

The micro-modules were mainly featured by three video clips (see table below), 7-15 minutes each. They were used for independent self-learning before class to facilitate class discussion. Students were required to watch the video clips and think about the questions raised at the end of the video clip. In-class discussion will follow for the instructor to understand students' perception and grasp of the ideas, and more in-depth discussion to facilitate learning.

The major pedagogical goals achieved include: (1) to promote interactive learning (Berge, 2002) by increasing students' involvement in various aspects, such as a preview of the introductory video clips and in-class discussion; (2) to incorporate a reflective learning approach (Boyd & Fales, 1983) into the course by linking social theories with real-life case illustrations. Unlike traditional teacher-led style, the micro-modules expanded students' interpretation and understanding of the concerned issue in a way that is more visual, concrete, interactive, and reflective. It helped students to develop a higher level of critical thinking skills, especially in terms of how different attitudes towards the socially disadvantaged people are socially constructed and spread in our society, learn how to identify structural causes and societal attitudes leading to social exclusion and marginalization of the socially disadvantaged groups, and have more reflection on how to mobilize resources to empower the socially disadvantaged groups.

End of Feb 2016	<ul style="list-style-type: none"> • Complete production of Micro-module I: delineating concepts (<i>presented in Chinese</i>)
March 2016	<ul style="list-style-type: none"> • Complete production of Micro-module II: case illustration and Discussion – subdivided flat (劏房) (<i>presented in Chinese</i>)
2nd term of 2015-16	<ul style="list-style-type: none"> • Application of Micro-module I • Application of Micro-module II
Oct 2016	<ul style="list-style-type: none"> • Improvement on Micro-module I(<i>add English subtitle</i>) • Improvement on Micro-module II(<i>add English subtitle</i>)
Dec 2016	<ul style="list-style-type: none"> • Complete production of Micro-module III: case illustration and discussion – migration and minorities (<i>presented in English</i>)
Jan – March, 2017	<ul style="list-style-type: none"> • Improvement on Micro-module III and add Chinese subtitle (project extension applied and approved)

References:

Berge, Z. L. (2002). Active, interactive, and reflective e-learning. *The Quarterly Review of Distance Education*, 3(2), 181-191.

Boyd, D., & Fales, A. (1983). Reflective learning: Key to learning from experience. *Journal of Human Psychology*, 23, 99-117.