

The course *Post-Tonal Music Analysis* has in the past been delivered through lectures supplemented by reading, listening, and written assignments. Students acquire knowledge about music-theoretical notions, analytical techniques, and a repertory of music compositions unfamiliar to them. Having applied what they learnt and conducted music analyses, they receive feedback that helps them to consolidate their knowledge.

The introduction of micro-modules this semester has enabled students to acquire knowledge of selected music-theoretical and analytical topics before class meetings, and apply their knowledge in class rather than on their own. This greatly enhanced interaction, and I can provide guidance and feedback to students in a more timely fashion. Students whose previous musical training are relatively weak or in Chinese rather than Western music benefitted most. The videos guide them to explore and understand unfamiliar concepts step-by-step in a highly systematic fashion and at paces that are best suited to them.

A set of six videos on post-tonal music theory analysis has been produced, with topics that range from mirror inversion in set theory, the all-important (014) motive, the octatonic collection, and the hexatonic collection. The videos, given their multi-media nature, excel in the illustration of concepts that draw heavily on numbers, graphics, and sounds. Chinese subtitles have been added to all except the two videos that tackle the topic of “mirror inversion”. I have shared the videos furnished with Chinese subtitles with colleagues at the Shanghai Conservatory of Music and the Central Conservatory Beijing. Their feedback is encouraging and collaboration along these lines may come to fruition in the near future.