

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Interim Report (2017-18)

Report due 31 May 2018.

Please return by email to mmcd@cuhk.edu.hk

PART I

Project title: Religion, Ethics, and Society

Principal supervisor: Dr. CHOW Wa Yin

Department / Unit: Department of Cultural and Religious Studies

Project duration: From December 2017 to October 2018

Date report submitted: 31 May 2018

1. Project objectives

This project was designed to produce 6 micro-modules to support a Flipped Classroom Pedagogy in an undergraduate course “CURE 2142 Religion and Ethics”, facilitating students (1) to understand the current debate on some controversial issues in our global society (e.g. Suicide, Marriage, Work Ethics and Environmental Ethics 1); (2) to formulate and articulate their views on select ethical issues; (3) to enhance their understanding of justice in public policy, and (4) to consider their own role in bringing about justice through choices by voting, lifestyle, and even consumption patterns. The project was kept on the right track, and the first three objectives listed above have been fully completed.

2. Progress on process, outcomes or deliverables

- Listed in the following table are the micro-modules have been completed (indicated by the symbol ✓) and used as Flipped Classroom Pedagogy in the course “CURE 2142 Religion and Ethics” between January and April 2016. The remaining two micro-modules will be completed by August 2016.
- I did not encounter quite a lot of obstacles. The production process was quite smooth. The project could be completely finished before the grant expiry date.
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Micro-module	Objectives	Completion or Not
1. <i>Life and Death: How do we talk about Teen</i>	This micro-module will facilitate students to understand	✓

<p><i>Suicide from Socio-Cultural Perspectives</i></p>	<p>a. depression is major illness among teen around the world;</p> <p>b. the sociocultural factors to becoming suicidal</p> <ul style="list-style-type: none"> ○ The utilitarian position ○ Personal Autonomy. 	
<p>2. <i>Life and Death: How do we talk about Teen Suicide from Religious Perspectives</i></p>	<p>This micro-module will facilitate students to understand “Religious Positions on Suicide”:</p> <p>a. Theological position and Respect for Life;</p> <p>b. Duty to Others.</p>	<p>✓</p>
<p>3. <i>Work Ethics – Work for Money or Developing Talents?</i></p>	<p>This micro-modules will facilitate students to understand:</p> <ul style="list-style-type: none"> • the milestones that changed our attitudes toward “work” between 1950-2010 	<p>✗</p>
<p>4. <i>Work Ethics – Work for Money or Developing Talents?</i></p>	<p>This micro-module will facilitate students</p> <p>a. to understand Max Weber’s “Work Ethics”: Max Weber, proposed that there was a direct link between the Protestant Ethics, which emphasize the moral attitudes of passion, vocation and hard work that directly linked to salvation, and the rise in capitalism; and</p> <p>b. to investigate: The loss of religious faith across the West linked to the current crisis in capitalism?</p>	<p>✗</p>
<p>5. <i>Environmental Ethics – consumption and environmental sustainability (from Sociological Perspectives)</i></p>	<p>This micro-module will facilitate students to</p> <ul style="list-style-type: none"> • examine social theorists’ challenge of the possibility of ethical life in contemporary society in which we are prone to be callous, selfish, and devoid of empathy and concern for others, and for the common good. 	<p>✓</p>
<p>6. <i>Environmental Ethics – consumption and environmental sustainability (from Religious Perspectives)</i></p>	<p>This micro-module will facilitate students to</p> <ul style="list-style-type: none"> • understand the contemporary development of “Eco-spirituality” which advocates the connection between human beings and myriad things, and develop a values-based economic structure 	<p>✓</p>

3. Evaluation Plan

The effectiveness of the flipped classroom strategies will be evaluated by quantitative and qualitative questionnaires. The quantitative survey data was collected at the end of the semester. We are now collecting qualitative questionnaires.

4. Dissemination Activities (reports, websites, video links, products, etc.)

All the completed micro-modules have been upload onto the Blackboard of “CURE 2142 Religion and Ethics.”

1. <i>Life and Death: How do we talk about Teen Suicide from Socio-Cultural Perspectives</i> https://blackboard.cuhk.edu.hk/ultra/courses/_88533_1/cl/outline
2. <i>Life and Death: How do we talk about Teen Suicide from Religious Perspectives</i> https://blackboard.cuhk.edu.hk/ultra/courses/_88533_1/cl/outline
3. <i>Environmental Ethics – consumption and environmental sustainability (from Sociological Perspectives)</i> https://blackboard.cuhk.edu.hk/ultra/courses/_88533_1/cl/outline
4. <i>Environmental Ethics – consumption and environmental sustainability (from Religious Perspectives)</i> https://blackboard.cuhk.edu.hk/ultra/courses/_88533_1/cl/outline