

**THE CHINESE UNIVERSITY OF HONG KONG**

**Micro-Module Courseware Development Grant**

**Scheme 2: Studies in Foundation Courses**

**Final Report (2016-17)**

Report due 30 April 2018

Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure  
[mmcd@cuhk.edu.hk](mailto:mmcd@cuhk.edu.hk)

**PART I**

Project title: **Supplementary eLearning animation and videos for CHLT 1105 Self-Learning Chinese**

Principal supervisor: **Dr. Lai Pit Shun**

Department: **Chinese Language and Literature**

Project duration: **From May 2017 to April 2018**

Date report submitted: **31-10-2017**

**1. Project objectives**

*Is the project on track to meet its objectives?*

The objectives of the plan are to use design a series of teaching videos by various multi-media styles to emphasize the key concept and the practical values of each examining chapters of CHLT 1105 Self-learning Chinese. The above objectives remain unchanged.

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

After considering teaching effectiveness and technical restraints, some of the theme and the teaching content of the videos had been amended, but the focus was still on emphasize the key concept and the practical values by concise and interesting way. Details of the amendments were stated in Appendix A.

**2. Process, outcomes or deliverables**

*Please specify the number of micro modules produced, and the course(s) that have used the micro modules in Part IV, and provide more detailed descriptions here. Must specify duration of each micro-modules, total duration time of all deliverables and style.*

The outcome of the project will be 8 teaching videos that respond to the examining chapters of CHLT1105. These 8 videos will be used as the introduction for each chapter to emphasize

the key concept and the practical values. The teaching videos will be integrated with the online learning materials of CHLT1105 as introduction of each chapter. We hope that student may have a general idea of the chapter before browsing the online material and exercise. For details of the teaching videos (e.g. duration and presentation style), please refer to Appendix A.

*Has the nature of the deliverables been changed?*

The outcome is as expected and the nature of the proposal does not change.

*Have you adjusted your timeline?*

The project completed as the proposal expected date, but the time for the preparation of the content (e.g. script writing, storyboard, design of scene and presentation style) was longer than anticipated. Thus these 8 video clips were not yet integrate with the online learning materials and exercise of the CHLT 1105 online self-learning platform. As CHLT 1105 is run in collaboration with CHLT and Independent Learning Centre, PI had built the consensus to integrate the videos into the platform this summer and officially release the new video with it's online learning material and exercise in 2018/19 school year as the proposal stated.

*Overall, was the project completed satisfactorily?*

The proposal carried out smoothly under the cooperation with ELITE team.

### **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?*

Our evaluation plans have not been changed and will be carried out when all proposed teaching videos integrate with the learning materials on the online self-learning system. As the project is still in trial, we only collected feedbacks of the first two videos by questionnaires. The result is encouraging. For details, please refer to the interim report.

Dr. Felix Chao (Senior Lecturer of Independent Learning Centre) and Dr. Lai Yin Yee (Part-time Lecturer of CHLT), both are the teachers of CHLT 1105, had watched the videos in the trials class. They both agreed that the videos are interesting that can motivate students to learn and help them to get the key concept of each chapter. The comments were positive.

#### **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.*

The teaching videos will be integrated as a part of the online learning materials of CHLT1105 that they will be added in the website of the course. Only teachers and students related to the course can access the materials. They should login with their students ID and CWEM password. The website of CHLT 1105: <https://www.ilc.cuhk.edu.hk/Chinese/SLC1105/>

The teaching videos can be founded from the following link:

<https://drive.google.com/drive/folders/1VVJNnKhCd7et3SlzVoD1dT9dpgGpkN0P?usp=sharing>

PI had introduced this project to the colleagues in the meeting and retreat of CHLT on 29/8/2017 and 1/6/2017 respectively. PI also presented three videos to CHLT 1105 student in last school year on 7/11/2017, 10/11/2017 and 5/3/2018.

Dr. Felix Chao, senior lecturer of ILC, will work with PI to study the best way to integrate the teaching videos with the online teaching content and the exercise in this summer so as to enhance the teaching effectiveness. 3 full-time Lecturer and 2 Part-time Lecturer of CHLT had been invited to use the videos and collect students' opinion in the CHLT1100 (Approximately 20-23 classes) in 2018-19.

It is expected that the videos, online learning materials and exercises will bring a completed and interesting self-learning experience to students. It is also expected these materials will gain students' acceptance towards self-learning courses, and motivate them to join other self-learning courses offered by other faculties.

PI had shared the experience gained from this plan to some of the colleagues of CHLT; some of them were interested about eLearning. In the past year, PI had cooperated with some colleagues to design different Micro-modules for different types of students, and applied for TDLEG, MMCDGS and CDGS. Among these proposals, "Micro-module of Cantonese" had obtained the funding of CDGS (2018-19). Another micro-module was recommended by SCLE to University for further consideration.

## PART II

### Financial data

Funds available:

Funds awarded from MMCDG	\$ 93800
Funds secured from other sources (please specify _____)	\$ Nil
Total:	\$ 93800

Expenditure:

Item	Budget as per application	Expenditure	Balance
1 JRA(Part-time) / 110 hrs / \$105		\$11,550	
1 JRA(Part-time) /110hrs / \$100		\$11,000	
Several student helpers/ 125hrs / \$55		\$6,875 (TBC)	
Production cost (ELITE)		\$18,750	
MPF		TBC on 7/5	
Total:		\$48,175	

Remarks:

- Budget had been revised and reported to the committee on 26/5/2017 via email. For detail, please refer to the Appendix B.
- Because of the manpower deployment of ELITE, several videos were produced by the student helpers under the supervision of ELITE staff. So the expenditure of student helpers is over the preliminary budget while the expenditure of ELITE production cost is much lower than preliminary budget. As a result, the overall production cost of this project is lower than the preliminary proposal stated.
- CUASP is temporarily suspended due to system upgrade and will be resumed on 2/5/2018. The expenditure of Part-time Junior Research Assistant will be confirmed by the system on 2/5/2018.
- As several student helpers claims that they just submit their word record to the OSA system on today (30/4/2018) though PI had reminded them in the early April, the expenditure of student helpers in the following budget may be amended after Bursary send the weekly summary of student helpers of this week to me on 6/5/2018.
- PI will submit the final budget to the committee again once all financial information are confirmed.

### PART III

#### **Lessons learnt from the project**

The financial support from the university and the technical support from ITSC and ELITE are important to the success of the proposal. Timothy Hui(ELITE) and Flora Leung(CLEAR) had paid much effort to the development of the teaching videos, and provided suitable technical advice in the process. The support offered by the above units helped the proposal to earn a satisfying result.

Prof. Ho Che Wah, the chairman of the Department of Chinese Language and Literature, Prof. Tang Sze Wing, the chairman of the CHLT Teaching Committee, and Dr. Cheung Wing Mui, the vice-chairman of the CHLT Teaching Committee had provided assistance to the proposal and given valuable opinions on this project. Their support are important to the success of the proposal.

#### **Difficulties encountered and remedial actions taken**

According to the preliminary proposal, all the video clips will be produced by ELITE. Because of the manpower deployment of ELITE, only half of the video clips were produced by ELITE and the rest of them were produced by student helpers under the supervision and assistant of the staff from ELITE. All student helpers had received training by ELITE before they participated in the project to ensure the quality of the videos. As a result, there are several well-trained student helpers whose familiar with the functions of Goanimate and this may help our department to produce teaching videos for other project/subjects in the future.

#### **Suggestion to CUHK**

Recently, only colleagues of the ELITE have the authority to use Goanimate Professional Version (main production tool for the video-clips), while student helpers can only use the trial/student account which has limited authorities, functionality and weaker resolution. Student helpers thus cannot share the workload of ELITE, especially during manpower deployment. This affects the production progress. We therefore suggest a moderately increase in authorities of Micro-module production software, so that student helpers can participate in the production under the surveillance of ITSC or ELITE staff. Meanwhile, the faculty can consider providing authority(in form of shareware) and tutoring of Goanimate (by online course or micro-module) to our front-line academic staff, in order to encourage them to produce more teaching video by such interesting software.

## 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: Self learning Chinese  
                                 Keyword 2: Animation for Chinese learning  
                                 Keyword 3: Video Clips for Chinese learning  
                                 Keyword 4: Fundamental Chinese  
  
(Least relevant)      Keyword 5: Online Chinese learning materials

#### **2. Summary**

*Please provide information, if any, in the following tables, and provide the details in Part I.*

<b>Table 1: Publicly accessible online resources (if any)</b>	
<b>(a) Project website:</b>	<i>Nil</i>
<b>(b) Webpage(s):</b>	<a href="https://www.ilc.cuhk.edu.hk/Chinese/SLC1105/">https://www.ilc.cuhk.edu.hk/Chinese/SLC1105/</a> (Login with CWEM password)
<b>(c) Tools / Services:</b>	The animations are mainly produced by Goanimate, while vedio-clips are mainly filmed by ELITE.
<b>(d) Pedagogical Uses:</b>	CHLT 1105 is a sole self-learning course , seminar sessions are not compulsory for registered students , the ‘flipped classroom’ strategy cannot be put into practice, but PI thinks that the vedio clips can provide students with an instant grasp of the main teaching points and practical values of the teaching units, enhancing their learning motivation. Further more, with the aid of online teaching material and exercises, students can evaluate themselves and monitor their learning progress. The teaching effectiveness of CHLT 1105 will thus be

enhanced.

(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 &amp; Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
<i>CHLT 1105</i>	<i>Each Semester</i>	<i>89/38(This year)</i>	<i>Webpage/ Blackboard</i>

**Table 3: Presentation (if any)**

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

	<b>Number</b>
(a) In workshop/retreat within your unit (e.g. department, faculty)	<i>1(1/6/2017)</i>
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	<i>0</i>
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	<i>0</i>
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	<i>0</i>
(e) In international conference	<i>0</i>
(f) Others (please specify) Meeting of CHLT:29/8/2017 Class of CHLT 1105: 7/11/2017, 10/11/2017 and 5/3/2018	<i>4</i>

**Table 4: Publication (if any)**

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

	<b>Number</b>
(a) Project CD/DVD	<i>0</i>
(b) Project leaflet	<i>0</i>

(c) Project booklet	0
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	0
(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)	0



### 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.*

CHLT 1105 Self-Learning Chinese is tailor made for non-JUPAS students who are admitted on advanced standing to CUHK and is delivered via the web. The online self-learning system devised for the course consist of 8 examining chapters in two parts, covering various aspects of Chinese, such as words and grammar, in order to arouse the linguistic awareness of student towards Chinese. This project aims to design a series of teaching videos by various multi-media functions including animation and video films to emphasize the key concepts and the practical values for each chapter. PI do think that this may help to enhance students' motivation on self-learning of Chinese as the newly added video clips may help them familiarize themselves with the learning content before they browsing the existing online learning material which is in the form of black and white words and passage.

Recently, 8 video clips were produced for the proposal as planned. The production strategy is to bring out not only the key concept, but also the practical value of fundamental language knowledge through amusing multimedia articulation, so that students can monitor their self-learning progress, making CHLT 1105 most effective for language learning. The 8 video clips were filmed in different styles including animation, storyline, games, interview, video with static ppt, demonstration, catering to students' diversify interest and needs. With the aid of the online learning material and exercises provided, students will definitely have great learning experience. Take reference to the comments from the trail class, such kinds of presentation style seem suitable for them. All questions about the video clips in the evaluation got over 5 out of 6 in the trial classes. For details of the video clips, please refer to the Appendix A.

This project also provides Chinese Language Teaching Team with the experience of making teaching videos, encouraging our team members to devote more time to the development of eLearning materials. Up to now, Chinese Language Teaching Team has proposed other two Micro-modules. Among these two Micro-modules, the one themed in Cantonese has successfully obtained the Courseware Development Grant(2018-19). PI hope that the outcome of this project will not only bring a fruitful Chinese learning experience to our students, but also build up a sense of eLearning development among our teaching team, so as to meet the University's strategic aims on eLearning.

Link of final video report:

<https://drive.google.com/open?id=1iVVvSMgXpr07xaZ6W9HjJEjJ33EITXwg0>

## Appendix A

### Details of the videos for CHLT 1105 Self-Learning Chinese

Note: Information in some of the video-clips are different from that stated in the preliminary proposal. The renewed content is in **bold font**, so that readers can easily identify the differences.

#### Part I Characters and words (字詞篇)

##### Chapter 1 Liu Shu and the development of Chinese characters 漢字六書和流變

- 1.Video Theme: **Understanding ancient Chinese font(認識中國古代字型)**
- 2.Key Concepts: **Oracle bone script ( Jiagu wen), Chinese bronze inscriptions(Jinwen) Large seal script (Dazhuan) and small seal script (Xiaozhuan)**  
(甲骨文、金文、大篆、小篆)
- 3.Application value: **Deepen students’ understanding of the characteristics of ancient Chinese fonts** through identifying the ancient Chinese fonts “The Chinese University of Hong Kong” (通過辨識「香港中文大學」的古代字型，深化對各古文字字體特徵的理解)
- 4.Relevant Learning outcomes of CHLT 1105: Acquiring linguistic features liu shu and the development of Chinese characters
- 5.Duration: 05:20mins
- 6.Presentation Style: Demonstration (Invite local calligrapher for a demonstratation on ancient Chinese fonts)

##### Chapter 2 Different features of traditional and simplified Chinese characters 繁體字與簡體字

- 1.Video Theme: Learn more about the simplified forms of Chinese Characters(學習簡化字的入門方法)
- 2.Key Concepts: Principles of simplification of the Chinese Characters in Official documents of PRC (eg.A summary of simplified Chinese 〈簡體字總表〉)
- 3.Application value: Make use of the official documents to derive the simplified forms of Chinese Characters.(借助官方文件來推衍簡化字寫法)
- 4.Relevant Learning outcomes of CHLT 1105: Being able to recognize traditional Chinese characters and their counterparts in simplified forms
5. Duration: 04:58mins
6. Presentation Style: Animation(Introduce the history of Simplified Chinese and the official ways of learning)

## Appendix A

### Details of the videos for CHLT 1105 Self-Learning Chinese

#### Chapter 3

##### Chinese synonyms and antonyms 同義詞和反義詞

- 1.Video Theme: **The practical value of synonym/synonyms and antonym (同/近義詞與反義詞的實用價值)**
- 2.Key Concepts: **Definition of synonym and antonym(同義詞及反義詞的定義)**
- 3.Application value: **Using synonym/synonyms and antonym to strengthen the rhetoric effect of sentences. : (借助同/近義詞與反義詞來加強文句的修辭效果)**
- 4.Relevant Learning outcomes of CHLT 1105: **Distinguish between synonyms and antonyms in Chinese**
5. Duration:03:43 mins
6. Presentation Style: Video with static ppt

#### Chapter 4

##### Chinese morphology 漢語詞法

- 1.Video Theme: **Classification of different concepts in Chinese morphology(辨析中文詞法的基礎概念)**
- 2.Key Concepts: **Defination of different concepts in Chinese morphology(中文詞法的基礎概念)**
- 3.Application value: **Help students to get a grasp of the basis concept of Chinese morphology, which is the basis of Chinese self-learning (協助同學掌握中文詞法的基本概念，作為自學中文的基礎)**
- 4.Relevant Learning outcomes of CHLT 1105: **Acquiring linguistic features of Chinese morphology**
5. Duration: 06:56 mins
6. Presentation style: Interview (**Diagnose and correct students' miscoceptions on morphology in interviews**)

## Appendix A

### Details of the videos for CHLT 1105 Self-Learning Chinese

#### Part II Clauses (句子篇)

##### Chapter 1 Basic Chinese grammar with a focus on sentence structure 漢語句法

- 1.Video Theme: How to distinguish the syntactic forms in Chinese sentences(如何辨別句子成分)
- 2.Key Concepts: The definition of different sentence elements of Chinese syntax (eg. Subject, Object, Predicate)(句子成分的定義)
- 3.Application value: Make use of the sentence elements to facilitate a self-checking grammar practice.(借助句子成分來自我檢測語法錯誤)
- 4.Relevant Learning outcomes of CHLT 1105: Acquiring linguistic features of Chinese syntax
5. Duration: 05:30 mins
6. Presentation style: Animation (Q and A in a game)

##### Chapter 2 Usage of conjunctions in Chinese grammar 漢語關聯詞

- 1.Video Theme: Know more about the basic form of conjunctive adverbs in Chinese sentences (關聯詞與複句類型的關係)
- 2.Key Concepts: Connotation of the conjunctive adverbs in Chinese sentence(漢語關聯詞的組合和用法)
- 3.Application value: **How to use complex sentence to strengthen language effect (e.g.illustrate the logical relations of clauses)**( 如何利用複句加強語言效果(如：交代分句的邏輯關係)
4. Relevant Learning outcomes of CHLT 1105: Being able to master Chinese conjunctions
5. Duration: 05:18mins
6. Presentation style: Animation

## Appendix A

### Details of the videos for CHLT 1105 Self-Learning Chinese

#### Chapter 3 Common grammar mistakes in Chinese sentence 漢語病句

- 1.Video Theme: Common grammatical mistakes in Chinese sentences made by local students(略述本地學生常見語病)
- 2.Key Concepts: Common grammatical mistakes(常見語病)
- 3.Application value: Learn how to facilitate a self-checking practice and correct the ungrammatical sentences(如何自我檢查及改正病句)
- 4.Relevant Learning outcomes of CHLT 1105: Acquiring linguistic knowledge of common grammar mistakes in Chinese sentence
5. Duration: 04:38 mins
6. Presentation style: Animation(story)

#### Chapter 4 Westernised Chinese language 歐化中文

- 1.Video Theme: The influences of westernised Chinese language(歐化中文對中文書寫的影響)
- 2.Key Concepts: Examples of the westernised Chinese language(歐化中文的主要類型)
- 3.Application value: Learn how to facilitate a self-checking practice and correct the westernised Chinese sentences(如何自我檢查及改正歐化中文)
- 4.Relevant Learning outcomes of CHLT 1105: Being able to translate phrases and sentences from English into simple Chinese
5. Duration: 06:05 mins
6. Presentation style: Animation (Example of daily life)

## Application for the revised budget

Pit Shun Lai (CHI)

禮五 26/5/2017 13:31

收件者: CUHK mmcd@cuhk.edu.hk <mmcd@cuhk.edu.hk>;

副本: Pit Shun Lai (CHI) <laipitshun@cuhk.edu.hk>;

📎 1 個附件 (660 KB)

MMCDGS Application form (Dr Lai Pit ShunCHLT).pdf

Dear Sally,

I am the project leader of the “ Supplementary eLearning animation and videos for CHLT 1105 Self-Learning Chinese” which was selected as the granted project(\$93800) of Micro-Module Courseware Development Grant(2016-17)—Scheme 2:Studies in Foundation Courses. After careful consideration, I would like to have an application of revising the current budget to ensure that the most suitable staff will be hired for the project.

The current budget is enough to hire 1 junior research assistant for two months. Meanwhile, the amended budget would be able to hire 3 part-time junior research assistants to participate in the project during summer period. The change of the budget is reasonable and the amendment is helpful for the project implementation.

### **Part A: Proposed Budget (Approved )**

Estimated Income:

Requested amount of allocation from Micro-Module Courseware Development Grant:

\_\_\_\_\_ \$ **93,800** \_\_\_\_\_

Other funding : No \_\_\_\_\_

Estimated Expenditure:

Item	Qty	Unit Price (HK\$)	Amount (HK\$)	Quotations / Competitive bids
<b>Development Cost</b>				
<b>eLearning animation and videos</b>	<b>8</b>	<b>/</b>	<b>53,360</b>	<b>Quotation /</b>

production		ELITE(CUHK)	
Staff Cost			
Junior research assistant (Junior research assistance will coordinate the preparation work of those videos in this summer)	1	17,580	35,160
Student helpers (12hr for each video) (Student helpers will be invited to participate in the video shooting and post-production stage such as sound cover of the video and etc. They will also be invited to give suggestions on the design of video.)	96 hr	55	5,280
Total:			93,800

**Part B: Proposed Budget(Revised)**

Estimated Income:

Requested amount of allocation from Micro-Module Courseware Development Grant:

\_\_\_\_\_ \$ **93,800**

Other funding : No

Estimated Expenditure

Item	Qty	Unit Price (HK\$)	Amount (HK\$)
<b>Development Cost</b>			
eLearning animation and videos production	8	/	53,360
<b>Staff Cost</b>			
3 Junior research assistant (Part-time)	320 hr	\$104.1 (per hr) [ \$17580 ÷ 39 ÷ 4.33 ]	JRA1 (120 hour) 104.1 × 120 = 12,492
(1 Junior research assistant will coordinate the preparation work of those videos in this summer and 2 Junior research assistant		Personnel had been consulted in the calculation of the hourly rate for JRA(Part-time)	JRA2 (100 hour) 104.1 × 100 = 10,410 JRA3(100 hour) 104.1 × 100 = 10,410

## Appendix B

may help to prepare the content of the videos )				
Student helpers (16 hr for each video)	128 hr	55		Total = 33,312
(Student helpers will be invited to participate in the video shooting and post-production stage such as sound cover of the video and etc. They will also be invited to give suggestions on the design of video.)				7,040
			Total:	93,712

According to the new budget, only the staff cost have been changed. I hereby promise that the working hours of the part-time staff will follow the conditions of engagement as with University and hope to get the approval from the Committee.

Thank you.

Best Regards,

Ronald Lai