

THE CHINESE UNIVERSITY OF HONG KONG

Courseware Development Grant (2019-22)

Scheme 3 – SPOC

Final Report

Please return by email to CUHK cdgs@cuhk.edu.hk

PART I: Summary of Project

1. Title: Using Superhero Films to Construct Transitional Courses to Assist Students in Developing their Learning Skills for University Studies

2. Principal Supervisor(s) and Co-supervisor(s) and the respective Unit(s).

| Name | Post | Unit/ Department | No. of funded TDLEG (of any funding scheme including the CDG for micro-modules) serving as a Principal Supervisor | | | | No. of funded TDLEG (of any funding scheme including the CDG for micro-modules) serving as a Co-Supervisor | | | |
|------------------------------|-------------------------|---------------------|--|--------------------------------|-------------------------|-------------------------|---|--------------------------------|-------------------------|-------------------------|
| | | | 12-15 Trien- nium | 15-16 roll- over year | 16-19 Trien- nium | 19-22 Trien- nium | 12-15 Trien- nium | 15-16 roll- over year | 16-19 Trien- nium | 19-22 Trien- nium |
| | | | (Please specify the number in the relevant boxes) | | | | | | | |
| Principal Supervisors | | | | | | | | | | |
| Steven Gallagher | Professional Consultant | Faculty of Law | | | | 1 | | | | |
| Steven Gallagher | Professional Consultant | Faculty of Law | | | | 1 | | | | |
| Co-supervisors | | | | | | | | | | |
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3. Project Duration: from November 2020 to October 2021

4. Project objectives:

To produce six high quality animated superhero videos introducing basic and more advanced topics in the study of law. These will be available for students to watch before and after they take their classes. The classes involve discussing scenarios from superhero films, identifying the legal issues, identifying

the areas of law involved, and discussing how the law should deal with these issue, and how it does- if it does. The classes are in large part student led, as they have to identify these different factors. The videos provide a useful introduction for the students and will be useful to consider after the relevant class and before assessment. However, the videos will not provide all the information the students may need, as different groups of students may identify different problems in the same scenario and so have to consider how the law may deal with these identified problems- again, if it does. The RA will help develop the supporting materials for the Videos- more detailed written notes and longer videos explaining general concepts of law. The RA will also oversee the collection of data for research into the success or otherwise of the project.

5. Activities, processes and outcomes:

The six videos were produced and supporting materials prepared. The first three have been used to support the course LAWS0008 The Avengers, Superheroes and the Law for CUHK’s Summer Institute in 2021. All six will be used to support the next iteration of this course in August 2022. All six have been used to support continuing professional development (CPD) seminars for the Law Society of Hong Kong. The videos and materials have been very well received by the students and life-long learners and have allowed them to develop their new learning and triggered questions and discussions in class.

6. Deliverables: (please provide details under this section and the relevant summary statistics in the tables in Part IV)

The six videos have been produced and the supporting materials. The first three have been used in the SPOC for the Summer Institute in 2021 and all six will be used for the SPOC in August 2022.

| # | Topic | MM Name | Language | Duration (in minutes) | Styles | Used in Courses |
|---|---------------------|--|----------|-----------------------|-----------|--|
| 1 | Introduction to Law | Are Superheroes Subject to the Law | English | 7.11 | Animation | LAWS0008 2021, CPD and to be used LAWS0008 Aug 22 |
| 2 | Criminal law | Are Superheroes Criminals? | English | 6.53 | Animation | LAWS0008 2021, CPD and to be used LAWS0008 Aug 228 |
| 3 | Justice Process | Can Superheroes get a Fair Trial? | English | 7.56 | Animation | LAWS0008 2021, CPD and to be used LAWS0008 Aug 22 |
| 4 | People and property | Top of the world | English | 5.31 | Animation | CPD and to be used LAWS0008 Aug 22 |
| 5 | Human Rights | Superheroes and the Airport Cloud Chaser | English | 5.40 | Animation | CPD and to be used LAWS0008 Aug 22 |
| 6 | Space and time law | S.W.O.R.D. Headquarter | English | 3.49 | Animation | CPD and to be used LAWS0008 Aug 22 |

Total: 6 MMs; total length 35.4 minutes; Average length of each MM: 5.9 minutes

- detailed descriptions of SPOC and the MMs
 - The videos are made available to the participants before to provide an introduction to the topic and to encourage questions and discussion, and after class to allow them to revisit the issues.
 - The course is supported by notes and seminar style questions which are provided to the students before class.
 - For LAWS0008 students have six 2.5hour seminars online. They are expected to have viewed the videos before class and to have revisited them after class. They are also expected to have read the accompanying notes which should take 6-10 hours. The assessments are by way of three online multiple choice tests and are available for 24 hours after the respective classes- each test should take no more than one hour. Students are also encouraged to pursue their own online research and raise issues in class based upon this.
 - Total study time in addition to animations: 15 hours online classes, 6-10 hours reading, 3 hours assessment.
 - The SPOC is provided for high school students interested in studying law at university.
 - The SPOC is offered on Moodle.

7. Key Performance Indicators and Evaluation:

The proposed videos and materials were prepared. They have proved very useful in assisting students in their own learning and encouraging discussion in class. The main change in the original plan was that the original animations were too long and should have been shorter. The input of our animator, Jixuan Dong, was very helpful here, and the later videos were made shorter and more to the point.

8. Reflection

The overall aims remain the same to provide an engaging and more holistic support for those interested in studying law at university. The original plan was to provide a transitional course for those entering university but the traditional approach to studying law at institutions such as CUHK does not support this at present. Instead the animations and materials are very useful for the CUHK Summer Institute introduction to law course and as support for lifelong learners such as solicitors at Law Society of Hong Kong accredited continuing professional development seminars. Surveys were taken of student satisfaction with the CUHK Summer Institute course and the Law Society of Hong Kong's CPD seminars. The feedback from participants was very positive, especially concerning the usefulness of materials in engaging participants in further developing their learning in these areas. The course could now be rolled out as a transitional law course for all students joining law degrees at CUHK. The course could be adapted into a MOOC to provide greater outreach for those interested in how law works- there is at present no general introduction to law course available as a MOOC on any global or local platform.

Film has often been used by many disciplines to teach, however, the superhero films lend themselves to many disciplines because of the complex scenarios they contain which involve many social, political and legal issues.

The principal supervisor has spoken to a number of colleagues from institutions teaching law in other jurisdictions about working on shared projects.

9. Dissemination/Diffusion/Sharing of Good Practices: (please provide details under this section and the relevant summary statistics in the tables in Part IV)

The course and the materials have been presented at teaching and learning conferences including the

CLEAR EXPO 2021, CUHK LAW's Directions in Legal Education Conference 2022, and as a seminar for CUHK LAW's teaching and learning in law seminars in 2022.

10. Impact

Students have commented in the CUHK CTE process that the materials supplemented the videos and online classes which enhanced their understanding and learning.

Practitioners at the continuing professional development seminars gave very positive feedback on the materials and courses.

11. External collaborations

| Name of collaborating institutions | Local/Non-local (please specify) |
|------------------------------------|----------------------------------|
| | |
| | |

Please provide details and a self-reflection of the collaboration.

12. Engagement of students as Partners in the project (please provide details under this section and the relevant summary statistics in Table 5 in Part IV)

The project's research assistant was a recent graduate from CUHK LAW's Juris Doctor (JD) programme. This was a deliberate decision as the idea was for someone who had recently been through the process of learning law at CUHK to have input in the design of the materials and to give feedback on what had been good about their studies and what had been not so good.

PART II: Lessons learnt from the project

The main lesson was the realization that the materials could be used for continuing professional development for solicitors and support lifelong learning.

The course could now be rolled out as a transitional law course for all students joining law degrees at CUHK.

The course could be adapted into a MOOC to provide greater outreach for those interested in how law works- there is at present no general introduction to law course available as a MOOC on any global or local platform.

PART III: Financial data*

- (a) Funds awarded from CDG: \$ 190,327.00 _____
- (b) Total expenditure: \$ _____
- (c) Surplus/ deficit (i.e. (a) – (b)) \$ _____

In the case of deficit, please specify other source(s) and amount of funding secured (please specify _____) \$ _____

Expenditure:

| Item | Budget as per application | Expenditure | Balance |
|------|---------------------------|-------------|---------|
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| Total: | | | |

* Please attach the final/latest financial statement of your project as provided by the Finance Office and make sure that the amount listed above tallies with the relevant information as included in the financial statement.

PART IV: Information for public access

Brief write-ups of individual projects (should be submitted as a separate document, which will be attached to the University’s Final Report for submission to the UGC) and other information under Part IV of this report will be uploaded to a publicly accessible CUHK CDG website.

1. Keywords

Please provide five keywords (in order of relevance to your project) to describe your project.

- (Most relevant) Keyword 1: Superheroes
 Keyword 2: Law
 Keyword 3: Engagement
 Keyword 4: Transition
 (Least relevant) Keyword 5: Film

2. Summary statistics

| |
|---|
| 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): <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 (e.g. in a course, in a department) to gain access through specific platforms (e.g. CU Learning Management System (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> |
| LAWS008 | Summer Institute | 25 | Moodle |

| Table 3: Presentation (if any) | | | |
|---|-------------------------|-------------------------|--|
| <i>Please classify each of the (oral/poster) presentations into one and only one of the following categories</i> | | Number | |
| (a) In workshop/retreat within your unit (e.g. department, faculty) | On-line | <i>Face to Face</i> | |
| | <i>Please insert no</i> | <i>Please insert no</i> | |
| (a) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units) | On-line | <i>Face to Face</i> | |
| | <i>Please insert no</i> | <i>Please insert no</i> | |
| (b) In Teaching and Learning Innovation Expo jointly organized by CLEAR and ITSC | On-line | <i>Face to Face</i> | |
| | <i>1</i> | <i>Please insert no</i> | |
| (c) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions) | On-line | <i>Face to Face</i> | |
| | <i>Please insert no</i> | <i>Please insert no</i> | |
| (d) In international conference | On-line | <i>Face to Face</i> | |
| | <i>1</i> | <i>Please insert no</i> | |
| (e) Others (please specify) CUHK LAW's teaching and learning in law seminars in 2021 | On-line | <i>Face to Face</i> | |
| | <i>1</i> | <i>Please insert no</i> | |

| 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 | <i>Please insert no</i> | | |
| (b) Project leaflet | <i>Please insert no</i> | | |
| (c) Project booklet | <i>Please insert no</i> | | |
| (d) A section/chapter in a booklet/book distributed to a limited group of | <i>Please insert no</i> | | |

| | |
|--|-------------------------|
| audience | |
| (e) Conference proceeding | <i>Please insert no</i> |
| (f) A chapter in a book accessible internationally | <i>Please insert no</i> |
| (f) A paper in refereed journal | <i>Please insert no</i> |
| (g) Others (please specify) | <i>Please insert no</i> |

| Table 5: Engaging students as partners (if any) | | |
|---|------------------------|-------------------------|
| | | Number |
| (a) participated in designing the teaching and learning resources | postgraduate students | <i>Please insert no</i> |
| | undergraduate students | <i>Please insert no</i> |
| (b) participated in supporting the implementation of the project | postgraduate students | <i>Please insert no</i> |
| | undergraduate students | <i>Please insert no</i> |
| (c) participated in evaluating the project outcomes | postgraduate students | <i>Please insert no</i> |
| | undergraduate students | <i>Please insert no</i> |
| (d) participated in disseminating the project outcomes | postgraduate students | <i>Please insert no</i> |
| | undergraduate students | <i>Please insert no</i> |
| (e) Others (please specify) Upcoming book 2023 | | <i>1</i> |