

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: Developing Flipped Materials for GLSD 1001

Principal supervisor: Letty Yan Yee Kwan

Co-supervisor(s)

Department / Unit: Psychology

Project duration: From May 2017 to April 2018

Date report submitted: April 7, 2018

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?

2. Process, outcomes or deliverables

Please specify the number of micro modules produced, and the course(s) (with course codes and titles) that have used the micro modules in Part IV, and provide more detailed descriptions here. Must specify duration of each micro-modules (in terms of students online contact hours), total duration time of all deliverables and style. (With reference to the "Summary of video presentation styles" developed by CLEAR)

Has the nature of the deliverables been changed?

Have you adjusted your timeline?

Overall, was the project completed satisfactorily?

There are many documented success of flipped classrooms, students are found to be more engaged and motivated to learn, leading to better overall performance and well-being. Using the current MMCD grant, I seek to develop 15 to 18 micro-modules to support the flipped classroom for GLSD 1001, a foundation course for all Global Studies 4 year program students. The learning mode for this course will be flipped, students will view class lectures, and relevant supplementary videos at home before class, and they will participate in guided exercises and discussions in the class.

From my own teaching experiences and some of the preliminary data I acquired from MOOC videos, I found students often lack motivation to complete video learning outside of class. Hence, improving students' motivation to view the videos becomes a core goal in the development of these micro-modules. In order to do so, I integrate theories with real-life examples that are relevant to the students. The videos are designed to be short, concise, and garnish with simple animation throughout. Aside from theories, I also interview academic and practitioner, which provide different perspectives to the topic in both local and global context.

In short, the objective for this grant is to develop 3 weeks (15 videos) of out of class materials for the course GLSD 1001. We have exceeded or expectation and produced a total of 19 videos for the course GLSD 1001. The detail list of the videos is documented below:

Week	Segments	Segment Titles	Durartion (in mins)
<u>Lecture videos (professor appear on screen, simple animations, info-graphics)</u>			
Culture			
	Seg 1	Introduction	1.13
	Seg 2	What is Culture Material Culture	2.1
	Seg 3	What is culture: Social Culture	3.41
	Seg 4	What is culture: Subjective culture	3.57
	Seg 5	Characteristics of culture	2.19
Environment			
	Seg 1	Introduction	2.15
	Seg 2	Deforestation	4.06
	Seg 3	Ozone Depletion	1.59
	Seg 4	Supplementary materials	1.01
	Seg 5	Psychological perspective of car driving	4:39
Human			
Rights			
	Seg1	Introduction	0.46
	Seg 2	Historical events	2.07
	Seg 3	Magna Carta	2.1
	Seg 4	United nations	2.27
	Seg 5	Human Rights	4.01
	Seg 6	Conclusion	2.23
<u>Interviews</u>			
	Professor	Film and Culture	Professor, 12.16

Fu Pok Shek		University of Illinois, Urbana Champaign	
Ms Melanie Leung	Administration and Operations of Senior CID		16.58
<u>Field Shooting</u>			
	Dorm life videos		4.39
			63.4775

3. Evaluation Plan

Have you altered your evaluation plans?

Standardized CTE scores are being used to evaluate the course. Instructor provided additional course evaluation during mid-term and end of term for review purposes.

What monitoring data did you collect?

Aside from informal feedbacks and standardized CTE evaluation, I did not collect any feedback for this course.

Does your evaluation indicate that you have achieved your objectives?

Yes, in general students found the videos engaging, the development of the in-class exercises and discussions can be improved.

4. Dissemination, diffusion and impact

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

Please provide examples of diffusion: how the project results/process/outcomes/deliverables have been used in your unit and other parts of CUHK or other institutions?

Please provide examples of impact: how the project results (micro modules) can be adapted to other disciplines.

Part of the videos has been used in 2017 GLSD 1001 course, they were disseminated through the new Panopto system currently integrated in Blackboard. Once the course is fully developed, the outcomes and experiences can be shared with colleagues. In the future, concrete evaluation that is used specifically for flipped classroom should be developed to have a more accurate assessment of the course.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 90000
Funds secured from other sources (please specify _____)	\$ _____
Total:	\$ 90000

Expenditure:

Item	Budget as per application	Expenditure	Balance
Hardware for video development	25000	25000	0
Manpower	59400	20000	39400
Stationaries and misc.	5600	5000	600
Total:			40000

PART III

Lessons learnt from the project

Please describe your way forward.

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

- *Key success factors, if any*
- *Difficulties encountered and remedial actions taken, if any*
- *The role of other units in providing support, if any*
- *Suggestions to CUHK, if any*
 - *Example: what should be done differently?*

Designing modules for flipped classroom is an arduous journey. Managing the time to produce the number of videos needed for the flipped classroom is the main hurdle for myself. Workshops that contain specific trainings on how to do storyboarding, basic interview skills, basic production knowledge will be useful for teachers who are developing flipped classroom to understand the potentials as well as the limitations of their flipped classroom projects. The grant should allow extension to provide some flexibilities on continuous development.

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.

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In total, I have produced 19 clips covering the contents for 3 weeks of the curriculum.

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: e-learning
 Keyword 3: video learning
 Keyword 4: activity based

(Least relevant) Keyword 5: online learning

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)
<p>(a) Project website:</p> <p><i>If a publicly accessible project website has been constructed, please provide the URL.</i></p>
<p>(b) Webpage(s):</p> <p><i>If information of your project is summarized in a webpage (say a page in the department's or faculty's website), please provide the URL(s) here.</i></p>
<p>(c) Tools / Services:</p> <p><i>If you have used any tools or services for the project, please provide names of the tools or services in here.</i></p>
<p>(d) Pedagogical Uses:</p> <p><i>If any flipped classroom activities have been conducted, please provide information in here. If relevant, please indicate how your project output can be used to support flipped classroom activities.</i></p> <p>The videos produced is to support the flipped classroom for GLSD 1001, a foundation course for Global Studies 4-year program. The learning mode for this course will be flipped, students will view class lectures, and relevant supplementary videos at home before class, and they will participate in guided exercises and discussions in class.</p>
<p>(c) Others (please specify):</p>

Table 2: Resources accessible to a target group of students (if any)			
<i>If resources (e.g. software) have been developed for a target group of students (e.g. in a course, in a department) to gain access through specific platforms (e.g. Blackboard, facebook), please specify.</i>			
<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
<i>Eg1. DEPTXXXX</i>	<i>1st term 2015</i>	<i>50</i>	<i>Blackboard</i>
<i>Eg2: Dept of xxx</i>	<i>All 1st year students</i>	<i>40</i>	<i>facebook</i>
Table 3: Presentation (if any)			

<i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i>	Number
(a) In workshop/retreat within your unit (e.g. department, faculty)	<i>Please insert no</i>
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	<i>Please insert no</i>
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	<i>Please insert no</i>
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	<i>Please insert no</i>
(e) In international conference	<i>Please insert no</i>
(f) Others (please specify)	<i>Please insert no</i>

Table 4: Publication (if any)	
<i>Please classify each piece of publication into one and only one of the following categories</i>	Number
(a) Project CD/DVD	<i>Please insert no</i>
(b) Project leaflet	<i>Please insert no</i>
(c) Project booklet	<i>Please insert no</i>
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	<i>Please insert no</i>
(e) Conference proceeding	<i>Please insert no</i>
(f) A chapter in a book accessible internationally	<i>Please insert no</i>
(g) A paper in a referred journal	<i>Please insert no</i>
(h) Others (please specify)	<i>Please insert no</i>

3. A one-page brief write up

Please provide a one-page brief write-up of no more than 500 words and a short video.

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In short, the micro-module videos helped facilitate learning and the development of flipped classroom. Once the development of this course went into fruition, the contents and the experiences can be shared with colleagues that are interested in flipped classroom development. Evaluation that are catered to flipped classroom / video learning should be develop to facilitate the assessment for flipped classroom learning.