THE CHINESE UNIVERSITY OF HONG KONG

Courseware Development Grant (2017-18)

Final Report

PART I

Project title: Developing students' collaborative skills – micro-modules

Principal supervisor: Professor Michael Lower

Team member: Ms. Vivian Chen

Department / Unit: Faculty of Law, CUHK

Project duration: From March 2018 to February 2019

Date report submitted: 28 Feb 2019

1. Project objectives

Is the project on track to meet its objectives?

The project has met its objectives, which are:

- to produce resources for undergraduate law students to learn how to work in collaborative groups. The project team produced 5 videos as anticipated in the proposal (please see part 2 for detail);
- to facilitate students' transition from conventional models of legal education in terms of delivery mode of lecture content to pedagogical models that require students to work in collaborative groups. An inquiry-based, collaborative learning model is adopted in the Issues in Property Law course in Term 2 2018/19;
- to encourage students' enrollment in collaborative learning course, 26 students have enrolled in the Issues in Property Law Course.

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

The objectives have remained broadly unchanged. There were minor changes to the titles of the videos.

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.

The micro-modules produced through this project are currently used in the Principal Investigator's Issues in Property Law Course (LAWS4483). The videos are uploaded on the course's blackboard site for students' access.

The team produced 5 micro-module teaching videos that cover not only collaborative skills but also the communities of inquiry framework to support students throughout their collaborative research and learning activities, namely:

Communities of Inquiry 1
Communities of Inquiry 2
Communities of Inquiry 3
Group Dynamics
Learning Collaboration Skills from Recent Alumni

Overall, was the project completed satisfactorily?

Yes.

3. Evaluation Plan

Have you altered your evaluation plans?

The original plan was to do data collection and analysis in March 2019 on students' development of learning skills (e.g. collaboration and problem solving skills). This evaluation stage will be extended to cover April and May as students will have completed the whole course and learning model by the end of April and have more time to participate in interviews and focus group discussions in May.

What monitoring data did you collect?

As the course is still in progress, it is in its 7th week at the end of this project, we are not yet able to collect data on students' development of learning skills. The data collection progress will be in April and May.

Does your evaluation indicate that you have achieved your objectives?
N/A

4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.

The importance of collaboration skills in the workplace was the subject of the interviews with recent CUHK Law alumni. This was presented at CUHK Learning Expo 2018.

M. Lower & V. Chen (2018 December). *Learning about Collaborative Skills from Recent Alumni*.

Video outputs are available for public access on:

Learning Matters Blog – www.learning.law.cuhk.edu.hk

Youtube Channel - TeachLearn Law

Keep OpenedX – Issues in Property Law Course

The team plans to produce blog posts and presentations after collecting students' experience and feedback on this inquiry-based collaborative learning model.

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 Learning Matters Blog is linked to the Law Faculty's website and it is publicly accessible. We have been promoting the blog site during seminars and networking opportunities with other institutions. The blog site will be used to publish project results and outcomes to the Faculty and other institutions.

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

PART II

Financial data

Funds available:

Funds awarded from CDG $ 94,956
Funds secured from other sources $ 665,400
(please specify TDLEG 2016-19)

                                        Total: $ 760,356

Expenditure:

Item	Budget as per application	Expenditure	Balance
Videos production	$14,500	$8,630	$5,870
E-platform maintenance	$12,000	$1,358.32	$10,641.68
Staff Cost	$67,656	$0	$67,656
Focus Group – Book Coupon	$800	$0	$800
Total:	$94,956	$9,988.32	$84,967.68

PART III

Lessons learnt from the project, please describe your way forward.

The team plans to

- draw on the students' feedback on the use of the collaborative teaching framework and micro-modules to develop more resources that cater to students' needs and interests;
- publish the findings in the form of blog posts, journal articles;
- disseminate the project through conference presentations, faculty seminars etc.

In the long term, the team hopes to build up a network with legal educators worldwide to inform each other on the development of inquiry-based, collaborative teaching and learning pedagogies.

Please describe any of the following item(s) accordingly:
- Key success factors, if any

The videos focus precisely on the needs of law students who are taking the Issues in Property Law course. One of the videos on learning collaboration skills from recent alumni, highlights the importance of collaboration in professional practice; three videos on communities of inquiry break down the skills students need to acquire in collaborative research work; the video on group dynamics further illustrates the challenges students can expect in group projects and the importance of collaboration in both the academic and professional worlds.

- Difficulties encountered and remedial actions taken, if any

There is a big discrepancy between the budget and actual expenditure. This is mainly because the team was not able to find someone suitable for the post to take up a

three-month appointment. The project leader posted an open recruitment advertisement through the University Human Resources Office Webpage in May 2018 to take up part of the research work as budgeted, and carried out interviews with three potential candidates. Unfortunately, the selected candidate was not able to take up a three-month appointment and declined the offer. The team had to absorb the tasks originally assigned to this post.

- <u>The role of other units in providing support, if any</u>

ITSC and ELITE were very helpful throughout the project application and video production processes respectively. Their guidance and efficiency in video production have contributed greatly to the timely completion of this project.

- <u>Suggestions to CUHK, if any</u>
  - <u>Example: what should be done differently?</u>
  - N/A

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: Teaching & Learning

Keyword 2: Collaboration

Keyword 3: Group Work

Keyword 4: Communities of Inquiry

(Least relevant)   Keyword 5:

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:** *www.learning.law.cuhk.edu.hk*
(b) **Webpage(s):** *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* N/A
(c) **Others (please specify):** Youtube Channel: TeachLearn Law https://www.youtube.com/channel/UCJbv_UaqBJW13GJKn6iDG0A

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
Faculty of Law LAWS4483 (targeted not exclusive)	Term 2 2018/19 Year 3 & 4 undergraduate law students	26	CU Learning Management System (Blackboard)

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)	1
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	0
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	1
(d) In any other event held in HK (e.g. 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)	
Please classify each piece of publications into one and only one of the following categories	**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	1
(f) A chapter in a book accessible internationally	0
(g) A paper in refereed journal	0
(h) Others (please specify) Blog Posts (by Prof. Michael Lower) [Communities of Inquiry in Undergraduate Education: Part 1](#) [Communities of Inquiry in Undergraduate Education: Part 2](#)	2

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.

'at its core, education is about active engagement of students with inherited knowledge, with new research, and with more senior academic guides and mentors. Of course, education is also about preparing students for life in the wider world, for careers, and for making a contribution to the community.' (Prof Stephen Toope, [The future of UK universities](#))

This project, entitled 'Developing students' collaborative skills – micro-modules', is an important building block in the creation of a collaborative, inquiry based learning model that encourages students to engage actively with knowledge, and develop themselves as critical, creative and caring thinkers through constructive discourse with their peers in the learning process.

With the project funding, the team was able to produce five micro-modules for undergraduate law students to learn how to work in collaborative groups; how to frame their research questions through purposeful discussions with team members; what to expect in terms of group dynamics; and the importance of collaboration in professional

practice. Interviews with recent CUHK Law alumni were conducted between Sept 2018 – Nov 2018 to help us and students understand the importance of collaboration to legal practitioners. The preliminary findings were presented at CUHK Learning Expo 2018.

These five micro-modules were incorporated into the project leader's Issues in Property Law Course (IIPL) in Term 2 2018/19 in which 26 students are enrolled. The IIPL course is transformative in two ways 1) it has changed the traditional information transmission model to a student centered active inquiry model, where students have to work in collaborative groups or independently for 70% of their course time; 2) it truly supports peer learning by pairing postgraduate research students – facilitators – with the undergraduate students in collaboration sessions. By doing so, the undergraduate students may learn research skills and build brother/sister bonds with their seniors and the facilitators are given the opportunities to develop their own pedagogical skills.

Since the course is still in progress as this project ends, the project team has not yet able to collect and evaluate the students' perceptions. The project team will publicize the results after the completion of this course in the form of blog posts and articles, and/ or presentations at seminars and conferences. There several ways to stay in touch with the project team: you are welcome to subscribe to our –

Learning Matters Blog (www.learning.law.cuhk.edu.hk);

Facebook page(https://www.facebook.com/learning.cuhklaw);

Twitter page (https://twitter.com/LearningCUHKLaw);

Youtube Channel (https://www.youtube.com/channel/UCJbv_UaqBJW13GJKn6iDG0A); and

LinkedIn (https://www.linkedin.com/in/learningcuhklaw) where we have constant updates on blog posts and teaching and learning events, you may find the micro-modules produced on our blog site and youtube channel.