

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Final Report (2017-18)

Report due 31 October 2018

Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure
mmcd@cuhk.edu.hk

PART I

Project title: “Developing Flipped Classroom Material for Course on Corporate Financial Reporting”
Principal supervisor: WONG SUN WAI Wan Tay Tat
Co-supervisor(s): N.A.
Department / Unit: School of Accountancy / Faculty of Business Administration
Project duration: From December 2017 to October 2018
Date report submitted: 31 October 2018

1. Project objectives

The project has meet its objectives, namely, “design, production, and delivery of micro-modules to be used in the CUHK Flex MBA Programme during academic year 2017-18”. The modules produced have been adopted for use in the Flex MBA Programme during academic year 2018-19 as well.

There has been no change in the objectives as a result of the experience of working on the MMCDG project.

2. Process, outcomes or deliverables

The accomplishments under the project include:

- *Development of 10 modules of instructional videos and accompanying online quizzes administered using Blackboard.*
- *Successful deployment to one cohort of ACCT 5111 Corporate Financial Reporting in Term 3, 2017-18.*
- *As originally envisaged, a series of case studies were utilized in face-to-face meetings to solidify concepts learned offline by illustrating their application in real-life scenarios.*

The project outputs include the following:

- *A series of instructional video clips ranging in length from 5 minutes to 20 minutes which are intended for offline viewing and self-study by students. These video clips are*

organized into 10 modules, each to be completed over the course of one week. Each module involves between 40 minutes and 90 minutes of student contact hours.

- *Content slides used in conjunction with the instructional videos.*
- *Online quizzes (10 multiple-choice questions) at the end of each module to test students' understanding and identify areas for improvement. Students are given up to 20 minutes to complete each quiz.*

3. Evaluation Plan

The evaluation plans have not been altered. The following data was monitored throughout the term: students' hours spent on the e-learning materials provided on Blackboard, students' performance on weekly quizzes, written case assignments, and final examination.

In addition, a concurrent section of the same course delivered in a traditional classroom delivery setting was used to compare students' performance. There was no significant difference in students' performance between the sections as determined through grades on quiz scores, written assignments, and final examination.

CTEs were collected at the end of Term 3, 2017-18. Of the 18 students enrolled in the Flex mode section, 16 responses were received. "Satisfaction with course" rubric was rated at 5.31, compared to 5.20 for the traditional mode section.

4. Dissemination, diffusion and impact

The materials developed under the project were disseminated in Term 3, 2017-18 as part of the Flex mode section of ACCT 5111.

The materials were subsequently adopted for use in the Term 1, 2018-19 offering of the course ACCT 5111 (on-going).

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$	<u>71,512</u>
Funds secured from other sources (please specify _____)	\$	<u>0</u>
Total:	\$	<u>71,512</u>

Expenditure:

Item	Budget as per application	Expenditure	Balance
Teaching relief	60,000	60,000	0
Software	11,512	5,970.35	5,541.65
Total:	71,512	65,970.35	5,541.65

PART III

Lessons learnt from the project

The project demonstrated that a flipped approach can work well for accountancy-related courses. By its nature, the study of accounting involves the mastery of technical content before the knowledge can be applied in practical contexts. The flipped approach works well by shifting learning of basic concepts to students' self-study, thereby freeing classroom time for more engaging discussion of real-world applications, which helps increase students' interest in the subject.

PART IV

Information for public access

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: Flipped classroom
 Keyword 2: Self-study
 Keyword 3: Continuous assessment
 Keyword 4: Group assignments
(Least relevant) Keyword 5: Grade components

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: <i>N.A.</i>
(b) Webpage(s): <i>N.A.</i>
(c) Tools / Services: <i>Video recording and editing software</i>
(d) Pedagogical Uses: <i>Flipped classroom approach was implemented. Students were instructed to self-study basic concepts prior to face-to-face class meetings. Class time was devoted to activities such as discussion of case studies and recent events in the news.</i>
(e) Others (please specify): <i>N.A.</i>

Table 2: Resources accessible to a target group of students (if any)			
<i>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.</i>			
<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
<i>ACCT5111XA</i>	<i>Term 3, 2017-18</i>	<i>18</i>	<i>Blackboard</i>
<i>ACCT5111XA</i>	<i>Term 1, 2018-19</i>	<i>19</i>	<i>Blackboard</i>

Table 3: Presentation (if any)	
<i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i>	Number
(a) In workshop/retreat within your unit (e.g. department, faculty)	N.A.
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	N.A.
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	N.A.
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	N.A.
(e) In international conference	N.A.
(f) Others (please specify)	N.A.

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

3. A one-page brief write up

The flipped classroom material that was developed under this project was deployed in one Flex mode section of an MBA core course, ACCT 5111 (Corporate Financial Reporting). The material was developed with the following workflow expected on the part of students.

Before face-to-face classroom meetings, students complete assigned readings to learn new concepts. The readings present the concepts in a streamlined manner along with stylized numerical examples. To ensure conscientious and timely completion of the readings, students take a weekly graded online quiz consisting of 10 multiple-choice questions which are entirely based on the readings. The quizzes are designed to be completed within 20 minutes, in one sitting, and with no repeat attempts allowed. This helps avoid excessive burden on the students when they are in self-study mode. The quizzes are administered using Blackboard's online functionalities, which provide immediate feedback as soon as students submit their answers.

The initial part of each classroom meetings is spent on reviewing the concepts from the readings, clarifying any uncertainty, and illustrating with examples taken from short case studies and from recent news events. The class then proceeds with more advanced examples and in-class exercises. Students are tasked with an additional review of the readings on their own one more time after class, along with class notes and supplementary materials, such as news clippings, corporate filings, regulatory pronouncements, etc.

Every three weeks, students work on a graded group assignment consisting of an in-depth case study. The case studies illustrate real-life applications of several of the concepts learned to date. Students complete the case assignment in teams. This mode of study encourages discussion among students within their groups, not only about the case assignment, but also more generally about the topics covered in the course. Following submission of students' case write-ups, there is an in-depth class discussion which highlights the application of concepts learned.

Students adapted well to the flipped approach. Accounting is sometimes considered to be a technical and "dry" subject. The flipped approach kept much of the basic learning about fundamental concepts (which is the part considered "dry") outside the classroom, with the benefit that class time could then be devoted to more engaging and interesting discussion of practical and relevant real-world and real-time issues.