

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Final Report (August 2015)

Report due 30 August 2015.

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PART I

Project title: Developing Micro Modules for Teaching Hong Kong Society from a Sociological Perspective

Principal supervisor: Prof. Stephen Wing-Kai Chiu

Department / Unit: Department of Sociology

Project duration: From January 2015 to August 2015

Date report submitted: 30 August 2015

1. Project Objectives

Our project aims to develop three micro-modules accompanied with our flipped/ blended classroom activities. The following table shows the objectives of the three MMs and their relation to the course.

	Micro Module	Format	Objective and Relation to the course
1.	Sociological Imagination	Short lecture	<ul style="list-style-type: none">•This MM helps students understand the concept and approach of “sociological imagination” and to use it to analyze the connection between individuals and society.•This course examines Hong Kong society from three different perspectives, namely: global transformation, social history and personal experiences. Understanding the concept of “sociological imagination” enables students to analyze the connection between social history and personal experiences and between “public issues” and “private troubles”.
2.	Laissez-faire economy	Short lecture	<ul style="list-style-type: none">•This MM enables students to understand the origin and concept of “laissez-faireism” and how this

			<p>ideology impacts on government's economic policies.</p> <ul style="list-style-type: none"> •This course critically examines the imagery of Hong Kong as a laissez-faire economy for its post-war industrialization. We stress that Hong Kong as a laissez-faire economy is a myth that ignores colonial government's housing and welfare policies and supply of cheap food and raw material from China, which indirectly subsidized local manufacturers and lowered local production costs substantially.
3.	What is globalization?	Short lecture	<ul style="list-style-type: none"> •This MM enables students to understand the concept of globalization as well as how globalization impacts on particular society. •This course emphasizes on how various global forces impacts on Hong Kong society and how they shape individual's daily life experiences. In particular, we provide a historical account and analysis of Hong Kong's rise as an international hub in global system, with a discussion of the structuring and restructuring of Hong Kong economy in the post-Second World War era.

2. Progress on Process, Outcomes or Deliverables

In the semester 2 from January to April 2015, our team has accomplished the following tasks:

a. Micro-Module Development and Dissemination:

We developed a set of three MMs (i.e. the three videos named "Sociological Imagination", "Laissez-faire Economy" and "What is globalization?"). To reduce production cost of the three MMs, we divided the production process into two major parts. The first part was mainly completed by the outsourced production house which created three sets of animations, while the second part was produced by our own team members who inserted three series of audio and PowerPoint slides to provide our targeted university audience a comprehensive analysis. The table below shows the detailed stages of the whole production.

Stages of the Micro-Module development (per 1 MM)	Time Spent
Meeting for idea generation	2 hour
First meeting with animation producer for idea exchange	2 hour
Transcript writing and sound track recording	3 days
First Draft of the animation by the animation producer	3 days
Second meeting with the animation producer for reviewing the first draft	2 hours
Second draft as the beta version of animation by the animation producer	15 days
Third meeting with animation producer for finalizing the second draft	2 hours
Revision of the final version animation production	10 days
Post-production of the animation: integration of different components	3 days
Uploading of video	1 hours

The first and second MMs have been disseminated to students in class while the third has also been distributed to students through eLearning system. The website addresses of the three MMs have also been provided on the Ad Hoc MMCD Committee (see Section 4 below).

The MMs were also shown in the class. Students elaborated the newly acquired knowledge and expanded their understanding of the topics by participating in the face-to-face lecture, in-class task-solving, group discussions, and simulation games. Course instructors briefed the students on the purpose of each activity and led students to reflect on the connection between the class activities and web-based lecturing contents.

b. Tools Used in Developing Micro-Modules

As suggested by CLEAR, in the course of developing our MMs, we have used ITSC's licensed screen casting software (i.e. TechSmith Camtasia Studio) to create interactive and animated effects for our MMs. Our research assistant and student helper have proactively engaged with staff of ITSC by participating in workshop organized by ITSC. During the workshop, our research assistant and student helper inquired how to use the casting software and the related technical problems. During MMs production, our research assistant kept closed communication with ITSC about the technical issues, such as usage of the software, uploading video into the server and the usage of e-learning platform.

Our research assistant and student helper were responsible for the operation of the software.

The research assistant has spent 10 hours for self-learning of the software and 2 hours to guide the student helper. The student helper also used 5 hours to practise before the formal production process. When we have faced technical problems in using the software, we requested a two-hour consultation workshop from ITSC. After the workshop, we have contacted ITSC for seven times in total.

c. Obstacle Encountered: Time Constraint

Due to time constraint, we have only finished and showed the first two MMs to our students before the end of the semester. We have finished third MM (“What is globalization?”) in mid-July, and thus could not show it to our students.

It is our first time to produce videos. We have purchased an animation production service from an animation producer. We have spent much time to discuss with the producer for exchanging ideas and revising details (such as the background of Hong Kong history and the characters in the animation). On average, one MM needed 35 days to complete the whole production (see table in part 2a.). Therefore, time is a crucial factor affecting the dissemination to students. In future, we hope to keep using the same producer in order to reduce the time consumed in exchanging idea and revising the details.

UGEC 2865B : Hong Kong Society Flipped Classroom Activities

1. Flipped Classroom Activity 1 - Quizzing Hong Kong

The objective of the first Flipped Classroom Activity is to motivate students to self-learn the history, culture and society of Hong Kong briefly through a quiz competition format. Students studied material about the Hong Kong history provided in the CU eLearning System before the activity. We designed 3 sections of quiz game, including individual and group sections with different levels of MC questions. 14 students participated the activity. In the activity, students answered the question actively. Particularly, they discussed with other group mates in the group sections. Through the activity, students understood more about the social history of Hong Kong. A total of 14 students participated the activity.

Key concepts taught in class: Early colonial Hong Kong, state-society relations

Related to: Micro-module – Sociological Imagination

2. Flipped Classroom Activity 2 – Field trip to Shum Shui Po

The second Flipped Classroom Activity aims to provide students contextual knowledge to understand the origin and transformation of Hong Kong’s urban landscape and special way of

living. Students studied information package about the social history and current development of Sham Shui Po provided in the CU eLearning System before the activity. We designed a tour with 10 significance sites which related to two important topics in our course including industrialization and housing development in Hong Kong. We paid particular attention to the origin, type, scale and development of public housing projects in Hong Kong. We also designed a mini quiz to test the learning of students through the uReply system at the end point of the tour. During the tour, students understood more about the development of public housing and different industries in Hong Kong. A total of 15 students participated the activity.

Key concepts taught in class: post-war industrialization of Hong Kong, public housing in Hong Kong, social history of Chinese migrants and refugees

Related to: Micro module – Myth of Laissez Faire, Globalization and Hong Kong

3. Flipped Classroom Activity 3 - SimTown: Planning Hong Kong New Town

The third Flipped Classroom Activity is designed to encourage students to learn the tension between different social forces in the urban development process. Students are required to self-study the background information about Shum Shui Po as well as the urban planning policy in Hong Kong before the activity. In the activity, students formed groups and act as the officers of the Urban Planning Department of the Hong Kong Government and deliver a presentation and a Q&A session about an urban renewal project. In their planning process, they need to consider the cost and impact of the project. In the Q&A session, they need to respond the challenge from the other groups of students, which act as different stakeholders including residents, activists and developers. In the activity, students understood the limitation of urban development and the tension of different social force in Hong Kong. A total of 13 students participated the activity.

Key concepts taught in class: housing development in Hong Kong, social movements concerning development / re-development

Related to: Micro module – Myth of Laissez Faire, Sociological Imagination

3. Evaluation

For a complete and detailed evaluation, we designed four components to assess students' perception to our Micro Modules. These include a student survey, a focus-group interview, a web-log scrutiny and a teachers' reflection.

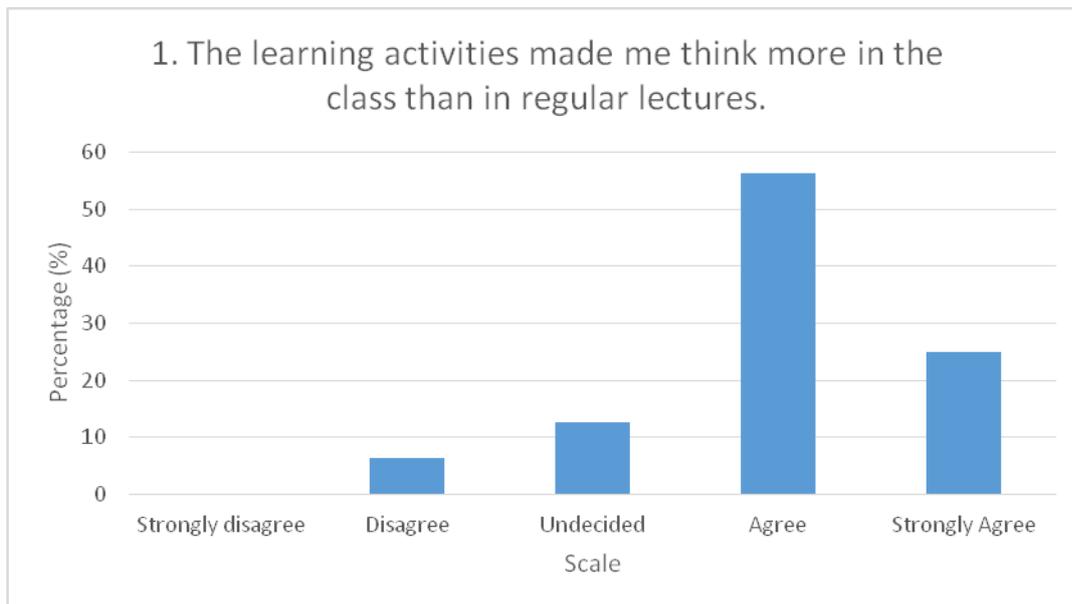
a. Student Survey

We designed a student survey with 4 relevant questions to assess students' general perceptions of the Micro Modules (Video) based on CLEAR's template. In the survey, students were asked to use a Likert scale (from strongly disagree to strongly agree) to describe their comments about the Videos.

This survey was distributed to students in the last lecture. No identifying information was taken from students. Sixteen students participated in the survey with the help of two surveyors within 15 minutes.

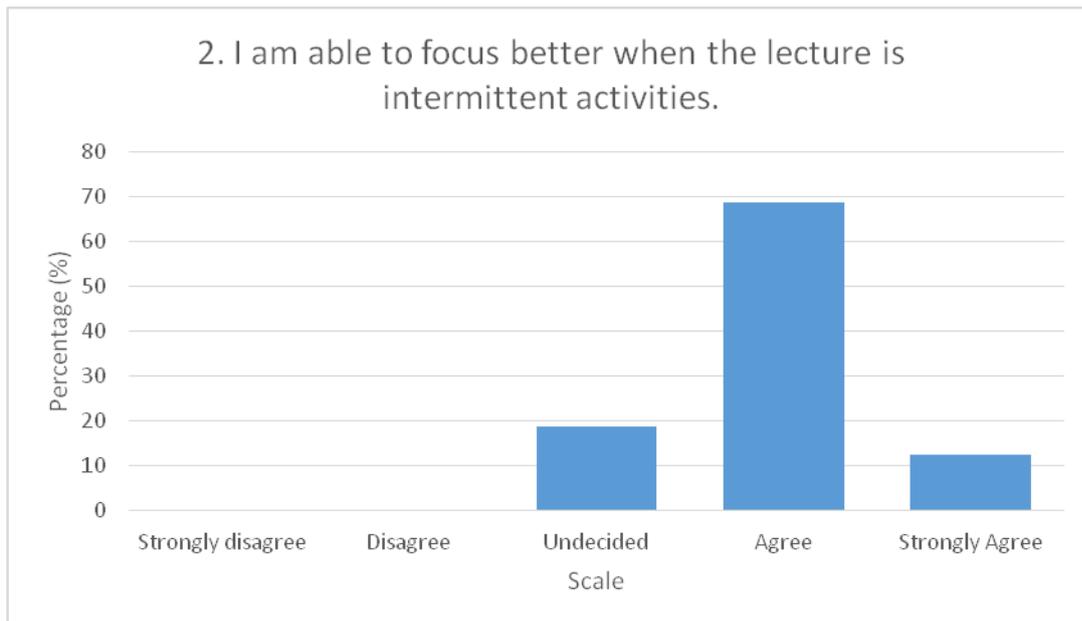
The item 1 stated: *The learning activities made me think more in the class than in regular lectures.*

Eighty one percent either strongly agreed or agreed with this statement, whereas only 6.6% opposed the statement (See Figure 1.1). The results showed most students believed the mentioned learning activities encouraged them to think more in the class than in regular lectures.



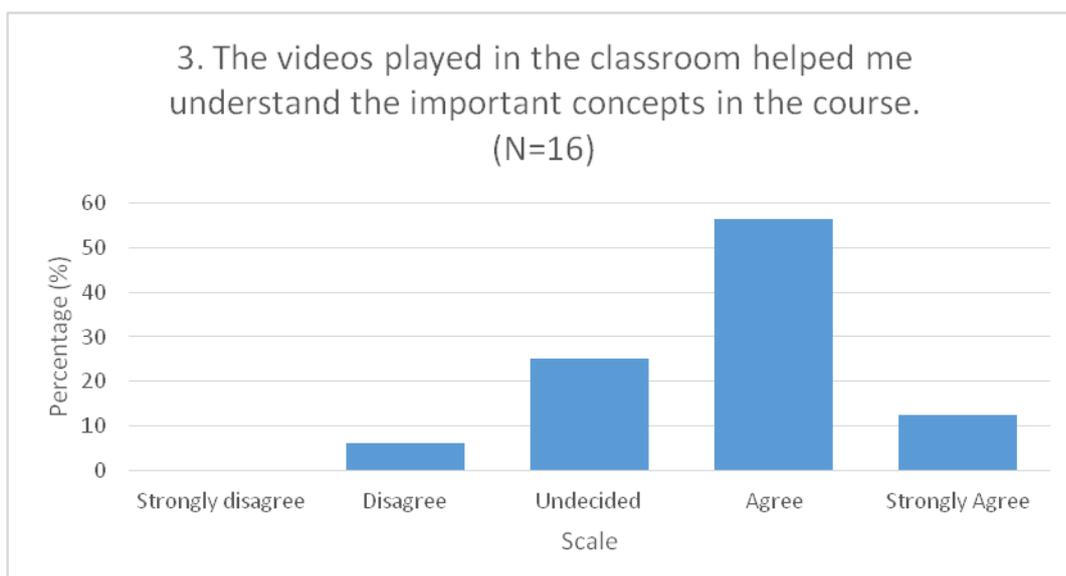
Item 2 stated: *I am able to focus better when the lecture is intermittent activities.*

While 18.8% of the students disagreed, there were 81.3% of the students neither agreed nor disagreed (See Figure 1.2). The results shows most students believed that they had better focus of intermittent lecture.



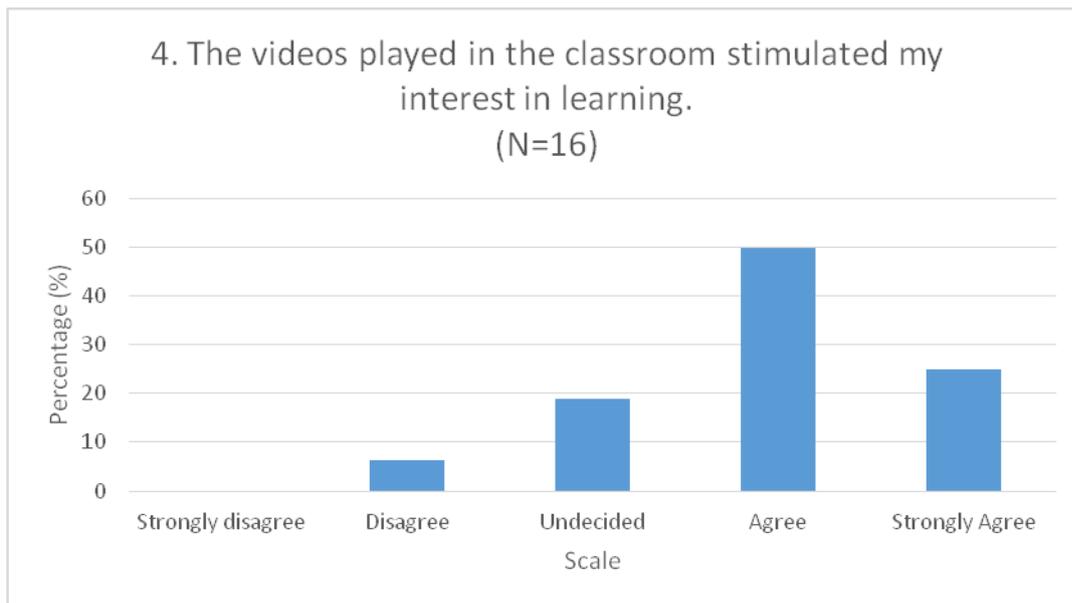
Item 3 stated: *The videos played in the classroom helped me understand the important concepts in the course.*

The responses demonstrated that 79% of the students agreed with this statement and only 6% of the students disagreed (See Figure 1.3). This result supports the assumption that the videos have a positive impact on students' understanding of the concepts in the course.



The item 4 stated: *The videos played in the classroom stimulated my interest in learning.*

Seventy five percent either strongly agreed or agreed with this statement, whereas only 6.3% opposed the statement (See Figure 1.4). The results show that the videos played in the classroom enhanced student's interest in learning.



In general, the learning activities help students think more in class than in regular lectures and they are benefitted from being able to focus better when lecture is intermittent activities. Moreover, most students like learning from video lessons. The videos can help them understand better about important concepts and stimulate their interests in learning.

b. Focus Group Interview

Apart from student survey, focus group interview is also an important qualitative method to understand student's perceptions, opinions, and attitudes towards our e-learning components in their own words. We used a focus group interview to stimulate discussion and receive detailed response from participants.

Students were interviewed by the research assistant who employed the MMs in an unstructured interview format (see Appendix I). Questions were arranged in categories according to the goals of the proposal. This focus group interview was held in the last lecture. Seven students took part in the 30-minutes focus group interview with the help of two

surveyors. Interviewees were composed of two groups of students: local Hong Kong students, and North American and European exchange students.

The focus group interview revealed that students generally have positive feedbacks about the use of multi-media and various e-learning tools in the course because they facilitated the learning process, encourage students' in-class participations and digestion of the course materials. Some students also suggested the video clips about the meta- sociological concepts should be shown in the very beginning of the course rather than at the very end of the term. A student commented,

'These videos are quite good because they can help me to understand some concepts in an interesting way rather than a simple statement of theory. However, if they can be played in the first or second lecture, they can be more useful. '

In this way, the Micro Modules provided an alternative way to enhance student's interest in learning some difficult concepts. They also can connect to other components in our e-learning activities.

Both groups of the students indicate that this course has greatly enhanced and deepened their understandings about Hong Kong society. For local Hong Kong students, although they had background knowledge on Hong Kong society acquired from life experiences and local secondary school education, their understanding was primarily in standard definitions. After taking this course, they felt they have a deeper and more comprehensive understanding of their own society now. One student remarked,

'This course, by using a lot of historical context and examples in Hong Kong, I really understand these [sociological] concepts. '

For international students, they find it worthwhile taking the course because it has provided them a golden opportunity to obtain insider knowledge about Hong Kong society. They expressed that they would never go to see Shum Shui Po as visitors in Hong Kong. A male American student commented,

'This course gave me a background knowledge about this city and how Hong Kong became what it is today and also something a foreigner may not catch upon at first glance about what Hong Kong is today. '

Both groups agreed that the interaction in the classroom could enhance their mutual

understanding. However, students from both groups suggested that closer connections between local and international students could be built in future, for instance, in a buddy grouping form.

In terms of the uReply system, students considered it a creative invention that could greatly enhance the interactions between students and lecturers. As the application automatically and immediately showed the results and statistics of students' answers as soon as the students clicked on the submit button, most interviewees found it very interesting to have a general idea on how others respond to the same questions. And as the statistics anonymized students' names, some interviewee believed this could stimulate creative ideas. One of the students commented,

'I think it is very good because I can answer a lot of question as anonymous. So it really motivates students to give some creative answer that he or she may be afraid to shout out in class.'

Some exchange students pointed out that they had never had any similar experience in their own university and commented that uReply was very engaging for them. Moreover, some students thought that uReply could provide rooms for relaxation in tight schedule of lectures. One student said,

'I have never used it before in my home university and I think it is very engaging and especially in a course like this where you have a pretty long lecture every week [...] you can keep everyone involved and keep everyone thinking by having a uReply at hand even a few times every lecture.'

However, some interviewees suggested uReply could have been used more appropriately in the course. For instance, instead of using uReply as a summarizing quiz in the fieldtrip, it can be used to give check point questions to test students' understanding of each historical site. Moreover, some interviewees recommend using uReply to raise several questions in each lecture to make sure students have clear understanding of important concepts.

With regard to the flipped classroom activities, the third activity (i.e. SIM-town planning game) appeared to be students' the most favorite because it revealed the complexity of urban-planning and also encouraged team collaboration. One of the students said,

'What we actually learn is that it is an extremely concentrated urban area and you got to figure out how to make everyone as happy as possible. It is more difficult than you make

a decision out of formal knowledge.'

However, they believed that the design of the activity can be improved in the future. As the game is quite complex and time-consuming, interviewees suggested more time before or during the class is needed to prepare for the presentation and the subsequent Q&A session. Also, more technical support was necessary for the smooth running of the game. For instance, excel forms with formula provided could greatly reduce the time needed in doing calculations.

c. Web-logs Scrutiny

Our course instructors have scrutinized students' footprints after uploading video on Blackboard system. Statistics for each MM would also be generated and used for analyzing students' online learning behavior in relation to the flipped/ blended classroom pedagogy.

Nonetheless, we could not get complete this part of analysis due to the limited time allowed. We could only finish the beta version of the two micro modules before the last lecture. We chose to play the two videos in the last lecture. All of the students attended the lecture and watched the videos. We have put the beta version of the videos on ECHO system only without link it to e-learning system for the security issue. Therefore, we could not get the web log record of the micro modules for our further analysis.

In the coming semester, we will try to put the videos into the e-learning system in the beginning of the lectures and will keep a good record of web-logs statistics. Moreover, we will use the quiz function of the software, Camtasia Studio, to add one or two quiz questions before the videos end, and enhance the e-learning experience of students.

d. Mid-way summary

Video that played in each lecture can enhance student's interest in learning, but also it might not be enough to help students to have a full understanding of the course content.

Students thought that uReply is a creative and engaging platform to enhance their interaction with teachers. It is also a convenient tool to enrich the learning experience and stimulate their self-reflection about the course contents. Although it might not trigger class discussions much, students suggested teachers to keep using it in the future.

Flipped Classroom Activity is a newfangled format of learning method for students. Students

who thought it was better than traditional form in the way teamwork is engaged now. It also enhanced their interaction between other classmates and teachers. Students can focus better when lectures are given in chunks with break rather than continuously. However, it might not enough to achieve a complete understanding of the course content.

e. Further Improvement

For the video, we will try to select more relevant videos and put the micro modules of the sociological concepts in the first lecture.

For uReply, we will consider the possibility of in-classroom interaction function of uReply and will discuss with CLEAR to enhance the function. Also, we will try to use uReply as summarizing quiz before the end of each lecture to remind students the key concepts. Moreover, we will use more uReply function in our Flipped Classroom Activities, particularly in outdoor activities. For example, we can design a learning tour with questions in each check point to equip students the attitudes of self-exploring of knowledge.

For the Flipped Classroom Activity, we will simplify the rules of activities to ensure students can engage in the learning experience and contents easily. We will also provide more technical support before or in classroom. Moreover, we will integrate more course contents in the activities by putting into some key concepts.

4. Dissemination

Students have watched the first and second MMs in the last lecture. They can also access the ECHO system to watch the three MMs with their student ID and password. The Web address for the MMs (Final version):

<http://ess.itsc.cuhk.edu.hk:8080/ess/portal/section/4ce4d4fe-7f9b-40c9-9d40-ce071c6e2f76>

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 94,000
Funds secured from other sources (please specify _____)	\$ _____
Total:	\$ 94,000

Expenditure:

Item	Budget as per application	Expenditure	Balance
Staff cost for developing three micro-modules	94,000	36,600	57,400
Staff cost for developing three micro-modules	94,000	51,200	6,200
Staff cost for developing three micro-modules	94,000	6,200	0
Total:		94,000	0

PART III

Lessons learnt from the project

Please describe your way forward.

With the experience gained from this exercise, the team will continue to produce micro-modules and design flipped classroom activities with further financial support from the university.

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

- *Key success factors, if any*

Financial support from this Grant is critical to the success of developing adequate micro-modules. Technological support from ITSC and pedagogical advice from CLEAR are equally crucial to our success.

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

The production and design of micro modules are quite time consuming. As remedial actions, support has been given to the teacher responsible for making the micro modules and designing of flipped classroom activities.

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

ITSC and CLEAR have provided enormous support to our project. We have obtained their valuable advices in many occasions. Staffs have been extremely helpful and offered us

training on how to apply screen casting software software like **TechSmith Camtasia Studio** for making the micro modules.

- *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: Flipped classroom
 Keyword 2: Mobile aided teaching
 Keyword 3: Mobile assisted field trip
 Keyword 4: Online pedagogy
- (Least relevant) Keyword 5: Mini-lecture

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: N.A.
(b) Webpage(s): N.A.
(c) Others (please specify): N.A.

Table 2: Resource accessible to a target group of students (if any)

If resources (eg. software) have been developed for a target group of students (eg. in a course, in a department) to gain access through specific platforms (eg. 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>
GEJC1020 Hong Kong Story	T1-2015/6	50	Blackboard
GESC 2060 Debating Globalization	T2-2015/6	80	Blackboard
SOCI 2014 Sociology and Hong Kong	T2-2015/6	50	Blackboard
SOCI 5633 Globalization: Challenges and Responses	T2-2015/6	65	Blackboard
SOCI 2203 Social Problems	T1-2015/6	50	Blackboard

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 (eg. department, faculty)	0
(b) In workshop/retreat organized for CUHK teachers (eg. 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 (eg. 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 publications into one and only one of the following categories

	Number
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(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 an 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 or a short video (~2 minutes) (preferred).

Students' reaction to our micro modules and flipping classroom activities were encouraging. The flipping classroom activities were particularly well-received among the students, probably because their in-class role had shifted from passive 'Beijing Duck' to active knowledge 'hunters'. We summarized from our experience two kinds of incentives that could trigger students' pro-active learning. The first was, of course, marks that were awarded based on students' performance. It might be a good reminder that the flipping classroom points are better delivered in a fair, open and transparent way to the students. The second was how 'interesting' the flipping activities were - 'interesting' NOT to the teacher's point of view but to the students themselves. This required a lot of deep reflection when we were designing the activities: assigning adequate amount of preparation work to the students, simple and stepwise instructions that are web-based, incorporation of key concepts into the games, promoting a feeling of positive 'competition', higher order thinking that could be derived from inter-groups but also intra- group debate (example: arranging multiple stakeholders within one group, allowing 'challenging questions' from other group), good time-management to prevent overrun, a well-written debrief script that could bring out what students had learnt through the activities. Out-of-classroom chats with students and teaching assistants confirmed my observation that the students participated enthusiastically in flipping classroom activities and welcomed them. Without proper experimental design, however, we remain prudent towards these observations and suggest the Hawthorne Effect might play a small part as well. Micro-modules could be used as supplementary teaching materials for students to rehearse key concept before attending the flipping classroom.

In Europe and US, new teaching aid like mobile phone have been utilized for years to facilitate student-centered-learning in and out of classroom, but Hong Kong seems to have fallen behind in developing mobile-aided teaching. At this moment resources apparently focus on converting classroom lectures to online lectures or installing in-class 'Who Wants to Be a Millionaire' device. Future development may look at new pedagogy like infusing out of class room experience, such as fieldtrip, with mobile-assisted online resources.

Appendix I

Focus group interview guideline

1. Flipped classroom activity 1: Q&A game

- a. What do you think about the first flipped classroom activity?
- b. Can you suggest any improvements for the first flipped classroom activity?
- c. Which part in the first flipped classroom activity do you like most?
- d. Why do you like it?

2. Flipped classroom activity 2: Filed trip

- a. What do you think about the second flipped classroom activity?
- b. Can you suggest any improvements for the second flipped classroom activity?
- c. Which part in the second flipped classroom activity do you like most?
- d. Why do you like it?

3. Flipped classroom activity 3: The sim-city

- a. What do you think about the third flipped classroom activity?
- b. Can you suggest any improvements for the third flipped classroom activity?
- c. Which part in the third flipped classroom activity do you like most?
- d. Why do you like it?

4. Video 1

- a. What do you think about the first video clip?
- b. Can you suggest any improvements for the first video clip?

5. Video 2

- a. What do you think about the second video clip?
- b. Can you suggest any improvements for the second video clip?

Follow-up Questions

1. Does the use of in-class activities in this course (compared to a more traditional approach) cause you to feel more or less connected with other students?

- a) How often did you work with another student when completing tasks in the flipped classroom versus the traditional classroom?
- b) If you work with a peer, does this help you learn better than if you work on your own? Explain.

2. Does the use of in-class activities in this course (compared to a more traditional approach) cause you to feel more or less connected with the lecturers?
 - a) Did you interact with the teachers more or less when the classroom was flipped?
 - b) What did these interactions look like?
 - c) Do you feel you learn better when there is more time to interact with the teachers?

3. What did you like about the flipped classroom? Describe any aspects of the flipped classroom that helped you learn better than the traditional classroom format.

4. Did you pay closer attention during the lecture when the classroom was flipped, or did you pay closer attention during the lecture in the traditional setting? Explain.

5. What did you like about learning through the videos?
 - a) How did your understanding of the material in the flipped classroom compare to the traditional setting?

6. Do you think we should flip the classroom in the future? Why or why not?

7. How can the in-class activities be further improved?

8. How can the videos be further improved?

Appendix II Evaluation for In-class Activities

Please indicate how much you agree with the following statements about the classroom activities that have been conducted.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1. uReply is convenient to use.	⑤	④	③	②	①
2. The learning activities made me think more in the class than in regular lectures.	⑤	④	③	②	①
3. uReply triggered class discussion.	⑤	④	③	②	①
4. I would recommend the teacher keep using uReply in the future.	⑤	④	③	②	①
5. I prefer the flipped classroom to the traditional classroom format.	⑤	④	③	②	①
6. I spent more time interacting with classmates when the classroom was flipped.	⑤	④	③	②	①
7. I understood the lecture content better when the classroom was flipped.	⑤	④	③	②	①
8. I am able to focus better when the lecture is intermittent activities.	⑤	④	③	②	①
9. The videos played in the classroom helped me understand the important concepts in the course.	⑤	④	③	②	①
10. The videos played in the classroom stimulated my interest in learning.	⑤	④	③	②	①

Open-ended Questions

11. How can uReply be further improved?

12. How can the flipped classroom activities be further improved?

13. How can the videos be further improved?

14. In what other activities do you think uReply can be used for?

15. Which Flipped classroom activity do you like most? Can you please briefly explain/describe it?

16. Which element is the best use of flipped classroom activities in this course? Can you please briefly explain/describe it?
