

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: Flipped Classroom Teaching – Introduction to Peace Studies

Principal supervisor: Dr. CHOW Wai Yin

Department / Unit: Department of Cultural and Religious Studies

Amount Granted: HK\$ 86, 000

Project duration: From January 2015 to August 2015

Date report submitted: 31 March 2015

1. Project objectives

The objective of this project, as set in the proposal, is to produce three micro-module teaching videos used as a part of *Flipped Classroom Teaching* in the course “Introduction to Peace Studies.” Three modules have been produced in short multimedia micro-lectures (around 13 mins each) to facilitate students to understand the key concepts before the class. Topics included are (1) Why religion is a cause of conflict in traditional and contemporary societies? (2) However, on the other hand, religion historically has been a source of peace. The second module explores the rich resources of religion for peace, and (3) how spiritually-based practice inhibited in traditional religions could be creatively used for peacebuilding in contemporary society?

2. Progress on process, outcomes or deliverables

- 3 Micro-Modules have been accomplished, and two of them have been used in Flipped Classroom Teaching. The remaining micro-module will be launched on 8 April 2015.
- Because of the ITSC staff’s professional support on how to producing micro-module teaching by Surface Pro 3, Camtasia and Plantronics Headset, and my academic background in education and psychology, I did not encounter quite a lot of obstacles. The production process is quite smooth.
- Meanwhile, I am conducting quantitative and qualitative survey to collect student feedbacks on the effectiveness of Flipped Classroom Teaching. It is assumed that the project can be completed on time before the grant expiry date.

3. Evaluation Plan

The Evaluation Plan is operated according to the proposal:

- A. The effectiveness of the flipped classroom strategies have been evaluated by the **short quizzes** set in the micro-module and *in-class discussions*. Based on the quiz scores shown on the Blackboard, it can say that students' participation rate is high, and their quiz results are satisfactory. Student feedbacks showed they can well understand the concepts presented in the micro-teaching, and therefore it is assumed that the objectives set for the micro-teaching are achieved.
- B. Students' perception on the effectiveness of Flipped Classroom Teaching will be evaluated by quantitative and qualitative survey. *Quantitative survey (see Appendix 1) has been* delivered to students on 30 Mar 2015.
- C. Qualitative survey will be conducted by focus group interview. It is planned to be conducted on 8 April, 2015.

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

3 MMCDs are output as mp4, and then uploaded as SCORM package onto the Blackboard through the course platform CURE 2377 "Introduction to Peace Students" at Blackboard (under the category "Course Content") for students to download.

5. 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)

MMCD1: https://elearn.cuhk.edu.hk/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_43544_1%26url%3D

MMCD2:

https://elearn.cuhk.edu.hk/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_43544_1%26url%3D

MMCD 3:

https://elearn.cuhk.edu.hk/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_43544_1%26url%3D

	A Brief Description of the Content
MMCD 1	The first MMCD provides a general framework to understand why religion is a cause of conflict in human history. Two major paradigms are explored, from theoretical approach focusing on the

	conflict of religious beliefs to cultural approaches on religion and conflict. For the latter approach, primordial, instrumental and constructivist perspectives will be touched on.
MMCD 2	The second MMCD then moves to an examination of theories of the role of religion in peacebuilding, including the role of religious teaching, religious identity, religious ritual and religious actor.
MMCD 3	People today are yearning for a spiritually based politics guided by moral values. The third MMCD explores (1) the link among religion, spiritually-based practice and inner peace; and (2) how the contemporary peace projects embody spiritual values to promote compassion, justice, and peace.

6. Name of tool(s) that you have used to create the micro-modules and a brief evaluation of the tool(s)

I just used the following three devices, Surface Pro 3 (with webcam), Camtasia (software for editing and producing micro-teaching lesson), and Plantronic Blackwire 520 (wireless headset for recording of sound) to record my micro-module teachings at any time and any place. Then, I edited the audio and visual image by Surface Pro Pen and a wide range of Callouts in Camtasia in a way that I could interact with students, deliver content, and facilitate the lesson activities more effectively over the screen.

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

Usually, the flipped classroom activities are designed to *answer questions* or *uncover common misconceptions*, and also *do case analysis*. A brief discussion on the Flipped Classroom Teaching Strategies is listed below:

	In-Class Activities
MMCD 1	We did several case studies in group discussions in class to investigate the role of religion in conflicts in Southern Asia by using the conceptual frameworks learnt in MMCD1, that is primordial, instrumental and constructivist perspectives.
MMCD 2	In class, we dealt with the misconceptions and then students were asked to use Lederach's three different types of actors and approaches (as learnt in MMCD 2) to create a sustaining peace project for a particular conflict event of today.
MMCD 3	It is planned that students will be ask to study how the contemporary peace projects integrate their group's specific rituals, practices, and values into reconciliation and

	peacebuilding.
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