**THE CHINESE UNIVERSITY OF HONG KONG**

**Courseware Development Grant (2017-18)**

**Final Report**

Report due 28 February 2019
Please return by email to Judy Lo judyl@itsc.cuhk.edu.hk

PART I

Project title:          **Micro-Modules for Enhancing Understanding of Ethnic Minorities & Racial Discrimination through Scenario-based Learning**

Principal supervisor: **Mr. Chan Kar-Choi; Prof. Raees Begum Baig**

Co-supervisor(s):     **Mrs. Helina Yuk, Former Executive, Director of SKH Lady MacLehose Centre**

Department / Unit:    **Social Work**

Project duration:     **From April 2018 to February 2019**

Date report submitted: **Februrary 28, 2019**

## 1. Project objectives

*Is the project on track to meet its objectives?*
*Have the objectives been changed as a result of the experience of working on your CDG project?*

***The Project is on track to meet its objectives.***

3 scenario-based video clips were produced to introduce conceptual framework and local laws concerning equal opportunity and racial discrimination, and in which principles and standards used by the Equal Opportunities Commission (EOC) of Hong Kong, in determining/assessing alleged racial discrimination are illustrated. These videos are intended to be used as flipped classroom materials, to stimulate in-class discussion and to assess students' grasp of knowledge and their change in capacity to analyse or assess scenarios of suspected discrimination or prejudicial treatments against ethnic minorities.

Apart from the scenario-based videos, the Project also produced a documentary in which a member of an ethnic minority group was able to share her cultural adjustments and challenges of living in Hong Kong, including the experience of facing prejudicial

1

treatments because of her ethnic-cultural background.

Overall, these e-learning materials can serve as stand-alone eLearning materials or web-based mini-lectures to equip or enhance social work students or students of other disciplines with culturally-sensitive knowledge and perspectives, which would allow students to easy access and review at anytime and anywhere.

## 2. Process, outcomes or deliverables

*Please specify the number of different types of deliverables produced, and the course(s) (with course codes and titles) that have used the deliverables in Part IV, and provide more detailed descriptions here.*
*Has the nature of the deliverables been changed?*
*Have you adjusted your timeline?*
*Overall, was the project completed satisfactorily?*

Once the project proposal was accepted by the CDGS of the University, Equal Opportunities Commission (EOC) has joined the working group of the project as the content expert/adviser. A steering/working group which consisted of project PIs, the former Director of SKH Lady MacLehose Centre and representatives from the EOC, was established in April 2018.

After extensive case/literature review and information gathering, partly facilitated by the EOC, the steering/working group, has managed to develop a framework of the proposed E-learning materials including the outlines of each teaching scenarios or stories. Then, the steering/working group started to invite quotations from potential production houses/studios for creative inputs and making the audio-visual materials, including coordination and post-production works.

In June 2018, *JcMotion*, a production house affiliated and managed by the School of Journalism & Communication, was selected by the steering/working group to take charge of the video production & post-production work. Thereafter, the key personnel, including the Head of *JcMotion* and the film director began to join the steering/working group meetings on a regular basis for discussion concerning the video/documentary production. Meanwhile, the finalized cases/stories and the scripts, including explanations or elaborations offered in these videos were sent to the Ethnic Minority Division and the legal expert of EOC for edit and review, to ensure that the information and messages are correct, precise and relevant to local context.

The pre-production preparation took a bit longer than we have initially anticipated, since the steering/working group, after hearing input from the EOC (the content advisor), had decided to produce 4 videos (3 re-enacted scenarios plus 1 documentary) instead of 2 originally proposed. In addition, we wanted to make sure that every partners/stakeholders involved in this project would have adequate opportunities to make their input and be consulted, and in that case, the deliberation and the communication should not be rushed. Apart from that, the process of casting which needed to involve free-lance/professional actors of ethnic-cultural background, has been more challenging than productions which require only Chinese or Chinese-speaking actors. Nonetheless, the production team managed to finish all the filming by the end of November 2019.

Post-production work, including editing, graphics and modifications based upon suggestions from the steering and working group after preview took place between December 2018 and January 2019.

Students' evaluation of the micro-modules was completed in February, 2019.

Below is the summary of the deliverables:

| Date | Major deliverables |
|---|---|
| May – August 2018 | Preparation:<br><br>• Equal Opportunity Commission (EOC) was invited and agreed to be the content advisor<br><br>• The Steering/Working Group was established<br><br>• Literature/Case review<br><br>• Interviews of potential informants/stakeholders<br><br>• A framework of the proposed E-learning materials including the outlines of each teaching scenarios or stories were created<br><br>• A student helper from CUHK was hired and placed with EOC as a summer-intern for information gathering and project coordination during the month of July and August 2019<br><br>• JcMotion was selected as the production house in charge of the filming and post-production |

| | work |
|---|---|
| September – November 2018 | • Production of all the micro-modules:<br>    ○ 3 re-enacted drama scenarios; &<br>    ○ 1 documentary<br>    ○ Elaboration and explanation pertaining to scenario-based learning were developed and filmed |
| December 2018 – January 2019 | • Post-production works<br>• Study guides were developed<br>• Online evaluation instrument was created |
| February | • Students' evaluation of the micro-modules was completed and analysed |

## 3. Evaluation Plan

*Have you altered your evaluation plans?*
*What monitoring data did you collect?*
*Does your evaluation indicate that you have achieved your objectives?*

*Initially, the micro-modules were to be tested and evaluated in the course SOWK2202/UGEC2684 Intercultural Intelligence: Meeting the Challenges of a Culturally-diverse Society during the 1st semester of the academic year of 2018-2019.*

But owing to the limited time span allowed for preparation and production, plus the quality standards set forth by the steering/working group with respect to the development of these micro-modules, the project altered its plan and will use these e-learning materials to the class of SOWK2202/UGEC2684 in the next academic year.

Meanwhile, an online evaluation questionnaire (see Appendix 1) was developed to gather feedback from students who were invited to watch these e-learning videos and review the study guides, by either accessing the micro-modules online or joining the screening groups in person. Students invited included those who have just completed the captioned course in the 1st semester of 2018-2019.

16 completed questionaires were collected. Results of the evaluation was analyzed (see

Appendix 2). An overwhelming percentage of students (87%-100%), who completed the questionnaires after screening, indicated that they were either satisfied or highly satisfied with the 3 re-enacted scenario micro-modules in the following respects:

1. can stimulate interest in having more discussion in class/ in small groups
2. more interesting to learn about these issues or related knowledge by watching this e-learning material than a conventional classroom lecture
3. developed a better awareness or gained more knowledge about possible racial discrimination faced by ethnic minorities in the context highlighted

Students surveyed on average rated the documentary not as high as the re-enacted drama scenarios in terms of the first 2 attributes listed above, they (87%) however maintained that they have gained a better awareness or increased knowledge about the subject matter from watching this documentary.

Apart from that, not only did students rate very high in general about the quality of production, theme selection, the length of videos, and the embedded explanations, but their response also (about 90%) showed that they were either satisfied or greatly satisfied with the value of these micro-modules in bringing up critical thinking.

4. **Dissemination, diffusion and impact**

*Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.*
*Please provide examples of diffusion: how the project results/process/outcomes/deliverables have been used in your unit and other parts of CUHK or other institutions?*
*Please provide examples of impact: how the project results can be adapted to other disciplines.*

Followings are the summary of the impact and dissemination of the project:

o EOC has indicated interest to use the micro-modules produced for education and training, and will proceed to seek permission from this University to use those elearning materials in their future school or community education events

o A pedagogical research using focus group method to evaluate the impact of these micro-modules was initiated by PIs of this project will take place in the next 1 year, and the related SBRE (ethics-approval) application was prepared and submitted by Prof. Raees Begum Baig

o The UGC funded project named ""Blended approach for social work learning: A reflection-based and user-oriented pedagogical model" has already contacted the University's CDGS office to seek for permission to incorporate the e-learning materials developed through this Courseware Development project into their planned MOOC module titled: "Introduction of Social Work"

o Based on the suggestion of the steering/working group, an official premiere of these elearning videos will be launched in mid-March within the campus of CUHK and the occasion may also serve as a train-the-trainers event for stakeholders or outside parties (such as teachers, social workers, etc.) who may have interest to use the materials to educate students or public about cultural sensitivity and anti-discrimination

PART II

Financial data

Funds available:

Funds awarded from CDG                          $   93,009

Funds secured from other sources                $   0
(please specify_____)

                              Total:            $   93,009

Expenditure:

| Item | Budget as per application | Expenditure | Balance |
|---|---|---|---|
| Staff Cost (Student helpers, TAs, RAs etc) | 29,354.00 | 9,182.25* | 20,171.75 |
| Service Cost & Miscellaneous | 63,000.00 | 76,888.00* | (13,888.00) |
| Evaluation – staff cost | 550.00 | | 550.00 |
| Miscellaneous | 5,000.00 | 82.00 | 4,918.00 |
| | | | |
| Total: | 97,904.00 (93,009.00)# | 86,152.25 | 6,856.75 |

*Part of the project coordination and student helper involvement concerning actual video production and filming was outsourced to JcMotion (a division of the School of Journalism & Communication) too.
# The approved budget

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?*

It has been a very rewarding experience through which we learnt that the successful

involvement of stakeholders or parties with relevant expertise (e.g. EOC) or social connection (a former director of SKH Lady MacLehose could greatly enhance the quality of the output and the future uptake and adoption of these elearning materials.

In addition, we found that the collaboration with *JcMotion*, a production house affiliated and administered by the School of Journalism & Communication, CUHK has helped significantly to enhance the timely and effective communication and exchange of ideas required during production and post-production period, as the unit is housed within the campus and supervised by faculty member(s) of the School who will have better knowledge and common understanding about the usage and functions of these course-wares. Indeed, the quality and appeal of the final products developed through this mechanism apparently have exceeded what we had initially expected

The set-up of a steering/working group which consisted individuals who were committed, open-minded and effective problem-solvers is another key element of success. The steering/working group has also allowed the project the opportunities to hear diverse opinions and expert inputs. Nevertheless, we are glad that the steering/working group has run efficiently and managed to bring in various types of intangible support or social connection to the projects. And it is important the steering/working group would not transform itself into another layer of un-necessary bureaucracy that causes more stress and hurdles to the process and the people-in-operation

It would be more favorable for some projects, if the length of the project period could last for more than 1 academic year, to ensure that enough time is allowed for quality output.

PART IV
Information for public access

*Summary information and brief write-ups of individual projects will be uploaded to a publicly accessible CUHK CDG 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 relevance to your project) to describe your project.*

(Most relevant)     Keyword 1: Ethnic Minority

                    Keyword 2: Racial Discrimination

                    Keyword 3: *Scenario-based learning*

                    Keyword 4: Cultural Sensitivity

(Least relevant)    Keyword 5: Racial Vilification

## 2. Summary statistics

*Please provide information, if any, in the following tables, <u>and provide the details in Part I</u>.*

| Table 1: Publicly accessible online resources (if any) |
|---|
| (a) **Project website:**<br><br>*If a publicly accessible project website has been constructed, please provide the URL* |
| (b) **Webpage(s):**<br><br>*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.* | | | |
| **Course Code/ Target Students** | **Term & Year of offering** | **Approximate No. of students** | **Platform** |
| *SOWK2202/UGEC2684 Intercultural Intelligence: Meeting the Challenges of a Culturally-diverse Society* | *1st semester, Year 2-4 students enrolled with the course* | *20-30* | *Blackboard (pending)* |

| 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) | *No* |
| (b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units) | *No* |
| (c) In CUHK ExPo jointly organized by CLEAR and ITSC | *No* |
| (d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions) | *No* |
| (e) In international conference | *No* |
| (f) Others (please specify) Premiere (pending) - to be held in mid-march, 2019 | *Pending* |

| 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 | *Yes* |
| (b) Project leaflet | *No* |
| (c) Project booklet | *No* |
| (d) A section/chapter in a booklet/book distributed to a limited group of audience | *No* |
| (e) Conference proceeding | *No* |
| (f) A chapter in a book accessible internationally | *No* |
| (g) A paper in refereed journal | *No* |
| (h) Others (please specify) | *No* |

## 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 is a e-learning micro-module development project focusing on cultural sensitivity and racial discrimination. The project has the Equal Opportunity Commission participating as both project collaborator and content advisor.

These micro-modules consist of 3 scenario-based and 1 documentary e-learning short videos. These videos are intended to be used as flipped classroom materials, to stimulate in-class discussion and to assess students' grasp of knowledge and their change in capacity to analyze circumstances of suspected discrimination or prejudicial treatments targeting ethnic minorities through scenario-based exploration and assessment. In addition, the documentary will help students/trainees/viewers to develop perspective understanding of cultural adjustments and challenges of members of ethnic minorities living in Hong Kong, including the experience of facing possible prejudicial attitudes and discriminatory behaviors because of their ethnic or cultural origin.

Using an interactive and reflective approach, these micro-modules are intended to support students or viewers to acquire the following knowledge and perspectives:

- o To form a comprehensive and holistic understanding of major ethnic and cultural groups in Hong Kong
- o To appreciate the conceptual and legal framework used to determine racial
- o discrimination and violation of equal opportunity regulations
- o To acquire method and fundamental knowledge for assessing possible racial discrimination.

*End*

# Micro-Modules for Enhancing Understanding of Ethnic Minorities & Racial Discrimination through Scenario-based learning - Feedback on E-learning Video Clips

Thank you for joining the event, and participating in this brief evaluation

We want to hear your feedback so we can understand the effect and the appeal of these e-learning video clips which will be used to enhance students' understanding of challenges faced by ethnic minorities for living in Hong Kong and to increase students' skills and knowledge in analyzing situations relating to possible racial discrimination.

Please fill this quick survey and let us know your thoughts (your answers will be anonymous).

* Required

## With respect to the Scenario about a school girl weaing hijab (a traditional headscarf) because of her religion/culture
Scenario 1

1. **Do you think that this e-learning material can stimulate your interest in having more discussion in class/ in small groups? ***

   *Mark only one oval.*

   |  | 1 | 2 | 3 | 4 | 5 |  |
   |---|---|---|---|---|---|---|
   | Not very | ◯ | ◯ | ◯ | ◯ | ◯ | Very much |

2. **Do you agree that it is more interesting to learn about these issues or related knowledge by watching this e-learning material than a conventional classroom lecture? ***

   *Mark only one oval.*

   |  | 1 | 2 | 3 | 4 | 5 |  |
   |---|---|---|---|---|---|---|
   | Very much disagree | ◯ | ◯ | ◯ | ◯ | ◯ | Very much agree |

3. **Have you developed a better awareness or gained more knowledge about possible racial discrimination faced by ethnic minorities in the context highlighted? ***

   *Mark only one oval.*

   |  | 1 | 2 | 3 | 4 | 5 |  |
   |---|---|---|---|---|---|---|
   | Not very | ◯ | ◯ | ◯ | ◯ | ◯ | Very much |

## With respect to the Scenario about a South-asian man applying for a civil engineer position
Scenario 2

4. **Do you think that this e-learning material can stimulate your interest in having more discussion in class/ in small groups?** *
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Not very | ○ | ○ | ○ | ○ | ○ | Very much |

5. **Do you agree that it is more interesting to learn about these issues or related knowledge by watching this e-learning material than a conventional classroom lecture?** *
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Very much disagree | ○ | ○ | ○ | ○ | ○ | Very much agree |

6. **Have you developed a better awareness or gained more knowledge about possible racial discrimination faced by ethnic minorities in the context highlighted?** *
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Not very | ○ | ○ | ○ | ○ | ○ | Very much |

# With respect to the Scenario about a medical student who makes a complaint to a social media company - (Face-Chat) about unfair and prejudical comments posted on internet against her

Scenario 3

7. **Do you think that this e-learning material can stimulate your interest in having more discussion in class/ in small groups?** *
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Not very | ○ | ○ | ○ | ○ | ○ | Very much |

8. **Do you agree that it is more interesting to learn about these issues or related knowledge by watching this e-learning material than a conventional classroom lecture?** *
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Very much disagree | ○ | ○ | ○ | ○ | ○ | Very much agree |

9. **Have you developed a better awareness or gained more knowledge about possible racial discrimination faced by ethnic minorities in the context highlighted?** *
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Not very | ○ | ○ | ○ | ○ | ○ | Very much |

# With respect to the documentary about the experience of an ethnic-cultural female looking for a rental apartment in Hong Kong

Scenario 4

10. **Do you think that this e-learning material can stimulate your interest in having more discussion in class/ in small groups? ***
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Not very | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Very much |

11. **Do you agree that it is more interesting to learn about these issues or related knowledge by watching this e-learning material than a conventional classroom lecture? ***
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Very much disagree | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Very much agree |

12. **Have you developed a better awareness or gained more knowledge about possible racial discrimination faced by ethnic minorities in the context highlighted? ***
*Mark only one oval.*

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Not very | ⬭ | ⬭ | ⬭ | ⬭ | ⬭ | Very much |

# Overall Comments

13. **How satisfied were you with these elearning video clips? ***
*Check all that apply.*

|  | Not at all | Somewhat | Satisfied | Very much |
|---|---|---|---|---|
| Production quality | ☐ | ☐ | ☐ | ☐ |
| Theme selection | ☐ | ☐ | ☐ | ☐ |
| Length of presentation | ☐ | ☐ | ☐ | ☐ |
| Explanations embedded | ☐ | ☐ | ☐ | ☐ |
| Arouse critical thinking | ☐ | ☐ | ☐ | ☐ |

14. **Which scenario/documentary did you find most stimulating? ***
*Mark only one oval per row.*

|  | Not at all | Somewhat | Stimulating | Very much |
|---|---|---|---|---|
| Scenario-School Girl | ⬭ | ⬭ | ⬭ | ⬭ |
| Scenario-Job Application: Engineer | ⬭ | ⬭ | ⬭ | ⬭ |
| Scenario-Complaint to "Face-Chat" | ⬭ | ⬭ | ⬭ | ⬭ |
| Documentary-Apt. Rental | ⬭ | ⬭ | ⬭ | ⬭ |

15. **Have you taken the Intercultural Intelligence course before?**
*Mark only one oval.*

  ◯ Yes

  ◯ No

16. **Major (Discipline)**

_____

17. **Year of Study**
*Check all that apply.*

  ☐ Year 1

  ☐ Year 2

  ☐ Year 3
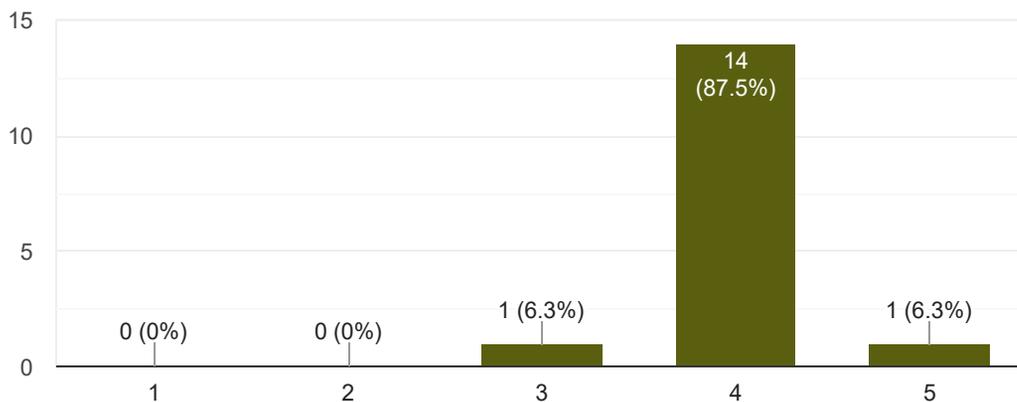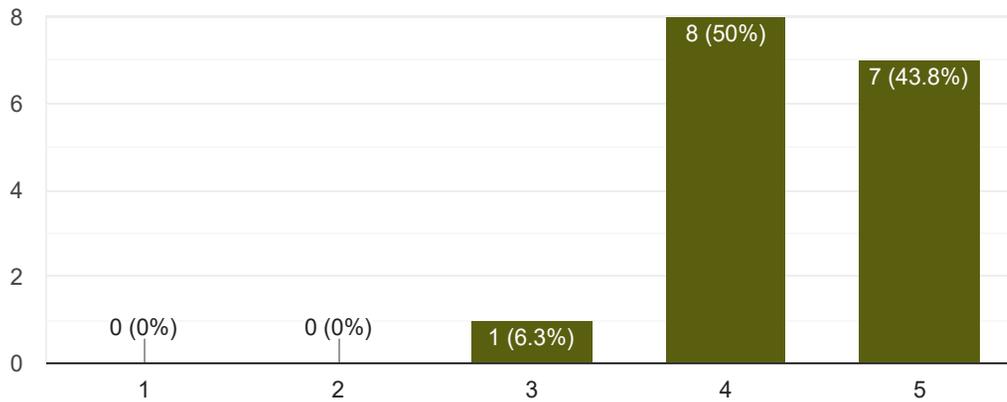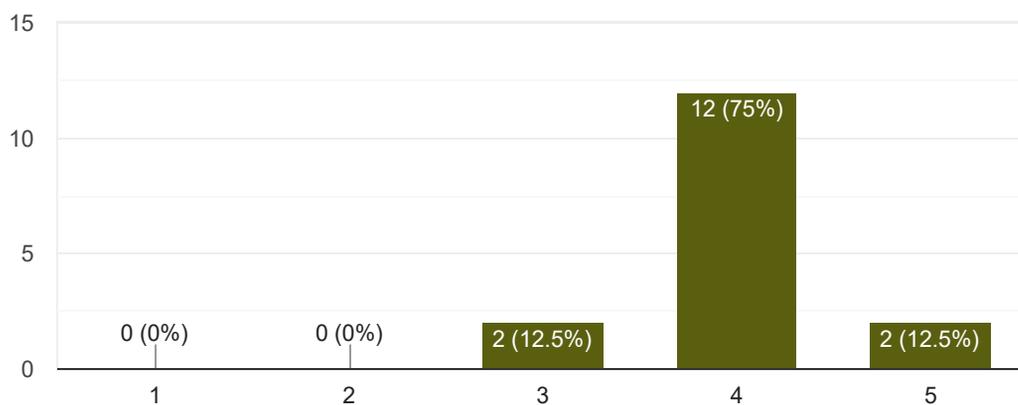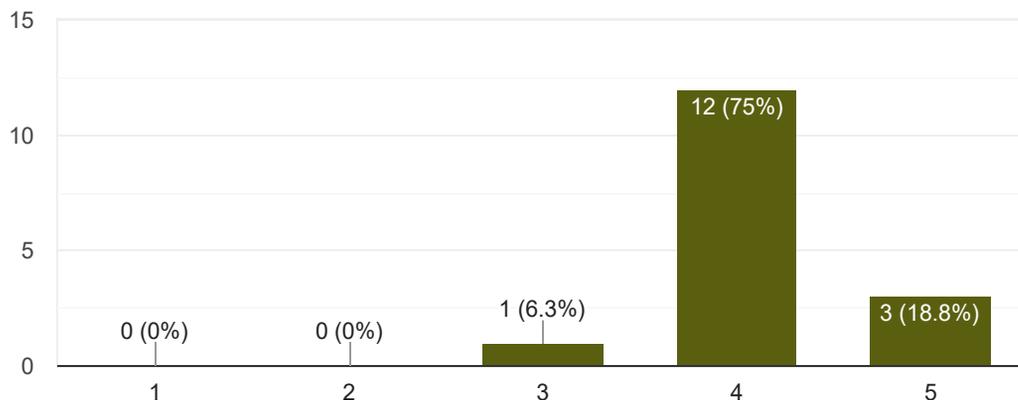
  ☐ Year 4

  ☐ Other: _____

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# Micro-Modules for Enhancing Understanding of Ethnic Minorities & Racial Discrimination through Scenario-based learning - Feedback on E-learning Video Clips

16 responses

**With respect to the Scenario about a school girl weaing hijab (a traditional headscarf) because of her religion/culture**

## Do you think that this e-learning material can stimulate your interest in having more discussion in class/ in small groups?

16 responses



Do you agree that it is more interesting to learn about these issues or related knowledge by watching this e-learning material than a conventional classroom lecture?
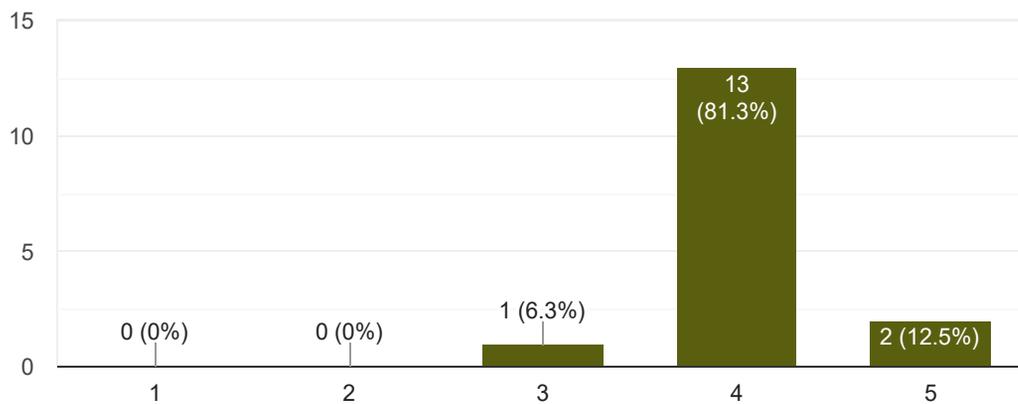
8

8 (50%)

7 (43.8%)

6

4

2

0 (0%)          0 (0%)

0                                      1 (6.3%)

1          2          3          4          5

## Have you developed a better awareness or gained more knowledge about possible racial discrimination faced by ethnic minorities in the context highlighted?
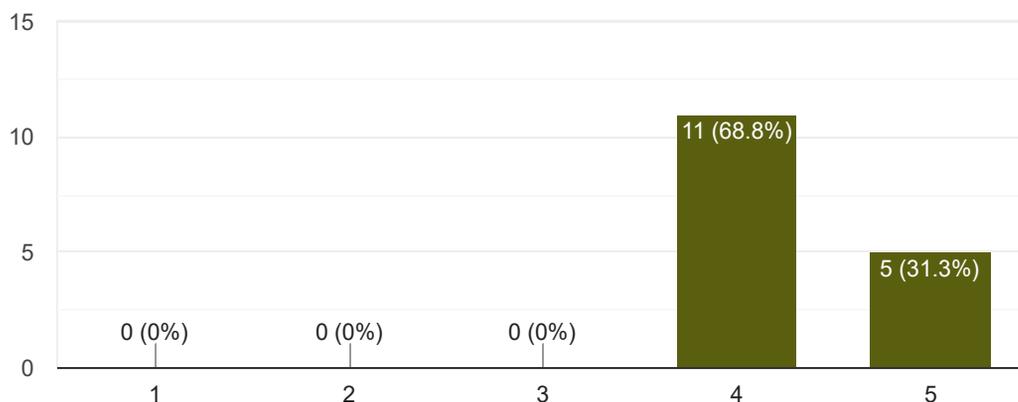
16 responses

15

12 (75%)

10

5

2 (12.5%)                    2 (12.5%)

0 (0%)          0 (0%)

0

1          2          3          4          5

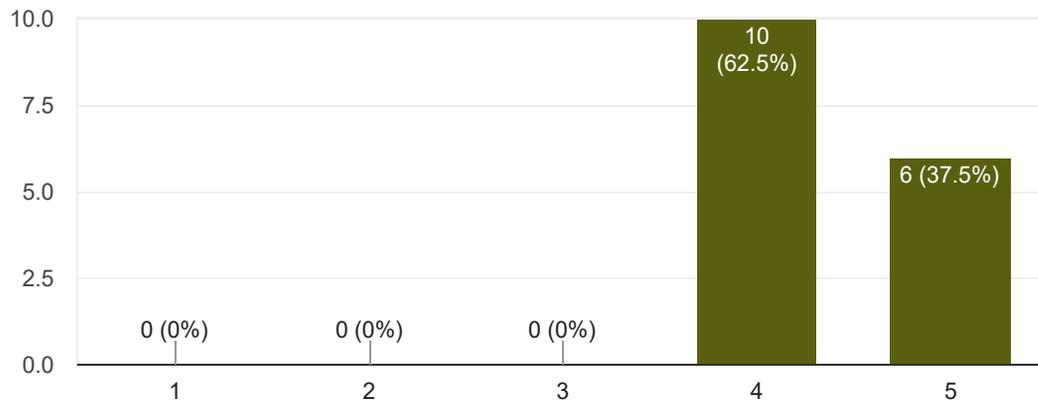**With respect to the Scenario about a South-asian man applying for a civil engineer position**

Do you think that this e-learning material can stimulate your interest in having more discussion in class/ in small groups?
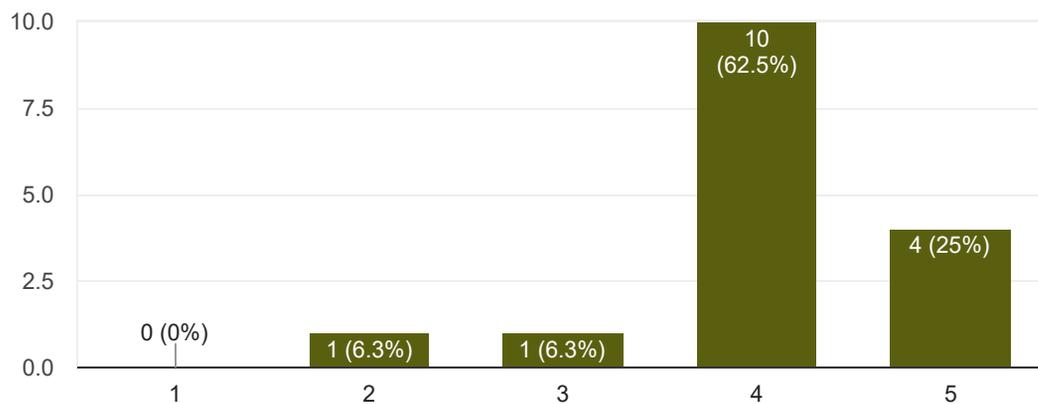
16 responses



Do you agree that it is more interesting to learn about these issues or related knowledge by watching this e-learning material than a conventional classroom lecture?
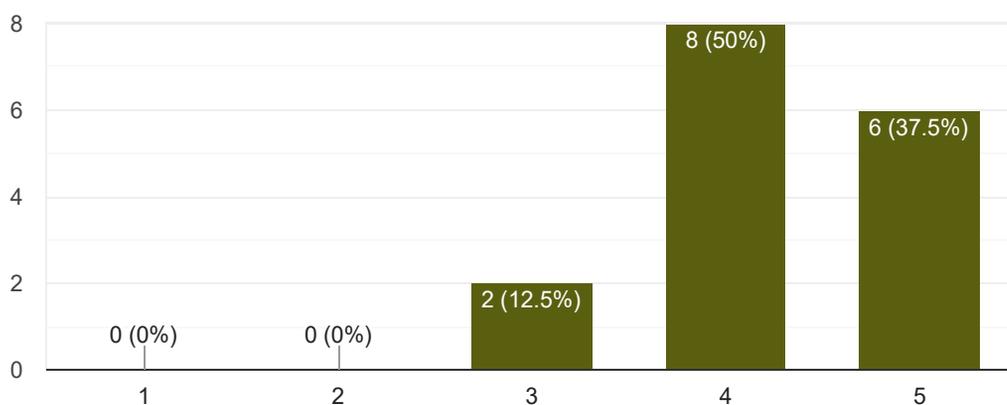
16 responses



Have you developed a better awareness or gained more knowledge about possible racial discrimination faced by ethnic minorities in the context

highlighted?

16 responses



## With respect to the Scenario about a medical student who makes a complaint to a social media company - (Face-Chat) about unfair and prejudical comments posted on internet against her

Do you think that this e-learning material can stimulate your interest in having more discussion in class/ in small groups?
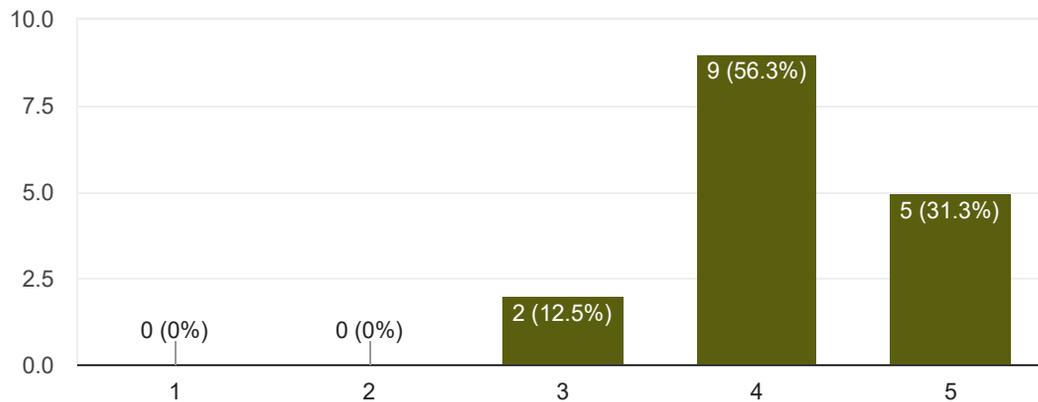
16 responses

Do you agree that it is more interesting to learn about these issues or related knowledge by watching this e-learning material than a conventional classroom lecture?
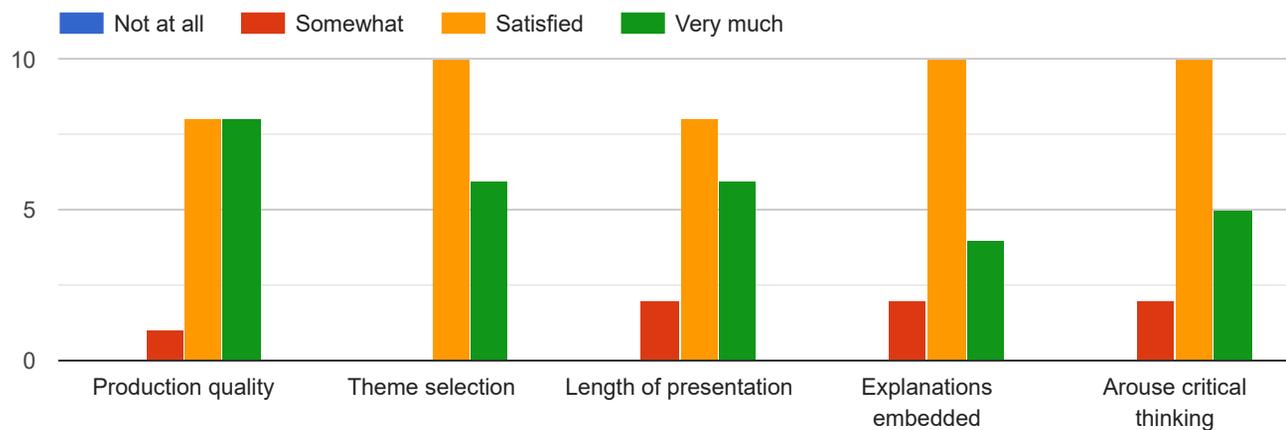
16 responses



Have you developed a better awareness or gained more knowledge about possible racial discrimination faced by ethnic minorities in the context highlighted?

16 responses

## With respect to the documentary about the experience of an ethnic-cultural female looking for a rental apartment in Hong Kong

Do you think that this e-learning material can stimulate your interest in having more discussion in class/ in small groups?
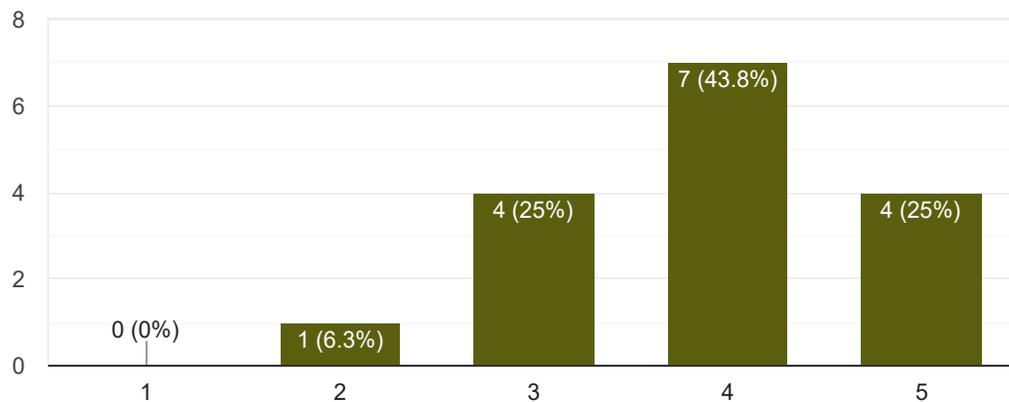
16 responses



Do you agree that it is more interesting to learn about these issues or related knowledge by watching this e-learning material than a conventional classroom lecture?
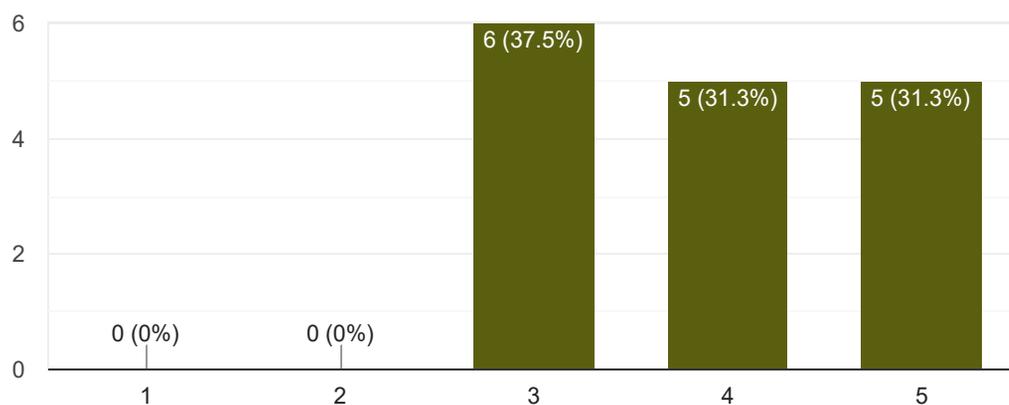
16 responses

Have you developed a better awareness or gained more knowledge about possible racial discrimination faced by ethnic minorities in the context highlighted?
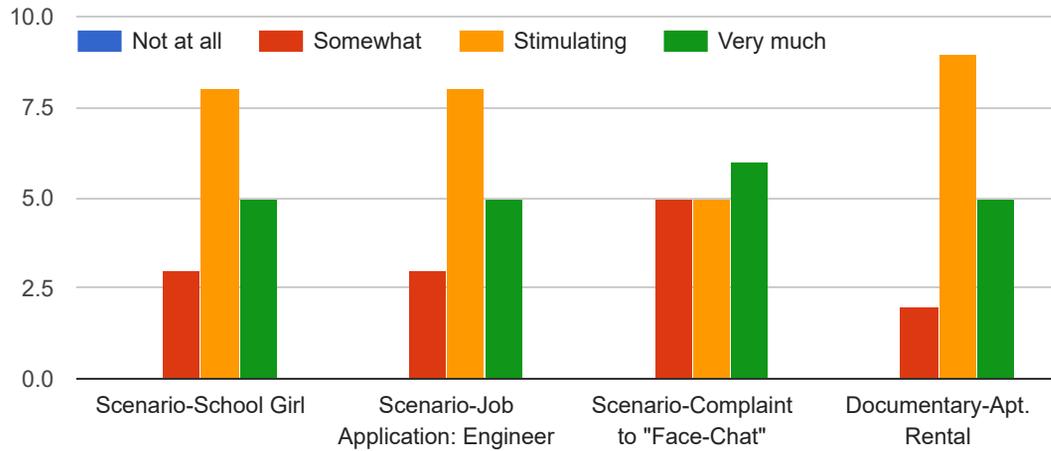
16 responses



## Overall Comments

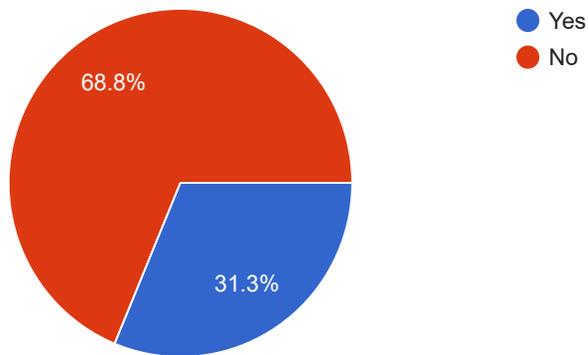How satisfied were you with these elearning video clips?

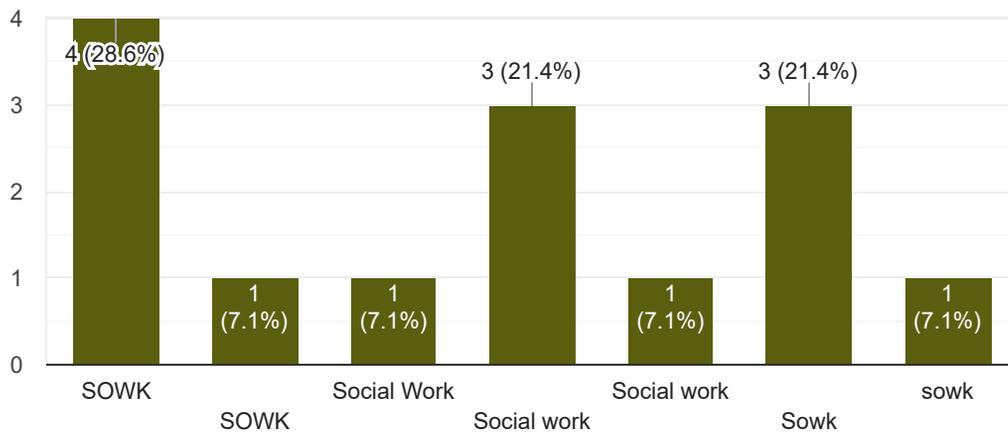## Which scenario/documentary did you find most stimulating?



Legend:
- Not at all (blue)
- Somewhat (red)
- Stimulating (orange)
- Very much (green)

## Have you taken the Intercultural Intelligence course before?

16 responses



- Yes — 31.3%
- No — 68.8%

## Major (Discipline)

14 responses

| | | | | | |
|---|---|---|---|---|---|
| 4 (28.6%) | | | 3 (21.4%) | 3 (21.4%) | |
| | 1 (7.1%) | 1 (7.1%) | | 1 (7.1%) | 1 (7.1%) |

SOWK     SOWK     Social Work     Social work     Social work     Sowk     sowk

## Year of Study

16 responses



Year 1 — 0 (0%)

Year 2 — 1 (6.3%)

Year 3 — 1 (6.3%)

Year 4 — 14 (87.5%)