

Seminar on Teaching Development Grant (TDG) Projects (1)

**Reflecting on the Development of Digital Lectures
in the Department of Chinese Language Studies**
「數碼中文課堂巡禮：實踐與反思」



PROJECT TEAM
The project team members include: Dr. Leung Pui Wan, Pamela, Dr. Chan Shuk Ching, Esther, Dr. Cheung Lin Hong, Dr. Ho Chi Hang, Dr. Ip Sui Lin, Stella, Dr. Kwong Yiu Keung, Dr. Man Ying Ling, Dr. Tse Ka Ho, and Ms. Wang Chanjuan. The project team is responsible not only for the production of digital lectures, but also for the promotion of developing digital lectures in the department. It is hoped that colleagues would be engaged in the discussion on the quality enhancement of teaching and learning with digital lectures.

Date: 6 Nov 2014 (Thu)
Time: 2:30 – 4:00 pm
Venue: D1-LP-06

Language:
Cantonese/Mandarin,
supplemented with English

 **FACULTY OF HUMANITIES** 學人院文
大學之道 明德而後能立

 **中國語言學系**
CHINESE LANGUAGE STUDIES

Seminar on Teaching Development Grant (TDG) Project (1)

數碼中文課堂巡禮：實踐與反思
*Reflecting on the Development of Digital Lectures
in the Department of Chinese Language Studies*

6-11-2014
D1-LP-06

Project Team



From the left standing: Mr To King Yiu, Dr. Ip Sui Lin (Stella), Dr. Leung Pui Wan (Pamela), Dr. Ho Chi Hang, Dr. Cheung Lin Hong, Ms. Wang Chanjuan
From the left sitting: Dr. Chan Shuk Ching (Esther), Dr. Man Ying Ling, Dr. Tse Ka Ho, Dr. Kwong Yiu Keung

The Project



Background

- an attempt to respond to the QAC recommendation on developing a **pedagogically-based** policy and strategy in the Institute for the development of the Information and Communication Technologies (ICT) infrastructure to support learning (Quality Assurance Council, 2011:18)

Aims:

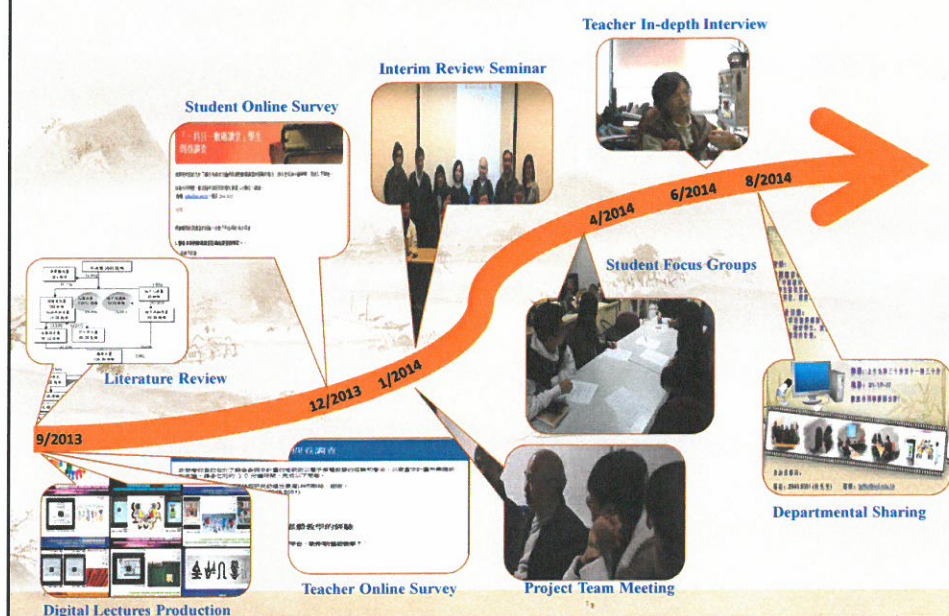
- To enhance **staff professional development** in e-learning and **reflective inquiry** by facilitating the production of digital lectures in CHL
- To explore effective pedagogies for digital lectures of courses in various disciplines such as **Chinese language**, **Chinese literature**, applied **Chinese linguistics** and **Chinese language education**
- To provide students with an additional variety of learning experience which promotes engaged learning and reflective inquiry
- To enable academic and teaching staff to build their own **teaching e-portfolio** for further sharing of their professional practices within and outside the Institute

Outline

1. Activities and outcomes in 2013/14
2. Sharing by individual members
3. Project evaluation: student feedback and reflections of project team
4. Q & A



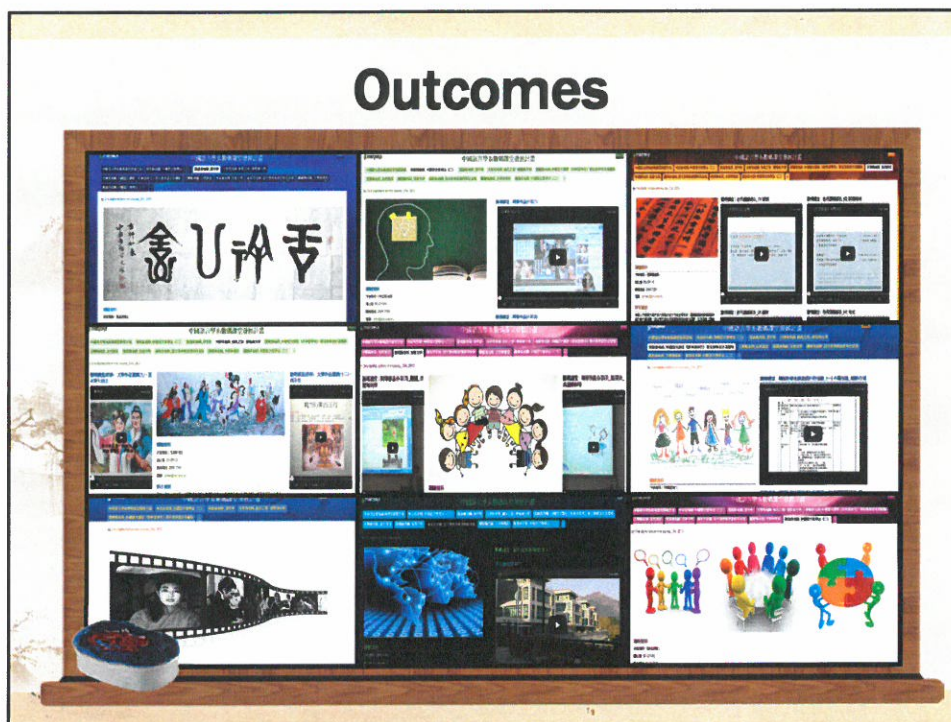
1. Activities



Project overview		
Date of Commencement	Activities	Date of Completion
9/2013	Literature Review <ul style="list-style-type: none"> To gain a better understanding of "digital lecture" 	12/2013
9/2013	Teacher Online Survey <ul style="list-style-type: none"> Prior to the production of digital lectures, members completed an online survey to reveal their perceptions on digital lecture 	9/2013
9/2013	Digital Lectures Production <ul style="list-style-type: none"> Each member selected a course and produced at least one digital lecture for that course 	4/2014
12/2013	Student Online Survey <ul style="list-style-type: none"> Students involved were invited to comment on the effectiveness of digital lectures 	4/2014
1/2014	Project Team Meeting <ul style="list-style-type: none"> All project members shared their experiences and discussed challenges met and solutions 	1/2014

Project overview		
Date of Commencement	Activities	Date of Completion
1/2014	Interim Review Seminar <ul style="list-style-type: none"> Project members shared their experiences and lesson learnt in FHM 	1/2014
4/2014	Student Focus Group <ul style="list-style-type: none"> Two student focus group discussions were conducted to evaluate their understanding and reveal their comments on the digital lectures 	4/2014
6/2014	Teacher In-depth Interview <ul style="list-style-type: none"> All project members' feedback and reflections on the project were collected 	7/2014
8/2014	Departmental Sharing <ul style="list-style-type: none"> Conclusion of the project by the team 	8/2014

Outcomes



A range of digital lectures in CHL

Main Content (Mahara Page)			https://mahara.iad.edu.hk/view/view.php?id=33691&showmore=1
Course Title	Teacher	Form / Focus	Mahara Website
Chinese Etymology 漢字學	Dr. Cheung Lin Hong	Capturing face-to-face lessons	https://mahara.iad.edu.hk/view/view.php?id=33691&showmore=1
Classical Chinese Language 古代漢語	Ms. Wang Chanjuan	Supplement to regular lessons	https://mahara.iad.edu.hk/view/view.php?id=33467&showmore=1
Chinese Language Teaching Methodology II 中國語文教學法(二)	Dr. Ho Chi Hang	Assignment for students and student sharing	https://mahara.iad.edu.hk/view/view.php?id=41653&showmore=1
Children's Literature 兒童文學	Dr. Ip Sui Lin, Stella	Assignment for students followed by student sharing	https://mahara.iad.edu.hk/view/view.php?id=33467&showmore=1
Fairy Love in Chinese Literature 仙凡之戀：愛情與文學	Dr. Man Ying Ling	Assignment for students, capturing of face-to-face lessons and supplementary teaching videos	https://mahara.iad.edu.hk/view/view.php?id=32728&showmore=1
Chinese Language Teaching in Primary School II 小學教學法(二)	Dr. Chan Shuk Ching, Esther	Replacement of a regular lesson	https://mahara.iad.edu.hk/view/view.php?id=33225&showmore=1
Language Teaching and Information Technology Literacy 語文教學與資訊素養	Dr. Tse Ka Ho	Introduction of common application software followed by digital assignments	https://mahara.iad.edu.hk/view/view.php?id=37376&showmore=1
Literature and Film 文學與電影	Dr. Kwong Yiu Keung	Capturing face-to-face lessons	https://mahara.iad.edu.hk/view/view.php?id=32897&showmore=1
Instructional Design & Development of Chinese Language for NCS 中國語文課程(非華語學生)	Dr. Leung Pui Wan, Pamela	Providing feedback on student draft works	https://mahara.iad.edu.hk/view/view.php?id=27581&showmore=1

2. Sharing by individual members

- * 文英玲老師 (Dr. Man Ying Ling)
- * 王嬋娟老師 (Ms. Wang Chanjuan)
- * 何志恒老師 (Dr. Ho Chi Hang)
- * 鄺銳強老師 (Dr. Kwong Yiu Keung)
- * 梁佩雲老師 (Dr. Leung Pui Wan, Pamela)

mahara • LEOchi, Pui Wan Pamela • Contact • Portfolio • Groups • Logout

中國語言學系數碼課堂發展計畫

中國語言學系數碼課堂發展計畫 | 何志恒老師: 中國語文教學法 (二) | 王嬋娟老師: 漢字學 | 文英玲老師: 鍾凡之戀: 愛情與文學 | 梁佩雲老師: 中國語文課程 (非華語學生) 單元教學設計及開發 | 鄺銳強老師: 古代漢語 | 王嬋娟老師: 兒童文學 | 鍾凡之戀: 愛情與文學 | 梁佩雲老師: 中國語文課程 (非華語學生) 單元教學設計及開發 | 鄺銳強老師: 文學與電影

by One digital lecture one course_CHL 2013

計畫試驗科目

老師姓名	試驗科目名稱	所屬課程	學期/時段
鄺銳強	漢字學	BAL3/BEd	第一學期
王嬋娟	古代漢語	BEd	第一學期
何志恒	中國語文教學法 (二)	BEd(CL)	第一學期
王嬋娟	兒童文學	BEd(CL)	第二學期
文英玲	鍾凡之戀: 愛情與文學	GE	第一學期
鄺銳強	小學教學法 (二)	PGDE	第一學期
鄺銳強	語文教學法與課堂管理	MA	第一學期
鄺銳強	文學與電影	MA	第一學期
梁佩雲	中國語文課程 (非華語學生) 單元教學設計及開發	BEd(CL)	第一學期

計畫中期內部會議 (07/01/2014)



計畫系內分享會 (21/01/2014)



<https://mahara.ied.edu.hk/view/view.php?t=4khZow0FiHBYtqUpAcOG>

3. Project evaluation

- * Student online survey
- * Student focus group discussion
- * Teacher individual interview



(a) Student online survey

- 58 students from the relevant courses completed the survey on a voluntary basis

「一科日一數碼講堂」學生問卷調查

本問卷的目的在於了解各參與本計畫的同學對數碼講堂的看法和意見。請各位花點分鐘時間，完成以下問卷。

如有任何問題，歡迎隨時與研究助理杜潔瑩 (Judy) 聯絡，謝謝。

電郵: edubook@eduhk.edu.hk，電話: 2949 9121

~*~*~

根據你對數碼講堂的印象，你對下列各項的有多滿意：

1. 觀看本科的數碼講堂能補充課堂的學習。

☐ 非常不同意

☐ 不同意

☐ 一般

☐ 同意

☐ 非常同意

2. 觀看數碼講堂能幫助我理解課堂內容。

☐ 非常不同意

☐ 不同意

☐ 一般

☐ 同意

☐ 非常同意

3. 本科的數碼講堂能加強我對學習內容的認識。

☐ 非常不同意

Student online survey

	Mean	S.D.
1. The digital lecture(s) supplement my lesson learning.	4.19	.661
2. The technical effects (e.g. the smoothness, visual and audio effects) of the digital lectures that were good.	4.00	.562
3. The digital lecture(s) enhance my understanding of the course content.	4.19	.606
4. The digital lecture(s) facilitate me to reflect.	4.02	.737
5. The teaching effects between traditional lecture and digital lecture are more or less the same.	3.02	1.000
6. After watching the digital lecture(s), I became keener to consult my course lecturer.	3.67	.781
7. After watching the digital lectures, I hope there will be more digital lectures for different courses.	3.67	.846
8. Compared with traditional lecture, I think digital lecture is more effective in facilitating learning outcomes.	3.55	.994
9. Overall, I think digital lecture can replace traditional lesson.	2.69	1.217

(Note: Strongly Disagree =1, Disagree =2, Fair =3, Agree =4, Strongly Agree =5)

學生問卷調查

	平均分	標準差
1. 觀看本科的數碼講堂能補充課堂的學習。	4.19	.661
2. 我所觀看的數碼講堂技術效果良好。	4.00	.562
3. 本科的數碼講堂能加深我對學習內容的認識。	4.19	.606
4. 本科的數碼講堂能促進我對學習的反思。	4.02	.737
5. 數碼講堂與傳統面授課堂的教學效果差不多。	3.02	1.000
6. 看完本科的數碼講堂後，我更想向老師請教。	3.67	.781
7. 看完本科的數碼講堂後，我期望更多科目製作數碼講堂。	3.67	.846
8. 你認為數碼講堂較傳統面授教學更能促進學習成果。	3.55	.994
9. 整體來說，你認為數碼講堂能取代傳統的面授教學。	2.69	1.217

(註：非常不同意=1, 不同意=2, 一般=3, 同意=4, 非常同意=5)

Student online survey

- Students in general **quite satisfied** with the quality of the digital lectures
- The digital lectures facilitate their understanding of the course, conducive to their learning
- Students did **not agree** that the functions of digital lecture were equivalent to face-to-face lesson.
- They did **not agree** that traditional lesson could be replaced by digital lecture.

(b) Student focus group discussion

- **Two one-hour sessions** of focus group discussion, each involved 4 -6 students, held at the end of the second semester (April, 2014)



Student focus group discussion

Questions:

On the quality of DLs, and suggestions for improvements

1. What is your comment on the digital lectures you have watched (e.g., content, technical aspects, and format etc.)?
2. How could these digital lectures be improved?

On students' general beliefs and perceptions of digital lecture

1. What does a "Digital Lecture" mean to you?
2. How digital lectures can facilitate your learning?
3. What is the relationship between a traditional (face-to-face) lesson and a digital lecture?

學生焦點小組討論

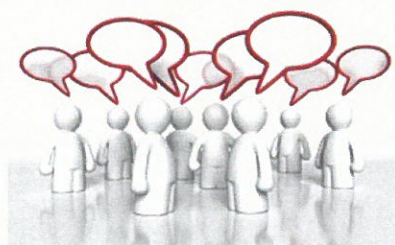
主題：

對數碼講堂製作方面的意見及改善建議

1. 你對曾觀看的數碼講堂有哪些深刻的印象或意見（例如技術、內容、形式）？
2. 你認為這些數碼講堂可以怎樣改善？

有關數碼講堂的理解及觀念

3. 你認為數碼講堂是甚麼？
4. 數碼講堂可以怎樣促進你的學習？
5. 你認為數碼講堂與傳統課堂有何關係？



學生對改進數碼講堂的建議

	學生回應總結
技術層面	<ul style="list-style-type: none"> • 縮短影片時間至每段約10分鐘以下。 • 運用多些圖象來吸引同學興趣。 • 避免長期停留在同一畫面，嘗試多些變化及做到聲畫合一。 • 製作數碼講堂時，注意錄音的環境及提高錄音的質量。 • 嘗試把數碼講堂為按時間或主題設分段播放的功能，讓同學可選取有興趣的部份來觀看。 • 注意說話的方式，嘗試以自然、日常課堂說話方式來錄製數碼講堂。語氣可作多些變化來吸引學生。 • 在數碼講堂中，不要把要解說的重點一次過列出來，嘗試把重點逐個展現出來並進行解說，這樣可增加學生的投入感。 • 可為數碼講堂加入多些後期製作，例如字幕及動畫等。

學生對改進數碼講堂的建議

	學生回應總結
內容	<ul style="list-style-type: none"> • 嘗試把數碼講堂的內容聯繫同學的日常生活。
形式	<ul style="list-style-type: none"> • 有些時候，例如老師進行文本解說時，直接拍攝日常課堂比較可取。因為這樣把課堂中的互動也攝錄下來。 • 可嘗試因為數碼講堂加入一些配套，例如工作紙或小型習作，令整個學習過程更為完整。

數碼講堂對學生學習的幫助

- 日常課堂的「輔助品」或「補充品」：數碼講堂可作為日常課堂的延伸/引子，補償課時不足的缺陷，為同學提供更多額外的學習資源，豐富學生的學習
- 隨時隨地重溫、重播：數碼講堂可幫助同學更明白課堂的內容，特別是一些較為抽象的概念部分。數碼講堂也可以讓同學重溫錯過了的課堂
- 令學生更積極主動向老師提問，特別是一些類似視像會議形式的數碼講堂。因為他們覺得用文字表達自己的想法會比較容易。學生在日常的課堂中會怕尷尬，在數碼講堂中則比較大膽。



數碼講堂對學生學習的幫助

- 數碼講堂不一定帶來益處：數碼講堂的成功往往在於同學主動積極的學習動機，否則即使數碼講堂再精彩也是徒然。
- 師生之間、生生之間的互動大幅減少：同學很多時只是獨自在電腦前觀看數碼講堂，另外，數碼講堂亦難以照顧學生的學習差異。



(c) Teacher individual interview

- Semi-structured interviews were conducted from 6/2014 to 7/2014 to gather participants' comments on the following aspects:
 1. Assessment of digital lectures expected outcome
 2. Difficulties in implementing digital lectures
 3. Experiences obtained from the project
 4. Reflection and suggestions



對預期成效的評估

老師回應總結

整體而言，約一半老師認為是次實踐能夠達到預期效果，而另一半的老師則認為與原定的效果有偏差。主要原因可歸納為：

1. 學生沒有預期般主動積極，未能好好運用數碼講堂學習。
2. 老師對數碼講堂的期望過高，或對數碼講堂的認識不夠全面。

實踐時遇到的困難

老師回應總結

1. 技術上的限制
 - 老師自己的數碼技術能力不足
 - 學生的數碼技術水平有限
2. 不知從何入手
3. 學生反應冷淡、欠缺積極
4. 時間不足，欠缺詳盡規劃

參與計劃的得著

老師回應總結

1. 能與計畫成員交流及分享：透過**觀摩**其他成員的作品，加深及擴闊對數碼講堂的理解，並發現數碼講堂其實存在著很多不同的可能形式，啟發了老師更多教學上的點子及策略
2. 掌握有關數碼科技的**新技術**：例如學懂了新的軟件或程式，或熟悉不同電腦平台/介面的操作
3. 已製成的數碼講堂可作為教學資源的一部分，並透過不斷的累積，成為日後寶貴的**教學資源庫**

反思及改善建議

老師回應總結

反思

1. 應以學生的角度來思考教學內容，迎合學生的需要
2. 數碼講堂或其他電子媒體不過是一種教學手段，最重要的是老師在教學過程中最想達到的學習成果
3. 推行數碼講堂只會徒添導師的工作量和壓力，卻未必達到理想效果
4. 學科本身的**性質**對數碼講堂的成效有關鍵影響。某些學科比較難發揮數碼講堂的長處，但有些科目則可與數碼講堂作有效的結合

反思及改善建議

老師回應總結

對計畫的改善建議

1. **只選取一個學科**，讓所有老師集中人力物力為其設計數碼講堂，令該科的數碼講堂變得更有系統及完整
2. 選取**數個個案**作詳盡的追蹤及分析，從而得出強而有力的證據，以驗證數碼講堂的成效
3. 希望計畫可作**更長時間**的推行並邀請**學生一起參與**數碼講堂的製作

