

THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Interim Report (March 2015)

Report due 31 March 2015.

Please return by email to Carol Chiu carol@itsc.cuhk.edu.hk

PART I

Project title: **Micro-Module Development for Fundamental Economics Concepts**

Project Leaders: **Ko Kwan Wai, Ip Tak Sang, Leung Yuk Chun, and Yan Wai Hing**

Department / Unit: **Economics**

Amount Granted: **HK\$93,000**

Project duration: **From January 2015 to August 2015**

Date report submitted:

1. Project objectives

Is the project on track to meet its objectives?

The project is on the right track, meeting all of our objectives below.

- a) **Reinforce students' understanding of the basic concepts.**
- b) **Guide students to study the more difficult concepts step-by-step.**
- c) **Provide students the self-study opportunities to learn at their own paces.**
- d) **Support the flipped class learning, in which teacher-students discussion can be conducted after students view the videos at home or in class.**
- e) **Spare more in-class time for answering students' questions and teaching more advanced materials.**

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

We haven't changed our objectives.

2. Progress on process, outcomes or deliverables

What have been accomplished so far?

Three mirco modules have been accomplished.

Have any obstacles been encountered and what are the remaining tasks to be finished?

The project startup including recruiting student helpers, purchasing equipment,

learning the application of software, organizing production process and coordinating different production teams takes a lot of time. In addition, the heavy teaching loads make us even harder to accomplish the tasks in three months.

The remaining five videos will be finished in the summer.

Is the project still on time for completion (which includes preparation of the final report) on or before the grant expiry date?

The remaining five videos are expected to be delivered on Aug 31, 2015.

3. Evaluation Plan

Have you altered your evaluation plans?

Our stated evaluation plans on the videos such as student surveys, focus-group interviews, scrutiny of web logs, teachers' reflections, and direct evidence of learning outcomes (obtained by evaluating students' works) remain unchanged.

Does your evaluation indicate that you have achieved your objectives?

The evaluation of the videos will be conducted in Sept, 2015.

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

a. Provide a listing of project outputs to date.

The three micro modules are “Moneyrella Episodes I & II” and “Goddess and Solider”.

b. A brief description of the micro-modules and a URL or web link of your MMCD output(can be more than one URL/ web link).

- **Moneyrella is a series of cartoon videos. So far we have produced two episodes. Episode I reviews different functions of money. Episode II discusses first-degree, second-degree, and third-degree price discrimination.**
- **Moneyrella I & II are English cartoon videos with English subtitles. The duration of episodes I and II is 9:56 minutes and 8:10 minutes respectively.**
- **Goddess and Solider is a video showing the concepts of price discrimination. It is presented in Cantonese with English and Chinese subtitles. Its duration is 4:56 minutes.**

- *Name of tool(s) that you have used to create the micro-modules and a brief evaluation of the tool(s)*
- **For Moneyrella I & II, Photoshop is used to draw the cartoons and Power Director is used to edit videos.**
- **For Goddess and Solider, Corel VideoStudio Pro X7, Aegisub and Format Factory, and Final Cut Pro X are used.**

c. *What flipped classroom activities have been conducted and how your MMCD output can be used to support flipped classroom activities*

- **Moneyrella I is used in the class to support the teaching of the functions of money. Students are required to answer questions when watching the video.**
- **Moneyrella II is used to help students review the concepts they learn from the class. Diagrams are provided in the video to reinforce students' understanding of the concepts of the three types of price discrimination.**
- **Real-life examples are used in Goddess and Solider to stimulate students' interests to think about the concepts of price discrimination. After watching the video, students can form groups to discuss what they have learned from the video.**
- **Watch Goddess and Solider first to learn the examples and then Moneyrella II to reinforce the understanding of the price discrimination.**