THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 3: eLearning Pedagogy Research

Interim Report (2015-16)

<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: 28 June 2016

1. Project objectives

The project is on track and the objectives have not been altered.

2. Progress on process, outcomes or deliverables

- Theme-based micro modules have been developed to enhance UGED 2184/ENGE 2180 *Intercultural communication and engagement abroad*, the fully-online, credit-bearing General Education course that I created in 2014 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 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 will take place in August for the 2016-17 cohort was also taped in this session. Later, all of this material was edited by the ELITE technician and it has been placed in the weekly module folders on our eLearning platform site.
- As planned, the impact of the eLearning modules will be assessed in the term 1 (2016-17) offering of the course (24 participants). The final report will be written by the deadline but, as has been approved, the budget will remain open until the end of April (largely to facilitate RFT payments in term 2).
- Related to this project, I have given many presentations (including several keynote

addresses) and several publications are in preparation, including an edited book for Routledge with Susan Oguro (University of Technology, Sydney) that will center on intercultural interventions in study abroad contexts. I will write one chapter that will center on the online course.

3. Evaluation Plan

My evaluation plans have not changed. When the course is offered in the first semester of the 2016-17 academic year, various sources of data will be gathered about the perceptions and learning of the participants as planned (indirect and direct evidence).

4. Dissemination Activities (reports, websites, video links, products, *etc.*)

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

Regional and international presentations:

Intervening online in international exchange programs, 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, 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, Keynote address*,* Hong Kong Association of Applied Linguistics (HAAL) conference, Hong Kong SAR, 11 June 2016.

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

Optimizing intercultural learning and engagement abroad through online mentoring, 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, Presentation at the 11th Annual Asia-Pacific Association for International Education (APAIE) conference, Melbourne, Australia, 29 Feb-3 March 2016.