

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: Enhancing the Core Curriculum: A Blended Learning, Micro-Modular Approach

Principal supervisor: Prof. Ian Morley

Co-supervisor(s)

Department / Unit: History

Project duration: From January 2015 to August 2015

Date report submitted: August 2015

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 MMCDG project?

Yes, now that the project construction phases is complete, and the project about to go live, all planned learning objectives have been met. Moreover the project's goals did not alter. As discussions were held with ITSC prior to the project commencing, and consistently through the project's IT construction so that pedagogical intentions could be worked into the intended MMs, the framework of the project was implemented in basically the same fashion as was planned at the time the MMCDG proposal was tendered (in 2014).

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.

Have the nature of the deliverables been changed?

Have you adjusted your timeline?

Overall, was the project completed satisfactorily?

Three MMs were planned, and three MMs have been constructed. Significantly too, their form has not altered. The MMCDG plan sought in black and white to build just a handful of MMs and even though the timeline was tight deliverables were met (on time) as the project unfolded, and the project's original form was maintained. Part of the reasoning for this, in the view of the applicant, was that the project did not seek to be too ambitious: each MM had a select purpose, and accordingly it was easy to discuss with ITSC how to then best put the ideas into e-form. All in all, and credit must be given to the IT assistant (Ms Eva Cheung), the presentation of the MMs, and their simple easy to use character, has been positively affected by the skill of IT staff.

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?

No, as already touched upon the MMCDG was built around a central, core pedagogical intention. It was not too elaborate and large-scale in disposition, so consequently it was easy for me to explain to ITSC once the project began how I saw each MM to work. As such the translation of education concept into e-learning platform was straightforward.

Monitoring data was very limited owing to the nature of the project, and the fact that the e-learning platform (as a whole) was to be ready for implementation in August 2015. However, MM1 was available for student use in February 2015 and feedback was acquired from students (given its relevance to one of their formal assessment exercises). Feedback was accrued via two sources: one to one interviews with students; a questionnaire administered by the part-time Research Assistant. In broad terms, the gathered data showed the teaching goals were being met within the student learning process. Such data also gave confidence that the original MMCDG idea was pragmatic to CUHK's students (as learners).

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 being used in your unit and other parts of CUHK or other institutions?

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

The MMCDG project has been issued with the following website address:

<http://www.cuhk.edu.hk/his/proj/csd/> - and this address is to be linked to the CUHK Department of History webpage's front-page. This is to ensure all students taking History courses can use the new e-learning facility in light of the broad interest of teacher's in the Department in the aforementioned project. Whilst the original intention was for the MMCDG to build an e-learning repository for a core course given teacher interest it will not be available for other courses. To use the facility students at CUHK log in, and where appropriate, can engage in learning exercises (with model answers provided).

PART II

Financial data

Funds available:

Funds awarded from MMCDG	\$ 92,000
Funds secured from other sources (please specify _____)	\$ 0
Total:	\$ 92,000

Expenditure:

Item	Budget as per application	Expenditure	Balance
Fixed Assets (Notebook, DV Cam)	16,300	16,300	
Computer software (Adobe Master Collection)	5,128	5,128	
Printing, stationary	-	729	
Others (part-time Research Assistant)	10,800	10,800	
ITSC staff cost	60,000	60,000	
Total:	92,000	92957	

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?*

The way forward is to consider in the coming year the full success of all components of the MMCDG. So far only MM1 has been tested by the students. MM2 and MM3 are to be used by students for the first time in the next academic year. Accordingly, if successful, there is potential to develop a similar project so as to enhance, for instance, English language use and/or thesis writing within the Department of History. Such a new MMCDG project might, thus, be designed to develop further skill development instigated by the 2014-15 MMCDG project.

All in all, the MMCDG worked well in terms of collaborating with ITSC. However how other units at CUHK might be involved, e.g. CLEAR, is something to be seriously considered in the future. Whilst advice has been sought from CLEAR in the past as to how formal collaboration between the applicant, ITSC, and CLEAR may arise is worthy of serious thought so as, as just noted, to construct a more advanced e-learning platform.

In relation to potential areas of change, i.e. how to do things differently, no comment of any note can be given. The independence of the project in terms of letting the applicant free think and then in conjunction work with an ITSC staff member allowed for movement/flexibility inside the project. At this point in time the author of this text is very satisfied with the MMCDG project's outcome.

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.

Students in the History Department at CUHK are, as a matter of course, familiarized with historical theory. The MMCDG designed within the Department provides fresh opportunities for learners to cultivate fundamental attitudes and skills tied to comprehending the study of the past. In this milieu it is critical that learners recognize what History (as a subject) is, and its practices. Three micro-modules are therefore built: the first relates to “What is History?”;

the second to “How is History practiced?”; the third to “Why do historians do what they do?”

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: History
 Keyword 2: Student learning
 Keyword 3: Core skills
 Keyword 4: Use of evidence

 (Least relevant) Keyword 5: Active learning exercises

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: <i>If a publicly accessible project website has been constructed, please provide the URL.</i>
(b) Webpage(s): http://www.cuhk.edu.hk/his/proj/csd/ <i>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.</i>
(c) Others (please specify):

Table 2: Resource accessible to a target group of students (if any)			
<i>If resources (e.g. 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.</i>			
<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
HIST2001A/B	1 st term 2015	100	Website
HIST4341	2 nd term 2014-15	50	Website
Table 3: Presentation (if any)			Number
<i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i>			

(a) In workshop/retreat within your unit (eg. department, faculty)	1
(b) In workshop/retreat organized for CUHK teachers (eg. CLEAR workshop, workshop organized by other CUHK units)	0
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	1 (forthcoming in 2015)
(d) In any other event held in HK (eg. UGC symposium, talks delivered to units of other institutions)	0
(e) In international conference	0
(f) Others (please specify)	0

Table 4: Publication (if any)	
<i>Please classify each piece of publications into one and only one of the following categories</i>	Number
(a) Project CD/DVD	0
(b) Project leaflet	0
(c) Project booklet	0
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	0
(e) Conference proceeding	0
(f) A chapter in a book accessible internationally	0
(g) A paper in an referred journal	0
(h) Others (please specify)	0

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).