyping and Otherization during study abroad. In M. D. López- Jiménez and J. Sánchez Torres (Eds.) *Issues in intercultural learning and teaching across L2 contexts and situations.* New York: Springer. (<u>Invited</u> chapter)

Jackson, J. (2016). Global Citizenship and Intercultural Engagement: Insights from an Online Course for International Exchange Students. *The International Journal of Learning: Annual Review* Volume 23, 15-26. (only top-ranked articles selected)

Jackson, J. (2016). Asynchronous Threaded Discussions and Intercultural Learning: Student Sojourner Perspectives. In *Proceedings of EdMedia: World Conference on Educational Media and Technology 2016* (pp. 149-160). Association for the Advancement of Computing in Education (AACE).

Jackson, J. (2016). 'Asynchronous threaded discussions and intercultural learning: Student sojourner perspectives. *Journal of Educational Multimedia and Hypermedia,* 25(3): 229-249.

Examples of impact: The students who enrolled in *UGED 2184/ENGE 2180 Intercultural communication and engagement abroad* were from different disciplines (e.g., business, the humanities, law, social science, science) and a review of the learning output provided evidence of their intercultural learning and engagement. Most participants advanced to a higher level of intercultural competence as indicated in pre- and post- administrations of the Intercultural Development Inventory and the analysis of student work (e.g., Forum posts, reflective essays). The approach used to develop the micro modules in the UGED course could easily be adapted for other fully online courses. For example, the micro-modular material helped to explain the course content and related activities (e.g., online Forum, fieldwork tasks) and this approach could be implemented in other courses to supplement material from other sources.

PART II
Financial data

Funds available:

Funds awarded from MMCDG $ 150,000.00

Funds secured from other sources $ 0
(please specify_____)

            Total: $ 150,000.00

Expenditure:

Item	Budget as per application	Expenditure	Balance
Teaching relief	60,000.00	60,000	0
Conference support	12,000.00	12,000.00	0
RA support (helpers)	57,495.00	57,495.00	0
General expenses (e.g., software, IDIs, e-resources)	20,505.00	20,505.00	0

Total:	150,000.00	150,000.00	0

PART III

Lessons learnt from the project

The lessons learned from this project have been summarized and presented in conferences that center on eLearning, international education, and/or intercultural/language education and also widely disseminated through written publications. When carrying out this project, I learned a great deal about the preparation and planning needed to develop quality micro modular materials. For example, I prepared a detailed storyboard for each theme-based micro module before visiting the ELITE studio. The development and sequencing of this material, and rehearsals before arriving at the studio took a great deal of time but were well worth the effort as it limited the number of tapings (retakes) needed. This reduced the total amount of time in the ELITE studio. A professional technician edited the material that was then incorporated into the modules on the Blackboard site. The micro materials were more professional because of the help provided by ELITE as editing, in particular, can be challenging and requires skills and patience.

My advice to other educators who are considering the development of micro modules is to put in the time necessary to be well prepared for tapings. I also think that it is very beneficial for educators who are new to this to seek help from ELITE. Familiarity with Camtasia software is helpful to develop additional materials independently. Further, one should expect the development of modules to be challenging and time-consuming even if you have the assistance of a professional technician. It is also important to systematically document the use of modular material. Gathering timely feedback from course participants and keeping fieldnotes about what seems to be working (or not) is essential to provide direction for subsequent revisions of modular materials. The full cycle is essential to fully benefit from eLearning initiatives (e.g., micro modular materials). It is not enough to produce materials.

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 (most to least relevant)

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: social constructivism

Keyword 2: theme-based

Keyword 3: fully online

Keyword 4: intercultural communication

(Least relevant)　　　Keyword 5: cross-cultural adjustment

2. Summary

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

Table 1: Publicly accessible online resources (if any)
(a) **Project website:** (Blackboard course site for UGED 2184/ENGE 2180 – only open to course participants) *If a publicly accessible project website has been constructed, please provide the URL.*
(b) **Webpage(s): N/A** *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) in here.*
(c) **Tools / Services:** ELITE video-taping and professional editing; Camtasia® and Snagit® for the preparation and editing of online course materials/reports. *If you have used any tools or services for the project, please provide names of the tools or services in here.*
(d) **Pedagogical Uses:** The course was fully online and, except for the pre-course workshop, all contact with students was through the Blackboard site. Each week, the students were required to read assigned material and the material that was taped and edited by ELITE was used to help provide guidelines and support for all course elements (e.g., full-class Forum, small-group fieldwork). Flipped classrooms promote autonomous learning and challenge students to come prepared to share what they have learned from assigned readings/activities when they meet with the teacher. In this fully online course, the students were required to prepare for the full-class Forum and do assigned readings and tasks before sharing their findings in small groups. In essence, the whole course was 'flipped', which was challenging for procrastinators. *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.*

Table 2: Resource 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
UGED 2184/ ENGE 2180	1st term 2016-17	19	Blackboard & Facebook

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)	0
(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	1
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	2
(e) In international conference	9
(f) Others (please specify)	2

Table 4: Publication (if any)	
Please classify each piece of publications into one and only one of the following categories	**Number**
(a) Project CD/DVD	1
(b) Project leaflet (Promotional material for online course)	1
(c) Project booklet	0
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	0
(e) Conference proceeding	1
(f) A chapter in a book accessible internationally	6
(g) A paper in an referred journal	3
(h) Others (please specify) Invited talks at universities (int'l)	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 number of Hong Kong university students who are joining international exchange programs has grown exponentially with CUHK sending more than 1,000 abroad annually for either a semester or academic year. At the request of the Director of General Education and with the support of a Teaching Development Grant, in 2013-14, I developed a credit-bearing, fully-online course to deepen the intercultural learning of exchange students in the host environment. To date, UGED 2184/ENGE 2180 *Intercultural communication and engagement abroad* has been offered four times and outcomes have exceeded expectations. In particular, most participants have experienced greater gains in intercultural competence and become more involvement in the host community compared with cohorts of semester-long international exchange students who did not receive this online intervention (as evidenced in a comparison of UGED/ENGE cohorts with my concurrent GRF study).

This project facilitated the development and evaluation of theme-based micro modules for the fourth offering of the course. This material was designed to enhance the course Blackboard site and further support the intercultural learning and engagement of course participants. With the assistance of ELITE, micro-modular material was professionally videotaped and edited, and later incorporated into the eLearning platform. Camtasia®, specialized software, was employed to edit related videotaped material (e.g., interviews with student sojourners) to further enhance the theme-based modules. Excerpts were carefully selected to promote critical reflection on language and intercultural learning and encourage a deeper level of engagement in the course and host environment. Snagit® helped to prepare and edit videotaped material for the course and related reports.

The eLearning grant also facilitated the systematic documentation and evaluation of the micro-modular materials in the online course. Each week, the students accessed this material on Blackboard prior to participating in the related Forum and fieldwork. (Students who were not able to attend the pre-course workshop were able to access a workshop micro-module that was taped and edited by ELITE.) The course participants' intercultural learning was assessed through direct and indirect measures: pre- and post- course administrations of the Intercultural Development Inventory (IDI), a cross-culturally validated psychometric inventory, and the analysis of the rich mixed-method data that was generated in the course (e.g., Forum posts, reflective essays, fieldwork posts, digital images). Midterm and post-course feedback (survey questionnaires and interviews with the participants), my fieldnotes, and input from my TA helped identify the strengths and weaknesses of the micro modules and this information is providing direction for subsequent offerings of the course. In line with the UGC's recommendations for internationalization and the University's 2016-2020 strategic plan, this initiative drew on contemporary eLearning pedagogy. It has provided useful groundwork for a website that could be developed to support the intercultural learning and engagement of our international exchange students.