

# THE CHINESE UNIVERSITY OF HONG KONG

## Micro-Module Courseware Development Grant

### Scheme 1: Basic Scheme

#### Interim Report (2017-18)

Report due 31 May 2018.

Please return by email to [mmcd@cuhk.edu.hk](mailto:mmcd@cuhk.edu.hk)

#### PART I

Project title: Teachers' Noticing as an Action Research Method: A Flipped Classroom Approach for Enhancing Video-based Noticing in Teacher Education

Principal supervisor: NG, Oi-Lam

Department / Unit: Curriculum and Instruction

Project duration: From December 2017 to October 2018

Date report submitted: May 21, 2018

#### **1. Project objectives**

The project is on track to meet its objective of promoting an innovative instant commenting feature to practice active learning in and out-of-class. The developed micro-modules with a flipped classroom approach have remained to aim at improving students' noticing ability in their current and future professional practice as educators—an important learning outcome across the Faculty of Education.

#### **2. Progress on process, outcomes or deliverables**

Three micro-modules have been completed thus far, and two of them have been piloted in the project supervisor's classes (on a voluntary basis outside of class time). These pilot tests involved testing a newly developed Blackboard SCORM object (by ITSC) in this project for enabling students to pause and comment what they notice in the video modules while watching the videos in Blackboard and save the time-stamped comments instantly in Blackboard. These comments would then be stored in Blackboard for retrieval by the instructor for grading and/or utilizing in the next lesson.

The pilots of these two micro-modules have been successful, and the students have reflected positively on the use of these micro-modules to improve their noticing skills. Some observations of the students' participation in these two modules thus far include: (1) *all* students could participate in commenting and reflecting; (2) they could do so at their *own pace*; and (3) the instructor could *assess* students' completion of the activity and (4) organize students' comments to facilitate *meaningful in-class discussions accordingly*.

The project is on time for completion. The project outputs to date are:

- 1) Three mirco-modules with hand-written annotated and narrated lecture slides videos have been completed:

Micro Module		Objective
1	The discipline of noticing: Part 1	To provide fundamental knowledge about teachers' professional noticing and its importance for professional growth as teacher educators.
2	The discipline of noticing: Part 2	
3	The discipline of noticing: Part 3	

Duration of each micro-module are 20 minutes long, consisting of 10 minutes lecture video about new concept to be taught in following lesson and 10 minutes of classroom episode video for students to watch while applying the newly learned concept from previous 10 minutes. The style of micro-modules completed are of the following:

- First 10 minutes: Multiple PPT slides with slides annotation and voice over
- Next 10 minutes: Embedded video with instant time-stamped commenting
- Conclusion: One PPT slide with voice over

- 2) Courseware development by ITSC, i.e. a Blackboard "SCORM object" has been designed. The object is customizable so the course instructor can replace the video for use for a different topic in "teachers' professional noticing". In each of module, the first 10 minutes present ideas for directing students' attention to different aspects of teaching and learning so students can practice noticing them while watching the subsequent embedded video.
- 3) As a result of the piloting the micro-modules in two courses, the students have completed the Blackboard activities, and their completed assignments could be taken as project outputs. The quality of the assignments and classroom discussion after the completing the micro-modules are excellent.

### 3. Evaluation Plan

Some of the evaluation plan has already been executed to evaluate the project outcomes. For example, a brief assessment has been completed to gauge the quality and frequency of students' instant comments on Blackboard. This is used to assess how they comprehended or prepared class with pre-class learning materials and the level of student engagement in the activity.

One item in the evaluation plan has been changed with regards to evaluating students' posts on Blackboard Discussion. It is because it can be observed that the online discussion may not be as effective as in-class discussion.

The online survey has yet to be developed. This online survey aims to obtain students' feedback and comments about their flipped classroom experience.

### 4. Dissemination Activities (reports, websites, video links, products, etc.)

To date, the micro-modules have been disseminated in two courses through Blackboard.