

This project aimed to produce two micro-modules for flipped classroom learning. The first micro-module focused on the essential components in the beginning phase of case intervention. The second one was on client engagement and problem exploration. It was expected to equip students with the essential knowledge and skills at the beginning phase of casework in the social work practice. Moreover, we hope that students could develop their independent learning attitude through engaging in the eLearning.

The components of the two micro-modules included: mini lectures, video clips, quiz and open-ended question, survey on the satisfaction and helpfulness of the modules that were used in two courses, namely SOWK2210 Social Casework and SOWK5995 Social Work Field Laboratory in 2016-17 term 1. Students were required to watch the video clips before lecture to preview the key concepts that were going to cover in the coming lectures. The course instructors deepened students' learning through in-class discussions and role plays.

Kirkpatrick's evaluation model (1977, 1979) was adopted as the evaluation framework for outcome measurement. The micro-modules obtained positive feedback. Statistical significant differences were observed in the pre- and post-assessment quiz. Students showed more correct answers in the post-assessment quiz than in the pre-assessment quiz. The quizzes embedded in the micro-modules were conducive to students' learning. Correct answers were shown to students after the completion of the post-assessment quiz, the immediate feedback to students' performance was helpful for learning. Students were generally satisfied with the two micro modules and they commented that the modules were helpful to their learning.

In sum, students appreciated this learning experiences and the micro-modules had contributed to their learning. Use of flipped classroom allowed more space for in-class activities that deepened students' learning. Finally, the eLearning material produced can be used for teaching in the future.