

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

PART I

1. Project title: Micro-Modules for Human Communication and Speech-language-hearing Sciences

Principal supervisor: Professor Lee Yuet Sheung Kathy

Co-supervisor(s)

Department / Unit: Department of Otorhinolaryngology, Head and Neck Surgery

Project duration: From December 2017 to October 2018

Date report submitted: 31st October 2018

1. Project objectives

The objectives of the micro modules are (1) to prepare students to understand the basic knowledge of each communication disorder; (2) to experience clinical activities/materials and (3) to provide direction of self-learning. The project is on track to meet the objectives and the objectives have not been changed. However, the number and content of micro-modules are adjusted according to the needs of each course.

2. Process, outcomes or deliverables

10 micro-modules were produced with a total duration of 35 minutes 48 seconds, all micro-module are videos on ppt with voice over (S2 style with reference to “Summary of **video** presentation **styles**”). The duration and corresponding course are included in the following table:

	name	duration
1.	Micro-module on Alternative and Augmentative Communication (CODS5302)	2:41
2.	Micro-module on Reliability and Validity (CODS5202)	3:09
3.	Micro-module on Inclusive Education (CODS5302)	2:38
4.	Micro-module on Romantic Relationship in ASD (CODS5302)	2:20

5.	Speech Rehabilitation Options for Patients with Total Laryngectomy (MBCbB)	5:28
6.	Language and Human Brain (CODS 5204)	4:56
7.	Mean Length of Utterance (CODS 5204)	3:34
8.	Evaluating Theories of Stuttering (SLPA5102)	6:26
9.	Stuttering and Emotion (SLPA5102)	2:20
10.	Team-Based Learning (SLPA5202)	2:16

3. Evaluation Plan

Evaluation was performed by collecting feedback from teachers and monitoring the web logs. Positive feedbacks were collected from teachers, such as 1. Information presented in a funny way, 2. Promote discussion in class, 3. Teaching time can be saved for explaining harder concepts, etc. Number of visits by per student on each micro-module ranged from 1 to over 20 times. The above results suggested that the objectives are met.

4. Dissemination, diffusion and impact

A speech therapist with skills of graphic design and video editing was employed. If the teachers want the students to do pre-learning or there are some questions for students before specific classes. The teachers would discuss with the speech therapist about the content of the micro-module they want to deliver. Then the speech therapist would prepare the micro-module and present to students before class via blackboard. The micro-modules could be mini-lectures or scenarios.

No presentation was done on this project.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 100,000
Funds secured from other sources (please specify _____)	\$ _____

Total: \$ 100,000

Expenditure:

Item	Budget as per application	Expenditure	Balance
Manpower (Teaching Support Staff -	100,000	100,000	

Speech Therapist [EO Grade]) for Script Writing, Video Recording and Editing			
Total:	100,000	100,000	

PART III

Lessons learnt from the project

Since the micro-modules are for students taking speech therapy-related courses, a speech therapist (as the micro-module producer) having both academic and graphic design/video editing knowledge has made the process fast and smooth. It reduced lots of communication time between the teachers and the micro-module producer.

ITSC has provided much technical support in execution of the project, such as video uploading.

PART IV

Information for public access

The micro-modules are not for public access, but they are briefly described as below:

	name
1.	Micro-module on Alternative and Augmentative Communication (CODS5302) - Compare and contrast common alternative and augmentative devices children with Autism Spectrum Disorder use
2.	Micro-module on Reliability and Validity (CODS5202) - Explain briefly what are reliability and validity in assessment/test construction
3.	Micro-module on Inclusive Education (CODS5302) - Raised common questions in adopting inclusive education for students in Autism Spectrum Disorder
4.	Micro-module on Romantic Relationship in ASD (CODS5302) - Explain common problems adolescences with Autism Spectrum Disorder face in dating
5.	Speech Rehabilitation Options for Patients with Total Laryngectomy (MBChB) - Explain, compare and contrast different types of alaryngeal speech for patient with total laryngectomy

6.	Language and Human Brain (CODS 5204) - Revision on different areas of human brain, which are related to speech and language
7.	Mean Length of Utterance (CODS 5204) - Briefly explain what is mean length of utterance and how to calculate with examples
8.	Evaluating Theories of Stuttering (SLPA5102) - Explain what are the different criteria of evaluating stuttering theories
9.	Stuttering and Emotion (SLPA5102) - Presents scenarios of stuttering and encourage students to experience stuttering by activities.
10.	Team-Based Learning (SLPA5202) - Explain briefly what is team-based learning and what are the advantages of team-based learning

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:Speech Therapy
 Keyword 2: Communication Disorders
 Keyword 3: Self-learning
 Keyword 4: Speech and language sciences
 (Least relevant) Keyword 5: Animation

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>Nil</i>
(b) Webpage(s): <i>Nil</i>

(c) Tools / Services:

Software: Microsoft PowerPoint, VSDC video editor, Audacity, Google Drive, Blackboard

(d) Pedagogical Uses:

Nil

(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>
Bachelor of Medicine and Bachelor of Surgery (MBChB)	ENT Module of the Senior Surgical Dressership (Year 6)	150	Blackboard
Special Topics in Communication Disorders (CODS5302)	Term 2	30	Blackboard and google drive
Applied Assessment and Therapeutic Skills (CODS5202)	Term 2	20	Blackboard
Test Development & Assessment Approaches (SLPA5202)	Year 1	33	Blackboard
Fluency Disorder (SLPA5102)	Year 1	33	Blackboard
Language Disorders from Infancy to Adolescence (CODS 5204)	Year 1	33	Blackboard

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)	/

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

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

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.

This projects aims to promote self-learning and e-learning among students, and also enhance teaching effectiveness by delivering fundamental knowledge prior to class teaching. A total of 10 micro-modules were produced, all of them are related to human communication and speech-language-hearing sciences. There is a video included in every micro-module and there may be questions for students to answer in the class or activities to carry out. Students are encouraged to be more pro-active in learning. Teachers revealed that micro-modules saved class teaching time and promoted discussion and sharing. The micro-modules are delivered mainly by blackboard, a few days before class.

The team learnt what content is more suitable to be included in micro-modules and what prior questions/activities are more useful in enhancing class teaching.

The video in the below link, which is submitted in interim report, can provide you with a

brief understanding on our project:

<https://drive.google.com/open?id=1FIXd9Hw709ZGdT1RtMqoWRABDi-acOT0>