

**THE CHINESE UNIVERSITY OF HONG KONG**

**Micro-Module Courseware Development Grant**

**Interim Report (March 2015)**

Report due 31 March 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: 31 March 2015

**1. Project objectives**

*Is the project on track to meet its objectives?*

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

Our project is on track to meet its objectives (see table below) and there is no change in the course of working on our project. We aim to develop three micro-modules in the project accompanied with our flipped/ blended classroom activities.

	<b>Micro Module</b>	<b>Format</b>	<b>Objective and Relation to the course</b>
1.	Sociological Imagination	Short lecture	<ul style="list-style-type: none"><li>• This MM helps students understand the concept and approach of “sociological imagination” and to use it to analyze the connection between individuals and society.</li><li>• 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</li></ul>

			and personal experiences and between “public issues” and “private troubles”.
2.	Laissez-faire economy	Short lecture	<ul style="list-style-type: none"> <li>• This MM enables students to understand the origin and concept of “laissez-faireism” and how this ideology impacts on government’s economic policies.</li> <li>• 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.</li> </ul>
3.	What is globalization?	Short lecture	<ul style="list-style-type: none"> <li>• This MM enables students to understand the concept of globalization as well as how globalization impacts on particular society.</li> <li>• 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.</li> </ul>

## 2. Progress on process, outcomes or deliverables

*What have been accomplished so far?*

*Have any obstacles been encountered and what are the remaining tasks to be finished?*

*Is the project still on time for completion (which includes preparation of the final report) on or before the grant expiry date?*

So far, our team has accomplished the following tasks:

### a. Micro-Module Development and Dissemination:

We have developed a beta version of our first two MMs (“Sociological Imagination” and “Laissez-faire Economy”). It has been disseminated to students in class. The web link of the

MMs (beta versions) have also been provided to the Ad Hoc MMCD Committee (see Section 4 below).

Students were shown the MMs during the class. They elaborated the newly acquired knowledge and expanded their understanding of the topics by participating in our face-to-face lecture, in-class tasks solving, group discussions, and simulation games, etc. Course instructors debriefed the students on the purpose of each activity and helped students to reflect on the connection between 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 (TechSmith Camtasia Studio) so as to create interactive and animated effects for our MMs. Our research assistant and student helper have proactively engaged with ITSC to conduct a workshop in using the casting software and in resolving technical problems arise from using the software.

#### c. Obstacle Encountered:

In light with our progress, we are confident that we can finish committed tasks before 31 August 2015. While we have already rolled out two MMs, due to the limited time allowed, however, the beta version of our third MM ("What is globalization?") has to be fully developed by 30 April 2015.

### 3. Evaluation Plan

*Have you altered your evaluation plans?*

*Does your evaluation indicate that you have achieved your objectives?*

Our evaluation plans will undergo as planned. These include student surveys, focus-group interviews, web-logs scrutiny and teachers' reflections. Most of these evaluation plans will be completed by 31 May 2015. A brief summary of these tasks and related schedule are listed as follows:

- a. Student surveys: a student survey will be designed to ask students to evaluate the MMs. We will also seek help from CLEAR to utilize the U-reply system to obtain students' opinions in class. *(To be completed by 30 April 2015)*
- b. Focus-group interviews: after the course, we will discuss with CLEAR how to evaluate the MMs and flipped/ blended classroom content through focus-group interviews. After getting advice from CLEAR, we will invite students to participate in

focus-group interviews. During these interviews, we will ask students to share their opinions about the MMs and the flipped/ blended classroom experiences as well as suggesting ways to improve them. *(To be completed by 30 April 2015)*

- c. Scrutiny of web logs: course instructors will scrutinize students' footprints after uploading video on Blackboard system. Statistics for each MM will be generated and they will be used for analyzing students' online learning behavior in relation to the flipped/ blended classroom pedagogy. *(To be completed by 31 May 2015)*
- d. Teachers' reflections: Teachers will write reflective journals during different stages of the development and operation of the MMs. These journals will be used to crosscheck the objectives of MMs with actual implementation of MMs. *(To be completed by 31 May 2015)*
- e. Final Report: Our team will submit a final report which details our experience in developing and disseminating the MMs, findings about students' feedback from our student surveys, focus-group interviews, and teachers' reflections. We will also recommend possible ways to further enhance students' e-learning experience in relation to classroom teaching based on our MMCDG project experience. *(To be completed by 31 August 2015)*

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

*Provide a listing of project outputs to date.*

Web link for developed MMs (Beta version):

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