

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: Understanding Ethical Frameworks
Principal supervisor: Prof. Ann HUSS
Co-supervisor(s) -----
Department / Unit Morningside College
Project duration: From January 2016 to December 2016
Date report submitted: 23 December 2016

1. Project objectives

The Understanding Ethical Frameworks project has met its objectives, i.e. to create four (4) micro-modules detailing Virtue Ethics, Utilitarianism, and the Categorical Imperative to support student learning in Morningside College's General Education course GEMC1001 (Current Dilemmas and Their Histories) in Term 1, 2016/17. The objectives remained constant throughout the MMCDG project.

2. Process, outcomes or deliverables

All four micro-modules were produced as planned and launched as expected during September and October 2016 in GEMC1001. The micro-modules (MM) include:

- MM1: Aristotle, climate change, Hong Kong and making good decisions
- MM2: Confucius, climate agreements, and good leaders
- MM3: Bentham, utility, and nuclear power
- MM4: Kant, good will, sustainability and Hong Kong

The nature of the deliverables did not change, nor was the timeline adjusted overall. The project was completed satisfactorily.

3. Evaluation Plan

Our evaluation plan did not change. We analyzed:

- Midterm student questionnaires (qualitative, anonymous)
- Weekly web logs
- Focus group transcript (14/12/2016)

After grades have been submitted in January 2017, we will review teachers’ written evaluations of student work and compare with similar work from 2015/16. Preliminary findings indicate that we have achieved our objectives.

4. Dissemination, diffusion and impact

The micro-modules were disseminated to GEMC1001 students via the CUHK eLearning (Blackboard) platform. A poster (P1) was displayed and presentation (T16) given at the 2016 Teaching and Learning Innovation EXPO (CUHK) on 16 December 2016.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$	HK\$67,510.00
Funds secured from other sources (College Operating Account)	\$	<u>\$35,546.32</u>
Total:	\$	<u>103,056.32</u>

Expenditure:

Item	Budget as per application	Expenditure	Balance
Camtasia®/Snagit® Bundle	\$7,710	\$0	\$7,710
Articulate® Storyline 2 software	\$0	\$11,056.32	-\$11,056.32
Research Assistant	\$59,800	\$0	\$59,800
Tech/Designer	\$0	\$92,000	-\$92,000
Total:	\$67,510	\$103,056.32	-\$35,546.32

PART III

Lessons learnt from the project

The Morningside MMCDG project strengthened teaching and learning in the College’s first-year General Education seminar. Students enjoyed the interactive nature of the modules; viewing and re-viewing enhanced their analytical skills. The GE team learned a tremendous amount during the process of designing, creating, and implementing the modules, so much that the team is now preparing to design a dedicated micro-module for the College’s Service Learning course.

In terms of difficulties encountered, our focus was on collaboration, creativity, and quality; we also wanted to be sure to integrate the College’s identity in the modules, thereby enhancing community consciousness. The project therefore ended up being far more time-consuming and expensive than originally expected. With this experience, we will be

more careful at the planning stage of future projects.

The GE team is grateful for early guidance provided by Professor Shekhar Kumta and CUHK's Office of Medical Education. The ELITE Centre for eLearning Innovation and Technology provided studio space and technical support for audio recording and voice-overs. The Subcommittee on Education Technologies of the IT Governance Committee (ITGC-SET) provided a grant to support production.

PART IV

Information for public access

Four micro-modules detailing Virtue Ethics, Utilitarianism, and the Categorical Imperative to support student learning in Morningside College's General Education course GEMC1001 (Current Dilemmas and Their Histories) were produced as planned and launched as expected during September and October 2016 in GEMC1001. The micro-modules (MM) include:

- MM1: Aristotle, climate change, Hong Kong and making good decisions
- MM2: Confucius, climate agreements, and good leaders
- MM3: Bentham, utility, and nuclear power
- MM4: Kant, good will, sustainability and Hong Kong

1. Keywords

(Most relevant) Keyword 1: Virtue Ethics
 Keyword 2: Utilitarianism
 Keyword 3: Categorical Imperative
 Keyword 4: Climate change
(Least relevant) Keyword 5: Christiana Figueres

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: N/A
(b) Webpage(s): N/A
(c) Tools / Services: Articulate® Storyline 2 software

(d) Pedagogical Uses:

Micro-modules allowed for a semi-flipped tutorial experience, during which tutors and students could prioritize discussions and debates over content review.

(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>
GEMC1001 (All first-year Morningside students)	Term 1, 2016/17 (and all future first-year Morningside students)	75/year	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)	N/A
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	N/A
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	P1/T16
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	N/A
(e) In international conference	N/A
(f) Others (please specify)	N/A

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	N/A
(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

Over a period of four weeks in September and October 2016, Morningside College introduced a four-part self-paced micro-module unit in the College’s Freshman Seminar, GEMC1001 (Current Dilemmas and Their Histories). Students viewed the micro-modules on the eLearning platform after weekly lectures and before tutorials the following week. The expectation was that students would arrive to tutorial more well prepared, leaving more time for meaningful small group discussions and debates in class.

Student participation and impact were tracked by in-class and online surveys, online usage data, and an end-of-term focus group. The micro-modules were designed by the College’s Junior Fellows (Teaching Assistants) and produced using Articulate® E-learning software. Production was supported by a courseware development grant.

As intended, the introduction of the micro-modules in the GEMC1001 course allowed for an increased prioritization of discussions and debates over content review. Micro-modules also contributed to the increased preparedness of students in regards to the philosophical content, leading to more in-depth discussions of dilemmas. The consistent climate change frame of the micro-modules served as a reference tool for students and tutors to compare and contrast disparate philosophies. This contributed to students’ enhanced analytical skills, evident in tutorial discussions as well as in course assignments. Students noted that the interactive nature of the micro-modules “helped [them] visualize concepts”, and serve as key review for assignments.

Additionally, the micro-modules exposed students to a real world application of philosophy, which contributed to stronger applications of theory to dilemma analysis in course assignments. Students often expressed that the micro-modules were “very relevant to the essay assignment”, as they “demonstrated how philosophical frameworks can be applied to [real world examples].”

The micro-modules had strong student participation and received positive reviews in mid-semester course surveys. Improvements under consideration include: (1) more precise date collection to measure micro-module impact; (2) editing of certain micro-module activities to improve user experience; and (3) revision based on student feedback.

The project was supported by a Micro-Module Courseware Development Grant. The Morningside College General Education team is grateful to the Subcommittee on Education Technologies of the IT Governance Committee (ITGC-SET), The Chinese University of Hong Kong, for its generous support.