

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Interim Report (2015-16)

Report due 30 June 2016.

Please return by email to mmcd@cuhk.edu.hk

PART I

Project title: Micro-Modules for Religion, Psychology and Health

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Department / Unit: Department of Cultural and Religious Studies

Project duration: From January 2016 to December 2016

Date report submitted: 30 June 2016

1. Project objectives

This project was designed to produce 5 micro-modules (see Table 1 shown below) to support a Flipped Classroom Pedagogy in an undergraduate course CURE 2115 Psychology of Religion, helping students to (1) understand human behavior and mental process performing as a part of a particular religion through the scope of psychological studies of religion; and (2) to explore the relation between religion, physical and mental health. The project was on track and fully completed the first objective listed above.

2. Progress on process, outcomes or deliverables

- The first three micro-modules listed in Table 1 have been accomplished, and all of them have been used in Flipped Classroom Teaching between January and April 2016. The remaining two micro-modules will be completed by August 2016.
- Because of the ITSC staff's professional support on how to produce micro-module teaching by Surface Pro 3, Camtasia and Plantronics Headset, and my academic background in education and psychology, I did not encounter quite a lot of obstacles. The production process was quite smooth. The project could be completely finished before the grant expiry date.

| Micro-module | Objectives | Teaching Strategies / The content of micro-module will be used in the class: |
|--|--|---|
| 1. Psychological views on Religious | This module introduces students to the old view | ... to encourage student to analyze two mental |

| | | |
|---|---|---|
| Conversion | (Freud’s understanding) and the new view (Fowler and Maslow’s understanding) on human’s conversion behavior. | processes underlying the old and the new view’s on human conversion behavior. |
| 2. Psychological views on Religious Orientation | This module introduces students to Allport’s theory of Religious Orientation: ① Intrinsic religious orientation; and ② Extrinsic religious orientation | ... to encourage students to discover religious orientation in reality is <i>more complicated than a simple dichotomy.</i> |
| 3. Psychological views on Religious Experience | This module introduces students to William James’ theory of “Varieties of Religious Experience” | ... to help students to explore more that religious experience can be <i>evaluated in two dimensions – from the inside or from the outside.</i> Religious experience includes dispositional and situational factor. |
| 4. Religion and Physical Health | This module introduces students the negative / positive effects of religion on physical health from the topics of ① lifestyle issues; ② social networks; and ③ coping stress | ... to encourage students to use some examples to illustrate the negative aspects of religion on physical health (e.g. some cults restrict individuals from obtaining medical care), and positive relation between religion and physical health |
| 5. Religion and Mental Health | This module introduces students the negative / positive effects of religion on mental health from the topics of ① coping; ② pursuit of meaning; and ③ happiness | ... to encourage students to discover the negative impact of religion only occurs in a small number of people. Evidence shows that meaningful religious faith can help people develop happiness life. |

Table 1 Micro-Modules Courseware Development Proposal

3. Evaluation Plan

The evaluation was operated according to the proposal set:

- The effectiveness of the flipped classroom strategies were evaluated by the short quizzes set in the micro-module and in-class discussions. Based on the quiz scores shown on the Blackboard, it could be said that students' participation rate was high, and their quiz results were satisfactory. Student feedbacks showed they could well understand the concepts presented in the micro-module lectures, and therefore it was assumed that the objectives set for the micro-module teaching were achieved.
- Students' perception on the effectiveness of Flipped Classroom Teaching was evaluated by quantitative and qualitative survey. A questionnaire to collect students' quantitative and qualitative responses was delivered in April 2016.

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

Four micro-lectures were produced. Some of them have been uploaded onto the platform of Blackboard:

1. Freud's Psychoanalytic Theories and his understanding of Monotheism

https://elearn.cuhk.edu.hk/webapps/scor-scormengine-BBLEARN/b2ui/deliver.jsp?configuration=ContentId%7C_1579152_1%21CourseId%7C_57660_1%21CoursemembershipId%7Cpreview%21ShowDebug%7Ctrue%21UserId%7C_11453_1&package=ContentId%7C_1579152_1%21VersionId%7C0&course_id=57660_1

2. Fowler's understanding of Faith and his theories of Faith Development

3. Allport's theory of Religious Orientation:

https://elearn.cuhk.edu.hk/webapps/scor-scormengine-BBLEARN/b2ui/deliver.jsp?configuration=ContentId%7C_1597295_1%21CourseId%7C_57660_1%21CoursemembershipId%7Cpreview%21ShowDebug%7Ctrue%21UserId%7C_11453_1&package=ContentId%7C_1597295_1%21VersionId%7C0&course_id=57660_1

4. William James' understanding of Religion and Religious Experience.