

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 2: Studies in Foundation Courses

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 UGFN1000 classroom flipping

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Department / Unit: Office of University General Education

Project duration: From January 2016 to December 2016

Date report submitted: 20 June 2016

1. Project objectives

The Project is on track and met its objectives of providing a suite of micro-modules for 5 of the 11 classics in the course to facilitate classroom flipping of the course *In Dialogue with Nature* by the end of the year. This objective has not been changed.

2. Progress on process, outcomes or deliverables

There are now 3 series of videos recorded, as originally proposed. Some students from 2015/16 Term 2 have already benefited from attending the live lecture version of these micro-modules. In addition to the originally proposed, there are now also works by the student helpers to create more student-oriented contents. These include videos on interesting examples related to the text from the eyes of students and recording discussions among students on related topics.

These live lectures, together with the micro-modules produced from last year's micro-modules grant titled "Supplementary courseware for non-science students studying UGFN1000", were disseminated mainly via eLearn Blackboard in 2015/16 Term 2. We are working on showcasing the work of this project on KEEP as a KEEP course and the course is targeted to launch by the end of this summer. The KEEP course will then be the main dissemination channel for the students from 2016/17 Term 1 and onwards. We are waiting for a new version of KEEP to restrict access to the course on KEEP to CUHK staff and students only before it is officially launched.

The project is still on time for completion. There are no foreseeable obstacles or delays of this

project.

Text 7: Poincaré	Lecturer video on the background, personal stories, and technical knowledge (Draft COMPLETED) Student content (new task, ONGOING)
Text 8: Kandel	Lecturer video on the background, personal stories, and technical knowledge (Draft COMPLETED) Student content (new task, ONGOING)
Text 9: Needham	Lecturer video on the background, personal stories, and technical knowledge (Draft COMPLETED) Student content (new task, ONGOING)
Text 10: Sivin/ Shen Kua	Lecturer video on the background, personal stories, and technical knowledge (NOT COMPLETED) Student content (new task, ONGOING)
Text 11: Euclid	Lecturer video on the background, personal stories, and technical knowledge (NOT COMPLETED) Student content (new task, ONGOING)

3. Evaluation Plan

Surveys for evaluation, as was planned, have also been conducted. A rough review of the surveys shows that the students who used the micro-modules agreed that it is helpful to their understanding and discussion of the course content – an important indication of meeting the objective of this project.

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

In the 2015/16 Term 2, eLearn Blackboard was the main platform for disseminating the content of the micro-modules. The micro-modules were integrated into individual course home page of the participated lecturers. As mentioned, KEEP will become the new main channel for disseminating the content of the micro-modules from 2016/17 Term 1 onwards. The KEEP platform is basically ready for launch, except for the access restriction ability that KEEP is to be provided by the end of this summer.

A research paper on the effectiveness of the micro-modules has been submitted to the American Journal of Educational Research, titled “Effectiveness of Micro-Modules in a Science Classics Course”. This is a report on the new data of the ongoing work, which was reported for our last year micro-modules grant in another research paper titled “Teaching Science to Non-Science Students with Science Classics”.