

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:

“More In-depth Reading” (MOIRE) Platform for the General Education Foundation Programme

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Department / Unit: Office of University General Education

Project duration: From January 2016 to December 2016

Date report submitted: December 31, 2016

1. Project objectives

This project is to develop a micro-module platform for the two courses of General Education Foundation Programme, namely “In Dialogue with Humanity” (UGFH1000) and “In Dialogue with Nature” (UGFN1000). The platform delivers the intellectual content of selected extensions of excerpts to enhance students’ understanding so as to get students well prepared before tutorial and to inspire connections between the two courses. The project is so far on track to meet these objectives.

2. Process, outcomes or deliverables

As originally planned, 2 micro modules have been developed, namely “Manifestation of scientific truth, values, and public opinions in Carson’s *Silent Spring*” and “Plato’s Analogy of the Cave: Values, Truth, and Public Opinions”. The micro modules were used, respectively, in “In Dialogue with Nature” (UGFN1000) and “In Dialogue with Humanity” (UGFH1000). In addition, these micro-modules have been used in the flipped-classroom mode so as to better equip students for the discussions held in student-centered seminars. The progress of the project is in accord with the proposed timeline. The project was completed satisfactorily.

3. Evaluation Plan

A focus group interview was complete at the end of the course for students as planned. The monitoring data include students’ comment on their understanding of the micro modules and the extended reading materials, as well as the effectiveness in the flipped-class mode of study. Students responded that (a) the micro-modules do help understand the extended reading materials; (b) help recognize the complexity of the problems in concern; and (c) the flipped-class mode of study does help examine the problems in concern in various perspectives. The evaluation therefore indicates that the objectives have been achieved.

4. Dissemination, diffusion and impact

- Attended a poster presentation in CUHK Teaching and Learning Innovation EXPO 2016;
- A paper entitled "Use of Micro-modules in a Pilot Development of the "MOIRE" Platform for GEFP" is published in CUHK Teaching and Learning Innovation EXPO 2016 booklet, pp.71-74. Website: http://www.cuhk.edu.hk/eLearning/expo/download/expo2016_ebooklet.pdf;
- The micro-modules have been used in "In Dialogue with Nature" (UGFN1000) and "In Dialogue with Humanity" (UGFH1000) for working in a flipped-classroom mode;
- The micro-modules are accessible in Blackboard, Youtube, "Plato's Analogy of the Cave: Values, Truth, and Public Opinions" and Youtube, "Manifestation of scientific truth, values, and public opinions in Carson's Silent Spring", and Knowledge & Education Exchange Platform (KEEP) at CUHK

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 25,000.--
Funds secured from other sources (please specify _____)	\$ Nil
Total:	\$ 25,000.--

Expenditure:

Item	Budget as per application	Expenditure [†]	Balance
(a) Staff cost Student helper (100 hours x \$55@)	5,500.00	3740.00	1760.00
(b) Production cost of the micro-module platform ELITE and ITSC help construct the micro-modules and produce the platform	15,000.00	4010.10	10989.90
(c) Evaluations of the project Printing of survey forms and transcription of focus group interviews.	4,500.00	1919.54	2580.46
Total:	25,000.00	9669.64	15330.36

[†] The expenditures were captured from CUSAP, but some paid items are not shown in the latest statement.

PART III

Lessons learnt from the project

This pilot project offers us an invaluable experience in selecting suitable materials and developing interactive video clips so as to enhance students' understanding of in-depth learning materials and using these micro-modules as flipped classroom mode learning activities. We are planning to develop more micro-modules and, more importantly, to incorporate these micro-modules into various learning activities such as flipped classroom mode teaching in the courses.

Centre for eLearning Innovation and Technology (ELITE) does provide helpful technical supports for micro-modules production. Apart from that, teachers require consultancy on the micro-module designs, for examples, how to deliver a complicated concept with the aid of animations, any technical supports on the animations production and post-production services, so that more professional micro-modules such as video clips can be produced.

PART IV

Information for public access

1. Keywords

(Most relevant) Keyword 1: Silent Spring
 Keyword 2: Allegory of the Cave
 Keyword 3: DDT
 Keyword 4: Public policy

(Least relevant) Keyword 5: Nature of science

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:

Nil

(b) Webpage(s):

The project summary and micro-modules can be found in "Text 6: Carson" under "In Dialogue with Nature – Supplementary courseware" under KEEP (<https://moodle.keep.edu.hk/>).

(c) Tools / Services:

Camtasia Studio for recording and editing the micro-modules; Centre for eLearning Innovation and Technology (ELITE) provides technical supports

(d) Pedagogical Uses:

Flipped classroom activities have been conducted with using the micro-modules. Students were required to watch the video clips. In-classroom discussion was arranged to clarify the micro-module materials and answer student questions on the reading material so as to better equip students for the discussions held in student-centered seminars.

(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>
UGFN1000	Summer term of 2015-16	50	Blackboard / Youtube
UGFN1000 and UGFH1000	Term 1 of 2016-17	300	Blackboard / Youtube

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) Mini-conference in Office of University General Education in Summer 2016	1
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	0
(c) In CUHK ExPo jointly organized by CLEAR and ITSC Poster presentation in CUHK Teaching and Learning Innovation EXPO 2016	1
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	0
(e) In international conference Planning on attending an international conference to share our	1

experiences and disseminate this good practice.	
(f) Others (please specify)	<i>Please insert no</i>

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	0
(b) Project leaflet	0
(c) Project booklet	0
(d) A section/chapter in a booklet/ book distributed to a limited group of audience A paper entitled “Use of Micro-modules in a Pilot Development of the “MOIRE” Platform for GEFP” has been accepted and published in CUHK EXPO 2016 booklet, pp.71-74. Website: http://www.cuhk.edu.hk/eLearning/expo/download/expo2016_ebooklet.pdf	1
(e) Conference proceeding	0
(f) A chapter in a book accessible internationally	0
(g) A paper in a referred journal	0
(h) Others (please specify)	<i>Please insert no</i>

3. A one-page brief write up

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

The “More In-depth Reading” (MOIRE) platform is developed for the General Education Foundation Programme (GEFP) which includes the intellectual content of extensions, serving as teaching and learning materials for various interactive features, such as short video clips and online study and discussion questions. In this pilot project, two micro-modules have been developed, which are, respectively, based on Silent Spring written by Rachel Carson and Republic by Plato. The first micro-module introduces features of the nature of science, such as scientific credibility, highlighted in Silent Spring and relates them to the public’s understanding of scientific truth. The second micro-module compares a democratic community with a meritocratic one in terms of the importance of values, truth, and public opinions when a public policy is implemented. The micro-modules have been used for the flipped-class mode to get students better prepared for discussion in student-centered seminars and essay-type assignments. The focus group interview indicates that the

micro-module can help students understand the extended reading materials and recognize the complexity of the problems in concern and that the flipped-class mode of study helps them examine the problems in concern in various perspectives. In addition, this pilot project encourages students to make connections between the two foundation courses, aiming at developing students' ability to see a problem in both scientific and humanistic perspectives. Currently, more than 3400 students of the GEFP use these micro-modules voluntarily every semester. These micro-modules are easily accessible to the public via the Knowledge & Education Exchange Platform (KEEP) at CUHK and the YouTube platform.