

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 2: Studies in Foundation Courses

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: UGFH1010 Beyond the Dialogue with Humanity

Principal supervisor: DR. Ka-Wai Ip ,DR. KWOK Pak Nin Samson

Co-supervisor(s): --

Department / Unit: Office of University General Education

Project duration: From January 2016 to December 2016

Date report submitted: 30DEC2016

1. Project objectives

UGFH1000 In Dialogue with Humanity invites students to read the classics in the humanities. From the past experience, students are very active to engage in these discussions but find it difficult to have in-depth exploration. In light of this, we have initiated the UGFH1010 Beyond the Dialogue with Humanity project to provide further understanding of the selected text, which may include the background, the analysis of the text from another aspect.

2. Process, outcomes or deliverables

We have produced 5 set of micro modules, including:

- 1) 葉家威博士：盧梭的自由觀與《社會契約論》
- 2) Symposium and Homosexuality in ancient Athens by Dr. Ho Wai Ming
- 3) 李駿康博士：馬可福音的政治
- 4) Understanding Islam by Dr. Andy Yu
- 5) 巢立仁博士：明夷待訪錄

We gained over 150 views for each set of micro module and students' responses to them were very positive. More detailed analysis of students' responses in focus group will be presented in part4.

3. Evaluation Plan

To collect students' feedback and evaluate the project, we sent a mass mail to all users of this project and invited them to join our focus group study. Three focus groups were conducted with 5-6 students each.

The evaluation indicated that this project benefited students' in various aspects including participation in class discussion, writing reflective journal and term paper. More detailed analysis of students' responses in focus group will be presented in part4. It certainly can facilitate the teaching of General Education Foundation Course "In Dialogue with Humanity".

4. Dissemination, diffusion and impact

The project was hosted on the KEEP platform. Students can easily get access to the site by registering a free KEEP account.

We utilized 3 major ways to promote this project. 1) Mass mailing an instruction manual to all students taking the course, 2) putting information of the project in teachers' course outline, 3) teachers' recommendation in class.

Using mass mail and course outline to promote the project is a good way to reach two different kinds of students: some students prefer using internet as a way to finding supplementary materials, and some students might prefer a more traditional way like reading in library, a tangible course outline will be handier for them.

We believe that apart from expanding the project from 5core-texts to all core-texts in "In Dialogue with Humanity", we can actually make another set of micro modules for "In Dialogue with Nature"(another compulsory foundation course for 4 year-students). Also, we believe that humanities and sciences are actually inter-connected, so it will be great if we can make a set of videos to bridge the gap between "In Dialogue with Nature" and "In Dialogue with Humanity".

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 83750
Funds secured from other sources (please specify _____)	\$ --
Total:	\$ 83750

Expenditure:

Item	Budget as per application	Expenditure	Balance
Funds awarded from MMCDG	\$83750	--	\$83750
Computer software and maintenance		\$3668.07	
Services Charges		\$16000	
Other Expenses		\$36740	(\$56408.07)
Total:			\$27341.93

PART III

Lessons learnt from the project

To collect students' feedback and evaluate the project, we sent a mass mail to all users of this project and invited them to join our focus group study. Three focus groups were conducted with 5-6 students each.

Students expressed that these modules provided them a deeper understanding to the texts.

They reported that they gain more knowledge of the context of different texts. They also feel inspired by different interpretations of the core text.

I am a Christian and I am familiar with the Bible. The micro module (of Bible) shows me another viewpoint to this text, which gives me a refreshing and inspiring idea in understanding religion. (Female, Year1 student of Social Science (Broad-based Admission))

The micro module on Rousseau's Social Contract is eye-opening. The speaker cited various philosophers which some of them really praised Rousseau, some of them said Rousseau was a totalitarian. And these arguments encouraged me to re-examine those arguments I learnt in class. (Female, Year1 student of Gerontology)

Students found some of the text in the syllabus unfamiliar because of the cultural gap, for

instances, *Symposium* and *Qu'ran*. Students reported that knowing more about the context help them read.

Especially the text (Symposium) provided in the textbook is in English, it is so hard to enter the world of Plato. This micro module gave me an overview of the Greek context and I feel easier to get into the text. (Female, Year1 student of Chinese Language and Literature)

In the course, students need to write reflective journal and term paper. Students are required to make their own argument and opinion on these texts. Some teachers even require students to make comparison between classics texts, which is very challenging to them. This project also can serve the function of “writing companion”.

It helps me write as a “muse” – the discussion (in micro module of social contract) stimulated me to think and deepen my original viewpoint. (Male, Year2 student of Mathematics and Information Engineering)

Also, these micro modules also help them understand those core concepts in the texts. It allows them to have more confidence in articulate their viewpoint when writing paper and in tutorials.

The micro module (of Waiting for the Dawn) explains concepts like “On Ministership” and “On Law” very well and it prepared me to write and articulate my thought. (Female, Year1 student of Economics)

An important advantage of online lecture is that it does not tie to a particular time and place. Students can access to KEEP platform whenever they need it.

I was not able to join writing workshop or Peer Assisted Study sessions of UGFH. It became an easily accessible supplementary material for me. (Female, Year1 student of Journalism)

Students also made few suggestions for further development of this project.

Students reported that the promotion of it was too limited. Most of them knew it because of teacher’s recommendation. And some of them found it in Google when they were searching for more information about the texts. The major promotion method we used were 1) teacher’s recommendations in class or teacher put it in the course outline, 2) e-newsletter of our department via mass mail. Students suggested that it can be merged with the existing mobile app of General Education Foundation Programme, or other more accessible e-platforms.

For the design and layout of the project, students commented that it is good to have a long lecture separated into few sessions and each session contains short clips. Titles given to each small clip can help them select what to watch according to their needs. For further improving this project, they suggested that a brief written summary can be put at the top of each session, so students can easily grasp what the session is all about.

Interactive quizzes were set for each video clip. Students reported that MC questions and fill in the blanks can only serve the function of reinforcing knowledge learnt from the clip, which is useful in some senses, but they also suggested that setting open-ended question might be a good idea. One possibility of future development is to build a forum for open-ended question. Student may post their answer on it and so students can exchange their ideas to that question.

Speakers of micro module can also respond to these discussions and these dynamic discussions will be a set of valuable supplementary materials too.

As the course *In Dialogue with Humanity* contains 11 texts, and the project only covered 5 texts. For future development, students expressed their need to have more clips on abstract texts.

Texts like the Wealth of Nation, On Liberty and 1844 are difficult as they contains a lot of concept, a deeper discussion and analysis about them will be great. (Male, Year1 student of Pharmacy)

They also suggested that micro module on comparing two texts or two cultures will be very useful as it is more advanced and students feel very difficult to do it themselves. We hope that this project can continue to develop and become a set of useful resources to help students think “Beyond the Dialogue with Humanity”.

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: Contextual Reading
 Keyword 2: Embracing Different Interpretation
 Keyword 3: Tasting Unfamiliar Culture
 Keyword 4: Connecting past with present
- (Least relevant) Keyword 5: Think Beyond Textbook Standard Point of view

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: https://edx.keep.edu.hk/courses/course-v1:cuhk+ugfh1000+2016_1/info
(b) Webpage(s): http://cu-genews.com/2016/09/05/351/
(c) Tools / Services: Technical support from ELITE, CUHK.
(d) Pedagogical Uses: UGFH1000 In Dialogue with Humanity invites students to read the classics in the humanities. From the past experience, students are very active to engage in these discussions but find it difficult to have in-depth exploration. In light of this, we have initiated the UGFH1010 Beyond the Dialogue with Humanity project to provide further understanding of the selected text, which may include the background, the analysis of the text from another aspect.
(c) Others (please specify):

Table 2: Resources accessible to a target group of students (if any)

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.

<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
UGFH1000 In Dialogue with Humanity	2016-17 Term1 (As this is a compulsory course for all students so the project will continue be used as supplementary materials for UGFH1000)	1783	KEEP

Table 3: Presentation (if any)

Please classify each of the (oral/poster) presentations into one and only one of the following categories

	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)

Please classify each piece of publication into one and only one of the following categories

	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)	---

3. A one-page brief write up

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