**THE CHINESE UNIVERSITY OF HONG KONG**

**Micro-Module Courseware Development Grant**

**Scheme 1: Basic Scheme**

**<u>Final Report (2017-18)</u>**

Report due 31 October 2018
Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure <u>mmcd@cuhk.edu.hk</u>

<u>PART I</u>

Project title:    Developing a Flipped Classroom Approach to Fundamentals of Tonal Music
Principal supervisor:   Chan Kai Young
Co-supervisor(s)
Department / Unit: Department of Music
Project duration:        From December 2017 to October 2018
Date report submitted: 31 Oct 2018

**1. Project objectives**
Taking the format of self-learning videos, notes, and review assignments, this project aims to consolidate students' understanding of the compositional convention and analytical techniques, which lay the foundation for numerous higher-level courses. The objectives set up at the beginning of the project have all been successfully met.

**2. Process, outcomes or deliverables**
For Fundamental of Tonal Music II (MUSC 1222), a set of three micro-modules covering the three proposed topics: voice-leading convention, non-harmonic tones, and second inversion chords are produced. These areas are chosen because weaker students tend to consistently make mistakes in these areas, even after taking three or more courses in the music theory and analysis sequence. These modules are also currently re-used in Material and Structure of Music MUSC 2252 to consolidate the foundations of weaker students and allow them to review the essential knowledge.

The videos are all produced in style of a *presentation and demonstration with voice-over*. The details are listed as follows:

| Micromodule | Duration |
|---|---|
| **1. Second Inversion Triads** | **16:35** |
| Part I: Introduction and Cadential Six-Four | 5:41 |
| Part II: Passing, Embellishing and Arpeggio Six-four | 5:07 |
| Part III: Music Examples | 5:47 |
| **2. Voice-leading Convention** | **33:08** |
| Part I: Voice Independence | 10:27 |
| Part IIa: Tendency Tones and Doubling | 10:24 |
| Part IIb: Tendency Tones and Doubling (exercise) | 5:30 |
| Part III: Idiom | 6:47 |
| **3. Non-harmonic Tones** | **26:06** |
| Part I: Passing Tone, Neighboring Tone, Escape Tone, Double Neighbor | 8:09 |
| Part II: Suspension | 13:37 |
| Part III: Appoggiatura, Anticipation, Pedal Tone | 4:20 |
| **Total Online Contact Hour** | **75:49** |

Considering the positive evaluation results and the remarkable improvements in the student's work in comparison to the work produced in the same course in the last academic year, the project is completed most satisfactorily.

### 3. Evaluation Plan

The evaluation plan has been carried out as scheduled. There was a mid-term evaluation after the first micromodule was released; student comments in the mid-term evaluation are taken into consideration when the instructor produced the second and third micromodules. An end of term evaluation is also carried to solicit feedback and reviews for the whole set of micromodule. Both qualitative comments and quantitative data, namely the rating of various aspects of the modules are collected through surveys.

The evaluations have been overwhelmingly positive (with an overall rating well over 4/5), and it is a good indication that the objectives are achieved. Qualitative and numerical data are available upon request.

### 4. Dissemination, diffusion and impact

The micro-modules are uploaded as unlisted YouTube videos and posted to Blackboard. They are also included as QR-Code in assignments when relevant concepts will be involved. Currently in the 2018-19 academic year, the developed modules are not only used in the initially proposed course Fundamental of Tonal Music II (MUSC 1222), but also in a relevant course Materials and Structure of Music (MUSC 2252). It is anticipated that the modules from this project could also play an important role in the later phases of Fundamental of Tonal Music I (MUSC 1212), as well as continue to serve a consolidating tool for

higher-level courses such as Advanced Harmonic Practice (MUSC 2262).

*Impact*

Other disciplines can potentially draw inspiration from this project in two ways: Firstly, it uses the flipped classroom approach in introducing fundamental discipline knowledge, at the same time allowing students to have hands-on experience in putting theoretical knowledge into practice.   Secondly, as a set of music-focused module heavily loaded with different audio examples, the module offers an example of integrating audio playback into a video; the overall presentation style might also be useful to disciplines in which illustration with audio examples plays a prominent role in pedagogy, such as linguistics, cognitive science, if not the medical and social sciences.

PART II

Financial data

Funds available:

| | | |
|---|---|---|
| Funds awarded from MMCDG | $ | 89880 |
| Funds secured from other sources (please specify_____) | $ | 0 |
| Total: | $ | 89880 |

Expenditure:

| Item | Budget as per application | Expenditure | Balance |
|---|---|---|---|
| Research Assistant (part-time) | 83,200 | -84,500 | -1300 |
| Computer software for professional music notation | 4,680 | -3,580 | 1100 |
| 88-Key MIDI controller for music data input | 2,000 | -1,800 | 200 |
| Total: | 89,880 | -89,880 | 0 |

PART III

Lessons learnt from the project

Factors for success

  When developing the flipped classroom approach, a key issue for me to address is how I can motivate the students to thoroughly review the materials before working on the specially designed assignments on their own. I have taken this into consideration when designing the assignment, which contributed greatly to the success of the project: for a

portion of the assignment, answers can directly be found in the videos – and this is announced to the class either in-class or in the assignment. This has served as a strong motivating factor for my students to go through the videos carefully. The rest of the assignment will rely on knowledge acquired through the understanding the examples.

It is found that students who have gone through the micro-modules made much fewer mistakes in the assignment, when compared to the work by the class of students from the previous academic year who did not have these micro-modules integrated into the course.

Obstacles

Obstacles have been minimal in the project, as it has been carefully planned out and executed within the designed timeline. To address students' suggestion to include more music examples and an additional topic on common errors in non-harmonic tones, an additional video for micromodule no. 3 was produced to meet their needs. Mid-term evaluation and constant informal feedback from students are both instrumental to the success of this project.

Some students reviewed that they would like to see improvements in the sound quality of the speech in the videos, which has been addressed in the later modules using software editing. In the future, professional voice-recording editing software ought to be purchased for a higher standard of noise removal.


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: Flipped-classroom

Keyword 2: Audio example

Keyword 3: Demonstration

Keyword 4: Self-corrected exercise

(Least relevant)      Keyword 5: Voice-over

**2. Summary**

*Please provide information, if any, in the following tables, <u>and provide the details in Part I</u>.*

| Table 1: Publicly accessible online resources (if any) |
|---|
| (a) **Project website:**<br><br>1. Second Inversion Triads:<br>https://www.youtube.com/watch?v=BfbFE-QOVi4&list=PLMFcSvUrEqQJ3rQ8pPozCGNN82-ibtxrn<br><br>2. Voice-leading Convention:<br>https://www.youtube.com/playlist?list=PLMFcSvUrEqQInDb8o4ttquxhid2lpNJ43<br><br>3. Non-harmonic Tones:<br>https://www.youtube.com/watch?v=zTjTjMBTZFk&list=PLMFcSvUrEqQJs5LuWg4tVRC2BV9xYyk9R |
| (b) **Webpage(s): N/A** |
| (c) **Tools / Services: N/A** |
| (d) **Pedagogical Uses:**<br><br>The micro-modules are first used in Fundamental of Tonal Music II (MUSC1222) in a flipped classroom approach. Through the micro-modules, students acquired fundamental music theory knowledge at their own pace before coming to group sharing of work in class meetings. will then complete an assignment, a music writing exercise, which will be shared with the class in small group sessions for critical feedback from peers and the instructor. The benefits are multifold: (1) all students were able to fill in the gap of this prerequisite knowledge and study the materials at their own pace. (2) Class time can be dedicated to group discussion of work produced by the students, giving individual attention to each of the work and allowing the more able students to share their know-how with their counterpart. This project has consolidated students' understanding of the compositional convention and analytical techniques, which lay the foundation for numerous higher-level courses.<br><br>In summary, each of the three micro-modules follows the structure of:<br>(1) understanding the theoretical example;<br>(2) analyzing real music with theory;<br>(3) listening and understanding music examples from the repertoire;<br>(4) in-class discussion of written music assignment. |
| (c) **Others (please specify):** |

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

*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.*

| Course Code/ Target Students | Term & Year of offering | Approximate No. of students | Platform |
| :---: | :---: | :---: | :---: |
| MUSC1222 | All 1st year students | 40~50 | Blackboard |
| MUSC1212 | All 1st year students | 40~50 | Blackboard |
| MUSC2252 | All 2nd year students | 40~50 | Blackboard |

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

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

| (h) Others (please specify) | *N/A* |
| --- | --- |

### 3. A one-page brief write up

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The three micro-modules are all produced in the presentation and demonstration with voice-over style. The total online contact hour is approximately 75 minutes. The micro-modules are first used in the course in a flipped classroom approach. Through the modules, students can acquire fundamental music theory before coming to group sharing of work in class meetings. They will then complete an assignment, a music writing exercise, which will be shared with the class for critical feedback from peers and the instructor. There are several benefits to this. Firstly, the students are now able to fill in the gap of the prerequisite knowledge and study the materials at their own pace. Secondly, valuable class time can now be dedicated to group discussion of work produced by the students, giving individual attention to each of the work and allowing the more able students to share their know-how with their counterpart.

### 3. Evaluation
The evaluation plan has been carried out as scheduled. There was a mid-term evaluation and an end of term evaluation. Both qualitative comments and quantitative data, namely the rating of various aspects of the modules are collected through surveys. The evaluations have been very positive (with an overall rating well over 4/5), and it is a good indication that the objectives are achieved.

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course Materials and Structure of Music (MUSC 2252). It is anticipated that the modules from this project could also play an important role in other music major courses.

Other disciplines can potentially draw inspiration from this project in two ways: Firstly, it uses the flipped classroom approach in introducing fundamental discipline knowledge, at the same time allowing students to have hands-on experience in putting theoretical knowledge into practice. Secondly, as a set of modules that are heavily loaded with audio examples, this project offers an example of how audio playback can be integrated into a video; the overall presentation style might also be useful to disciplines in which illustration with audio examples plays a prominent role in pedagogy, such as linguistics, cognitive science, if not the medical and social sciences.