

**THE CHINESE UNIVERSITY OF HONG KONG**

**Micro-Module Courseware Development Grant**

**Scheme 2: Studies in Foundation Courses**

**Final Report (2016-17)**

Report due 31 July 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:

Principal supervisor:

Co-supervisor(s)

Department / Unit

Project duration: From May 2017 to July 2018

Date report submitted:

**1. Project objectives**

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

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

The objectives of the project remain the same. We aim at facilitating students' understanding and appreciation of Confucius' teachings and the concept of emptiness in the *Heart Sutra*.

**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?*

Our original plan was to produce 4 video clips and ppt presentations, as well as the 4 sets of MC and extended questions.

As indicated in the request for extension (April 2018), we have combined the first two video clips (feudalism and patriarchal clan system) into one. We have also completed the other two video clips (Mohism and *Heart Sutra*). The corresponding ppts, MC and extended

questions have been completed. The three video-clips are 18 minutes long in total, and each ppt is about 30-40 minutes long, followed by 8-10 MC questions. The nature of the deliverables has not been changed. The materials will be used in *UGFH1000 In Dialogue with Humanity*.

In April, we applied for extension of the project till the end of July. It was when the production of the video clips was approaching the end, we had the luck of securing help from an experienced actor, playwright, and stage director Mr. Pak Yiu Charn Patrick (白耀燦), who was artist-in-residence at Chung Chi College. Mr. Pak offered to produce the voiceover for the clips and also gave valuable artistic suggestions on how to make the clips more attractive. Based on such suggestions, we took extra time to fine-tune the clips, and have our designers integrate the changes and modifications into their production.

We consider the project satisfactorily completed.

### **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 original plan was to conduct surveys and focus-group interviews with the students, and to share our experience using the micro-modules with fellow teachers.

Due to the extension of the original timeline in completing the deliverables, the materials will be used with students of participating teachers for trial and review, and be fully launched in January 2019. Evaluation survey and focus-group interviews will be conducted in 2019. Participating teachers have shared their experience in various occasions, within CUHK and overseas. For details, please see 4, below.

#### 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.*

Results of the project have been presented at the following occasions: (1) “Feudalism in Zhou Dynasty,” Ho Wai-ming, at in-house academic conference, GE Foundation Program (December 2017); (2) “Mozi,” Choy Tsz-chun, at in-house academic conference, GE Foundation Program (December 2017); (3) “Feudalism and Confucius,” Ho Wai-ming, at “Global General Education and Asian Tests: What Should Students Read,” 2018 Annual Conference of Association of Core-texts and Courses (July 12-14, 2018, Concordia University, Irvine, CA, USA); and (3) “,” Chiu Chu-lee, at “*The Heart Sutra* as a global core text,” “Global General Education and Asian Tests: What Should Students Read,” 2018 Annual Conference of Association of Core-texts and Courses (July 12-14, 2018, Concordia University, Irvine, CA, USA).

Plans for further dissemination of contents of the project include presentations/publications at: (1) 2018 EXPO, CLEAR, CUHK; (2) ACTC conference proceeding for 2018; and (3) 2018 Institute on General Education cum Teacher and Student Conference, CUHK (December 2018).

*In Dialogue with Humanity* is a mandatory course for all undergraduate students. Every term over 1800 students enrolled in the course. The absolute majority of students enrolled in UGFH1000 are Year 1 or 2 students. Good experience in using the courseware will encourage them to use other eLearning resources in their further pursuit of knowledge at the University. The implementation of the courseware will also support the evaluation of effectiveness of eLearning. The sharing of the good practice of enhancing student learning with eLearning support, in our case the reading of classics in preparation for seminar discussion on good life and good society, will make good references for colleagues in other departments.

#### PART II

##### Financial data

Funds available:

Funds awarded from MMCDG	\$ 100,000
Funds secured from other sources (please specify _____)	\$ <u>NIL</u>
Total:	\$ <u>100,000</u>

## Expenditure:

Item	Budget as per application	Expenditure	Balance
Production of explainer videos including voice-over	45,000	45,000	0
300 working hours of an RA (II)	40,800	37,047.17	3,752.83
Evaluation: questionnaires, focus-group interviews, teacher meeting (ca. 100 working hours of student helpers)	5,500	3,003 (student helper fee)	2,497
Assistance in material preparation, support in various kinds (ca. 100 working hours of student helpers)	5,500	3,600 (booking of professional studio for recording)	1,900
Purchase of relevant materials: books, photocopying etc.	3,200	3428.36	- 228.36
Total:	100,000	92,078.53	7,921.47

## 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*
  - *Example: what should be done differently?*

The present materials are produced in Cantonese. We are planning to apply a new funding to turn the materials into Putonghua and English.

It was the first time we collaborated with professional designers and studios, and the schedule was not as much in our control as we had expected.

In the production process, we tried assigning a student to take up script-writing for the micro-module on the *Heart Sutra*, who also took part in voice-acting for other micro-modules, and the result was encouraging.

The Office of University General Education provided administrative assistance, and a TA of the Office, an experienced actor and playwright, also provided assistance in modification and proofreading of the scripts, and took part in the voice-recording himself. As a result, there was no need to hire additional part-time staff. The staff cost was therefore lower than we expected. We also acknowledged the help of Dr Hung Yeuk-chun from the Department of Chinese Language and Literature, for providing professional advice on related historical details.

It was only after the project started that we realized the scale of budget required for quality production of animation for the micro-modules. In future, we would try our best to source funding support for video production.

## 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.*

The micro-modules have been uploaded to KEEP (Classics in Motion, 經典動起來), and will be made available to students in January 2019.

### **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: Confucius  
                                 Keyword 2: Feudalism  
                                 Keyword 3: Emptiness  
                                 Keyword 4: Heart Sutra  
(Least relevant)      Keyword 5: Explainer videos

### **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>The project is launched as online course on the platform provided by KEEP, CUHK</p>
<p><b>(b) Webpage(s):</b></p> <p><i>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.</i></p>
<p><b>(c) Tools / Services:</b></p> <p><i>If you have used any tools or services for the project, please provide names of the tools or services in here.</i></p>

**(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.*

The courseware is designed for flipped classroom activities: explainer videos, PowerPoint presentations, as well as MC questions are accessible online. Students can do the learning wherever they have access to internet. They are encouraged to do that to better prepare for class discussion and for other written assignments.

**(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>
UGFH1000	2 <sup>nd</sup> term 2018-19	accessible to all 1,900 students taking UGFH1000	KEEP

**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)	See above Part I.4
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	See above Part I.4
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	See above Part I.4
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	See above Part I.4
(e) In international conference	See above Part I.4
(f) Others (please specify)	No

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

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

	<b>Number</b>
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(a) Project CD/DVD	No
(b) Project leaflet	No
(c) Project booklet	No
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	No
(e) Conference proceeding	See above Part I.4
(f) A chapter in a book accessible internationally	No
(g) A paper in a referred journal	No
(h) Others (please specify)	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.*

The syllabus of *In Dialogue with Humanity* covers a wide range of classics from the Western and Eastern traditions. We expected that students would have difficulties in understanding Western classics. But experience tells us that they also have difficulties in comprehending texts from the East. Though Confucius and Zhuangzi are included in the Chinese DSE syllabus, the coverage is very limited and fragmentary. What's more, students learnt very little about historical and conceptual background of the two thinkers' philosophy in secondary schools. On the other hand, the Heart Sutra is among the most difficult texts in the syllabus. The courseware project aims at enhancing students' understanding of Confucius (and therefore also of Zhuangzi's response to and representation of him.) and of the *Heart Sutra*. With the MMCDG grant, we produced three short explainer animations: feudalism of the Chou Dynasty, Confucius and Mozi, and "Emptiness" in the *Heart Sutra*, each supplemented by a PowerPoint presentation and some interactive MC questions, to help students better understand the Analects and the Heart Sutra. The whole courseware was developed as self-contained flipped-classroom learning aid. Students can watch the animations as well as the presentations wherever they have internet access.

The short videos were produced by professionals in graphic design and animation. On top of that, we had the luck to secure the help of Mr. Pak Yiu Charn Patrick (白耀燦), an experienced actor, playwright and stage director, as well as Mr. Li Chi Tat, a young and promising dramatist, for voice-recording. Apart from professionals, we also invited students to participate in plot-writing and voice-recording, hoping that students who have interests and

talents could play an active role and profit from the grant. During the production period, we gained valuable experience, not only in the video-production, but also in cooperation with external production teams and in budget management. We are confident that next time when we plan to develop new explainer videos or other kinds of animation, we can do in an even better and more efficient way.

The explainer animations together with the supplementary PowerPoint presentations will be uploaded to a course platform provided and run by KEEP, CUHK. The courseware will be made assessible to students enrolled in UGFH1000, i.e. approx. 1,900 in total per semester. As most of the students are in their first or second year of study, the experience in learning from flipped-classroom sources will enhance their interest and confidence in online learning in the future.

For the successful completion of the project, we have first to thank the Subcommittee on Education Technologies of the IT Governance for offering the grant. We also thank the Office of University General Education for providing administrative assistance in various areas. In the future, we plan to convert the materials into Putonghua and English, so as to make the courseware assessible to students from Mainland China and from other countries.