

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Final Report (2016-17)

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

PART I

Project title: Learning through Serving

Principal supervisor: Professor Ann Huss

Department / Unit: Morningside College

Project duration: From May 2017 to April 2018

Date report submitted: 1 May 2018

1. Project objectives

The Learning through Service project has met its objectives, i.e. to create two (2) micro-modules with an aim to fortify and streamline the delivery of the College capstone service learning course (GEMC3001). The objectives remained constant throughout the MMCDG project.

2. Process, outcomes or deliverables

Two (2) micro-modules (MM) were produced for GEMC3001 (Service Learning/Civic Engagement):

The first MM was designed to be viewed before a service learning project proposal is submitted. The student/viewer travels through the fictional town of Greenberg and stops at charity-based, project-based, and advocacy-based organizations to learn about the type of service each provides. At each organization, the student is introduced to employees, volunteers, and service recipients. A narrator reappears in the micro-module to break down key concepts. The dialogue-driven learning experience humanizes characters and allows for the user to place him/herself within the context presented and think about which organization would best fit his/her interest and skills. Activities are completed by the user to reinforce critical thinking and increase user understanding of the scope of missions, motivations, and goals of different service organizations.

The second MM (MM2) is viewed after the service learning project has been completed. It helps students think critically about the service learning experience so that they are prepared to discuss their experience in an academic context. Students progress through a series of

exercises culminating in the production of a project poster. Once students complete the poster, they use it in tutorial to prompt discussion around key areas of reflection.

Each section in the MM2 includes a longer activity that requires students to directly relate their experience to academic theory presented by the narrator. The user's service learning project provides a framework to draw more connections to, and better understand, academic theory. Simple interactive elements animate academic concepts and reinforce student understanding. MM2 ties back to lessons learned in Morningside's first College General Education course, GEMC1001 (Current Dilemmas and Their Histories), by reintroducing students to philosophical frameworks within the context of service-learning. Through these activities, students are prompted to think about the motivations of service broadly, as well as their own motivations for service. Self-paced instruction allows users to pause or go backward in the lesson.

Each student spends a minimum of two (2) online contact hours completing the MMs. The nature of the deliverables remained the same throughout the project. We did not adjust the timeline. Overall, the project was completed satisfactorily.

3. Evaluation Plan

Our evaluation plan includes:

- Pre-service and post-service student questionnaires (qualitative, anonymous)
- Focus group conversations
- Scrutiny of web logs
- Teacher's written evaluations of student work (including comparison with similar work from 2016/2017)

Preliminary evaluation suggests that we are achieving our objectives, but we will have to continue to monitor and evaluate feedback during 2018/19 and 2019/20 before any grand conclusions can be made. Student comments have been positive, e.g.:

- “This allowed me to better identify myself as a volunteer in the hospice that I served, and better realize my responsibilities and the potential of my service.”
- “Before doing the micro-module, I could not clearly picture how I can analyse my service trip experience in a concrete form. However, [the] micro-module visually guided me to analyse the problem in a way that I never really thought of before.”
- “It informed me of many things that I hadn't thought about before, for example, the potential paternalism in our service. It was very thought provoking.”

4. Dissemination, diffusion and impact

The MMs were made available to all Morningside students enrolled in GEMC3001 via the Blackboard platform. The project was presented at the Teaching and Learning Innovation Expo 2017.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 68,000
Funds secured from other sources* (please specify _____)	\$ NA

Total: \$ 68,000

**All related CUHK staff costs were absorbed by the College.*

Expenditure:

Item	Budget as per application	Expenditure	Balance
MM1 design implementation	34,000	34,000	0
MM2 design implementation	34,000	34,000	0
Total:	68,000	68,000	0

PART III

Lessons learnt from the project

Introduction of MMs allowed instructors to prioritize critical discussion over content review during tutorials/small group meetings. MMs also contributed to the increased preparedness of students in regards to their critical understanding of service learning, allowing for more in-depth comparison across student experiences.

The MMs had strong student participation and received positive feedback. Improvements under consideration include:

- More precise data collection to measure MM impact
- Editing of certain MM activities to improve user experience
- Revision based on student feedback

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.

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: service learning

Keyword 2: root causes

Keyword 3: ethics

Keyword 4: poster

(Least relevant) Keyword 5: avatar

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)
(a) Project website: <i>NA</i>
(b) Webpage(s): <i>NA</i>
(c) Tools / Services: <i>Articulate 360 software</i>
(d) Pedagogical Uses: <i>Poster from the second MM is used as a course companion for tutorial instructors, and prompts discussion and reflection on the service-learning experiences of students. Students are introduced to academic concepts in the MMs. This prioritizes critical discussion over content review in tutorial (=semi-flipped classroom experience).</i>
(c) Others (please specify):

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

<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
<i>GEMC3001</i>	<i>T1, T2 and Summer</i>	<i>75</i>	<i>Blackboard</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>1 presentation given to GE Committee</i>
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	<i>NA</i>
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	<i>1 Poster/Presentation Dec 2017</i>
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	<i>NA</i>
(e) In international conference	<i>NA</i>
(f) Others (please specify)	<i>NA</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>NA</i>
(b) Project leaflet	<i>NA</i>
(c) Project booklet	<i>NA</i>
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	<i>NA</i>
(e) Conference proceeding	<i>NA</i>
(f) A chapter in a book accessible internationally	<i>NA</i>
(g) A paper in a referred journal	<i>NA</i>
(h) Others (please specify)	<i>NA</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.

In Term 1 (2017/18), Morningside College introduced a two-part interactive self-paced micro-module unit in the College's capstone course, GEMC3001 (Service Learning/Civic Engagement). The first micro-module is designed to be viewed before a service learning project proposal is submitted. The student travels through the fictional town of Greenberg and stops at charity-based, project-based, and advocacy-based organizations to learn about the type of service each provides. This second micro-module is viewed after the service learning project has been completed. It helps students think critically about the service learning experience so they are prepared to discuss their experience in an academic context. Students are led through a series of exercises culminating in the production of a project poster. Once students complete the poster, they use it in tutorial to prompt discussion around key areas of reflection. The micro-modules were designed by the Morningside College General Education (MCGE) team and produced using Articulate E-learning software. Production was supported by a courseware development grant. The MCGE team is grateful to the Subcommittee on Education Technologies of the IT Governance Committee, The Chinese University of Hong Kong, for its generous support.