教與學中心
Teaching and Learning Centre

Project Proposal for
Small-Scale Blended Learning Funded Projects

(under the Top Sliced TDG Project hosted by TLC "Advancing Blended Learning @ Lingnan to a New Stage")

(Updated August 2020)

Key Criteria:	
Intended learning outcomes clearly articulated	Blended learning project deliverables clearly outlined
A robust project implementation approach	Impact on Student Learning
Innovative approach to blended learning	Partnering University

Basic Information:

Project Title:	Blended Learning Companion for Chinese as a Second Language Courses (Beginners' Level)		
Role / Name:	Post:	Faculty/ Department/ Centre/ Unit:	Email:
Principal Project Supervisor (PPS) / {ZHANG Paiyu}	**Assistant Lecturer**	**CLEAC**	**paiyuzhang@ln.edu.hk**
Co-Supervisor/ {LI Donghui}	**Head**	**CLEAC**	**dhuili@ln.edu.hk**
Team Member and / or Overseas Collaborator {insert name}			
For TLC use only:			
Project Code:		**Account Code:**	
TLC Staff Liaison:		**Funding Approved:**	

1 Project Summary

The project summary should clearly and <u>succinctly</u> describe the project and be suitable for use **on the TLC website**. It is vital that this summary includes references to the intended impact of the project on the quality of student learning / adoption of Blended Learning. (*Approx. 10-15 lines / 300 words*)

This is a course-based teaching/learning companion advancement project designed for addressing the hybrid teaching/learning demands of existing language courses LCC 1601 & 1602. It aims to construct a new series of course materials which integrates textbook, Workbook, class handouts, key content and instructor's guidelines into a more comprehensive and accessible online course companion.

Due to the pandemic situation and hybrid learning reality, the face-to-face class is not efficiently conducted, and a certain number of enrolled students even have to stay in their home countries. This project addresses this situation with two innovations. First, focusing on direct guided support, the Companion will include step-by-step learning guidance with visual/multimedia components, and the instructors' teaching flow will be materialised as well. Second, focusing on One Stop support, the Companion will be designed as an all-in-one online resource to provide students straightforward and resourceful guided pre-class preparation, in-class activities and after-class revision.

In this companion, the accurate pronunciation, grammar points and Chinese characters will be shown by specifically segmented video demonstration, animated graphics and short cartoons. Students can easily follow this Real-Teacher like model to study and re-enter for revision. The companion will be stationed compatibly with Moodle system, students can easily access it and design their own preparation and revision plan wherever and whenever they are while they are studying at Lingnan. The companion will also be a useful online resource for their self-directed study after the courses provided by Lingnan.

This project also corresponds University's strategic plan "To develop smart teaching and learning and other cutting-edge pedagogies with the help of new digital education technologies to support teaching and learning endeavours to meet students' new learning needs in a rapidly changing world where new knowledge and skills continue to appear, and workplace requirements are constantly changing".

Amount of funding requested (Maximum of HK$50,000):	**Amount of Faculty/ Department/ Centre/ Unit contribution:**
$ ████	$ *(NOTE: **Faculty/ Department/ Centre/ Unit** funding is **not** a requirement, please indicate if funding has been provided from any other source or similar project)*

2 Project in context

(i)   Project Objectives

1. To construct a comprehensive digitised learning and teaching station;
2. To provide an interactive extension of class for students' preview and review;
3. To materialise and visualise instructors' experiences and knowledge;
4. To alter the didactic course content and materials into a communicative model;
5. To provide a tailored study directory to the current enrolled students;
6. To enable students' future self-directed learning after finishing the courses.

(What are your objectives in initiating this project? Why is it needed and how does it relate to the institutional, faculty or departmental strategic goals in relation to teaching and learning? Why and how would preparing a subject (or part of a subject) in the blended learning mode enhance students' understanding?)

(ii)   Student Impact

Programme/ course code	Programme/ course title	No. of credits	Mode of study	Student intake quota per term
LCC1601	Chinese as a Second Language I	3	FT	25
LCC1602	Chinese as a Second Language II	3	FT	25

Partnering University / External Parties:
Apart from the direct impact to the course enrolled students, the companion would also have a good indirect impact to other CSL students in our university. It provides a practical guideline and demonstrations for the students in the higher level grades, such as the students in LCC1603& LCC1604 would take this companion as a tool of revise previous knowledge.

Please insert rows in the table for additional information. Try to avoid broad statements like 'ALL Courses in Lingnan will benefit'. At least one specific Course must be indicated. Ideally the project will involve a collaboration with a partner University.

(iii)   Project in Context

This section should clearly describe the context of the project. What is the issue/problem and why is it of pedagogical significance to implement a Blended Learning solution? In answering this question, references should be made to educational and discipline-based literature or benchmarks in order to explain and justify how the proposed initiative will enhance student learning. (approx. 10 – 20 lines / 500 words)

On account of current demands of Hybrid teaching practice, the need for portable online resource and robustness of course delivery becomes a crucial issue to be addressed for most of the subjects in the educational institutions. Previously, students generally rely on instructors' in-class face-to-face interactive approach of teaching and follow the school-setting learning circle. For this traditional arrangement, instructors bear great importance of facilitating all the activities, lectures, assignments, even students' preview and review. Instructors conduct and unite all those class items and course content through their in-class pedagogical behaviours in physical interaction. When the model gets changed to online mode, the traditional arrangements gets fractured by the pale screen plus handouts class, and instructors' impact is reduced to a lower level in course delivering. Due to this circumstance, an understanding and communicative gap are generated. According to a recent survey by the School of Graduate Studies of Lingnan University:

"only 27 per cent of university students in Hong Kong were satisfied with their online learning during the COVID-19 outbreak, and 60 per cent found online learning less beneficial than classroom teaching. Regarding factors that affect the effectiveness of online learning, nearly 60 per cent (59.68%) of respondents were concerned about the "stability of internet connection", about half (49.55%) said they were affected by no "in-class interaction" and 45 per cent (46.33%) by the lack of "after-class communication and engagement with instructors".

It shows that students are willing to get direct facilitation from instructors and have pedagogical

interaction with instructors. By advancing the existing teaching materials by adding materialised instructors' pedagogy, this project aims to bridge this gap. The project consists of three vital, innovative practices:

1. Multimedia Illustration and Demonstration for Key Content:
   Language points, especially pronunciation and Chinese characters, would be shown by recorded sound, video and animation.
2. Textbook and Workbook will be integrated for better course delivering:
   To avoid the complicity of physical books, the selected textbook content and exercises will be merged with course content.
3. A Course Companion, not just a textbook companion:
   The Companion here in the project is constructed by real instructors' teaching flow, arrangement, and knowledge reflection and delivering preference.

Through this Companion, students can easily approach the accurate actual demonstration, capture the summary of the learning points and feel the exact direction by the materialised instruction with a likeness of face-to-face course delivering. It also is a good companion and teaching tool for instructors when they are delivering class both online and face-to-face.

(iv) Project Activities, Timeline and Evaluation Strategy

Major deliverables (including but not limited to blended learning materials and descriptions)	Target date for achieving the deliverables (mm/yyyy)	Evaluation / Quality Assurance strategy
Vendor Resourcing and Project Plan(s): Preparing Specific Content and Copywriting; Recruiting student helpers and specialist consultants	October-November 2020	
Materials Developer(s): sourcing of Materials assistant(s) to sort and prepare the content and categorise the existing materials.	November- December 2020	Feedback will be provided by the PPS and colleagues
External Consultant and Developer: Integrating the prepared materials and sourcing multimedia specialist(s) to assist the project deliverables	December 2020	Feedback will be provided by the PPS and colleagues
Pilot Deliverable(s): Example - Prototype and 1 chapter/phase relating to the project	January 2020	Feedback will be sought from Departmental colleagues + a small student focus group

Final Deliverable(s): Example - Remaining phases and supporting simulations	May, 2020	Feedback will be sought from TLC and Departmental colleagues + survey instrument to all students impacted
Dissemination via Internal Staff development workshop or Showcase Journal publication (Note: PPS is expected to disseminate the project findings within one year from the project end date. TLC will work with PPS for the presentation arrangement).	June 2021	Informal Feedback will be sought from participants
Final Project Report (Compulsory within 1 month of the Project finishing)	July 2021	A final project report will be produced by the PPS and feedback will be sought from TLC prior

3   Budget

(i)   Breakdown

[Not for publication]

(ii)   Faculty/ Department/ Centre/ Unit: contributions and support (IF Applicable):

Item/s (tick all that apply)	Description/s
☐ Personnel ☐ Space ☐ Hardware ☐ Software ☐ General expenses ☐ Additional funds from departmental account	Space will be provided for visiting consultant(s), as well as necessary computer hardware and software.

4 CV of the Principal Project Supervisor

Please Include below a CV of the PPS of not more than 1 page. The CV should identify the relevant professional experience of the project coordinator(s), including previous project experience. If Co-Supervisors are listed, please also state their relevance to the project in no more than 300 words.

[Not for publication]

5 Important Notes: Copyright & Intellectual Property

(i) Copyrighted Materials: The University is committed to comply with copyright and intellectual property rights in Hong Kong and will strive to ensure the applicable copyright laws, regulations, guidelines and practices are adhered to. The Principal Project Supervisor is solely responsible for ensuring that all material provided to TLC is cleared of any copyright obligations. TLC accepts no responsibility for any claims or losses caused by any misuse of copyrighted materials used in this project by reason of its support of, and services rendered to, the project.

(ii) Educational Use: The ownership of the intellectual property generated by this project shall belong jointly to the _Chinese Language Education and Assessment Centre (CLEAC)____ (Fac / Dept / Unit) and Lingnan University. Permission is given for the Teaching and Learning Centre of Lingnan University to adapt, use and disseminate for educational purposes all or part thereof in respect of the materials and the resources developed for the purpose of this project. Due acknowledgement will be given to co-creators of material for this project.

6 CONSIDERATION OF RESEARCH ETHICS

Section A

I confirm that the proposal <u>does not involve</u> research on human subjects. (*Please delete as appropriate.)

If you said 'involves' above, please complete the remaining sections below by marking 'X' in the appropriate columns of the following table.

For expedited ethics review, please answer the following **Key Questions**	NO	YES
1. Does the study involve any activities that may cause psychological stress?		
2. Are any subjects under the age of 18 or otherwise potentially unable to give informed consent?		
3. Will students be audio taped/ videotaped as part of the study? *If you answered 'Yes', please complete Question 1 of Section B of this Part.*		
4. Does the study involve students providing information that may have potential legal or ethical issues (e.g., sexual conduct or orientation, on illegal activities, or on use of banned substances)? *If you answered 'Yes' please complete Question 2 of Section B of this Part.*		

Section B

1. If you answered YES to the Question 3 above, please state how students' privacy will be protected (e.g., who will handle and access the data, where it will be stored, and how it will be reported in order to protect student privacy).

2. If you answered YES to the Question 4 above, please provide, in a separate document, further justification for the study.

7   Project Proposal Submission

(i) Proposal Submission by <u>PPS</u>:

I understand and will abide by all applicable University policies and rules as well as specific terms and conditions as specified in the TLC proposal form and guidelines. *(In signing below, the PPS is confirming the accuracy of the information provided and adherence by all staff participating in the project).*

Name: ZHANG Paiyu   Signature: _____
            (in block letters)

Dept / Faculty / Unit / Centre: CLEAC   Date: 25/09/2020

Please send the completed proposal, in both hard and soft copies (MS Word) to Ms Vicky Lau of TLC ([vickylau@ln.edu.hk]( )) on or before the specified submission deadline.