

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and the aim of this year's project was to supplement the existing micromodules and in one case to replace an out of date micromodule.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%