

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme **Final Report (2015-16)**

Report due 31 December 2016

Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure
mmcd@cuhk.edu.hk

PART I

Project title: Teaching Awareness Enhancement: A Video Repository for Chinese Language Teacher Education
(教學觸覺提升計劃：中文教師教學錄影專頁)

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Department / Unit: Department of Curriculum and Instruction, Faculty of Education

Project duration: From January 2016 to December 2016

Date report submitted: 30 December 2016

1. Project objectives

The objectives have not been changed and the project is on track to meet its objectives of nurturing the craft knowledge of student teachers from the Chinese Language Education programme (CLED) at the Faculty of Education as well as preparing them for their teaching practice with the developed online platform.

2. Process, outcomes or deliverables

Instead of following the proposed four themes, six micro-modules are produced with reference to the Key Learning Areas of Chinese Language Education. The module contents are rearranged as follows:

| Proposal | Actual Production |
|-----------------|--------------------------------|
| 中文教學基本原理 | i. Reading 閱讀 |
| 中文教學技巧 | ii. Writing 寫作 |
| | iii. Listening and Speaking 聽說 |
| | iv. Chinese Literature 文學 |
| | v. Chinese Culture 文化 |
| 課堂管理 | vi. Teaching Techniques 教學技巧 |
| 中文教學課堂組織 | |

The nature of deliverables remains unchanged, with each module containing edited video clips, lesson plans, teaching materials, guided questions and recommended readings. Student teachers are encouraged to make use of the module contents for independent learning and reflective practices.

The resources have already been put in use during 1st term of 2016 for two CLED courses:

- CLED2540 Theoretical Foundation of Teaching Chinese
- CLED3510 Methods of Chinese Language Teaching I

They are going to be shared with the following courses in the coming semesters:

- CLED4510 Methods of Chinese Language Teaching II
- CLED4620 Literature and Language Education
- CLED4630 Curriculum and Instructional Design for Using Putonghua as a Medium in Chinese Language Teaching
- CLED4640 Putonghua Teaching Methodology
- CLED4720 Classroom Research in Chinese Language Teaching
- CLED4740 Chinese Language Teaching Assessment
- EDUC4030 Teaching Practice I
- EDUC4040 Teaching Practice II

The timeline was lengthened in light of the working progress, and the project was completed in mid-November 2016 rather than August 2016, to settle technical problems encountered with the help of ITSC and to further revise the navigation and content. A month was spent on site testing and user survey. On 16 December 2016, the outcomes of the project were disseminated at the Teaching and Learning Innovation Expo through oral and poster presentations. Overall speaking, the project was completed satisfactorily.

3. Evaluation Plan

To gain an understanding of users' experience, an online survey was conducted with all 23 CLED year 3 students in December. Four of them were invited for focus-group interview. Their comments on the web design and content are summarized below.

| | | Satisfactory | Areas for Improvement |
|-------------------|------------|--|--|
| <i>Web-design</i> | Navigation | <ul style="list-style-type: none"> • Interface is clear • Responsive web design fits computer or mobile devices • Navigation is user-friendly • Time tags which highlight the focus of the topic facilitate searching • Information can be accessed easily • Pull down menu helps to show the focus of the video | <ul style="list-style-type: none"> • Provide tags for searching • Notify students the latest update to enhance self-learning • Feedback column can be placed under the video • Buttons of the permanent links of recommended readings can be added |
| | Structure | <ul style="list-style-type: none"> • The module cover the basic key learning areas of Chinese Language teaching • It is good to have 5 modules based on the Chinese key | <ul style="list-style-type: none"> • A column of “recommended website/ books” can be added on the home page |

| | | | |
|--------------------|---------|---|--|
| | | learning areas and 1 module focuses on teaching skills | |
| <i>Web-content</i> | Content | <ul style="list-style-type: none"> • Videos are of high quality • Time tags provide the focus of the pedagogical decisions • Full videos with tags are better than cut videos • Attached lesson plans and teaching materials show the full picture of the instructional design • Guided questions provide various reflection focus • Recommended readings provide background knowledge or better understanding of the related topic | <ul style="list-style-type: none"> • Full tags of the content and teaching skills are preferred • Enrich the content of teaching skills like questioning skills or classroom risk management |

As a whole, students agreed that the micro-modules produced allow them to have a good understanding of teaching practices and students' behaviours in actual classroom environments. They were satisfied with the platform, and found the Teaching Techniques, Chinese Literature and Reading modules the most useful. Module expansion and some minor revision of the web design were expected from students. It appears from the evaluation data that our project objectives are achieved.

4. Dissemination, diffusion and impact

The micro-modules developed are currently hosted at the ITSC server and will be transferred back to the 'Platforms for Language Teacher Education (PLaTE)' of the Faculty of Education. Our project was presented at the Teaching and Learning Innovation Expo organized by CLEAR on 16 December 2016, in forms of poster and oral, to disseminate the outcomes of the project.

A faculty-level collaborative project is also initiated to include other colleagues from the Faculty of Education.

URL: <http://137.189.27.142/eva/edhub/index-chi-working.html>

PART II

Financial data

Funds available:

| | |
|--|--------------|
| Funds awarded from MMCDG | \$ 99,569.00 |
| Funds secured from other sources (please specify _____) | \$ 0.00 |
| Total: | \$ 99,569.00 |

Expenditure:

| Item | Budget as per application | Expenditure | Balance |
|---|---------------------------|-------------|-----------|
| Insurance | 99,569.00 | 536.83 | 99,032.17 |
| Research Assistant (1) | | 47,320.43 | 51,711.74 |
| Research Assistant (2) | | 10,000.00 | 41,711.74 |
| Website infrastructure (ITSC) | | 18,000.00 | 23,711.74 |
| Website modification/transfer/maintenance | | 20,000.00 | 3,711.74 |
| Student helpers | | 3,080 | 631.74 |
| Total: | 99,569.00 | 98,937.26 | 631.74 |

PART III

Lessons learnt from the project

Content will be expanded and enhanced. Interactive learning elements and advanced technical support are our next step to go. For example, as suggested by some surveyed students, a notification system to keep users updated about the platform would be helpful.

The major problem encountered was technical issues of the web design. The module content was re-arranged to best fit the navigation and the interface. It is believed that professional support on web management and content editorial would further enhance the quality of our platform.

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: Pre-service Teacher Education

Keyword 2: Chinese Language Teaching

Keyword 3: eLearning

Keyword 4: Teaching Awareness

(Least relevant) Keyword 5: Micro-modules

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:

If a publicly accessible project website has been constructed, please provide the URL.

/

(b) Webpage(s):

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.

/

(c) Tools / Services:

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

The micro-modules were developed with the support of the Information Technology Services Centre (ITSC).

(d) Pedagogical Uses:

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.

Flipped classroom activities have been conducted for the course CLED3510 'Methods of Chinese Language Teaching I'. Students were asked to watch the videos from the Reading module prior to class. They then participated in in-class discussions about skills of teaching reading (as illustrated in the videos) and the guided questions.

(c) Others (please specify): /

| Table 2: Resources accessible to a target group of students (if any) | | | |
|---|--|--|--|
| <i>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.</i> | | | |
| <u>Course Code/ Target Students</u> | <u>Term & Year of offering</u> | <u>Approximate No. of students</u> | <u>Platform</u> |
| CLED 3510 | 1 st term, 2016 | 26 | Blackboard |
| CLED programme | All CLED students | 128 | PLaTE (http://plate.fed.cuhk.edu.hk) |

| 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 | 1 |
| (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): Poster | 1 |

3. A one-page brief write up

Please provide a one-page brief write-up of no more than 500 words.

An online platform is developed for hosting micro-modules that supports student-teachers from the Chinese Language Education programme (CLED) at the Faculty of Education in the development of the teacher skills and strategies. The micro-modules that encompass teaching videos can serve as an analytical lens for student-teachers to better understand the reality of teaching practices in the local classrooms, as well as students' behaviors in general. On top of the edited video clips, each micro-module is designed to support independent learning by incorporating lesson plans and instructional materials used in the select videos, guided questions for personal reflection, and recommended reading materials of a prominent theme in Chinese language teaching. The meaningful multi-media input in an eLearning environment allows novice teachers to anticipate problems, propose action, and develop ability to judge the effectiveness of pedagogical decisions.