

**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](mailto:mmcd@cuhk.edu.hk)

**PART I**

Project title: Learning by Doing: Field Action Lab in Rural Asia  
Principal supervisor: Tony Yung  
Co-supervisor(s): N/A  
Department / Unit: Jockey Club School of Public Health and Primary Care  
Project duration: From December 2017 to October 2018  
Date report submitted: 26<sup>th</sup> Oct 2018

**1. Project objectives**

The proposed project aims at developing micro-modules as a replacement or supplementation of the classroom lectures of the course Field Action Lab. These lectures are preparatory classes for students who are preparing to launch health intervention in rural settings particularly in Asia. This objective has not changed at the time when this final report is submitted. Given the broad applicability of the micro-modules, the applicant will also make them available to the causal members who are going to join the rural field trip offered by Collaborating Centre for Oxford University and CUHK for Disaster and Medical Humanitarian Response (CCOUC) of the JC School of Public Health and Primary Care.

**2. Process, outcomes or deliverables**

A total of 24 online learning micro-modules were developed under 4 study areas. Each micro-module lasts in average 8 mins (a total of 192 minutes training micro-modules). The table below shows the overview of the whole course.

<b>Study areas</b>	<b>Micro-modules</b>
<b><i>1. Course introduction</i></b>	1. Introduction of course objectives and assessments 2. Overview of the health situation globally 3. Discrepancy in health status between urban and rural settings

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<b>2. Application of public health principles in rural settings</b>	4. Methodological issues in health need assessments (I)	
	5. Methodological issues in health need assessments (II)	
	6. Planning health intervention in rural settings (I)	
	7. Planning health intervention in rural settings (II)	
	8. Planning health intervention in rural settings (III)	
	9. Project evaluation (I)	
	10. Project evaluation (II)	
	<b>3. Field project management</b>	11. Field security issues
		12. Logistics planning
13. Managing personal health		
14. Implementation of health intervention		
15. Technical report writing		
<b>4. Health topics in rural settings</b>	16. Water and sanitation (I)	
	17. Water and sanitation (II)	
	18. Indoor pollution	
	19. Waste management (I)	
	20. Waste management (II)	
	21. Health-related lifestyle (I)	
	22. Health-related lifestyle (II)	
	23. Health Emergency Disaster Risk Management (I)	
	24. Health Emergency Disaster Risk Management (II)	

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These developed micro-module are used as a both a replacement and supplement to the preparatory lectures of the course POPG6801 Field Action Lab. These preparatory lectures are the pre-requisite before the student visit rural settings for their field trip.

The nature of the deliverables of this project has not changed viz. the proposed 24 micro-modules of online course under the 4 study areas were all developed. One major obstacle during the production was that the original duration (5 mins each) of each micro-module seems under-estimated. But other than that the overall project was completed satisfactorily.

### **3. Evaluation Plan**

The evaluation plan of this project is twofold, namely process and impact evaluations. We set up process evaluation aims at accessing users' opinion towards the module design and the deliverables, as well as the quality as to how the course has been launched. Impact evaluation accesses the effectiveness of the knowledge being acquired by the users or the students. In

addition, specific evaluation channel will be setup in Blackboard and be used as a continuous channel to receive feedbacks and suggestions from users (i.e. students and instructors) for further improvement and upgrade. The only adjustment of the evaluation plan is that focus group interview which was set up to collect qualitative feedback will be executed given enough number of students take this course. As the developed micro-modules will be used in the coming intake of POPG6801, the evaluation indicators are not ready to report at this stage.

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Summary of the two types of evaluation to be used in this project

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<b>Strategy / channel</b>	<b>Purposes</b>
<i>Process evaluation</i>	
General course evaluation	Assess general satisfaction toward the course
Focus group interview (TBC)	Collect qualitative feedback from the users
Specific email account (via Blackboard)	Continuously receive feedback for improvement
<i>Impact evaluation</i>	
Results of course assessment	General reflection of degree of users' comprehension
Specific short questionnaire	Assess users' specific skills of rural health promotion

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#### **4. Dissemination, diffusion and impact**

The developed micro-modules are listed in the Blackboard of POPG6801 Field Action Lab. It is also listed under CCOUC's website for access by either members joining CCOUC's field trip or causal web browsers.

After the first run of POPG 6801 is completed and the course evaluation shows it is ready, it will then be promoted by extending its coverage via two stages. First, it will be promoted to students and teachers of CUHK undergraduate and post-graduate courses that may require students visiting rural area for field trip. In the second stage, the developed micro-modules will also be promoted to other higher education institutions in Hong Kong and worldwide. CCOUC has their platform for offering online courses enrolled students worldwide. The newly developed micro-modules will also be launched through this platform.

## PART II

### Financial data

Funds available:

Funds awarded from MMCDG	\$ 99,928
Funds secured from other sources (please specify _____)	\$ Nil
Total:	\$ 99,928

Expenditure:

Item	Budget as per application	Expenditure	Balance
Video production of 24 micro-modules By ITSC	HK\$50,160	HK\$50,060	HK\$100
One full-time research assistant	HK\$44,968	HK\$25,081.89	HK\$19,886.11
Miscellaneous / contingency	HK\$4800	HK\$0	HK\$4800
Total:	HK\$99,928	HK\$75,141.89	HK\$24,786.11

## PART III

### Lessons learnt from the project

The development of these micro-modules is a challenge to field-based courses. Pre-trip preparation is usually a multi-aspect task ranging from learning of textbook theories to personal health preparation. It is thus rather difficult to use one-way, online teaching mode of delivery. To overcome such, the project team made use of two principles. First, a relatively short and very specific topic was taught in each micro-module (that is why we have 24 micro-modules), so as to ensure the reader can capture the most form each one. Second, we adopted a lot of examples in explaining concept as well as launching of health intervention throughout the micro-modules. That way, readers can have more entry points for self-learning and capturing of the topic. These techniques could be a reference for future development of online materials of similar purpose.

## 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: Field visit  
                                  Keyword 2: Rural settings  
                                  Keyword 3: Health intervention  
                                  Keyword 4: Disaster preparedness  
  
 (Least relevant)      Keyword 5: Asia

## 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>
(a) <b>Project website:</b>  N/A
(b) <b>Webpage(s):</b>  N/A
(c) <b>Tools / Services:</b>  ITSC production team
(d) <b>Pedagogical Uses:</b>  For use in POPG6801 Field Action Lab
(c) <b>Others (please specify):</b>

<b>Table 2: Resources accessible to a target group of students (if any)</b>
<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 &amp; Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
<i>POPG6801</i>	<i>1<sup>st</sup> term 2019</i>	<i>10</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>	<b>Number</b>
(a) In workshop/retreat within your unit (e.g. department, faculty)	<i>0</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)	<i>0</i>

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

<i>Please classify each piece of publication into one and only one of the following categories</i>	<b>Number</b>
(a) Project CD/DVD	<i>0</i>
(b) Project leaflet	<i>0</i>
(c) Project booklet	<i>0</i>
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	<i>0</i>
(e) Conference proceeding	<i>0</i>
(f) A chapter in a book accessible internationally	<i>0</i>
(g) A paper in a referred journal	<i>0</i>
(h) Others (please specify)	<i>0</i>

### 3. A one-page brief write up

Planning and launching health intervention in rural area can be completely different from in urban settings. The project team (Collaborating Centre for Oxford University and CUHK for Disaster and Medical Humanitarian Response, CCOUC) has rich experience in teaching

health-related students about carrying health interventions in rural area. The course Field Action Lab (POPG 6801) of Master of Public Health (MPH) programme not only features a series of theory-based preparatory lectures, but also provides real hands-on experience for participating students to practice what they learn from the class.

This project aims at developing 24 micro-modules (see below for the topic of each one) as a replacement and supplement of the above-mentioned theory-based preparatory lectures that were originally being taught face-to-face. Since field work intervention is common to not just medicine / health subjects but across disciplines from arts to social sciences (e.g. history, geography and anthropology), the developed micro-modules could be a common valuable resources to allow large amount of students to capitalize on the preparation for building a field action laboratory, i.e. field-based experiential learning. Micro-modules can standardize teaching and make the teaching materials readily available for not only CUHK programmes but eventually all higher education institutions in Hong Kong and globally.

The duration of each video micro-module is around 8 minutes (a total of about 192 minutes training micro-modules) with a summative quiz towards the end of each area of teaching (applicable to only credit bearing students). The micro-modules are developed to support flipped classroom, whereby students can obtain basic knowledge required before their more interactive problem-based learning and practice activities in the field.

<b>Study areas</b>	<b>Micro-modules</b>
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