

THE CHINESE UNIVERSITY OF HONG KONG

Courseware Development Grant (2019-22)

Scheme 1 – Micro Modules

Final Report

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

PART I: Summary of Project

1. **Title:** Micromodules for Conflict of Laws , Contract Law and Commercial Law
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										
Alan Gibb	Professional Consultant	Law		1	2	1				
Co-supervisors										

3. **Project Duration:** from 4 December 2020 to 30 November 2021

4. **Project objectives:**

The project involved the production of five micromodules; each of approximately 10 minutes in duration to be professionally produced by CUAV to supplement the 20 micromodules I have produced in previous years. The principal aims of the micromodules are to complement traditional teaching methods by focusing on areas where students traditionally have difficulty (making the same mistakes

year in year out) by overviewing complex topics highlighting the key issues and also by emphasising the connections between different areas of law that are traditionally taught in a linear way. The micromodules are to be used in four courses on which I teach. The students then self-test their understanding of each module by attempting an on-line Power Point quiz. The project would best be described as blended learning. Each of the five topics are to be introduced in the normal way in a face-to-face lecture backed up by small group session. The video will then be released providing the students with a useful revision aid, that they can replay at their convenience, giving an overview of the topic and highlighting common mistakes that students make,. It is vital for the project the videos must look as professional as possible to maximize interest, hence the involvement of the CUAV unit.

5. Activities, processes and outcomes:

The original objective was to have all five micromodules produced by the end of September 2021, two for use in courses commencing in Term 1 and the remaining three for use in Term 2. I am pleased to report that excellent progress was made. Two micromodules on Conflict of Laws were actually completed ahead of schedule by June 2021 and were therefore ready in time for use on the JD Conflict of Laws course that runs in the 2021 Summer Term. In relation to the other three micro modules the scripts were completed by June 2021 and the videos were shot by the CUAV unit in July 2021. However, due to an increased workload at CUAV there was a considerable delay in the editing process and the first edit was not available until October 2021. Revisions were then required and the final version was completed in December 2021. This did not present a problem as the two micromodules already completed could be used for both the Conflict of Laws course in the Summer 2021 term and the Private International Law course in Term 1 2021 and the remaining three MMs were required for use in Term 2 2022 and thus were ready on time. The process of writing the script for each micro module proved quite challenging as not only must the legal content be appropriate but also the videos must be visually arresting in order to make them as memorable as possible for the students. This requires great thought being given as to which pictures and diagrams should be used to enhance their quality.

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

All 5 MMS have now been produced in accordance with the project's aims.

#	Topic	MM Name	Language	Duration (in minutes)	Styles	Used in Courses
1	Marriage	Recognition of a Foreign Marriage in Hong Kong	English	12	Video (Studio Room) + PPT + Voiceover	Conflict of Laws and Private International Law
2	Enforcement of Foreign judgments	Conditions required for enforcement of foreign judgment in Hong Kong with particular reference to	English	13	Video (Studio Room) + PPT + Voiceover	Conflict of Laws and Private International law

		mainland judgments				
3	Assessment of Sale of Goods Damages	How are sale of goods damages assessed in the case of non-delivery, late defective, defective delivery	English	19	Video (Studio Room) + PPT + Voiceover	Commercial law
4	Duress and Unconscionability	The conditions required to make a contract voidable on the grounds of duress and unconscionability.	English	17	Video (Studio Room) + PPT + Voiceover	Contract II
5	Assessment of damages for breach of contract.	Fundamental rules as to the assessment of contractual damages	English	15	Video (Studio Room) + PPT + Voiceover	Contract II

Total: 5 MMs; 76 minutes; Average length of each MM: 15 minutes

7. Key Performance Indicators and Evaluation:

The original plan was to prepare individual feedback questionnaires for each of the videos produced. These videos, and, thus the questionnaires, were to be spaced throughout the course. The questionnaires would focus on the benefits that the students felt they have derived from the videos and, in the spirit of constructive criticism, any areas where there could have been improvement. In addition a focus group would be created to meet with the project leader in order to provide detailed feedback on the strengths and weaknesses of each module.

After careful reflection, I decided to abandon the plan for questionnaires and concentrate on feedback via a focus group as this would provide more opportunities for inter-active feedback. Volunteers were requested and five students were selected. No negative comments were made about the videos released to date. The comments were entirely positive, the students emphasising that the main benefits derived from the MMs were that it enabled them to achieve better understanding of key concepts and cleared up misunderstandings, thus providing a platform for deeper learning. When asked why there had been a fall off in the number of students emailing specific questions to me the response was that, before contacting the tutor, students were now in the habit of replaying the MM or the recorded lecture and thus were able to clear up for themselves issues that were causing confusion.

8. Reflection

While completing the project no changes were made to the overall aims and direction. The only minor changes were that the final edited MMs turned out to be longer than planned. The main reason for this being that during each module I decided that I wanted students to reflect on what they had heard to date by pausing the video, providing a problem based scenario and asking them what they considered the legal outcome would be before providing the answer. This enhanced their critical thinking skills.

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

None other than the MMs are posted on Blackboard for sharing with the students from the relevant course

10. Impact

To date of the 5 MMs produced 3 have been available to the students with the last two being released in the next week. There is no doubt that the videos so far released together with the MMs from previous years have had a very positive effect on the students' learning experience. This is corroborated by the very positive ratings given to the courses that feature MMs and confirmed by

student CTE comments e.g “I super like the short video on each topic which is a nice gist of that topic”; “The videos are very helpful for revision.” In addition, the focus group (5 students from the course) highlighted how useful the videos are in aiding their understanding of difficult concepts in a clear and interesting way. As one student neatly put it “The videos enable me to separate the wood from the trees”

11. External collaborations

Name of collaborating institutions	Local/Non-local (please specify)
NONE	

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)

NONE

PART II: Lessons learnt from the project

1.The valuable contributions that can be made by other CUHK departments. The high quality of these MMs could not have been achieved without the important contribution made by CUAV who were able to provide valuable assistance in ensuring that the final product was as memorable as possible and pro-actively providing suggestions on improvements that could be made.

2. It is clear from the views of the focus groups that an important requirement in ensuring that students are highly motivated to inspire them to undertake deep independent learning is reciprocation. If a student feels that their tutor is doing everything they can for them in order to enhance their knowledge and understanding, they will be motivated to respond in a similar way. Thus, focus groups consistently emphasise that what they like about my courses is that they feel, by producing the MMs, I am going the ‘extra mile’ and they feel honour bound to respond to this enthusiasm by responding in an equal way. This intangible psychological impact should not be undervalued.

3. It is unpredictable how quickly and to what extent a MM may go out of date. In relation to the MM on Duress two months after it was completed there was an unexpected change in the law that rendered one minute of the MM out of date. This will require a ‘health warning’ whenever it is made available to the students

PART III: Financial data*

(a) Funds awarded from CDG:	\$ 40,000
(b) Total expenditure:	\$ 40,000
(c) Surplus/ deficit (i.e. (a) – (b))	\$ None

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
(i) 5 video package from CUHK AV UNIT	5 videos @ \$8000 per MM	\$40,000	None
(ii) Video shooting with Chromakey setting; VO recording and editing;			
(iii) Video editing, compiling and			

encoding.				
Total:			\$40,000	None

* 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: blended learning

Keyword 2: contract

Keyword 3: videos

Keyword 4: blackboard

Keyword 5: revision aid

(Least relevant)

2. Summary statistics

Table 1: Publicly accessible online resources (if any)

(a) Project website:	
None	
(b) Webpage(s):	
None	
(c) Others (please specify):	

Table 2: Resource accessible to a target group of students (if any)

MMs made available to students taking my courses on Conflict of Laws, Private International Law,
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Contract II and Commercial Law via Blackboard			
<u>Course Code/ Target Students</u>	<u>Term & Year of offering</u>	<u>Approximate No. of students</u>	<u>Platform</u>
<i>LAWS 6040 CONFLICT OF LAWS</i>	<i>TERM 3 2021</i>	<i>50</i>	<i>Blackboard for all courses</i>
<i>LAWS4000 PRIVATE INTERNATIONAL</i>	<i>TERM 1 2021</i>	<i>40</i>	
<i>LAWS4120 COMMERCIAL LAW</i>	<i>TERM 1 2021</i>	<i>80</i>	
<i>LAWS1042 CONTRACT II</i>	<i>TERM 2 2022</i>	<i>90</i>	

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) NONE	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) NONE	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 NONE	On-line	<i>Face to Face</i>	
	<i>Please insert no</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) NONE	On-line	<i>Face to Face</i>	
	<i>Please insert no</i>	<i>Please insert no</i>	
(d) In international conference NONE	On-line	<i>Face to Face</i>	
	<i>Please</i>	<i>Please</i>	

	<i>insert no</i>	<i>insert no</i>
(e) Others (please specify) NONE	On-line	Face to Face
	<i>Please insert no</i>	<i>Please insert no</i>

Table 4: Publication (if any) NONE		
<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 audience		<i>Please insert no</i>
(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) NONE		
		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)		<i>Please insert no</i>