

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Final Report (August 2015)

Report due 31 August 2015.

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

PART I

Project title: China's Cultural Past

Principal supervisor: Prof. Jan KIELY

Co-supervisor(s): Dr. Brandon KING

Department / Unit: Centre for China Studies

Project duration: From January 2015 to August 2015

Date report submitted: August 27, 2015

1. Project objectives

Is the project on track to meet its objectives?

Yes, we fulfilled the project objectives. We successfully produced the expected amount of video modules. These videos, combined with the course's readings, will provide students with a range of both visual and textual resources. They will prepare students for in-depth classroom discussion and writing on these topics. As we explain in the introduction video, these modules are meant to be stimulative, illustrative, and inspiring.

Have the objectives been changed as a result of the experience of working on your MMCDG project?

The objectives did not change, but the way that the modules will be presented to students and incorporated into the curriculum has been streamlined. As noted in the introduction video, the students' watching of the video modules will be a crucial part of the overall learning process for the course. In other words, the video modules are not only a component of mandatory class preparation, but they are situated in the course in a manner that requires students to critically engage with the material as a means to completing weekly writing assignments.

2. Process, outcomes or deliverables

Please specify the number of micro modules produced, and the course(s) (with course codes and titles) that have used the micro modules in Part IV, and provide more detailed descriptions in here.

All video modules will be used in the course CCSS1001: China's Cultural Past. In total 14 modules will be presented. They are the following:

Week 1: 1) An Introduction to the video modules: Dr. Brandon KING explains the pedagogical philosophy and objectives behind the videos; 2) The *Shanhaijing*, Political Power, and Territoriality: Prof. John LAGERWEY describes the origins of the *Shanhaijing* and what it reveals about how land, territoriality, and political power were conceived in ancient China.

Week 2: 1) Interiorization in the Classical Confucian Context: Prof. John LAGERWEY discusses important Confucian virtues that were meant to impact an individual's daily life and shape human behavior and the larger society.

Week 3: 1) Legalism in the pre-imperial and early imperial administration: Dr. Brandon KING visits the Xi'an city wall and explains its dynastic history and the role legalism played in the early imperial administrations of the ancient capital Chang'an; 2) Han Dynasty Defensive Structures on the Western Frontier: Dr. Brandon KING visits the remains of the Han Dynasty Great Wall in Dunhuang and explains how the defensive structures still seen today were used to protect China's western frontier since the time of the Emperor Han Wu Di.

Week 5: 1) Art in the Period of Division: The Yungang Grottoes: The large Buddha statues of the Yungang Grottoes in Datong are presented as examples of the first period of the Northern Wei artistic style of Buddhist iconography.

Week 6: 1) The Relationship between Daoist theory and Traditional Chinese Medicine: The foundations and fundamentals of Chinese medicine and their connection to Daoist theory are explained by Prof. John LAGERWEY; 2) A Demonstration of Critical Analysis with Wei Jin Murals: Dr. Brandon KING demonstrates the critical analysis skills students will be expected to use in upcoming optional assignments using photographs from the "underground gallery" Wei Jin murals in Jiayuguan as a visual text.

Week 8: 1) The Legacy of the Tang at Mount Wutai: The flourishing of Mount Wutai during the Tang Dynasty is explored through the visual presentation of existing Tang Dynasty structures as well as renovated temples and monasteries with a strong connections to the Tang era; 2) Contemporary Ritual Service at Mount Wutai: Rare video footage of a recent Buddhist ceremony, the Water and Land Assembly, at the Nanshan Monastery at Mount Wutai is presented as Dr. Brandon KING explicates the ritual.

Week 9: 1) Interiorization in the Neo-Confucian Context: Prof. John LAGERWEY discusses how Neo-Confucian practice and methods of learning were used to achieve internal perfection within a subject.

Week 10: 1) Wudangshan and the cult of Zhenwu: The history of the Wudang Mountain as the home of the Daoist god Zhenwu and its connection to local resistance during the Yuan

Dynasty as well as Zhenwu's significance to the founding of the Ming dynasty is presented through video footage of the Wudang mountain and the Purple Cloud Temple, as well as through the presentation of relevant vocabulary and historical terms.

Week 11: 1) A Look at Ping Shan Ancestral Halls: The formation of ancestral halls and their significance are discussed by Prof. David FAURE with footage of the ancestral halls in Ping Shan, a village located in Yuen Long, New Territories, Hong Kong; 2) A Look into a Temple in Shap Sze Heung: Prof. David FAURE provides an introduction to the basic features of a local village temple and the relationship between the formation of village temples and notable historical legacies of the Qing dynasty period. This features video footage from a local village temple in the New Territories of Hong Kong.

Have the nature of the deliverables been changed?

No, the nature of the videos has not changed. We have developed an effective style of delivery that is informative, instructional, and engaging. Each video module explains the context and the significance for each historical phenomenon of focus. During the course of the video, any important terms or concepts that will not be directly addressed in class is discussed with relatively more detail, including an illustration of the character(s) and other possible meanings. These videos also include footage from many different sites of historical significance in both Hong Kong and Mainland China, along with other footage related to contemporary religious practice and village life.

Have you adjusted your timeline?

No, we have not adjusted our timeline. The video modules will be completed and uploaded to CCSS1001's own Youtube channel by the end of this week. Therefore, these videos will be ready for presentation by the first day of classes.

Overall, was the project completed satisfactorily?

Yes, the project was completed to our satisfaction. Expectations were met, and the videos are ready for presentation.

3. Evaluation Plan

Have you altered your evaluation plans?

We originally planned to evaluate the educational value of our project in two main ways. The first way did in fact occur as the video modules were being created. Dr. Brandon KING was in regular dialogue with Prof. David FAURE and Prof. John LAGERWEY who provided much needed guidance in steering the project toward a more concrete approach to presenting information about pre-modern Chinese historical phenomena and important related concepts. The second way will occur throughout the term. We plan to get regular feedback from students about the video modules through the comments section that accompanies each Youtube video. The feedback will generally not be direct evaluation from the students, since that can be reserved for the end of the term's student evaluation forms. Rather, we will primarily measure educational value of the modules by how much discussion our videos

generate between the students.

Additionally, our plans for how the video modules would be integrated into the course curriculum and used to assess the students has slightly changed, mainly for logistical reasons. Our previous evaluation plans are very similar to how these modules will ultimately be incorporated into the course curriculum. However, we have chosen to reach this ultimate destination in stages, evaluating each step along the way. Therefore, this year's evaluation plan will be to use the video modules and in-class lectures as the basis of weekly writing assignments. During the final forty minutes of each class, students will work with their group to write a 500-word analysis of the current week's lecture and video module. In these Group Responses, they must explain the notable issues surrounding the following five categories: 1) The emperor and governance; 2) literati and elite culture; 3) religion and society; 4) merchants and commerce; 5) farmers and peasants. Whenever a video module is directly relevant to one of the above categories, it will be the focus for that category. In this case, students must clearly explain the *significance* of the module's main topic to the relevant category and historical period.

What monitoring data did you collect?

We have yet to collect such data because use of these modules will commence September 10, 2015.

Does your evaluation indicate that you have achieved your objectives?

Our internal evaluation shows we are on track. These video modules have not only expanded the instructional media for the course, but the content of the modules is the foundation for the only required assignments for the entire course. In these writing assignments, students will have a chance to not only discuss what they learned in the modules, but also articulate the connections they are able to make between the video modules and lectures.

4. Dissemination, diffusion and impact

All video modules will be used in CCSS1001: China's Cultural Past. In total, 14 modules will be presented.

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.

The main form of dissemination will be sending direct links to the course's Youtube channel through email to all the students taking the course.

Please provide examples of diffusion: how the project results/process/outcomes/deliverables being used in your unit and other parts of CUHK or other institutions?

At this point, no other CUHK units or other institutions will be using these video modules or hosting the videos on our behalf, though the possibility that this may occur in the future looks good. Indeed, the content of these modules is delivered in a general fashion, never really referring to our course specifically, and so have the built-in potential to be transferred for broader use. Put another way, these modules are "portable" and may be used eventually in other courses as relevant. We are more than happy to allow other courses to use our modules if they deem it appropriate.

Please provide examples of impact: how the project results (micro modules) can be adapted to other disciplines.

These modules could certainly be adapted to other disciplines. The visual medium not only has the potential to serve and accommodate students who have learning styles that are less compatible with reading texts or listening to lectures, but it is an indispensable aid in our presentation of concrete discussions about historical sites and texts. This is meant to inspire the students to further explore the many historical sites (and others) wherever there is a Chinese cultural presence and to continue to read texts they have been introduced to, developing their own ideas about their significance and how their discussions of the human condition can be relevant to our contemporary world. So ultimately, these micro modules allow us to bring our material to life in a way that the more traditional media of delivering knowledge cannot. This is an aspect of pedagogy that is undoubtedly transferrable between disciplines.

PART II

Financial data

Funds available:

Funds awarded from MMCDG

\$ 94,000

Funds secured from other sources \$ 0
 (please specify _____)

Total: \$ 94,000

Expenditure:

Item	Budget as per application	Expenditure	Balance
Professional video-taping	60,000	72,600	-12,600
Research Assistant	32,000	13,600	18,400
Software	8,000	0	8,000
Notebook computer	0	7,800	-7,800
Total:	100,000	94,000	

PART III

Lessons learnt from the project

Please describe your way forward.

Please describe any of the following item(s) accordingly:

- *Key success factors, if any*
- *Difficulties encountered and remedial actions taken, if any*
- *The role of other units in providing support, if any*
- *Suggestions to CUHK, if any*
 - *Example: what should be done differently?*

While we didn't see any specific success factors of note, nor did we require the assistance from other units at CUHK, we did encounter some difficulties that are worth mentioning. In the future, it is our belief that optimal performance to do more projects like this one in the future requires a funding scheme that is more accommodative to those who are coming to their project without significant technical expertise. In other words, there should at least be an option for additional funding that is solely designated for the purchase of essential technology that can facilitate projects that require a large quantity of high-quality video. To be more specific, additional funding for a desktop computer, necessary additional hard drives, and more sophisticated editing software should be available to grant recipients who are not completely sure that their expectations for their project do not require storage capacity and highly capable software. Creating this option makes the grant more inviting to applicants who do not know exactly what their technical requirements will be, given their goals and objectives. For instance, upon the recommendation of the ITSC staff, we purchased

Camtasia for our editing software. Now, although Camtasia’s capabilities are more than enough to accommodate technical proficiency in editing video, the software struggled tremendously to deal with the necessary quantity of high-resolution video clips. At one point, Camtasia for PC crashed so frequently (about once per minute...not an exaggeration) it was impossible to finish the modules using the software. The most updated Camtasia for Mac computers, on the other hand, was sufficient to finish the rest of the modules, but it too struggles after a certain point to accommodate what should be a manageable amount of high-resolution video. Therefore, we would also recommend that editing software that can handle a greater amount of high-resolution software be recommended (even if we don’t know ahead of time that it will be necessary). And again, a funding mechanism should be designed to account for the fact that more expensive software will be needed for projects that are capturing a sizable quantity of high quality video.

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: Pre-modern China
- Keyword 2: Visual Curriculum
- Keyword 3: Chinese Religion
- Keyword 4: Cultural Landmarks
- (Least relevant) Keyword 5: Philosophy and Governance

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:
(b) Webpage(s): Report on Centre for China Studies webpage.

(c) Others (please specify):

Table 2: Resource accessible to a target group of students (if any)

If resources (eg. software) have been developed for a target group of students (eg. in a course, in a department) to gain access through specific platforms (eg. 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>
CCSS 1005	1 st Term 2015 (and all subsequent iterations of this course)	50	Blackboard

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 (eg. department, faculty)	1 (report and discussion to faculty)
(b) In workshop/retreat organized for CUHK teachers (eg. CLEAR workshop, workshop organized by other CUHK units)	
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	
(d) In any other event held in HK (eg. UGC symposium, talks delivered to units of other institutions)	
(e) In international conference	
(f) Others (please specify)	

Table 4: Publication (if any)

Please classify each piece of publications into one and only one of the following categories

	Number
(a) Project CD/DVD	
(b) Project leaflet	
(c) Project booklet	
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	

(e) Conference proceeding	
(f) A chapter in a book accessible internationally	
(g) A paper in an referred journal	
(h) Others (please specify)	

3. A one-page brief write up

*Please provide a one-page brief write-up of no more than 500 words or a **short video** (~2 minutes) (preferred).*

Short-video will be provided.