

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

PART I

Project title: UGFH1010 Beyond the Dialogue with Humanity

Principal supervisor: DR. KWOK Pak Nin Samson

Co-supervisor(s): ----

Department / Unit: Office of University General Education

Project duration: From May 2017 to July 2018

Date report submitted: 9th July 2018

1. Project objectives

UGFH1000 In Dialogue with Humanity invites students to read the classics in the humanities. From the past experience, students are very active to engage in these discussions but find it difficult to have in-depth exploration. In light of this, we have initiated the UGFH1010 Beyond the Dialogue with Humanity project to provide further understanding of the selected text, which may include the background, the analysis of the text from another aspect.

2. Process, outcomes or deliverables

We have produced 7 sets of micro modules, including:

- 1) 葉家威博士：盧梭的自由觀與《社會契約論》
- 2) Symposium and Homosexuality in ancient Athens by Dr. Ho Wai Ming
- 3) 李駿康博士：馬可福音的政治
- 4) Understanding Islam by Dr. Andy Yu
- 5) 巢立仁博士：明夷待訪錄
- 6) 王邦華博士：談《論自由》

7) 何偉明博士：再說《莊子》

We have accumulated to total 2,820 view count and students' responses to them were very positive. More detailed analysis of students' responses in focus group will be presented in part4.

3. Evaluation Plan

To collect students' feedback and evaluate the project, we sent a mass mail to all users of this project and invited them to join our focus group study.

The evaluation indicated that this project benefited students' in various aspects including participation in class discussion, writing reflective journal and term paper. More detailed analysis of students' responses in focus group will be presented in Part 3. It certainly can facilitate the teaching of General Education Foundation Course "In Dialogue with Humanity".

4. Dissemination, diffusion and impact

The project was hosted on the KEEP platform. Students can easily get access to the site by registering a free KEEP account.

We utilized 3 major ways to promote this project. 1) Mass mailing an instruction manual to all students taking the course, 2) putting information of the project in teachers' course outline, 3) teachers' recommendation in class.

Using mass mail and course outline to promote the project is a good way to reach two different kinds of students: some students prefer using internet as a way to finding supplementary materials, and some students might prefer a more traditional way like reading in library, a tangible course outline will be handier for them.

In the future, we believe that apart from expanding the project from 7 core-texts to all core-texts in "In Dialogue with Humanity", we can actually make another set of micro modules for "In Dialogue with Nature"(another compulsory foundation course for 4 year-students). Also, we believe that humanities and sciences are actually inter-connected, so it will be great if we can make a set of videos to bridge the gap between "In Dialogue with Nature" and "In Dialogue with Humanity".

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 94,118
Funds secured from other sources (please specify _____)	\$ -----
Total:	\$ 94,118

Expenditure:

Item	Budget as per application	Expenditure	Balance
			\$94,118.00
Staff Cost - Actual		\$19,359.45	
Staff Cost - Commitment		\$16,410.26	
Computer Software & Maint.		\$480.00	
Other Expenses		\$13,030.88	(\$49,280.59)
Total:			\$44,837.41

PART III

Lessons learnt from the project

In the course UGFH1000: In Dialogue with Humanity, students have to go through 12 classics in 14 weeks. It is a challenging task as students are usually in their first or second year of study, and they are from different academic backgrounds. To study well in such a fast pace, students need to have a good understanding of the context of these classics. This project was designed to perform this function.

I have watched the micro module of Symposium. These videos contained a lot of useful information, for instance, the historical background of the ancient Greece. As the pace of the course is very fast, these videos saved me from losing the direction and guided me to read. (Year2 student of Journalism & Communication)

Sometimes it is difficult to get myself ready to read - For me, reading Chinese Classics like Analects and Zhuangzi is tough as I do not know where to start. These videos become a good 'warm up' by providing me with relevant background information and contexts. (Female, Year2 student of Integrated BBA Programme)

For conceptual text like *On Liberty* from JS Mill, we provide students with an overall explanation of key concepts. So students will have more confidence when reading the primary classic text.

*Those required readings are pretty long. Even if I have enough patience to read them through, most probably I might have missed some of the key points. The micro modules of *On Liberty* provided an overview of the whole book and I think it is useful.*

I even watched it again before the quiz as it can refresh my understanding. (Male, Year2 student of Sociology)

UGFH1000: In Dialogue with Humanity requires students to read primary texts. For students who are not familiar with reading classic original text, this experience can be daunting. This project utilized videos and interactive quizzes as the medium of teaching. Students can watch these videos when they feel stuck in reading classics.

I am not a good reader. If the texts are too long and too difficult, I will have a very hard time to focus. These micro modules provide me a 'break' from these endless paragraphs, and after watching these videos, I can get back to the reading but with more background knowledge. (Male, Year2 student of Economics)

I think different students rely on different learning methods. I prefer listen to someone speak. If there were no video provided, I would have to google some substitutes myself. So I enjoyed these videos which are tailor-made for the course. (Year2 student of Journalism & Communication)

Interactive quizzes were set for each video clip. Students reported that MC questions and fill in the blanks can serve the function of reinforcing and consolidating knowledges learnt from the video.

The interactive questions are useful. It reminded me the key point or terminology mentioned. (Female, Year2 student of Integrated BBA Programme)

As stated in the project's name 'Beyond the dialogue with humanity', we aimed to provide extra materials and we do not want to repeat the classroom teaching. So we encouraged speakers to go into deeper discussions and feel free to present their own points of view. Students reported that they were inspired by these 'extra' contents and they gained a deeper understanding from it.

These micro modules went deeper than the surface meaning of the texts. These videos also brought up some new aspects that I did not think of before, which were quite inspiring. (Female, Year2 student of Integrated BBA Programme)

It is good that the video went 'beyond' textbook answers, in terms of providing new perspectives and digging into deeper discussions. (Male, Year2 student of Economics)

In the course, students need to write reflective journals and a final term paper. Students are required to make their own argument and opinion on these texts, which are very challenging for them. This project also can serve the function of "writing companion".

The speakers of these videos have their own arguments and standpoints. They can stimulate my creativity when writing essays. (Male, Year2 student of Economics)

These videos showed me how to form a sound argument. (Male, Year2 student of Sociology)

As the course UGFH1000: In Dialogue with Humanity contains 12 texts, and the project only covered 7 of them. For future development, students expressed their need to have more clips on abstract texts. They also suggested that an online community forum for this project is useful as they can share their thoughts and exchange ideas based on these online lectures. We

hope that this project can continue to expand and become a set of useful resources to help students think “Beyond the Dialogue with Humanity”.

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: Contextual Reading

Keyword 2: Embracing Different Interpretations

Keyword 3: Tasting Unfamiliar Culture

Keyword 4: Connecting Past with Present

(Least relevant) Keyword 5: Moving Beyond Textbook Standard Point of view

2. Summary

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

Table 1: Publicly accessible online resources (if any)
(a) Project website: https://edx.keep.edu.hk/courses/course-v1:cuhk+ugfh1000+2016_1/info
(b) Webpage(s): http://cu-genews.com/2018/03/12/beyond-the-dialogue/
(c) Tools / Services: Technical support from ELITE, CUHK.
(d) Pedagogical Uses: UGFH1000 In Dialogue with Humanity invites students to read the classics in the humanities. From the past experience, students are very active to engage in these discussions but find it difficult to have in-depth exploration. In light of this, we have initiated the UGFH1010 Beyond the Dialogue with Humanity project to provide further understanding of the selected text, which may include the background, the analysis of the text from another aspect.
(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 & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
UGFH1000 In Dialogue with Humanity	This is a compulsory course for CUHK students. The project will continue to serve students as supplementary materials for UGFH1000.	3708 students in Academic Year 2017-18.	KEEP

Table 3: Presentation (if any)

	Number
<i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i>	
(a) In workshop/retreat within your unit (e.g. department, faculty)	--
(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)	--

Table 4: Publication (if any)

	Number
<i>Please classify each piece of publication into one and only one of the following categories</i>	
(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.

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Short video: <https://youtu.be/2rbdUPL9Fr4>