

**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: Developing Micro-Modules for the Implementation of Flipped Classroom  
Activities in Introductory College General Education Courses

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Project duration: From May 2017 to April 2018

Date report submitted: 15 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?*

This project, as set in the proposal, aims to develop micro-modules to facilitate eLearning and flipped classroom in the year one GE course of Chung Chi College GECC1130 “The Idea of a University”. The objective has been completed. Among the produced five micro-modules, some micro-modules were not only used in GECC1130 but also extended to other College GE courses: GECC1000, GEJC1120 and GECC4130.

## 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?*

Five micro modules videos were produced.

Micro-modules #1-4 are short videos; #5 one is workshop recording with further post-editing in plan. #1-3 are completed satisfactorily. For #4-5, their use has expanded to additional GE courses. The timeline was achieved, as set in the proposal - three of micro-modules will be used in the foundation course by October 2017 Term 1 and the remaining two will be implemented at later time. #1-3 was used in the foundation GE course and #4-5 were used in term 2.

Overall the project is completed satisfactorily.

Each micro-module is an eLearning video for supporting teaching and learning (T & L) activities. Students are required to watch video #1-3 before the concerned T&L activity. There are follow up online quiz and/or in-class discussion. Video #4 is an instructional video for self-study. #5 is currently a post lecture recapitulation. It can be further enhanced into short videos as pre-class eLearning materials for the next academic year.

The five micro-modules are categorized into three themes.

Details of each videos are further elaborated below and summarized in table one.

	Theme	Topic	Video Duration
1	Campus Life and University Study – The Big Picture of Chung Chi GE	Curriculum of Chung Chi General Education	2:47
2	The History and Heritage of Chung Chi College – The Founding of College	History and Heritage, Chung Chi College #1	2:14
3	The History and Heritage of Chung Chi College – The Early Development of College	History and Heritage, Chung Chi College #2	3:22
4	Campus Life and University Study - The synergy of College Gen Ed and Non-formal Education	Integrating Experiential Learning and Project	2:27
5	Campus Life and University Study - The synergy of College Gen Ed and Non-formal Education	Strategic Field Note Taking for Experiential Learning	1hr 48mins

### Micro-module #1

This video addresses the College General Education curriculum in a holistic view to year one freshmen of the College. Students are introduced with the characteristics and possibilities, the different courses and alternative study schemes about the study of General Education. The duration of video is 2:47. The content of the video contains narrated info-graphics, photos from previous classes, video shooting at the campus, etc. The micro-module was used in GECC1130 “The idea of a University” and GECC1000 “College Assembly”. The video is also accessible at the College General Education website.

### Activities

In GECC1130, students watch the video in advance for familiarizing themselves with the factual content. Discussion session is arranged in class. Students are guided to make curriculum plan and prepare for their College GE study scheme. In GECC1000, the access of the video is made known to all students of Chung Chi College.

### Micro-module #2 #3

The two micro-modules focus on the year one curriculum theme “College History and Heritage” were used in two year one courses GECC1130 “The Idea of a University” and GEJC1120 “College, University and Community”, instead of only GECC1130 as proposed. The two videos address the history and heritage of Chung Chi College. #2 has the length 2:14 and focus on the founding history. #3 has the length 3:22 and focus on the early development.

### Activities

In both courses, students are asked to watch video in advance.

In GECC1130, flipped classroom was attempted.

Video related questions, elaboration and discussion were made in class to assess their understanding and clarify concept.

In GEJC1120, the video along with a post-video online multiple choice quiz is given to students on Blackboard website. The quiz serves as an assessment to their understanding of the content in the video.

### Micro-module #4 #5

The two micro-modules focus on the year one curriculum themes “College Life” and “University Study”, which describe and explain the integration of College non-formal education and College General Education courses.

Due to the production timeline adjustment, the two videos were used in term 2, instead of term 1, 2017/2018.

#4 was used in GECC1000 “College Assembly” for not only year one freshmen but also to all students of Chung Chi College. It is 2:27 minutes long.

#5 was used in GECC4130 “Senior Seminar”. It is a workshop recording video with the length around 1hr 45mins.

### Activities

#4 was played during GECC1000 “College Assembly” as well as available at College GE website in advance. Follow up Q & A was offered in assembly on of the same day as well as in another College briefing session afterwards, for clarifying concepts, details and procedures.

#5 is a workshop recording video. The video facilitates after class revision. It will be further enhanced into several eLearning instructional videos for future use.

## **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?*

The flipped classroom strategy and online self-learning were evaluated by post-video online quiz and in-class discussion. The statistic tracking of the views and the attempts of the post-video online quiz were collected to review their participation.

The statistics about the views is low but doesn't truly reflect the actual views from the students. As our students are College based year one freshmen, students replied that many of them watched the videos together at student hostel. We understand the hostel culture and the connections among the students at the time-point which is only a few weeks after the orientation camp. Their working in group is appreciated and the data in quiz has compensated in reviewing their participation.

The attempts of post-video online quiz demonstrated the high participation of pre-class flipped classroom activities; the results also show that students are able to learn the important concepts from the micro-modules.

From the responses and discussion during class, with flipped classroom applied, we are able to discuss more in-depth about the important and elaboration-required information because basic concepts and factual information were taught by the micro-modules.

It is therefore assumed that the objectives set for the micro-modules were achieved.

#### **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 videos are published at a YouTube channel, and is disseminated to students through Blackboard. It is also published at the College websites – GE website, new student website, etc. Besides GECC1130, as set in the proposal, selected micro-modules were also used in other College GE courses including GEJC1120 (this was set in possible extinction at the proposal), GECC1000 and GECC4130.

With the different nature of the videos, they are also used by other units for different purposes, e.g. screening at the Freshmen Orientation Days, disseminated to GE teachers of the College, disseminated to Alumni, disseminated to participants of specific summer overseas programmes.

Micro-modules #5 is non-topic specific and may be adapted to other disciplines which involve out-side classroom T & L such as field study and approaches on active learning or experiential learning, etc.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$	80,000
Funds secured from other sources (please specify _____)	\$	_____
Total:	\$	80,000

Expenditure:

Item	Budget as per application	Expenditure	Balance
Video Production	\$68,000	\$68,000	0
Staff	\$12,000	\$12,000	0
<b>Total:</b>	<b>\$80,000</b>	<b>\$80,000</b>	<b>0</b>

PART III

Lessons learnt from the project

*Please describe your way forward.*

Micro-modules #1-4 currently is in Cantonese with Chinese and English subtitles. The videos will have audio dubbing in English and Mandarin.

Micro-modules #5 will be further post-edited into several short micro-modules as online self-learning materials.

*The key success factors*

Videos should be short, multiple videos on different (sub)-topic is preferred. Students are strongly advised to watch the videos before class and with multiple reminders sent. They are also encouraged to do the task with marks being given for the participation of the post-video activities, including both the online quiz as well as the in-class discussion.

It is difficult to evaluate the actual views statistics of the students. As noted above, this is a

College course that it is very normal, and appreciated, that students watch the videos in group. If the number of views must be collected, a post-video statistics tracking online activities must be given to the students.

## 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: Chung Chi College  
                                  Keyword 2: Founding History  
                                  Keyword 3: Non-formal Education and Senior Seminar  
                                  Keyword 4: Campus Life and University Study
- (Least relevant)      Keyword 5: Early Campus Development

#### **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>
<p><b>(a) Project website:</b></p> <p>MM#1 <a href="https://youtu.be/3kGPdSMmWt0">https://youtu.be/3kGPdSMmWt0</a></p> <p>MM#2,3 <a href="https://www.youtube.com/playlist?list=PLCuqLDxd_PYpAR7CTI8_XfOtNG-iO42zS">https://www.youtube.com/playlist?list=PLCuqLDxd_PYpAR7CTI8_XfOtNG-iO42zS</a></p> <p>MM#4,5  <a href="https://www.youtube.com/playlist?list=PLCuqLDxd_PYpTYcyQLWo_zOgafdkwuQY9">https://www.youtube.com/playlist?list=PLCuqLDxd_PYpTYcyQLWo_zOgafdkwuQY9</a></p>
<p><b>(b) Webpage(s):</b></p> <p><a href="http://www.news.ccc.cuhk.edu.hk/ccge/b5/index.php">http://www.news.ccc.cuhk.edu.hk/ccge/b5/index.php</a></p>
<p><b>(c) Tools / Services:</b></p>

The first three micro-modules were used for flipped-classroom teaching. They are uploaded on YouTube and disseminated to students through Blackboard, students are asked to do post-video quiz on Blackboard.

There are also in-class follow up discussion sessions for students to clarify concepts, for teachers to elaborate on more in-depth aspects and for the class to discuss on the concerned topics.

(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>
GECC1130	1 <sup>st</sup> term 2017-2018	606	<i>Blackboard, YouTube</i>
GEJC1120	1 <sup>st</sup> term 2017-2018	126	<i>Blackboard, YouTube</i>
GECC1000	2 <sup>nd</sup> term 2017-18	1,595	<i>College GE Websites</i>
Students in pre-graduation year of Chung Chi College	2 <sup>nd</sup> term 2017-18	754	<i>College GE Websites</i>
All Students of Chung Chi College	2 <sup>nd</sup> term 2017-18	~3,200	<i>College GE Websites</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)	2
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	
(e) In international conference	
(f) Others (please specify)	

<b>Table 4: Publication (if any)</b>	
<i>Please classify each piece of publication into one and only one of the following categories</i>	<b>Number</b>
(a) Project CD/DVD	
(b) Project leaflet	
(c) Project booklet	
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	
(e) Conference proceeding	
(f) A chapter in a book accessible internationally	
(g) A paper in a referred journal	
(h) Others (please specify)	

### 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 has developed 5 micro-modules to facilitate eLearning and flipped classroom for the College General Education courses of Chung Chi College, in particularly for the year one foundation GE courses GECC1130 “The Idea of a University” and GEJC1120 “College, University and Community”, where the later one is intended for international undergraduate students and mainland students. In addition to the two mentioned courses, the micro-modules were also used at other College GE courses including GECC1000 Friday Assembly and GECC4130 Senior Seminar.

Each micro-module is an eLearning video for supporting teaching and learning (T & L) activities. Students are required to watch #1-3 before the concerned T&L activity. There are follow up online quiz and/or in-class discussion. Video #4 is an instructional video for self-study. #5 is currently a post lecture recapitulation. It can be further enhanced into short videos as pre-class eLearning materials for the next academic year.

The five micro-modules are categorized into three themes and summarized in the table below.

	Theme	Topic	URL
1	Campus Life and University Study – The Big Picture of Chung Chi GE	Curriculum of Chung Chi General Education	<a href="https://bit.ly/2J042qJ">https://bit.ly/2J042qJ</a>
2	The History and Heritage of Chung Chi	History and Heritage, Chung Chi College #1	<a href="https://bit.ly/2GGU4W0">https://bit.ly/2GGU4W0</a>



	College – The Founding of College		
3	The History and Heritage of Chung Chi College – The Early Development of College	History and Heritage, Chung Chi College #2	<a href="https://bit.ly/2GGU4W0">https://bit.ly/2GGU4W0</a>
4	Campus Life and University Study - The synergy of College Gen Ed with Non-formal Education	Integrating Experiential Learning and Project	<a href="https://bit.ly/2Lnv9um">https://bit.ly/2Lnv9um</a>
5	Campus Life and University Study - The synergy of College Gen Ed with Non-formal Education	Strategic Field Note Taking for Experiential Learning	<a href="https://bit.ly/2Lnv9um">https://bit.ly/2Lnv9um</a>

The micro-modules has facilitated flipped classroom and eLearning. From the responses and discussion during class, with flipped classroom applied, we are able to discuss more in-depth on the flipped content which the basic concepts and factual information were taught by the micro-modules with follow up post-video online quiz or in-class concept test.