



CiC Join-the-Conversation: Feedback Unpacked: Mastering Feedback Flow in Large Classrooms

CCHU5088 We are Family: Myths, Realities and the Future

Dr Carol Tsang
Lecturer of History
University of Hong Kong

CCHU5088 Course profile

- **Class size:** 121 students (2022-3), 122 students (2023-4), 101 students (2024-5), 120 students (2025-6)
- **Teaching mode:** F2F (2022-4), Online (2024-)
- **Assessment:** Tutorials (40%), Lecture Participation (20%) and a Group Podcast (40%)

Week	Date	Lecture	Remarks
1.	22 Jan	What is a Family?	
	29 Jan	Public Holiday (Lunar New Year)	
2.	5 Feb	Love, Marriage and Changing Family Dynamics	
3.	12 Feb	Lost and Found: Divorce, Remarriage and Blended Families	
4.	19 Feb	Sizing Households: From the Nuclear Family to the Multigenerational Family	Tutorial 1 17 or 18 Feb
5.	26 Feb	The Limits of Fertility: Family Planning and Reproductive Health	Tutorial 2 24 or 25 Feb
6.	5 Mar	Family the Hard Way: Infertility, Sickness and Loss	Tutorial 3 3 or 4 Mar
	12 Mar	Reading Week	No Class
7.	19 Mar	Debating Gen Z Outlook on Family	Tutorial 4 17 or 18 Mar
8.	26 Mar	Somebody's Children: The Politics of Adoption	Tutorial 5 24 or 25 Mar
9.	2 Apr	Households on the Move: Migrant and Refugee Families	
10.	9 Apr	Queering Families: Gender, Parenthood and New Technologies	
11.	16 Apr	Families by Choice: Remaking Households in the 21st Century	Tutorial 6 14 or 15 Apr
12.	23 Apr	Conclusion: The Family in 2050	

Learning Outcomes

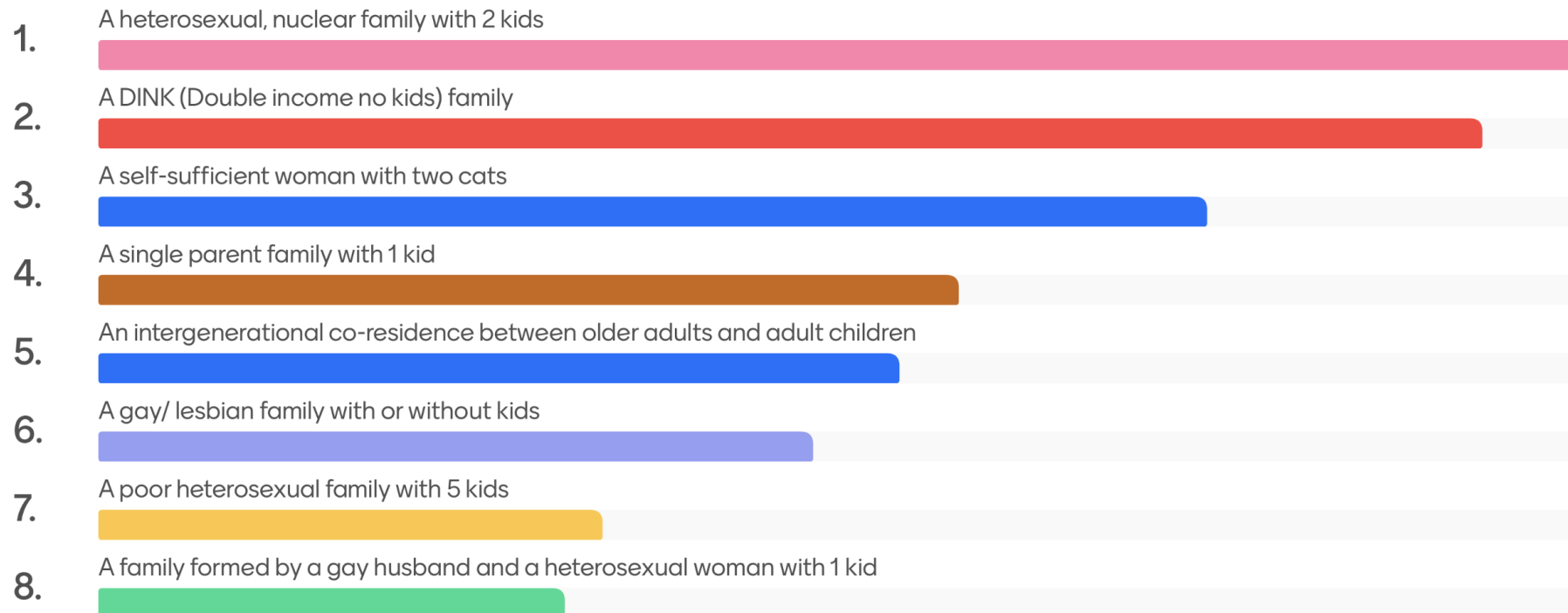
- Analyze the historical role of various stakeholders in shaping family dynamics.
- Examine the family as a historical concept and how it serves political, social and cultural roles in a global setting.
- Explore how individuals formed families of their choice by conforming and resisting to the state's intervention at different historical points.
- Apply an intersectional approach to examine the political, social and cultural issues that underlie current family debates and present them in written and digital formats.

Feedback strategies

1. **Mentimeter exercises in lectures:** instant responses and feedback, monitoring the number of responses, and allowing anonymous responses on intimate topics
2. **Moodle lecture participation exercises (20%):** named individual responses, where teachers provide feedback in the next lecture by posting around 10 responses from different angles on the same question
3. **Tutorials focusing on the podcast (40%):** the tutor and students providing feedback on the students' podcasts
4. **Peer review form for the podcast (10% of entire podcast):** students are asked to comment on themselves and their teammates regarding the completion of the podcast throughout the semester
5. **Use of the course website (supported by CCTDG):** to document students' podcasts, demonstrate what they can do, and help initiate better peer feedback within the tutorials

1. Mentimeter exercises in lectures

Which family structure is the most favorable in our society? Which one is the least?



What does "family" mean to you?



Join at menti.com | use code **6500 2995**



Have you got any "chosen family"? Who and why?

Friends

my cat. Because I love him

My cat.

friends and pets

One of my same sex friend, I loved her so much, but she ran away

Cats

Friends and my dog

friends in drama club

Mother's friends and my close friends

Dogs

my dog

my great professor

my ex boyfriend's family. they took really good care of me emotionally when we

friends

friends

Participants responded

1



29



Press **SPACE** to group responses

2. Moodle lecture participation exercises (20%)

CCHU5088_2A_2024 / Lecture Participation (Quizzes) - 20% / L03 quiz (100 words maximum) / Entries

L03 quiz (100 words maximum)

Journal

Settings

More ▾

Mark as done

Entries

Sort by

Date Ascending ▾

Users who completed the journal

LS

Leung Sze Kei

Last edited: Wednesday, 12 February 2025, 1:57 PM

The state should foster legal frameworks and support systems for divorce and blended families to ensure the well-being of children and equitable treatment for all parties involved. Mass media should raise awareness and destigmatize these family structures, promoting understanding. For instance, in the media, the TV show Modern Family helps normalize diverse family dynamics and reduce societal judgment. These representations broaden the definition of family beyond traditional norms, fostering a more inclusive society. However, an overemphasis on normalization may undermine the perceived stability of traditional families, potentially shifting cultural expectations and values surrounding family life.

Feedback:

No grade... ▾

Save feedback

WS

Wu Shing Hei

Last edited: Wednesday, 12 February 2025, 1:57 PM

The state should support families during divorce or blending by offering counseling and law-assistance. Lots of media can reduce stigma by showing blended families positively. For instance, TV shows like Modern Family highlight their daily challenges and love, making them related together. This may help society accept diverse



CCHU5088_2A_2024 / Lecture Participation (Quizzes) - 20% / L03 quiz (100 words maximum)

L03 quiz (100 words maximum)

Journal

Settings

More ▾

Mark as done

View 95 journal entries

Start or edit my journal entry

You have not started this journal yet

- **Lecture 03:** What role(s) should the state and mass media play in divorce and blended families? What are the implications on the institution of family?
- **Lecture 04:** Are the categories of nuclear and extended families more fluid in your specific regional setting? If yes, why? If not, why not?
- **Lecture 05:** What role(s) should national leaders and elites play in family planning/ fertility control?
- **Lecture 06:** Is IVF a right? Is family a right?
- **Lecture 07:** Student feedback on podcast as assessment (Google Form)
- **Lecture 08:** How has adoption complicated the notion of “family”?
- **Lecture 09:** Are the challenges facing migrant families unique?
- **Lecture 10:** In what ways have queer individuals expand the meaning of gender, parenthood and family?
- **Lecture 11:** How has the course shaped the vision of your desired version of family?

Lecture 03: What role(s) should the state and mass media play in divorce and blended families? What are the implications on the institution of family?

- The state should foster legal frameworks and support systems to aid divorce and blended families, ensuring fairness in the processes of divorce, asset division, and child custody.
- The state should offer mediation services and counseling to aid in the transition and adjustment of divorce and blended families.
- The state should play a regulatory role, acting as gatekeepers to prevent irrational decisions that could negatively impact children and families.
- The state should raise social awareness about divorce and remarriage, educating the public about legislative policies.
- The state should ensure children's well-being is prioritized and they have agency in the family decisions.
- The media should share positive stories and reduce stigma about divorce and blended families.
- The media should serve as a platform for people to share their opinions freely on topics of divorce and remarriage.
- Both the state and media should work together to promote public understanding and acceptance of divorce and blended families.
- The state should ensure social and economic support for divorced families to help them through the transition.
- The state should ensure the equal distribution of rights and assets according to each parent's contributions to the family.
- No government authority or public media should have a say in what an individual should do.

Lecture 04: Are the categories of nuclear and extended families more fluid in your specific regional setting? If yes, why? If not, why not?

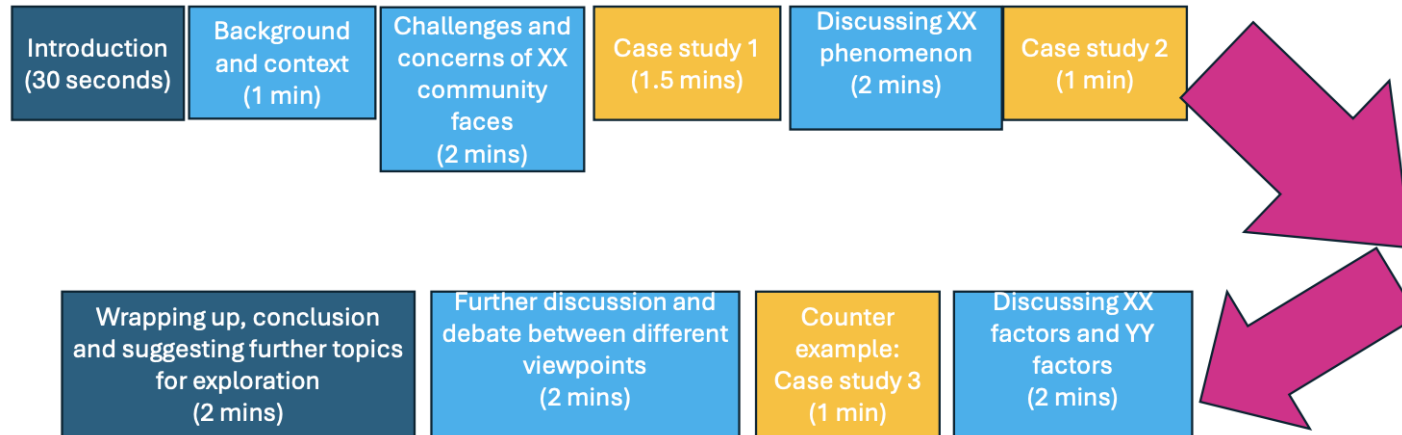
1. Family structures are becoming more fluid due to **cultural and generational shifts**. Younger generations may focus more on personal goals and boundaries while older generations retain collectivist values.
2. **Financial pressures and population density** often lead to nuclear family structures, but **cultural values** maintain elements of extended families through financial and caregiving ties.
3. In **urbanized** Asian countries, there's a trend for grandparents to stay with their children's families, creating an altered mix of sandwich generation and off-and-on households.
4. The concept of nuclear and extended families is more fluid in regions such as Hong Kong and mainland China due to factors like **limited housing, economic issues, and cultural traditions**.
5. Hong Kong retains traditional definitions of nuclear and extended families but has seen **increasing flexibility in gender roles** within the family structure. For example, increased self-sufficiency and economic independence for women have made nuclear family values more fluid.
6. **The one-child policy** in China have shifted many people towards nuclear family structures. However, economic factors and cultural traditions make the distinction between nuclear and extended families less rigid.

3. Tutorials focusing on the podcast (40%)

Dr. Bobby Tam

Suggested way of presenting the outline:

Example of a general flowchart of the podcast (just an example for reference, feel free to design in a way your group see fit)



- The division of labour can be based on individual student's talents and expertise (not every students need to speak for the equal share of time during the podcast. e.g. Some students can focus more on technical aspect of editing, some students can speak a little bit more during the podcast)
- Keep the presentation sharing for the final tutorial within **6 minutes**.
- We will then invite all of you to offer feedback to other group's outline. This will be a useful exercise to learn from each other.



Example of a detailed outline of the podcast

Section	Details (Main points, sources, style, technical effects)	Students speaking
Introduction (30 seconds)	How do you attract the audience to your topic? Who are your hypothetical intended audience? (particular effects)	Bobby & Carol
Background and context (1 min)	e.g. Demographic background of the specific group or context you are focusing Any characteristics of this group? Sources? Statistical data?	John & Sally
Challenges and concerns of XX community faces (2 mins)	e.g. Sources? Statistical data? Some secondary sources finding? A little bit of theoretical concepts in understanding the problem? Discussed in what style? Monologue? Dialogue? Q&A?	Carol & Sally
Case study 1 (1.5 mins)	e.g. reading out some interesting and relevant quotes? short excerpt of a documentary source? Introducing a relevant movie or TV show? (present your source creatively and then relate it to your topic)	John & Bobby

**4. Peer review form for the podcast
(10% of entire podcast)**

Group podcast (40%)

- On the syllabus: 'To ensure fairness, you will be graded individually (60%) and by group (30%). You will also fill in a self and peer review form to assess your team's contribution (10%).'

CCHU9088 We are Family: Myths, Realities and the Future of an Idea Group Podcast Peer Review Form

Instructions:

- Please fill in the form individually and comment on your group members' performance. Only typed comments will be accepted. The form should be uploaded on Moodle using your own account
- The marks range from 1 to 10, with 1 as the lowest and 10 as the highest. Grade using whole numbers (1, 2, 3, etc.)
- List out the section(s) and contribution (in %) of yourself and your group members
- All the information will be read by your teachers only and kept confidential

Your name:

Your UID:

Your group:

Your section(s) and contribution (in %):

Names of your group members and their performance (i.e. in terms of their participation, cooperation, quality of work, etc.):

Student A's name:

Marks:

Section(s) and contribution (in %):

Comments:

Student B's name:

Marks:

Section(s) and contribution (in %):

Comments:

Student C's name:

Marks:

Section(s) and contribution (in %):

Comments:

Student D's name:

Marks:

Section(s) and contribution (in %):

Comments:

Your name: [REDACTED]
 Your UID: 3[REDACTED]
 Your group: Tutorial Group 5 Group C
 Your section(s) and contribution (in %): 100%. #We all contributed equally

Names of your group members and their performance (i.e. in terms of their participation, cooperation, quality of work, etc.):

Student A's name: _____

Marks: 100% Section(s) and contribution (in %):

Comments: Perfect. We all contributed equally

Student B's name: [REDACTED]

Marks: 100% Section(s) and contribution (in %):

Comments: Perfect. We all contributed equally

Student C's name: _____

Marks: 100% Section(s) and contribution (in %):

Comments: Perfect. We all contributed equally

Student C's name:

Marks: 10

Section(s) and contribution (in %): Initial research and finding sources. Formulate topic and conclusions. Roleplay in podcast as "Host". 19%

Comments: Proactive, collaborative and responsible teammate.

Student D's name:

Marks: 10

Section(s) and contribution (in %): Initial research and finding sources. Formulate argument 2 with focus on cultural communications. Roleplay in podcast as "Professor Zhao". 19%

Comments: Proactive, collaborative and responsible teammate.

Your name: Myself

Your UID:

Your group: 6A

Your section(s) and contribution (in %): Initial research and finding sources. Formulate argument 1 with focus on migration for economic opportunities. Roleplay in podcast as "Dr. Li". **19%**

Names of your group members and their performance (i.e. in terms of their participation, cooperation, quality of work, etc.):

Student A's name:

Marks: 10

Section(s) and contribution (in %): Initial research and finding sources. Final audio editing. Formulating the structure of essay. Writing, and finalizing scripts. 24%

Comments: Proactive, collaborative and responsible teammate.

Student B's name:

Marks: 10

Section(s) and contribution (in %): Initial research and finding sources.
Formulate argument 1. Roleplay in podcast as "Ayu". 19%

Comments: Proactive, collaborative and responsible teammate.

**CCHU5088 We are Family: Myths, Realities and the Future of an Idea
Group Podcast
Peer Review Form**

Instructions:

- Please fill in the form individually and comment on your group members' performance. Only typed comments will be accepted. The form should be uploaded on Moodle using your own account
- The marks range from 1 to 10, with 1 as the lowest and 10 as the highest. Grade using whole numbers (1, 2, 3, etc.)
- List out the section(s) and contribution (in %) of yourself and your group members
- All the information will be read by your teachers only and kept confidential

Name: Myself

UID: 3036326864

Group: 1A

Section(s) and contribution (in %):

	Section	Contribution
Tutorial 5	PPT preparation	50%
Tutorial 6	PPT preparation	100%
Tutorial 5-6	Instructing groupmates with guidelines	100%
Podcast Submission	Reference list	100%
	Audio Editing	80%
	Consolidating Script	100%
	Cover Page Design	100%
Tutorial 2-6	Preparing own responsible part	100%
Podcast	Preparing own script	100%

Names of your group members and their performance (i.e. in terms of their participation, cooperation, quality of work, etc.):

Student A's name:

Marks: 10/10

Section(s) and contribution (in %):

	Section	Contribution
Tutorial 2	PPT preparation	100%
Tutorial 2	Set up Google Doc for T2-T6	100%
Tutorial 2-4	Instructing group mate with guidelines	100%
Podcast Submission	Inspection of all submission materials	100%
Tutorial 2-6	Preparing own responsible part	100%
Podcast	Preparing own script	100%

Comments:

A is a highly organized and dependable individual with a deep commitment to accountability. During her tenure as team leader for Tutorials 2-4, she meticulously prepared all required materials well ahead of deadlines. Her exceptional leadership skills and adept problem-solving abilities further solidify her capacity to guide teams and navigate challenges effectively.

Student B's name:

Marks: 7/10

Section(s) and contribution (in %):

	Section	Contribution
Tutorial 3	PPT preparation	100%
Tutorial 2-6	Preparing own responsible part	100%
Podcast	Preparing own script	100%

Comments:

B consistently fulfills her core responsibilities, though there's room for increased collaboration. More proactive communication in group discussions could help align everyone's efforts toward shared goals.

Student C's name:

Marks: 7/10

Section(s) and contribution (in %):

	Section	Contribution
Tutorial 4	PPT preparation	100%
Tutorial 2-6	Preparing own responsible part	100%
Podcast	Preparing own script	100%

Comments:

C steadfastly executes her primary duties, though there is an opportunity to enhance teamwork. Taking a more active role in voicing ideas during team conversations could foster greater synergy and ensure all members are working cohesively toward mutual objectives.

Student D's name:

Marks: 8/10

Section(s) and contribution (in %):

	Section	Contribution
Tutorial 4	PPT preparation	50%
Tutorial 2-6	Preparing own responsible part	100%
Podcast	Preparing own script	100%
	Editing audio clip	20%

Comments:

D reliably accomplishes her primary duties, but her contributions could benefit from fostering stronger collaborative efforts. She also gave technical support in audio editing for podcast preparation. By initiating more dialogue in group settings, she would help ensure collective efforts are unified and purposefully directed toward common goals.

Student A's name:

Marks: 10

Section(s) and contribution (in %): ~22.5%

- Podcast wise: Impact of WFI in parenting roles, Case study 1
- Groupwork wise: podcast editing, distribute work, coordinate opinions, participate group discussion actively

Comments:

A was really proactive in organizing our checkpoints and made sure everyone was on the same page. He did a great job coordinating everyone's opinions and was always active in group discussions. His work with audio editing and distributing tasks was spot on, and he helped keep everything moving smoothly.

Student B's name:

Marks: 10

Section(s) and contribution (in %): ~22.5%

- Podcast wise: background & history, factors of WFI, rebuttals
- Groupwork wise: cover page design, note-taking, coordinate opinions, participate group discussion actively

Comments:

B was super helpful in managing the design of our cover page and took great notes during meetings. She kept the group on track and made sure we all had a chance to share our thoughts. Her coordination during discussions was excellent, and she was always ready to help out wherever needed.

Student C's name:

Marks: 10

Section(s) and contribution (in %): ~22.5%

- Podcast wise: change in parenting style, counter argument
- Groupwork wise: fact-checking, finding original audio clips, coordinate opinions, participate group discussion actively

Comments:

C was reliable when it came to fact-checking and finding the right audio clips for our podcast. She played a big role in making sure we stayed on track with our research and was active in group discussions. Her contributions helped shape the final product, and she was very collaborative throughout.

Student D's name:

Marks: 1

Section(s) and contribution (in %): ~5%

- Podcast wise: positive results, closing
- Groupwork wise: none

Comments:

D had almost zero involvement in the groupwork. He completed the final task but did not contribute to the other parts that were assigned to him throughout the whole semester, which resulted in other group members having to step in to complete his task. He didn't respond to messages in the group chat, and his participation in meetings was minimal.

5. Use of the course website (supported by CCTDG)



We Are Family

MYTHS, REALITIES AND THE FUTURE OF AN IDEA

A HKU Common Core Course



Welcome to the course website for
CCHU5088: We Are Family: Myths, Realities, and the Future of an Idea!

This platform is designed to enrich your learning experience by providing access to a variety of resources. You will find a collection of past students' work that showcases diverse perspectives on family dynamics. The site offers useful references such as articles and multimedia resources to deepen your understanding of the course themes. Feel free to explore, engage, and connect with your peers as we navigate the complexities of family together!

Banner illustration: Charlotte Ng



Listen to
our students' podcasts



Locate useful literature



Learn more about
the course

<https://rethinkingroots.hku.hk>

Podcasts

Here is a showcase of podcasts created by our students.

Enter your Keyword

— Sort By —



Wonder Family: Unlocking Superpowers: The Untold Stories of Single Parenting Success
📅 [2023-2024 Semester 2](#)



International adoptive family
📅 [2023-2024 Semester 2](#)



The family Filipino helpers leave behind, and the family they work for
📅 [2024-2025 Semester 2](#)



Chinese Single Mother Families: Myths and Realities
📅 [2024-2025 Semester 2](#)



How Women's Financial Independence in the 2000s Reshaped Parenting Roles in China's Nuclear Families
📅 [2024-2025 Semester 2](#)



Matrilineal Mosuo Families in the Modern World
📅 [2024-2025 Semester 2](#)

Podcasts

Here is a showcase of podcasts created by our students.

Enter your Keyword

— Sort By —



Decoding childlessness in Hong Kong
📅 [2023-2024 Semester 2](#)



Muslim Families in Hong Kong – Myths and Realities
📅 [2024-2025 Semester 2](#)



When Oriental Rites Meet Occidental Laws and Policies: Reshaping the Family Structures and Relocations of Indigenous Hong Kong Families
📅 [2024-2025 Semester 2](#)



About Family Vlogging
📅 [2023-2024 Semester 2](#)



Redefining Family
📅 [2023-2024 Semester 2](#)



Chinese Single Mother Families: Myths and Realities
📅 [2024-2025 Semester 2](#)

Podcasts

[Home](#) / [Podcasts](#) / Page 3

Here is a showcase of podcasts created by our students.



— Sort By —



Wonder Family: Unlocking Superpowers: The Untold Stories of Single Parenting Success

[📅 2023-2024 Semester 2](#)



LGBT Equality: Does Taiwan's Same-sex Marriage Mean Equality Has Been Achieved?

[📅 2023-2024 Semester 2](#)



Happily Ever After: Marriage and Family Insights

[📅 2023-2024 Semester 2](#)



Matrilineal Mosuo Families in the Modern World

[📅 2024-2025 Semester 2](#)



Chinese Single Mother Families: Myths and Realities

[📅 2024-2025 Semester 2](#)



Harmony in Diversity: Muslim Family in Hong Kong

[📅 2024-2025 Semester 2](#)

Podcasts

[Home](#) / [Podcasts](#) / Page 4

Here is a showcase of podcasts created by our students.



— Sort By —



LGBT Equality: Does Taiwan's Same-sex Marriage Mean Equality Has Been Achieved?

[📅 2023-2024 Semester 2](#)



Cultural Crossroads Podcast – Chinese American Families

[📅 2024-2025 Semester 2](#)



Chinese Single Mother Families: Myths and Realities

[📅 2024-2025 Semester 2](#)



Family & Blood – What Has Changed

[📅 2023-2024 Semester 2](#)



International adoptive family

[📅 2023-2024 Semester 2](#)



Mosuo: Walking Marriages in China

[📅 2024-2025 Semester 2](#)

How Women's Financial Independence in the 2000s Reshaped Parenting Roles in China's Nuclear Families



Left-behind Families



The Waltz of History – The Family Planning Association of Hong Kong



Chinese Single Mother Families: Myths and Realities



HK Matter: Cross-border families



Family Chores: Family values among intergenerational families in China's coastal areas



Tips

- Whole-class, peer, and targeted individual feedback should be delivered **alternately** throughout the semester to allow instructors to monitor students' progress and address common issues collectively
- Within tutorials, peer feedback should be **graded** (as bonus points), regardless of how small the portion may be, to motivate students
- In lectures, students should be encouraged to deliver feedback **anonymously and individually** by leveraging different technologies (e.g., speaking up in class, Mentimeter, Kahoot) to foster a supportive learning environment
- Instructors should **work closely** with the tutor to compare the feedback from tutors and students to ensure fair and informed judgments
- **Continuous assessments** in the form of quizzes that stretch across the whole semester may allow instructors provide more constructive, targeted feedback than one mid-term assignment (just a thought)



Thank you!

