

THE CHINESE UNIVERSITY OF HONG KONG

Courseware Development Grant (2018-19)

Final Report

Report due 31 May 2019

Please return by email to CUHK cdgs@cuhk.edu.hk

PART I

Project title: Micro modules for Conflict of Laws; Contract Law and Commercial Law

Principal supervisor: Alan Gibb

Co-supervisor(s)

Department / Unit Law

Project duration: From September 2018 to May 2019

Date report submitted:

1. Project objectives

All objectives of the project were achieved, all micro-modules were produced on time for use on the program for which they were designed.

2. Process, outcomes or deliverables

Five micromodules were produced with the assistance of the Audio-Visual Division.

Three were produced for LLB Commercial Law LAWS 4120 , one for LLB Contract II LAWS 1042 and one for LLB Private International Law LAWS 4000

Video 1-Undue Influence for Contract II. There currently exists five other videos covering other areas of this course and this was the last essential video for this course. Its principle aim was to highlight to students mistakes that are currently made in applying the presumption of undue influence and to highlight the conceptual difference where the undue influence is by a non-contracting party. Running time 10 mins.25 seconds.

Video 2 –Domicile for Private International Law. There are currently eight videos produced for this course. The aim was to replace the existing video on domicile and replace it with a new one to reflect changes to the law. This video involves students having to ascertain my legal domicile and that of my son. Running time 8 minutes 50 seconds.

Videos 3-5 are designed for Commercial Law where there already exists two videos. This course is especially challenging for students with many difficult concepts and the

aim is make these concepts more accessible to students.

Video 3 covered the law concerning the implied conditions as to the quality of goods, running time 12 minutes 30 seconds ;

Video 4 the statutory protection given to buyers regarding unfair terms and exclusion clauses, running time 11 minutes 52 seconds and

Video 5 covered two disparate areas of law that student normally find confusing the implied condition as to title and acceptance .

3. Evaluation Plan

The evaluation process involved three elements –a focus group of 5 students who I had a face to face meeting with as well the provision of written feedback and the statistics made available from Panopta. At the time of preparing this report only two of the five new videos had been watched . The remainder will go on line next term.

4. Dissemination, diffusion and impact

The micro-modules are made available to the students via the medium of Blackboard. Students are informed of the rationale behind the micro-modules in the course outline.

PART II

Financial data

Funds available:

Funds awarded from CDG	\$ 30,000
Funds secured from other sources (please specify _____)	\$ <u>none</u>

Total:	\$ <u>30,000</u>
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Expenditure:

Item	Budget as per application	Expenditure	Balance
5 video package from CUHK AV UNIT Video shooting with Chromakey setting; VO recording and editing; Video editing, compiling and encoding.	\$30,000	\$30,000	Nil

Total:	\$30,000	\$30,000	Niljj

PART III

Lessons learnt from the project

The overwhelming evidence from the focus group and from questionnaire feedback is that students welcome these micro-modules . They appreciate that there principal aim is clear up misperceptions and to avoid the common mistakes that have been made by students in the past and to make accessible some difficult legal concepts. They also appreciate the change in media for presenting course materials and the fact that this is another way in which they are maintaining contact with their tutor. There are clear signs that this is successful in that it is discernible that the quality of understanding on the areas covered by the videos and the quality of student assessments in these areas has improved since the introduction of the micro modules. However what is still puzzling that not all the cohort take advantage of the opportunity to watch these videos for example the Panopta statistics revealed that only 50% of the Commercial Law students watched the micro modules produced this year. However almost certainly this was because the modules were produced quite late in the course and therefore could only be used as a revision aid. However experience reveals that if the videos are integrated into the course by making them part of pre-tutorial preparation with questions specific to the video incorporated into the lesson plan the take up rate is virtually 100%

.PART IV

Information for public access

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1. Keywords

Please provide five keywords (in the order of relevance to your project) to describe yo

Keyword 1: blended learning

Keyword 2: contract

Keyword 3: videos

Keyword 4: blackboard

Keyword 5: revision aid

2. Summary statistics

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>If a publicly accessible project website has been constructed, please provide the URL</i>
(b) Webpage(s):

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) in here

(c) **Others (please specify):**

Table 2: Resource 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. CU Learning Management System (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>
<i>LLB Commercial Law LAWS 4120 ,</i>	<i>Term One 3rd Year</i>	<i>100</i>	<i>Blackboard</i>
<i>LLB Contract II LAWS 1042</i>	<i>Term Two 1st Year</i>	<i>98</i>	<i>Blackboard</i>
<i>LLB Private International Law LAWS 4000</i>	<i>Term One 4th year</i>	<i>50</i>	<i>Blackboard</i>
<i>JD Conflict of Laws</i>	<i>Term 3 1st and 2nd Year</i>	<i>60</i>	<i>Blackboard</i>

Table 3: Presentation (if any)

Please classify each of the (oral/poster) presentations into one and only one of the following categories

	Number
(a) In workshop/retreat within your unit (e.g. department, faculty)	<i>no</i>
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	<i>no</i>
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	<i>no</i>
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	<i>no</i>
(e) In international conference	<i>no</i>

(f) Others (please specify)	<i>no</i>
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Table 4: Publication (if any)	
<i>Please classify each piece of publications into one and only one of the following categories</i>	Number
(a) Project CD/DVD	<i>no</i>
(b) Project leaflet	<i>no</i>
(c) Project booklet	<i>no</i>
(d) A section/chapter in a booklet/book distributed to a limited group of audience	<i>no</i>
(e) Conference proceeding	<i>no</i>
(f) A chapter in a book accessible internationally	<i>no</i>
(g) A paper in refereed journal	<i>no</i>
(h) Others (please specify)	<i>no</i>

3. A one-page brief write up

Please provide a one-page brief write-up of no more than 500 words for posting on the CDG website.

This project involved the completion of five micro-modules each approximately 10 minutes long to support the teaching of LLB students in three different courses. The author has already in previous years produced fifteen micromodules and the aim of this year's project was to supplement the existing micromodules and in one case to replace an out of date micromodule. Each module was professionally produced by CUHK AV department. The principal aims of the micromodules were to complement traditional teaching methods by focusing on areas where students traditionally have difficulty (making the same mistakes year in year out), to overview complex topics highlighting the key issues and to demonstrate the connections between different areas of law which are traditionally taught in a linear way.

The project can best be described as blended learning to supplement more traditional teaching methods such as lectures and tutorials

A focus group of 5 students was invited to provide oral and written feedback on the efficacy of the project. The response was overwhelmingly positive. The students highlighted how useful the micromodules were for enhancing their understanding of the areas of law involved, the fact that they could be replayed a number of times until

the student has totally understood the issues raised was particularly valued, especially by mainland students who in the first year find the speed of a native English speaker sometimes difficult to cope with! There was a strong request for more videos. Interestingly all lectures were also recorded, so in theory it would have been possible to totally flip the classroom but a student questionnaire revealed that the students still valued a face to face introductory lecture on a legal topic, supplemented by the ability to replay the class and micromodules on difficult aspects of the law.

Unsurprisingly the more that the videos are integrated into the course the higher the take up rate by the students . For example in one course where students were merely told to watch the videos as a revision aid only 50 % of the course viewed them however where a positive attempt was made to integrate the module into the course by making it part of the tutorial reading the participation rate rose to virtually 100%