

This project develops seven micro-modules to facilitate students' self-learning of key concepts relating to PRD development. All the modules are created with the Storyline software. It includes visual graphics, animation presentation, narration and interactive games. These micro-modules will take the form of matching game (Module 1), animated trips (Modules 2 to 4) and short lectures (Module 5 to 7) to suit different levels of difficulties of the course contents. Each module is about 15 to 20 minutes. They will be integrated into the teaching schedule so as to enhance students' learning experiences.

Module 1 introduces three geographical concepts of the PRD, Greater PRD and Pan-PRD and their constituent jurisdictions. Modules 2 to 4 take the form of animated trips to nine PRD cities (Guangzhou-Foshan-Zhaoqing circle in Module 2; Zhuhai-Zhongshan-Jiangmen circle in Module 3 and Shenzhen-Dongguan-Huizhou circle in Module 4) which equip students with fundamental knowledge on the differences between the nine PRD cities in geographical, socio-economic, political and cultural terms. The first four modules forms a solid foundation to appreciate the regional backdrop of Hong Kong's development and its competition and cooperation with the PRD. Modules 5 to 7 covers important concepts that are relevant to the study of the PRD region such as migration, air freedom and intergovernmental cooperation. An interactive test or game is included at the end of the micro-modules to guide the learning process.

Flipped classroom teaching was experimented with the introduction of the micro-modules. Students were asked to watch the module, understand key theories/concepts, while engaging in empirical discussion in the classroom under the guidance of teachers. In the evaluation, students described their e-learning experiences as "interesting", "informative" and "useful". They agreed that e-learning materials have provided them with basic understanding of the subject. Moreover, students considered that e-learning materials were comprehensive which made the course interesting.

In sum, simultaneous application of e-learning materials and lecture discussions have motivated students to learn in an interactive way. . In the coming academic year, we will incorporate the e-learning component into the course assessment scheme. If student feedbacks are positive, we will extend this e-learning experience to other courses in our Department.