

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Final Report (2016-17)

Report due 30 April 2018

Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure
mmcd@cuhk.edu.hk

PART I

Project title: Audio-visual materials for Intermediate Cantonese second language (id: 3210774)

Principal supervisor: Mr. CHANG, Kwun Hung

Co-supervisor(s): Ms. SHEN, Minyu

Department / Unit: Yale-China Chinese Language Centre

Project duration: From May 2017 to April 2018

Date report submitted: 30 April 2018

1. Project objectives

Experience of working on our MMCDG project has met our objectives that we proposed. Our objectives are clear and consistent to our teaching and learning. There is no need to change our fundamental objectives in the process of the experience of working on our project.

We have chance to work as a group with our fellow colleagues. We have created a share point on the OneDrive to put all our common resources, drafts, ideas and outputs together. Our production emphasizes that students need to understand basic sentence structure, pronunciation and meanings and turn into their own output. Preparation of classes is not simply watching our videos. Students start to learn new knowledge through reading aloud, imitation of teachers' pronunciation and conversation. We keep our conversation in the videos very short in order to retain their motivation and attention.

2. Process, outcomes or deliverables

With the use of **PowToon** and **Camtasia**, we produce short videos to introduce Cantonese sentence structure and provide additional oral skills practice to our students. We uploaded our videos on the **Vimeo** for easy access. Apart from producing learning videos, we have developed **Quizlet** exercises for students in order to promote self-learning with the use of mobile phones. Students are encouraged to search our course code from the **Quizlet** so that

they can access our exercises and do their preparation freely before and after the lectures. The output of our work offers extra learning experience to international/ exchange students who are taking Cantonese as their elective courses. Instead of imitating native speakers passively, students are required to take their initiative to submit their sound files telling us what they think. Our goal is to increase their ability to give immediate response to native speakers in Cantonese through listening and oral skills training.

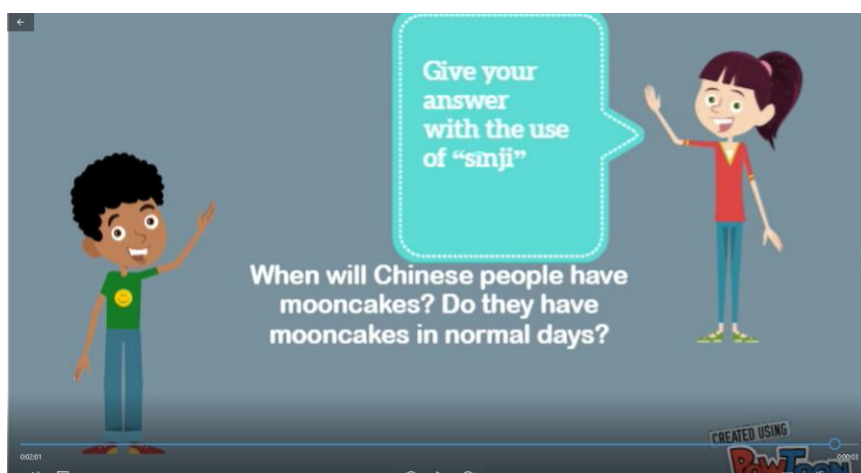
Here is a summary of the deliverables we have produced:

A. Accuracy module: With the use of **Camtasia**, we have offered 20 videos clips for CLCC1113 and another 20 video clips for CCAN2223. We have put all these video clips on the **Blackboard** so that they are freely accessible to our students who have enrolled into our courses.

B. Grammar points/vocabulary module: **Quizlet** is another category of deliverables in this project. We have create three sets of modules for CLCC1000, CLCC1113, and CLCC2213. Each set contains 10 chapters. **Quizlet** offers games and exercises, which are useful for preparation of quizzes and daily revision. They help our students to handle the meaning of grammar points and vocabulary with the use of their mobile phones.

C. Fluency module:

- i. We use another software called **Powtoon** to create another set of videos. Students watch these video clips to review what they have learned in grammar part. The next step is to ask them to give oral reports on what they have watched. We provide a context of conversation to students, such as asking some questions in Cantonese with the help of English prompts. After that students have to answer these questions in Cantonese. Another example is to set several post video questions and allow students to choose either one. The following day when they attend the class, teachers will check their performance in order to ensure that students have already prepared for classes.



- ii. The second kind of deliverables allows further interaction between students and

teachers on time. We have developed a set of classroom Q/A with **uReply** and have used **uReply GO** outside the classroom. In the classroom, Students bringing with their mobile phones have helped our teachers to understand their concerns and reactions immediately. While they are learning outside the classroom with the teachers, students find out the answers with their groupmates and teachers are able to trace where they have gone and check whether they have accomplished with the tasks successfully.

CANTONESE UREPLY



<http://ureply.mobi>

The screenshot displays the uReply mobile application interface. At the top, it shows the session title "Learning Cantonese Outside Classroom@Yuen Long/G364". Below this, there is a search bar and a list of action points (Question 1 to Question 5). The main content area features a map with a question overlay: "What are the opening hours of this ancestral hall at afternoon?" with four multiple-choice options (A, B, C, D). The correct answer is indicated as "3/C". On the right side, there is a sidebar with a table of student participation data.

Point Name	Action
Question 1	question
Question 2	question
Question 3	question
Information 1	content
Question 4	
Question 5	

Student Name	Student ID	score
CHANG KWUN HUNG	236384	0
Kana	008	0
S	007	0
Kim	002	0
Cathy	004	10
Ann	003	0

Ms. SHEN, Minyu (co-supervisor) helped the P.I. to take care of the whole project. Project leader and she have drafted the contents of deliverables (A-C mentioned above). Meanwhile, part-time teachers helped the P.I and co-supervisor to reduce the course workload so that the team could release more time on the production work of making videos, sound files and on-line quizzes.

This project has promoted the communication between teachers and students and interaction among students after we have opened these resources to our classes in since 2017 summer term. We designed our modules based on sentence structure and grammar points rather than

on lesson or chapter. This design is helpful because our textbooks and teaching plans keep changing all the time, however, these newly produced e-learning materials will continue to support our courses.

3. Evaluation Plan

In the last three semesters (summer 2017, fall 2017, and spring 2018), our evaluation relied on our observation of students' performance regarding their learning process. The focus of our observation relied on the following two aspects:

A. Use of vocabulary and application of sentence structure

Q1: Do students complete all the online quizzes when watching the movie clips on time?





Intermediate Cantonese for non-Chinese speakers

Post video assignment

Question paper

Quiz on simple directional compounds

1. 落去
2. 入嚟
3. 落嚟
4. 上去

1	<input type="checkbox"/>	
2	<input checked="" type="checkbox"/>	
3	<input checked="" type="checkbox"/>	
4	<input type="checkbox"/>	

Every week we offer one post video assignment on the class before starting the lecture. The assignment is simply comprised of five multiple choice questions. Some questions are attached with pictures and most questions require students to listen to what the teacher says and then choose the correct answers.

Q2: What kinds of difficulties do they have when attempting the tasks?

Students immediately realize that if they watched the video clips and digested the contents right before attending the classes, they would score higher marks on the assignment. Questions are usually straight-forward. Students with well preparation do not think that these tasks are difficult. For teachers, students' performance on the post-video assignments have served a very effective checkpoint on the teachings. Teachers are able to adjust the way of teaching based on the general performance of our students.

Q3: What are their feedback and comments?

They wish to have individual care and follow-up actions on every week after they realize that their post video assignments are unsatisfactory.

B. Listening and oral skills practice

Q1: How many times do students watch the videos and access the Quizlet?

Quizlet keeps track the number of attempts our students have done. Students were actively entering each chapter to do their revisions before the class quizzes. Besides, in order to get a higher grade in the post video assignments, students have stronger motivation to watch the videos during evenings before the lectures.

Q2: Are these resources helpful to improve their listening and oral competency?

Students reported that expressions related to daily life are most relevant to their study in Hong Kong. These expressions are categorized into different sets of vocabulary such as “adjectives to describe people”, “names of big cities in the world”, “common dishes in Hong Kong”.

Simple useful expressions for going to a barber shop
39個詞語 🏠 UPS-CPD
More adjectives to describe people
32個詞語 🏠 UPS-CPD
Simple useful expressions for telephone conversation
21個詞語 🏠 UPS-CPD
Names of big companies and banks
25個詞語 🏠 UPS-CPD
Names of big cities in the world
22個詞語 🏠 UPS-CPD
Names of big cities in China and Taiwan
26個詞語 🏠 UPS-CPD
Useful expressions for dining in restaurants in Hong Kong
38個詞語 🏠 UPS-CPD
Common dishes in Hong Kong
20個詞語 🏠 UPS-CPD
More dimsum

These findings are helpful to ongoing revision and future development of this project.

4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.

Websites of **Vimeo**, QR-codes linking to **uReply**, **uReply Go** and videos, and **Blackboard** with uploaded video clips are major platform to disseminate our production.



QR code linking to **uReply** Q/A



QR code linking to **uReply** Go



QR code linking to our edited video that introduces a “walled village” in Yuen Long

The screenshot shows a Vimeo video player interface. The video content features a large, ornate yellow lantern with red and green patterns, hanging in front of a wooden structure. A red banner with Chinese characters is visible in the background. The video player includes a progress bar at the bottom, showing a duration of 00:14. Below the video, the title "Anthony Bourdain No Reservations(Yuen Long).mp4" is displayed. To the right, there is a "Related Videos" section with a toggle for "Autoplay next video" and a thumbnail for a video by Anthony Bourdain and Chang Jonathan.

The screenshot displays a Blackboard course interface. On the left is a dark sidebar with navigation options: Email, Announcements, Notifications, My Grades, Tools, Course Management, Control Panel, Content Collection, Course Tools, Evaluation, Grade Center, Users and Groups, Customization, Packages and Utilities, and Help. The main content area features a video player with the title "Subject + Adjective. Basic sentence structure in Cantonese". Below the video player is a download link: "Download video file: clcc1113.L1.Sub + Adj.mp4". Below the video player is a section titled "Self Study 2.1: Subject + Verb + Object (Lesson 2)". This section contains the following text:

S + V + O (Examples)

- 佢 係 中國人。
Kéuih haih Jünggwok yàhn.
(He/she is Chinese.)
- 我 睇 英文書。
Ngóh tái Yíngmáhn syü.
(I read English books.)
- 瑪麗 要 筆。
Máhlaih yiu bāt.
(Mary needs pen.)

Self study video clips are put on the course Blackboard.

We have transferred most of our deliverables to our major e-learning resources supporting our learning and teaching in both credit bearing courses and non-credit bearings courses for non-Chinese Cantonese learners. These courses include CLCC1113, CLCC1123, CLCC2213, CLCC1000. These resources are further extended to other related disciplines such as Cantonese Evening Workshops and outdoor Cantonese learning activities hosted by our teachers at the College level.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 83,396.00
Funds secured from other sources (please specify _____)	\$ _____
Total:	\$ 83,396.00

Expenditure:

Item	Budget as per application	Expenditure	Balance
Materials production cost: One course of teaching relief substituted by part-time instructor; Materials editing and other coordination	82,000.00	52,245.00 <i>(as at 31 March 2018)</i>	29,755 <i>(as at 31 March 2018)</i>
Computer software and maintenance (Camtasia Studio 8 for Education)	1,396.00	3,354.00	(1,958)
Total:	83,396.00	55,599.00 <i>(as at 31 March 2018)</i>	27,797 <i>(as at 31 March 2018)</i>

PART III

Lessons learnt from the project

One of the key success factors in this project is that students are able to learn in a different pace. With audio-visual materials outside classroom, they can have class preview or review easily with clear input. Teachers are able to check and trace their learning pace easily.

Secondly, we conduct post-video quizzes on the class to ensure our students to do their preparation assignments before coming to the class. Preparation assignments are on-line exercises that have already been posted on the course **Blackboard**, the LMS that is currently available to our students. However, many students ignore those assignments until the last minute right before examinations. In order to discourage this practice, new video clips with embedded online quizzes will help us to guide our students to strictly observe their weekly schedule.

We encountered two difficulties during the early stage of production.

1. We have no prior knowledge in **Camtasia**. Student helpers that we had contacted had no knowledge in **Camtasia** too. (Remedial action: seeking advice and assistance from ELITE and our teachers received training on using **Camtasia**. Thanks to ELITE for her facilities and helpful staff.)
2. Our plan was to employ some student helpers who would help us to create cartoons and animations. Unfortunately they were so unreliable. It seems that they were too busy during the summer break. (Remedial action: through a process of course load reduction, P.I. and co-supervisor had released some teaching time so that they could concentrate on the production by themselves. Original teaching workload had been substituted by part-time instructors.)





chēuntin 春天	N: spring	☆ 🔊
chēun 春	N/BF: spring	☆ 🔊
hahtin 夏天	N: summer	☆ 🔊
hah 夏	N/BF: summer	☆ 🔊
chāutin 秋天	N: autumn	☆ 🔊
chāu 秋	N/BF: autumn	☆ 🔊
dūngtin 冬天	N: winter	☆ 🔊
dūng 冬	N/BF: winter	☆ 🔊
chiuhsāp/sāp 潮湿/濕	Adj: humid, wet	☆ 🔊

The use of **Camtasia**, **Powtoon** and **Quizlet** is far more simple than we imagined. We have learnt a lot in the past one year. We have confidence that having these valuable resources, our team will continue our course development related to flipped classroom.

PART IV

Information for public access

1. Keywords

The following four keywords are the most relevant components to our project. They are highlighted in bolded colour throughout this report.

Keyword 1: post-video assignments

Keyword 2: language tasks

Keyword 3: Blackboard and online exercises

Keyword 4: uReply and Quizlet

2. Summary

Table 1: Publicly accessible online resources (if any)

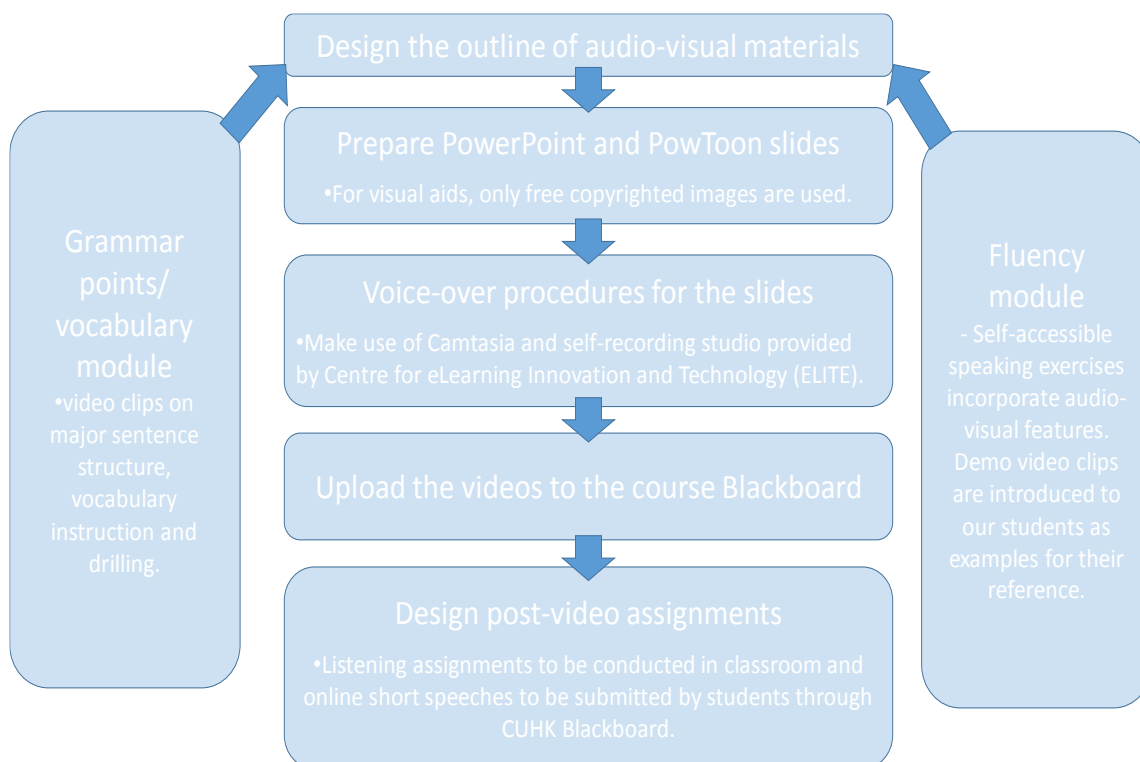
(a) **Project website:**

(b) **Webpage(s):**

(c) **Tools / Services:**

An online tool “CLCC2213” are opened to the public through Quizlet.

(d) **Pedagogical Uses:**



(c) **Others (please specify):**

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

Resources produced are accessible to our students who have enrolled into the following courses. CLCC1113, CLCC1123, and CLCC2223 are 3 credit courses, while CLCC1000 is a non-credit bearing course.

<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
CLCC1113	Summer term 2016-17 Fall term 2017-18; Spring term 2017-18	150	Blackboard; Quizlet
CLCC1123	Fall term 2017-18; Spring term 2017-18	60	Blackboard; Quizlet
CLCC2213	Spring term 2017-18	22	Blackboard; Quizlet
CLCC1000	Summer term 2016-17 Fall term 2017-18; Spring term 2017-18	180	Quizlet

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)	
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	#82
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	
(e) In international conference	
(f) Others (please specify)	

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	

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

3. A one-page brief write up

With the use of **Powtoon** and **Camtasia**, in this project we have produced short video clips to introduce Cantonese sentence structure and provide additional opportunities of oral skills practice to non-Chinese students. On the one hand some animations or cartoons are uploaded on the **Vimeo** and the **Blackboard** for easy access. On the other hand, we have created a self-study tool on the **Quizlet** so that our students can do revisions at any time with their mobile phones. We have developed Quizlet exercises for students in order to take care of their different paces of learning and different levels of Chinese proficiency. Students are encouraged to attempt our exercises and make the best use of our resources to complete their tasks before and after the lectures.

Finally, in order to evaluate the effectiveness of our new teaching materials, we require our students to complete ‘post video assignments’ after watching our videos. The output of our work offers extra learning experience to international/ exchange students who are taking Cantonese as their elective courses. Instead of imitating native speakers passively, students are required to take their initiative to ask questions. Our goal is to increase their ability to give immediate response to native speakers in Cantonese through listening and oral skills training.

Thanks to the support of CLEAR and their support throughout the academic year in 2017 and 2018. With the funds received from MMCD, we are able to spend more time other time classroom teachings. Finally we have developed some extra resources for our non-Chinese students who are taking our Cantonese courses in CUHK. This courseware has not only helped them to learn Cantonese in a more interesting way, but has also helped our non-Chinese students to adapt into the study and living environment in Hong Kong. The date of 30 April 2018 marks the end of this project officially. However, with these resources, we will definitely carry on our future development of courseware related to flipped classroom with a view to creating a better learning environment in future.

(A sample of our video is attached in the e-mail.)