

**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](mailto:mmcd@cuhk.edu.hk)

**PART I**

Project title: Flipping an Introductory Management Course

Principal supervisor: Joyce IUN (Dr)

Co-supervisor(s)

Department / Unit: Management/Faculty of Business Administration

Project duration: From January 2015 to August 2015

Date report submitted: August 31, 2015

**1. Project objectives**

This project aims at flipping a portion of lecturing materials (in nine modules) onto BlackBoard and promoting e-learning activities to students taking a fundamental Management subject (MGNT 1020, Principles of Management). Yes, this project is on track to meet its objectives. By June, 2014, all nine modules were completed satisfactorily. Each module contains basic concepts to provide students with a basic understanding of the topic before they attend class weekly. More class time is allowed for in-depth discussion and exercises. A trial implementation took place in semester 2, 2014/15 in a small MGNT 1020 class with 37 students. The surveyed result from these 37 students positively supported e-learning contents produced by this project. A full scale of implementation is taking place in semester 1, 2015/16 in two groups of students (55 to 60 each group).

**2. Process, outcomes or deliverables**

There are nine micro modules being produced as planned:

Module 1: What's Management? (10 annotated slides and 4-minute video clip)

Module 2: Evolution of Management (4 annotated slides, youtube link to a movie, a 10-minute documentary video clip)

Module 3: Decision Making (9 annotated slides)

Module 4: Concepts in Planning and Strategic Management (6 annotated slides, a 8-minute video clip)

Module 5: Managing Changes (6 annotated slides, a 16-minute video clip)

Module 6: Organizational Structure and Design (5 annotated slides)

Module 7: Human Resource Management Process (2 annotated slides, two video clips for a total of 9 minutes)

Module 8: Leadership (3 annotated slides, a 16-minute video clip)

Module 9: Team Dynamics (5 annotated slides, a video clip)

These nine modules cover all MGNT 1020's topics. Each module contains basic concepts to provide students with a basic understanding of the topic before they attend class. More class time is allowed for in-depth discussion and exercises.

A typical MGNT 1020's teaching outline is like this:

<b>Date</b>	<b>Topic</b>	<b>Important activities</b>
Week 1: Jan 6	Course Overview ❖ What is Management? (C1)	
Week 2: Jan 13	The Changing World ❖ Management History (p.52-60)	Preview the first 15 minutes "Modern Times" on youtube before class: <a href="https://www.youtube.com/watch?v=bDkM0ux6H50">https://www.youtube.com/watch?v=bDkM0ux6H50</a>

To implement flipped teaching, a new teaching outline to incorporate e-learning activities followed up by in-class discussion is designed like this:

<b>Date</b>	<b>Topics</b>	<b>E-Learning Activities</b>	<b>Class Activities</b>
Week 1 Sep 8	Course Overview ❖ Managers in the Workplace (C1)	<ul style="list-style-type: none"> <li>❖ Prepare eLearning: What is Management?</li> <li>❖ Discuss two questions on eLearning</li> <li>❖ Watch video clip: Joseph and Simon</li> </ul>	❖ Discussion Topic: Contrasting the concepts of 'efficiency' and 'effectiveness'
Week 2 Sep 15	The Changing World ❖ Management History (p.58-69)	<ul style="list-style-type: none"> <li>❖ Prepare eLearning: Evolution of Management</li> <li>❖ Watch video clips: 'Modern Times' and 'Foxconn'</li> <li>❖ Discuss one question on eLearning</li> </ul>	❖ Discussion Topic: Similarities and Differences between Federick Taylor's scientific management in 1911 and contemporary management

As the nine modules were only completed in June, 2015, they were not fully been used in a 3-month MGNT 1020 (Principles of Management) as planned in the proposal. They will be

used in MGNT 1020 B and C (Principles of Management) with a total of 100 to 120 students in semester 1, 2015/16.

By March, 2015, five modules were completed and pilot-used by 37 students in MGNT 1020T. A questionnaire was designed to collect feedback from the students. Overall, they offered positive feedback which is to be detailed in Evaluation Plan in the following paragraph.

### **3. Evaluation Plan**

The evaluation plans were revised as stated in the interim report dated March 31, 2015:

- Introduce the first few modules which are developed up to March 2015 to MGNT 1020T's students, a total of 37;
- Design a questionnaire with six questions to collect views from these students. Measures are done in both quantitative and qualitative manners. The first three questions collect quantitative measures and the last three questions collect qualitative views from students.

At the end of April, 2015, 30 out of 37 students completed the questionnaire. Response rate was 81.1%.

Q1:

Do you think it is useful for the university teachers to develop on-line learning materials like the ones you have seen from MGNT 1020T on BlackBoard?

Students were given a scale of five ranging from 1 (not useful at all) to 5 (very useful). The mean score for Q 1 was 3.78.

Q2:

Do you think it is useful to 'pre-view' some of the lecture materials (especially the very boring parts, like leadership theories) before you attend the lecture?

Students were given a scale of five ranging from 1 (not useful at all) to 5 (very useful). The mean score for Q2 was 3.72.

Q3:

Do you think it is useful to 'review' some of the lecture materials (especially the very boring parts, like leadership theories) on BlackBoard when you are preparing for the test?

Students were given a scale of five ranging from 1 (not useful at all) to 5 (very useful). The measure score for Q3 was 4.08.

From the first three questions, students seem to respond positively to flipped teaching. They

generally think it is useful for university teachers to develop on-line learning materials. They also indicate pre-viewing and reviewing the lecture materials useful on BlackBoard.

Q4: What e-learning materials would you suggest me to develop in the future? For example, videos, chat room, on-line quiz, etc. Where and what do you wish to see and learn?

This is an open-ended question to collect comments on what e-learning materials students prefer to have.

29 students provided answers to this question. Their replies include: on-line quiz, videos and animation as examples, youtube links, on-line discussion forum, on-line games, past examination/essay papers as samples. Out of 36 replies, 10 indicated 'on-line quiz' and 14 indicated 'videos'.

Q5: If you have pre-viewed some of the lecture materials (especially the boring parts, like leadership theories) before you attend the class, what 'activities' would you suggest for the class hours?

This is an open-ended question to collect comments on what class activities preferred by students under flipped teaching.

29 students provided answers to this question. Their replies include: discussion, group games/works/presentation, case study, interactive activities, real-life examples/stories shared by teacher, more explanation of course materials, field trips, company visits, examination skills, quiz, videos, trip to Japan. The word 'Discussion' appeared 13 times.

Q6: Would you prefer a course with e-learning materials?

This is a simple yes or no question.

27 students replied 'yes', 2 replied 'no', and 1 replied 'no opinion'.

Evaluation data from a small sample of 30 students may not be representative and conclusive. Yet, such data reflected students seem to respond positively to e-learning materials which can be easily accessed anywhere and anytime. They find the materials useful for both pre-viewing and reviewing. Yet, it seems that students find reviewing more useful than pre-viewing.

Videos seem to be welcome by the students in the sample. Gladly, seven out of my nine modules have included videos which work as either examples or case discussion to be followed up in class. Many students in this sample have indicated they prefer 'discussion' after viewing the annotated slides. Most of my class activities have incorporated discussion. And, discussion topics are provided in course outline to allow students more time to brainstorm and reflect before class meetings. More conclusive results are to be confirmed after full implementation of flipped teaching after semester 1, 2015/16.

#### 4. Dissemination, diffusion and impact

MGNT 1020 (Principles of Management) is a required course for all students of IBBA, IFAA, ACY and Cultural Management in the Faculty of Business Administration. There are approximately 900 students each year who take MGNT 1020. The nine modules are stored in softcopy and kept in our General Office, Department of Management. And, they will be uploaded to BlackBoard starting end of August, 2015. All teachers who are teaching this subject in semester 1, 2015/16 are informed and encouraged to adapt some or all of the nine modules. As flipped teaching requires a newly designed teaching outline, a sample of my MGNT 1020 course outline is also shared with other teachers. Three teachers have indicated interests in adapting some of the modules. One teacher, in particularly, has shown interests in using the videos at the end of some modules.

As the full implementation of flipped teaching is taking place in September, 2015, I only plan to provide seminar in our Department and/or Faculty after the semester ends in December, 2015. By then, more fruitful experiences can be reflected and shared realistically.

#### PART II

##### Financial data

Funds available:

Funds awarded from MMCDG	\$ 94,000.00
Funds secured from other sources (please specify _____)	\$ _____
Total:	\$ 94,000.00

Expenditure:

Item	Budget as per application	Expenditure	Balance
Relief Teacher	60,000.00	60,000.00	0
Research Support Staff	7,000.00	6,910.00	90.00
Computer and accessories	27,000.00	26,576.00	424.00
Total:	94,000.00	93,486.00	514.00

## PART III

### Lessons learnt from the project

With the help of the Research Assistant to tackle technological issues, preparation of nine modules of annotated slides with embedded video links is relatively smooth. The more difficult parts remain as ‘course reconstruction’. The course reconstruction includes:

- writing a new teaching outline to incorporate e-learning activities;
- revising all lecture slides to ensure contents not duplicated too much with the nine modules’ annotated slides;
- designing in-depth discussion topics, games and exercises;
- designing and monitoring on-line discussion forum on a weekly basis starting September, 2015

As flipped teaching is a relatively new concept to the students who are used to passive learning, i.e., lecturing and sampled works. The essence of flipped teaching promotes proactive learning and engagement prior and during the class hours, which literally asks students to step out of their comfort zone. Should students not welcome such challenge, they are very likely to reflect in the CTE evaluation. Whether the Department or Faculty is willing to understand and support the teachers who implement flipped teaching remains unknown.

As the University promotes e-learning vigorously, more and more teachers require students to engage in e-learning activities. Whether students may feel frustrated by the overwhelming e-learning activities in addition to regular contact hours remain an unanswered question. In the long run, the University may need to consider the mode and extent of incorporating e-learning activities.

## PART IV

### Information for public access

There are nine micro modules being produced for MGNT 1020 (Principles of Management), a fundamental management subject. They are: 1) What’s Management? 2) Evolution of Management; 3) Decision Making; 4) Concepts in Planning and Strategic Management; 5) Managing Changes; 6) Organizational Structure and Design; 7) Human Resource Management Process; 8) Leadership; and 9) Team Dynamics.

Each module contains basic concepts to provide students with a basic understanding of the topic before they attend class. More class time is allowed for in-depth discussion and exercises. Students who find regular 3-hour lectures boring will prefer watching mini-lectures at their own time. These nine modules contain a combination of: 5 to 10 minutes’ mini-lectures, annotated powerpoint slides, discussion questions, youtube video links,

selected documentary video files.

## 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: novelty  
                                  Keyword 2: engagement  
                                  Keyword 3: proactivity  
                                  Keyword 4: accessibility  
  
 (Least relevant)      Keyword 5: intensity

## 2. Summary

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

<b>Table 1: Publicly accessible online resources (if any)</b>
(a) <b>Project website:</b> MGNT 1020B and MGNT 1020C, Blackboard, CUHK
(b) <b>Webpage(s):</b>
(c) <b>Others (please specify):</b> DVD to contain nine modules

<b>Table 2: Resource accessible to a target group of students (if any)</b>			
<i>If resources (eg. 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 &amp; Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
MGNT 1020B, C	1 <sup>st</sup> term 2015	120	Blackboard
<b>Table 3: Presentation (if any)</b>			<b>Number</b>
<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)			<i>1</i>
(b) In workshop/retreat organized for CUHK teachers (eg. CLEAR workshop, workshop organized by other CUHK units)			
(c) In CUHK ExPo jointly organized by CLEAR and ITSC			

(d) In any other event held in HK (eg. UGC symposium, talks delivered to units of other institutions)	
(e) In international conference	
(f) Others (please specify)	

<b>Table 4: Publication (if any)</b>	
<i>Please classify each piece of publications into one and only one of the following categories</i>	<b>Number</b>
(a) Project DVD	<i>1</i>
(b) Project leaflet	
(c) Project booklet	
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	
(e) Conference proceeding	
(f) A chapter in a book accessible internationally	
(g) A paper in an referred journal	
(h) Others (please specify)	

### **3. A one-page brief write up**

In my interim report submitted on March 31, 2015, a 2-minute video was included to provide an overview of this project. The 2-minute video introduces the nine modules, project contents and project objectives comprehensively. As such, the same video is shared in the following link:

<https://drive.google.com/file/d/0ByglyUt1VBLIczMwX1diVVJ3T0U/view?usp=sharing>