THE CHINESE UNIVERSITY OF HONG KONG

Courseware Development Grant (2018-19)

<u>Final Report</u>

Report due 31 May 2019
Please return by email to CUHK cdgs@cuhk.edu.hk

<u>PART I</u>

Project title: **Economics and Ethic Enhancement**

Principal supervisor: **IP Tak Sang Hugo / LEUNG Yuk Chun / YAN Wai Hin**

Co-supervisor(s)

Department / Unit: **Economics**

Project duration: From September 2018 to May 2019

Date report submitted: **July 15, 2019**

1. Project objectives

Is the project on track to meet its objectives?

Absolutely

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

Objectives have been achieved as expected.

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.

To enhance students' understanding of ethics and stimulate their interests in learning basic economic concepts, we produced a series of stop-motion animation to illustrate some basic economic concepts which are also related to different social values.

Six modules that we produced have applied daily routine which could guide students through the application of the concepts. They are "Bus", "Hawkers on Street", "Restaurant", "Theme Park", "Hospital", and "Female Career". Their illustrated concepts are listed below:

1. **"Bus" helps students learn (1) asymmetric information in seat giving consideration; and (2) penalty expectation for fare evasion.**
2. **"Hawkers on Street" lets students know (1) seller's behaviour in a competitive market; and (2) externalities.**

3. "Restaurant" intends students aware of (1) the comparative advantages of cooking and dining at home; and (2) the economic reasons for buffet arrangement.
4. "Theme Park" discusses (1) the concepts of price discrimination in ticket arrangement of theme parks; and (2) the role of public rescue services.
5. "Hospital" reviews (1) the allocation mechanism of scarce resources; and (2) the importance of transplantation.
6. "Female career" introduces the phenomenon of (1) gender inequality in job market; and (2) the female contribution to GDP.

Has the nature of the deliverables been changed?
The micro modules have been modified from traditional video to an interactive App called "ECLife CUHK" which can be uploaded onto the mobile phone platform.
Have you adjusted your timeline?
Six basic modules were completed as per our schedule.
Overall, was the project completed satisfactorily?
The project was completed satisfactorily. Still it has a lot of room for improvement, for example, introducing more interactive elements, better production quality etc.

3. Evaluation Plan

Have you altered your evaluation plans?
Students would be asked to play the "App", offer comments and do a survey afterwards.
What monitoring data did you collect?
Our micro modules have just been completed after the term-break. Thus, our evaluation would be conducted in the academic year 2019-20. Upon which both the qualitative responses and quantitative data would be collected.
Does your evaluation indicate that you have achieved your objectives?
Our survey aims to study whether our modules' content and design can achieve our stated objectives in the proposal. Students are also encouraged to provide comments on further improvement of the eLearning materials.
4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.
We have put our modules on two popular mobile platforms: Google play store and the Apple app store.
Our micro modules could also be simplified and disseminated through CUHK MMCDG website, Blackboard.

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?

The micro modules will be shared among colleagues in our department. They will also be used when talks are given in other institutions.

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

The topics we demonstrated are somewhat controversial in the community. It may be applicable for general education and public policy discussion. Students can also freely download the "App" and share their opinion on the mobile platform.

PART II

Financial data

Funds available:

Funds awarded from CDG	**$**	**90,000.0**
Funds secured from other sources	$	**98.8**
(Private Research Fund from Department)		

Total: **$**   **90,098.8**

Expenditure:

Item	Budget as per application	Expenditure	Balance
Equipment	25,000	23,024.8	1,975.2
Material & Manpower (Bricks Assembly)	28,850	23,574.0	5,276.0
Production (Outsourcing)	46,000	43,500.0	2,500.0
Total:	99,850	90,098.8	9,751.2

PART III

Lessons learnt from the project

Please describe your way forward.

We use the bricks (mainly LEGO) to produce short story video clips. This project lays a foundation for us to develop the "App" on the mobile platform that helps to increase its popularity. We are looking forward to developing more innovative and sophisticated eLearning materials, i.e., online game, online role play, or online discussion board, which aim to foster student-teacher interaction,

enhance our teaching practices and enrich students' learning experience.

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

- *Key success factors, if any*
  Teamwork and time management are the most important factors in completing the project on time.

- *Difficulties encountered and remedial actions taken, if any*
  Teachers found it difficult in leading the project with neither teaching relief nor sufficient financial resources.

- *The role of other units in providing support, if any*
  Smart Kiddo Education (Outsourcing to a professional STEM education company)

- *Suggestions to CUHK, if any. Example: what should be done differently?*
  The project would better cover the summer holiday which gives teachers more time for modules' production and also deeper interaction with the outsourcing for the project.

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: **Economics**

Keyword 2: **Ethics**

Keyword 3: **Lego**

Keyword 4: **Bricks**

(Least relevant)   Keyword 5: **Stop-motion video**

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:**
https://apps.apple.com/hk/app/eclife-cuhk/id1465888629
It will also be available on Google play store later.
Some videos may be uploaded to our department's website for promoting e-Learning materials.

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**
ECON1010 / All	**Both / 2019-2020**	**120**	**Google play store and Apple app store**
ECON1210 / All	**1st / 2019-2020**	**150**	
ECON1220 / All	**1st / 2019-2020**	**40**	
ECON1310 / All	**2nd / 2019-2020**	**20**	

Table 3: Presentation (if any)	
Please classify each of the (oral/poster) presentations into one and only one of the following categories	**Number**
NOT Applicable	

Table 4: Publication (if any)	
Please classify each piece of publications into one and only one of the following categories	**Number**
NOT Applicable	

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.