THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

<u>Final Report (2016-17)</u>

Report due 30 April 2018
Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure
<u>mmcd@cuhk.edu.hk</u>

<u>PART I</u>

Project title: Micro-Modules for Sign languages and Deaf Communities

Principal supervisor: Prof. SZE Yim Binh Felix

Co-supervisor(s): N/A

Department / Unit: Department of Linguistics and Modern Languages

Project duration: From May 2017 to April 2018

Date report submitted: 29 May 2018

1. Project objectives

Is the project on track to meet its objectives?

Have the objectives been changed as a result of the experience of working on your MMCDG project?

The project aims helping students who have no previous knowledge or background of deaf people and deaf culture to have a better grasp of the course content. E-modules with video in multilingual formats, interviews sharing first-hand experiences as well as online exercises are created. The objectives of the project are met. Unfortunately, since the course was not launched in the academic year 2017-18, we have not had a chance to test run these modules. However, comments were sought from the staff members of the Centre for Sign Linguistics and Deaf Studies, including deaf and hearing researchers, sign language instructors and former students of CUHK in the design and contents of these modules.

2. Process, outcomes or deliverables

Please specify the number of micro modules produced, and the course(s) (with course codes and titles) that have used the micro modules in Part IV, and provide more detailed descriptions here. Must specify duration of each micro-modules (in terms of students online contact hours), total duration time of all deliverables and style. (With reference to the "Summary of video presentation styles" developed by CLEAR)

Has the nature of the deliverables been changed?

Have you adjusted your timeline?
Overall, was the project completed satisfactorily?

In total 6 micro modules were produced as planned for the university general education course "UGED 2923 Exploring Sign Languages and Deaf Communities". The detailed information of each module can be found in the table below. The nature of the deliverables remains unchanged from our plan, and the contents of each module fit well with the proposed objectives. The project completed satisfactorily with little adjustment on the timeline.

Micro-module	Content	Style	Time needed to finish the exercises
1.Misconceptions against Deaf people	• 6 clips on general misconceptions towards deaf people and their culture (total length: 08'23'') • 10 True or False questions to be answered by students after watching the clips	Video (signing explanations with English and Chinese subtitles)	20 minutes
2. Gestures and sign languages	• A website with explanations on linguistic terms related to gestures and a series of practical exercises that aims at helping the students have a clearer picture of gesture • 5 demonstration clips used in the exercises (total length: 03'33'') • 10 short questions and multiple choices	Online exercises with video demonstration; Instructions in written English and Chinese	30 minutes
3. Raising a Deaf child	• Interviews of one hearing and one deaf mother who both have a deaf pre-school child (total length: 35'55'') • Four questions for general discussion in class	Video-recorded interviews with Chinese subtitles	45 minutes
4. Sign bilingual and inclusive education	• Interviews of three adults on their education experience • (total length: 29'21'') • Four questions for general discussion in class	Video-recorded interviews with Chinese subtitles	40 minutes
5. History of Deaf education	• Introduction on history of deaf education (length: 05'07'') • Four questions for general discussion in class	Signing explanations with Chinese subtitles	20 minutes
6. Deaf culture	• 4 role-play videos about the dos and don'ts regarding communication with deaf people (total length: 02'50'') and one video for a sum-up of deaf culture (length: 01'24'') • 10 T/F questions	Signing explanations with Chinese subtitles	25 minutes
		Total:	180 minutes

3. Evaluation Plan

Have you altered your evaluation plans?
What monitoring data did you collect?
Does your evaluation indicate that you have achieved your objectives?

Since the course was not offered in the academic year 2017/18, we did not have a chance to run a test trial of these e-learning modules with students. However, in the process of creating the modules, comments were sought from the staff members of the Centre for Sign Linguistics and Deaf Studies, CUHK, on the design and content of the modules. It is expected that the course will be offered in 2018/19. We will then evaluate the effectiveness of these learning resources by checking the performance of the students in the quizzes and discussions. A questionnaire will also be designed and distributed to the students upon their completion of the 6 micro-modules. The questionnaire will specifically focus on the style and content of the video clips, and to what extent they can enhance the learning of the students. Some students of this course will be invited to join a focus group discussion to evaluate the micro-modules. In addition, some students will be invited to serve as student helpers to help review the content and structure of the micro-modules under the supervision of the research assistant.

4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.

Please provide examples of diffusion: how the project results/process/outcomes/deliverables have been used in your unit and other parts of CUHK or other institutions?

Please provide examples of impact: how the project results (micro modules) can be adapted to other disciplines.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	$	80,000
Funds secured from other sources	$	0
(please specify_____)		
Total:	$	80,000

Expenditure:

Item	Budget as per application	Expenditure	Balance
A part-time assistant	34,400.00	30,848.40	3,551.60
A part-time computer technician	45,600.00	45,216.01	383.99
Total:	80,000.00	76,064.41	3,935.59

PART III

Lessons learnt from the project

Please describe your way forward.

Please describe any of the following item(s) accordingly:

- *Key success factors, if any*
- *Difficulties encountered and remedial actions taken, if any*
- *The role of other units in providing support, if any*
- *Suggestions to CUHK, if any*
  - o *Example: what should be done differently?*

The micro modules will be of great help for the UGED 2923 students and also sign language learning students to get a general idea of the Deaf community, their language and their culture. The modules are useful to scaffold and motivate the students in their learning process and enhance their engagements in lectures and tutorial discussions.

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: Deaf people

                        Keyword 2: Sign language

                        Keyword 3: Deaf culture

                        Keyword 4: Deaf education

(Least relevant)   Keyword 5: Deaf child raising

2. Summary

Please provide information, if any, in the following tables, <u>and provide the details in Part I</u>.

Table 1: Publicly accessible online resources (if any)
(a) **Project website: NA**   *If a publicly accessible project website has been constructed, please provide the URL.*
(b) **Webpage(s): NA**   *If information of your project is summarized in a webpage (say a page in the department's or faculty's website), please provide the URL(s) here.*
(c) **Tools / Services: NA**   *If you have used any tools or services for the project, please provide names of the tools or services in here.*

(d) **Pedagogical Uses:**

If any flipped classroom activities have been conducted, please provide information in here. If relevant, please indicate how your project output can be used to support flipped classroom activities.

All modules are designed in the form of illustration videos, interviews and online exercises to enhance students' knowledge of issues related to sign language, gesture, deaf community and deaf education. Students are expected to go through these modules before they attend classes. The questions aim at checking students' understanding of the content, and some are designed for a follow-up in-class discussion. We have developed a website (http://www.cslds.org/micro_module), where students could do the exercises and check the answers/suggestions on their own. The website can be used for self-learning or an in-class exercise.

(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.			
Course Code/ Target Students	**Term & Year of offering**	**Approximate No. of students**	**Platform**
Eg1. DEPTXXXX	*1ˢᵗ term 2015*	*50*	*Blackboard*
Eg2: Dept of xxxx	*All 1ˢᵗ year students*	*40*	*facebook*

Table 3: Presentation (if any)	**NA**
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)	*Please insert no*
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	*Please insert no*
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	*Please insert no*
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	*Please insert no*
(e) In international conference	*Please insert no*
(f) Others (please specify)	*Please insert no*

Table 4: Publication (if any)	NA
Please classify each piece of publication into one and only one of the following categories	**Number**
(a) Project CD/DVD	*Please insert no*
(b) Project leaflet	*Please insert no*
(c) Project booklet	*Please insert no*
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	*Please insert no*
(e) Conference proceeding	*Please insert no*
(f) A chapter in a book accessible internationally	*Please insert no*
(g) A paper in a referred journal	*Please insert no*
(h) Others (please specify)	*Please insert no*

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.

This project aims at enhancing undergraduate students' knowledge related to sign languages and Deaf communities through building up self-learning online modules for the university general education course "UGED 2923 Exploring Sign Languages and Deaf Communities". This is an important undergraduate course that broadens students' horizon on language and its multi-faceted modalities. As sign language makes crucial use of the visual-manual channel, audio-visual presentations are essential for the teaching of concepts and ideas related to sign language. The use of e-learning techniques and micro-modules is thus useful in promoting teaching effectiveness and enrich students' learning experience. Also, as Deaf signers are a linguistic minority, most university students taking this course have never met a Deaf person themselves before or do not have much experience interacting with Deaf people who communicate through the visual-gestural linguistic channel. Six micro-modules are designed to reduce the possible difficulty caused by this lack of background knowledge. The following aspects are covered: common misconceptions against Deaf people, relation between hearing people's gestures and natural sign languages, issues involved in raising a Deaf child, sign bilingualism and inclusive education, history of Deaf education, and Deaf culture. Through studying the videos of the micro-modules before class, students could acquire essential background knowledge of the related content, thus maximizing their in-class learning.