

**THE CHINESE UNIVERSITY OF HONG KONG**

**Micro-Module Courseware Development Grant**

**Scheme 1: Basic Scheme**

**Final Report (2017-18)**

Report due 31 October 2018

Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure  
[mmcd@cuhk.edu.hk](mailto:mmcd@cuhk.edu.hk)

**PART I**

Project title:

Micro-Modules on Curriculum Planning in Physical Education for Pre-Service Teachers

Principal supervisor:

Ms. Cheung Sin Ting Juanita

Co-supervisor(s): Nil

Department / Unit: Sports Science & Physical Education

Project duration: From December 2017 to October 2018

Date report submitted: 31 October 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?*

The micro-module could fulfill the planned goals:

- To augment the understanding of PE curriculums and PE teachers' roles and duties in different types of local schools (primary, secondary, tertiary education) nowadays.
- To stimulate students' thinking and reflection on curriculum planning and pedagogical plans based on the real and current situations.
- To enhance promote generic skills through in-class discussions and/or tutorials based on the contents developed in the micro modules.
- The knowledge and skills acquired by using micro-modules would facilitate student-teachers preparing for their education career in future.

**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?

<b>Related Courses</b>	<ul style="list-style-type: none"> <li>○ SPED3440 Pedagogy for Secondary Physical Education</li> <li>○ SPED3410 Curriculum Planning for Physical Education</li> <li>○ PGDP SCT-PE Physical Education (Primary Education)</li> </ul>
<b>Time Schedule</b>	<ul style="list-style-type: none"> <li>○ February 2018 – Funding Release; Preparation &amp; Planning for Video-Taking (Scheduling &amp; Contents)</li> <li>○ March 2018 –Video-Taking at Schools; Preparation &amp; Planning for Interviews (Scheduling &amp; Interview Questions)</li> <li>○ April 2018 – Interviews with 8 Interviewees</li> <li>○ May to June 2018 –Video Editing</li> <li>○ July 2018 – Transcribing for Subtitles of the 8 Videos</li> <li>○ August 2018 –Video Editing with Subtitles &amp; Final Products</li> </ul>
<b>Final Products</b>	<ul style="list-style-type: none"> <li>○ Original Plan: 4 Videos (8 interviewees); 12-15 minutes each</li> <li>○ Final Product: 8 Videos (8 interviewees); around 7 minutes each</li> </ul>
<b>Video Contents</b>	<p>Contents:</p> <ul style="list-style-type: none"> <li>○ Teaching Experience in PE</li> <li>○ Teaching Philosophy</li> <li>○ Sharing in Teaching</li> <li>○ Curriculum Planning &amp; PE Assessments</li> <li>○ Challenges in Teaching</li> </ul>
<b>Video Style</b>	<ul style="list-style-type: none"> <li>○ Interview questions guided by narrators, but narrators would not appear in the videos</li> <li>○ Style: Self-Reported in Individual Interview</li> <li>○ Backgrounds &amp; Scene: School PE Lessons, School Playgrounds, Tracks, Interview Room etc.</li> </ul>
<b>How to Use The Videos</b>	<ol style="list-style-type: none"> <li>1. Explain the purposes of developing these videos</li> <li>2. Watching the videos at home/during lectures (1-2 videos each time)</li> <li>3. Group Discussion &amp; Reflections in class on PE curriculum planning and teaching</li> </ol>
<b>Timeline</b>	<ul style="list-style-type: none"> <li>○ All videos are completed in late August</li> <li>○ The videos will be adopted from Term 1, 2018 onwards</li> </ul>
<b>Satisfaction</b>	<ul style="list-style-type: none"> <li>○ These videos would facilitate the discussions and reflections on related topics, as it is difficult to invite school teachers to come to class every year on their tight teaching schedules</li> <li>○ The project was satisfactorily done</li> </ul>

### 3. Evaluation Plan

Have you altered your evaluation plans?

What monitoring data did you collect?

Does your evaluation indicate that you have achieved your objectives?

#### A. Surveys – Feedback Form

Feedback Forms on Micro-Modules of this Project were received from SPED3440 and PGDP

SCT-PE in early October 2018. The micro-modules will be used in SPED3410 in November 2018. The feedback form will be distributed to students of SPED3410 afterward. The feedback form is as below:

<b>THE CHINESE UNIVERSITY OF HONG KONG</b>					
<b>Micro-Module Courseware Development Grant</b>					
<b>Scheme 1: Basic Scheme</b>					
Name of Project Leader: <u>Ms. Cheung Sin Ting Juanita</u>					
Project Title: <u>Micro-Modules on Curriculum Planning in Physical Education for Pre- Service Teachers (2018)</u>					
Department/ Unit: <u>Sports Science &amp; Physical Education</u>					
Email Address: <u>jstcheung@cuhk.edu.hk</u>					
Tel. No.: <u>39437166</u>					
					Course Code: <u>SPED 3440 / 3410 *</u>
<u>PGDP SCT-PE</u>					
<b>Questions:</b> <span style="background-color: yellow;">(put a "✓" in the box on the right side)</span>	<u>Totally Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Totally Agree</u>
<b>Q1.</b> The PE videos ( <b>Micro-Modules – PE Teachers' Sharing</b> ) shown in class can <b>help understand the content/theme of topics</b> .					
<b>Q2.</b> The PE videos can <b>facilitate my learning</b> .					
<b>Q3.</b> The PE videos can reflect the <b>real situation in PE teaching</b> .					
<b>Q4.</b> The PE videos are <b>organized and well developed</b> .					
<b>Q5.</b> I <b>enjoy having micro-modules</b> in courses.					
<b>Suggestions (if any):</b>					
_____					
_____					

**PGDP SCT-PE [7 respondents out of 8; response rate: 87.5%]**

	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
<b>Q.1</b>	0%	0%	0%	14.5%	85.5%
<b>Q.2</b>	0%	0%	0%	14.5%	85.5%
<b>Q.3</b>	0%	0%	14.5%	0%	85.5%
<b>Q.4</b>	0%	0%	0%	14.5%	85.5%
<b>Q.5</b>	0%	0%	0%	29%	71%
<b>Others:</b>					
○ real situations, up-to-date information, very useful					
○ can include more items, can be more detail					

**SPED3440 [17 respondents out of 19; response rate: 89.5%]**

	Totally Disagree	Disagree	Neutral	Agree	Totally Agree
<b>Q.1</b>	0%	0%	23.5%	58.8%	17.7%
<b>Q.2</b>	0%	0%	17.7%	65.2%	17.7%
<b>Q.3</b>	0%	0%	17.7%	58.8%	23.5%
<b>Q.4</b>	0%	0%	0%	76.5%	23.5%
<b>Q.5</b>	0%	0%	0%	76.5%	23.5%
<b>Others:</b>					
○ can provide students' learning feedback					

## **B. Interviews – 6 Students**

6 students were being individually interviewed for their feedback on the micro-modules.

Feedback were as below:

- content is realistic
- useful to understand the real situations
- can include more teaching/sports items in PE classes
- can include international school settings
- enjoy very much the sharing by PE teachers
- experiences of PE teachers are valuable
- can be more diverse in contents
- clear contents
- make it short

### **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 II**

### **Financial data**

Funds available: 31 January 2018

Funds awarded from MMCDG	\$ 62,380
Funds secured from other sources (please specify _____)	\$ / _____
Total:	\$ 62,380

Expenditure:

Item	Budget as per application	Expenditure	Balance
(a) Pre-production, Filming (Camera Shooting, Lighting, Audio Recording & Equipment Renting), & Post Production (Video/Audio & Digital Output)	31,100	31,100	0
(b) Student Project Assistants - Preparation of Projects - Communications with Teachers and Production Man	16,280	17,435	-1,155

- Administrations (Letters, Documents, Interview Questions) - Site Visits & Setup - Transportation Subsidy <i>* newly added – transcribing for subtitles for 8 videos</i>			
(c) Souvenirs (2% discount) [The Commercial Press (H.K.) LTD.]	12,000	11,760	240
(d) Miscellaneous - Travelling Costs	3,000	1,951.03	1,048.97
<b>Total:</b>		<b>HK\$62,246.03</b>	<b>HK\$133.97</b>

### 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*

The use of micro-videos could facilitate students' thinking and discussions on related topics. There were eight different videos interviewing 8 Hong Kong PE teachers. For explaining the real situations in PE teaching and learning environment, sharing from these teachers were importantly relevant to student-teachers' future teaching career. Moreover, students were active to take part in the discussions after watching the videos.

- *Difficulties encountered and remedial actions taken, if any*

The teaching schedules of school PE teachers, camera man, project in charge and student project assistants were not easy to comprise in a short period of time (6 months for completing the project once receiving the funding).

In addition, with professional advice, the planned 4 videos were cut into 8 videos as audiences might be confused or hard to receive a lot of ideas in 20-min video. Therefore, finally, 8 independent videos were developed for 8 interviewees.

- *The role of other units in providing support, if any*

Special thanks to Sports Science & Physical Education and Physical Education Unit for providing support venue for video tapping. Thank you for ELITE for their assistance in developing the interim video report.

Thanks for MMCD grant for the resources for developing the project. In the past, it was difficult to invite school PE teachers to lectures due to tight teaching schedules. Their valuable experiences and feedback are useful to our student-teachers for preparing their education career. Book coupons were given to interviewees for our compliments on their effort, time, expertise and traveling costs for interviews.

- *Suggestions to CUHK, if any*
  - *Example: what should be done differently?*

## 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.*

The contents of videos can reflect real situations of physical education teaching in local schools. Moreover, the insights and sharing of interviewees can inspire student-teachers for their roles and duties as professional physical education teachers in future. The use of eLearning resources (micro-module videos) receive good comments from students for guiding their discussions and reflections on specific topics.

### **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: Creating
- Keyword 2: Reflecting
- Keyword 3: Analyzing
- Keyword 4: Understanding
- (Least relevant)      Keyword 5: Watching/Observing

### **2. Summary**

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

<b>Table 1: Publicly accessible online resources (if any)</b>
<p><b>(a) Project website: Nil for public; posted in CUHK Blackboard of Related Courses</b></p> <p><i>If a publicly accessible project website has been constructed, please provide the URL.</i></p>
<p><b>(b) Webpage(s): Nil</b></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>

**(c) Tools / Services: Video Production**

*If you have used any tools or services for the project, please provide names of the tools or services in here.*

**(d) Pedagogical Uses:**

**After watching the videos, student-teachers are able to understand the authentic and current practice for the concerns on PE curriculum planning and PE teachers' roles and duties. Group discussions are arranged in class for sharing their views on the topics. It is a kind of stimulations in learning by adopting eLearning resources.**

*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.*

**(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.*

<u>Course Code/ Target Students</u>	<u>Term &amp; Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
SPED 3440	1 <sup>st</sup> term 2018 onwards	20	Blackboard
SPED 3410	1 <sup>st</sup> term 2018 onwards	22	Blackboard
PGDP SCT-PE	1 <sup>st</sup> term 2018 onwards	8-10	Blackboard

**Table 3: Presentation (if any)**

*Please classify each of the (oral/poster) presentations into one and only one of the following categories*

	<b>Number</b>
(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>

<b>Table 4: Publication (if any)</b>	
<i>Please classify each piece of publication into one and only one of the following categories</i>	<b>Number</b>
(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.*

The MMCD grant would allow university teaching staff develop useful eLearning materials and tools for facilitating students' learning on the concepts and knowledge of respective subject areas. The aid of these tools would also give concrete and clear backgrounds before discussions. Undoubtedly, eLearning resources can be effectively motivating students' attention and interests throughout the learning process.

In the planning stage, staff have to set aside time for planning manpower, logistics, administration and the design of the eLearning resources. The extra time out of teaching should be well-managed to ensure a smooth task flow during production process. However, we still encounter some difficulties when carrying out the project, such as time schedules of observed class and independent interviews with 8 PE teachers. Moreover, since the allocation of funds for carrying out the project in February 2018, would like to see any buffers or extension period for completing the project. In my case, there was no more PE lessons after early June due to school examinations, therefore I had to complete all class visits to primary, secondary schools and university from March to May 2018 (3-month time).

For the implementation stage, our team including the production man and student project assistants closely monitored the progress. Finally, we could complete all video taking at different schools and interviews before May 2018. We would like to extend our thanks for the coordination and collaboration of participants. The project was satisfactorily completed as scheduled.

For the final stage of production, the project leader and production man keep close communication on the production of final products (8 videos). The final products were completed in late August 2018 through several times of editing and modifications. I would like to take this opportunity to thank for the coordination and effort of the production man

and student project assistants. To seek for the consensus, the edited videos were sent to all interviewees for their agreements on the final products. The interviewees shared their positive feedback throughout the production process.

In this report, I would like to provide the information that the budget plan might be slightly amended on the original plan. The reasons are that extra costs were allocated to items as listed: student project assistants (transcribing and interviewing), travelling costs (schools were in different districts), logistics (transporting equipment for video taking), etc.

Lastly, I would like to take this opportunity to thanks for the staff who are responsible for the MMCD grant. It is a great opportunity to allow me exploring and immersing eLearning resources for enriching the teaching and learning environments of my taught courses. I will keep on to apply for the MMCD grant for maximizing the aid/use of eLearning resources in my teaching.