

THE CHINESE UNIVERSITY OF HONG KONG

eLearning Policy for implementation in 2017-18

1. Background

- 1.1 The ubiquitous use of the internet and rapid development in technologies is shaping how education is resourced, delivered and taken up. In recent years, there appears an increasing focus on the development of eLearning pedagogies and adoption of technology-enabled resources (e-resources) such as internet, intranets, electronic and multimedia resources, as well as mobile and wireless learning applications in support of teaching and learning (T&L) in the higher education sector. eLearning is widely implemented in or outside the classroom for self-paced, asynchronous learning, or instructor-led, synchronous learning. eLearning focuses on the centrality of learning, with the use of technologies to enrich the quality of learning and open up new opportunities for learning. It also creates potentials to engage in new collaborations and enables knowledge transfer via publicly available modules such as Massive Open Online Courses (MOOCs).
- 1.2 To keep abreast of the growing trend of eLearning across higher education institutions worldwide, The Chinese University of Hong Kong (CUHK) has built up its capacity since the last decade by strengthening the technological infrastructure for T&L and the learning environment. As put forth in the University's Academic Development Proposals (ADP) for the 2016-2019 triennium, institutional advancement in eLearning is one of the milestones for development, and the construction of micro-module¹ to support flipped-classroom pedagogy is widely promoted.
- 1.3 At the First Meeting (2014-15) of the Senate Committee on Teaching and Learning (SCTL), an eLearning Policy Task Force was set up to work out a framework for assuring the quality of eLearning and technology-enhanced T&L activities so as to facilitate system-level advancement across the University. Moreover, a holistic eLearning Strategic and Action Plan was developed by a Steering Group established in May 2015 that was chaired by the Vice-Chancellor. Six key development areas together with enabling strategies had been identified: (i) degree course and programme, (ii) MOOC, online course and programme, (iii) pedagogy research, (iv) theme-based research, (v) infrastructure and teacher support, and (vi) policy and quality assurance. An Action Plan for 2015-16 had also been formulated and implemented under the supervision of the Provost.
- 1.4 The Centre for eLearning Innovation and Technology (ELITE) was established to provide support for eLearning projects, Micro-Module Courseware Development (MMCD), and other initiatives of the University such as MOOCs. Since 2014, the Micro-Module Courseware Development Grant Scheme was launched to set up exemplary examples for micro-module production and flipped-classroom implementation, to promote the use of eLearning and eLearning studies in foundation courses with large number of enrolment and multiple sessions, and to build capacity for pedagogy research on eLearning. A pilot scheme on eLearning for various levels of courses across Faculties was devised and implemented in the fall of 2015 with an aim to cultivate a community of practice within the University.

¹ See paragraph 2.2.

- 1.5 A new Task Force on eLearning was set up in August 2016 to take up the role of the previous eLearning Steering Group and eLearning Policy Task Force in spearheading the eLearning development across the board, with wider representations from teachers, students and support units. A review was conducted on the progress of the Action Plan including the effectiveness of the pilot scheme on eLearning after a year's implementation. Based on the encouraging outcomes, the University will further its stride on eLearning development, and this paper sets forth a policy for implementation in 2017-18.

2. eLearning in CUHK

- 2.1 Within the CUHK context, delivery of T&L with eLearning components can be broadly classified as follows:

- (i) blended courses including the use of flipped classroom – delivering a part of the course content and instruction via digital or online media, thus leaving more time for interactive activities in class; and
- (ii) other technology-supported modes, including the use of micro-modules and other information-technology teaching aids to supplement classroom teaching.

- 2.2 Micro-modules are small learning units that can be studied separately or strung together flexibly to cater for learning needs of individual students. Students can access and view the modules before or after class, so that face-to-face class time can be spared for quality interactions between teachers and students. The format and features of effective micro-modules vary from discipline to discipline, and may include short lecture, demonstration, hands-on activity, assessment items etc. With high degrees of versatility, micro-modules can be modified and combined for use by different courses and disciplines, and can be complemented by the use of lecture recording and classroom response systems. Notable examples of micro-modules have been produced across various faculties. Building on the fruitful results, faculties are encouraged to use a more structured approach to consolidate the development of Micro-Module for Campus-Wide Use (MMCU) with a view to achieving system-level advancement with high impact. Training programmes on eLearning including MMCU development will be provided by the Centre for Learning Enhancement And Research (CLEAR) in collaboration with the Faculty of Education.

3. The eLearning Policy

- 3.1 As stated in the University's eLearning Strategic and Action Plan, the strategic aim of the University's engagement in eLearning is:

“To advance eLearning for innovative teaching and student-centered learning with a view to enhancing student learning outcomes, pedagogy and theme-based researches as well as increasing the visibility of the University.”

This describes the University's vision to support high-impact use in technology to extend the influence and potential of CUHK's role in education and to enrich learning quality.

- 3.2 In line with the University's strategic aim and as a result of the review conducted on the pilot scheme on eLearning after a year's implementation, this eLearning policy is drawn up to give a clear guidance and direction for the University-wide implementation of eLearning. It presents the University's vision and the proposed rubrics, i.e. the general course design and selection, as well as evaluation of online and blended courses, and sets out the approval procedures and resources available to teachers and researchers.

Approval and Revision of eLearning Courses

- 3.3 At the programme level, Programme Committees are given the autonomy and should address the needs of the discipline to design the contents, pedagogical approaches and assessment means for the courses. In other words, they may introduce technology-enhanced learning components in their own courses, given that the overall course objectives, outlines and structures are in compliance with the initial approved proposals, and there should not be any reduction in face-to-face classroom contact hours in general. All proposals for new courses or revision of existing ones will need to be submitted to the Faculty Boards concerned for approval. Should there be large-scale or significant changes to existing programmes beyond the curricular framework previously approved by the Senate, it is necessary to go through another cycle of review and approval by the Senate Academic Planning Committee (SAPC) and the Senate, and via the Graduate Council for postgraduate programmes.
- 3.4 The ultimate objective of eLearning development is to enrich students' learning experience and enhance the T&L quality, therefore it should not be taken as a substitute for scheduled face-to-face classroom learning. On the basis that one unit is taken to represent one classroom contact hour together with 0.5 to two student self-study hours per week, which has been widely adopted, a 3-unit traditional course normally entails a minimum of around 39 face-to-face classroom contact hours and some 50 student self-study hours over a teaching term, plus two to three hours of assessment. Nevertheless, the normative face-to-face classroom contact hours vary between Faculties/ disciplines (e.g. a 1-unit laboratory course of the Faculty of Science may comprise more than one classroom contact hour per week). Instructional considerations should also be given for meeting the requirements based on different circumstances, including the level of teaching/ teaching support staff responsible for/ supporting the course.

Flexibility for Variation in Classroom Contact Hours for eLearning Courses

- 3.5 With reference to the learner-centred approach and the Hong Kong Qualification Framework (HKQF), the volume of work is expressed in terms of notional learning hours involving students' efforts and commitments. For courses with eLearning components, the notional student learning hours may comprise time for face-to-face classroom learning, viewing online-lectures, synchronous eLearning under teachers' online supervision, asynchronous eLearning at students' own pace, self-study, as well as assessment. A pilot scheme was in place in 2015-16 to allow Programmes/ Departments some flexibility on the number of face-to-face classroom contact hours for courses with technology-enhanced components to deviate from the commonly adopted benchmark of one face-to-face classroom contact hour per week for one credit unit. Following the use of notional student learning hours, Programmes/ Departments would continue to exercise their discretion on the contents and pedagogies of their courses in an optimal way to assure the attainment of the expected learning outcomes. More details, including the criteria for course approval at the Faculty level, are covered in [Attachment A](#).

Evaluation of eLearning Courses

- 3.6 Faculty Boards are charged with the responsibility to ensure that programmes under their purview are taking a prudent and phased approach in eLearning development in order to maintain the quality of T&L and not to put students' learning at risk. Faculty Boards are advised to conduct regular evaluation on the effectiveness of blended learning in their

courses and programmes on the basis of the criteria (Attachment B), and report their self-reflection to the eLearning Task Force or its designated committee.

- 3.7 Blended courses are also required to undergo rigorous review undertaken by the respective Programme Committee once every three years as detailed in the *Quality Manual*. All blended courses and eLearning initiatives will be monitored by Programme Reviews.

4. Development Plan on Massive Open Online Courses (MOOCs)

- 4.1 The University joined Coursera² in 2013 and CNMOOC³ in 2016, and has produced a series of MOOCs across a wide range of disciplines. MOOCs create potentials to engage in new collaborations and enable knowledge transfer via publicly available modules accessible online across the globe. At present, the development of MOOCs is primarily by invitation.

- 4.2 MOOCs open up a new opportunity for the University to deliver its high quality courses to learners worldwide and promote its educational outreach and public engagement. It is therefore important to ensure the academic standard of MOOCs not only for upholding the University's T&L quality but also its reputation. To facilitate central coordination and quality assurance, staff members who are interested to develop a MOOC have to submit an expression of intent to the eLearning Task Force for initial endorsement, and then a course proposal (in standard templates) no less than three months before the proposed launch date, via the respective Department and Faculty Boards, to the Sub-Committee on Education Technologies (SET) under the IT Governance Committee for approval. The proposal should describe the framework on course design and structure, expected learning/ study load expressed in terms of learner engagement time, forms of assessment (e.g. formative/ summative/ peer review as well as the formats such as assignments/ tests/ examinations/ forum participation) and time required for undertaking the assessment.

- 4.3 Each MOOC is expected to be run for a cycle of at least three years. While the SET will monitor the MOOCs on offer on an ongoing basis, each MOOC is required to undergo a thorough review three years after its initial launch date before it is re-approved to continue. Re-approval decisions are made by the eLearning Task Force with particular reference to the criteria including: (i) alignment with the University's strategic goals; (ii) provision of sustainable resources, including administrative support and the required technological resources; (iii) observation of the no-cross-subsidy principle from the normative UGC-funded courses; (iv) evaluative feedback and comments from learners; (v) course demand as indicated by enrolment and completion numbers; and (vi) its benefit to CUHK and its students.

5. Issues on Intellectual Property and Copyright

- 5.1 There are typically two issues related to copyright and intellectual property for e-resources, including MOOCs and micro-modules: (i) the use of copyright materials; and (ii) the ownership of the e-resources so produced. Detailed guidelines are available in Attachment C.

² Coursera is on a mission to change the world by educating millions of people by offering classes from top universities and professors online for free. Coursera's comprehensive education platform combines mastery-based learning principles with video lectures, interactive content and a global community of peers, offering students from around the world a unique online learning experience. Coursera has partnered with top-tier universities to provide courses across a broad range of disciplines, including medicine, literature, history and computer science, among others. For more information, please visit Coursera.org.

³ "CNMOOC 中国好大学在线" is an online education platform joined by CUHK in collaboration with Shanghai Jiao Tong University (SJTU) in July 2016. For more information, please visit <http://www.cnmooc.org/home/index.mooc>.

6. Revision of Institutional eLearning Policy

- 6.1 This paper sets out the University-wide direction for eLearning development and provides a benchmark for quality assurance for eLearning courses and programmes, which will be subject to regular review and refinement.

21 March 2017

Attachments

[Approved by the Senate at its Third Meeting (2016-17) held on 29 March 2017.]

Approval of Blended Courses/ Programmes

The ultimate objective of eLearning development is to enrich students' learning experience and enhance the T&L quality. The time for students' face-to-face learning should not be drastically reduced for courses with technology-enhanced components. As a gateway to maintain quality teaching and assure attainment of expected learning outcomes, Faculty Boards are vested with the authority to approve a small number¹ of undergraduate or postgraduate courses under their purview to conduct experiment on blended courses with not more than 50% reduction in face-to-face classroom contact hours, on the condition that the total hours allocated to face-to-face classroom learning, online lectures and synchronous eLearning comply with the standing departmental or disciplinary rubrics/ general standards in regard to normative minimum classroom contact hours. These courses should submit detailed information by using a standard template to the respective Faculty Board for review and approval before commencement of the term for offering of the courses concerned. Faculties are required to report detailed information of these blended courses together with an evaluation report of the faculty's eLearning progress to the eLearning Task Force before the offering of the blended courses, and the eLearning Task Force will make recommendation to the Faculty, or to the Senate if deemed necessary, for course and/or programme revision. Each course application should be duly scrutinized before approval on the basis of the following criteria:

1. the availability of a face-to-face mode or other modes for the same course (i.e. whether students have an option when choosing the course concerned);
2. the number of beneficiaries: target group of students taking the proposed course /programme;
3. the pedagogical advantages and disadvantages with reference to factors such as course contents and students' prerequisite knowledge;
 - types of synchronous eLearning activities to be provided
 - types of asynchronous eLearning activities to be provided
4. the additional learning experience for students accompanied by the proposed modes of delivery;
 - availability of a detailed course plan specifying the topics and types of learning activities in each week as well as the learning hours for each activity
 - the design of the face-to-face teaching and learning activities, and how the quality and students' experience in the face-to-face sessions can be improved
5. the means of assessment: fairness of assessment, availability of a variety of assessment methods and formative assessment;
 - availability of a detailed assessment plan specifying the types of assessment activities in each phase of the course
 - availability of assessment methods to motivate students and to monitor their eLearning and self-learning progress
6. the track record (as excellent teachers or quality programmes) of responsible parties for preparing the course materials and the anticipated challenges in the preparation work;
 - experience in micro-module and flipped classroom development
 - experience in teaching development
 - record of participation in professional development
 - Course and teaching evaluation (CTE) results and students' feedback
 - evaluation results of blended courses (if applicable)
7. the additional workload incurred for teachers/ instructors and ways to address;
 - responsibilities of teachers/ teaching assistants in each of the learning activities

¹ Up to three courses in 2017-18, and subject to review in subsequent years

- arrangement of online and/ or face-to-face office hours
 - arrangement of support provided to students' asynchronous learning (e.g. how forum discussion is monitored)
8. the technical support for students and teachers/ instructors;
 9. the financial viability of the proposed blended course or TPg programme for blended learning (*relevant for self-financed programmes*);
 10. sustainability of the course/ programme (the availability of other teachers to support the launching of the blended course in case the teacher(s) concerned resign/ decide not to continue with the blended course development/ production);
 - evaluation and endorsement by the respective Department/ Faculty
 11. the quality assurance mechanisms in place for monitoring the quality of course/ programme delivery and to support continuous enhancement;
 - evaluation and endorsement by the respective Department/ Faculty
 12. the evaluation plan; and
 13. the dissemination plan: how the experiment results can be used to facilitate system-level improvement at the faculty and university levels.

Courses with eLearning components should be thoroughly evaluated on the basis of well-defined criteria (Attachment B). In addition, an annual evaluation report should be compiled using standard template for each course offering and be submitted to the eLearning Task Force or its designated committee for review.

In addition, Faculty Boards can select high-quality self-financed TPg programmes² to conduct experiment on blended learning and to introduce appropriate number of blended courses with not more than 50% reduction in face-to-face contact hours on the condition that the total hours allocated to face-to-face classroom learning, online lectures and synchronous eLearning comply with the standing departmental or disciplinary rubrics/ general standards in regard to normative minimum classroom contact hours. To ensure adequate monitoring of the quality of the selected programmes, Faculty Deans are required to consult and seek approval of the Graduate Council on their experiment plan on the TPg programme and report it to the eLearning Task Force before the experiment plan kicks start. The eLearning Task Force will make recommendation to the Faculty, the Graduate Council, or to the Senate if deemed necessary, for course and/or programme revision. Evaluation of these blended programmes/courses should also be included in the Faculty's evaluation report of eLearning progress.

Examples of courses/ programmes with high priority in the light of the selection criteria for eLearning:

- Remedial courses about background or prerequisite knowledge: micro-modules can be assembled in a flexible manner to fulfil different needs of different students;
- Courses with large number of students and multiple sessions: some of the lectures can be (or best be) delivered by the same teacher;
- Courses in which participations are from different locations in the world:
 - courses offered to students on exchange: to support and enhance students' learning in the host country
 - courses offered to students on internship or practicum: to support and enhance students' leaning during their participation in internship or practicum
 - courses in which eLearning makes collaboration with other institutions around the world possible
- TPg programmes that support the strategic development of the Faculty:

² Not more than one programme in each Faculty in 2017-18, and subject to review in subsequent years

- collaborative programmes offered together with strategic partners
- programmes that promote internationalization
- programmes that can attract high-quality international students
- Programmes with courses available in different modes: blended and face-to-face modes are both available
- Programmes that have good records in terms of student intake and quality (evidenced by results of programme review, programme re-approval, and review by Visiting Committees)

Criteria for Evaluating the Effectiveness of Blended Learning in Courses/ Programmes

1. the extent to which the course/ programme selected for blended learning are well supported technically and are viable financially;
2. the extent to which the course/ programme has exposed students to pedagogical advantages, such as enriched course contents, innovative learning approaches, more diversified learning experience *etc*;
3. the extent of added value from the course/ programme to the T&L strategies of the University;
4. the extent to which the course/ programme has been successful in attaining the expected learning outcomes, e.g. as evidenced by the assessment results;
5. the CTE results (both course-based and teacher-based) of the course/ programme as well as other feedback from teachers and students;
6. the areas identified for improvement in response to the CTE results and feedback and the follow-up plans (if any) on further development of blended learning on the course/ programme; and
7. the extent to which the results of the blended learning of the course/ programme is used to facilitate system-level improvement at the Faculty and University levels.

Copyright and eLearning Guidance at CUHK

November 2020 (Ver. 1.6)

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1. Introduction

CUHK is committed to developing eLearning as a strategic imperative. Copyright is frequently seen as a barrier to creating eLearning content, in particular the inclusion of third party copyright material in learning objects. The University supports you as content creators so you can work confidently and effectively in the eLearning environment.

In creating this guidance we have made reference to Hong Kong copyright legislation, guidance from the [Intellectual Property Department](#) of The Government of the Hong Kong Special Administrative Region and international best practice. The information below is intended as a general guideline, and an interpretation of current copyright issues. It is not intended and should not be construed as legal advice.

2. The Copyright Context in Hong Kong and CUHK

2.1 Copyright at CUHK

In the CUHK Policy on Intellectual Property (para. 5.3) copyright over educational audio-visual materials produced by staff members in the course of the University's employment or with the use of University equipment, facilities or other resources belongs to CUHK. In this guidance educational audio-visual materials are interpreted in their broadest sense and can include a wide range of digital materials from text, images, video or sound items to multiple choice question banks. These materials are delivered using computers and technology as a vehicle for teaching and learning.

Staff members who produce the above mentioned eLearning materials for courses offered in the University, subject to any contractual obligations of the University, obtain non-exclusive license to use the same materials for non-commercial teaching and research purposes during and beyond their employment with the University, excluding any third party copyright material. If material is created by multiple staff members, all members of the team obtain non-exclusive license to use the same materials, excluding any third party copyright materials, for non-commercial educational purposes during and beyond their employment with the University.

Responsibility for any infringement of copyright rests with the person making the copy. Although the University has a responsibility to ensure that staff and students are aware of copyright and comply with the law, it remains the responsibility of the person making the copy to ensure they do not infringe copyright. Details of all the University's Copyright and Intellectual Property Rights guidance can be found at <http://www.cuhk.edu.hk/policy/copyright/en/>

Creators will defend, indemnify, and hold harmless the University and/or its licensees against all claims, suits, costs, damages, and expenses that the University and/or its licensees may sustain by reason of any scandalous, libellous, or unlawful matter contained or alleged to be contained in the Work or any infringement or violation by the Work of any copyright or property right.

2.2 Copyright in Hong Kong

In Hong Kong copyright is a private property right that gives exclusive right to copy to all works in a recorded form, including works on the Internet, to the owner of the work, and is governed by the [Copyright Ordinance chapter \(Cap. 528\)](#) and the [Copyright \(Amendment\) Ordinance 2007](#). Copyright applies to all works even if they originate outside Hong Kong. No formal registration is required to claim copyright, and it can be licensed/assigned to another party. Copyright is time limited, and in Hong Kong how long copyright lasts depends on the format of the work, but in most cases it will last for 50 years after the death of the author/creator.

2.2.1 Fair dealing and Education in Hong Kong

Copying in whole or a substantial part of a work without the agreement of the copyright owner could incur civil or criminal liability. Some copying, *fair dealing*, is permitted for educational establishments. There are no prescribed percentages on what can be copied; however this is not a blanket license to copy. Educational establishments are permitted to copy to a reasonable extent artistic works or passages from published literary, dramatic, or musical works, or recording of broadcast or cable programmes, in a fair

manner for the purposes of giving instruction. In deciding what constitutes a fair manner, the court shall take into account all the circumstances, in particular:

- the purpose and nature of the dealing, including whether such dealing is for non-profit making purpose and whether it is of a commercial nature;
- the nature of the work;
- the amount and substantiality of the portion dealt with in relation to the work as a whole; and
- the effect of the copying on the potential market for or value of the work.

Copying a work for the purpose of setting questions or answering questions is permissible, except for musical works for use in performance by a candidate. However the minimum amount of copied material required to set the question should be used.

It should be noted that a qualitative rather than a quantitative approach will be adopted in assessing whether there has been substantial taking; so the copying of a substantial part of the original work, albeit not of a significant proportion of the work, may still fall outside the fair dealing exception and thereby constitute an infringement of copyright.

If the fair dealing for education exemption is not applicable and you wish to use third party copyrighted material you need to either **seek permission from the copyright holder**, or alternatively **use material already available under a creative commons license**. Even when using your own content, for example an article written by you, if published copyright will probably have been assigned to the publisher who may or may not allow the work to be used for eLearning.

3. Creating Content for CUHK Students

When creating eLearning content for a specific course for CUHK students

Do:

- Use CU eLearning System. Hong Kong educational establishments must adopt security measures to restrict access to the copied work to persons who give or receive instruction in a specified course of study, and to persons who maintain or manage the network.
- Ensure any copied material is only stored in CU eLearning System for a period necessary for the purposes of giving or receiving instruction in the specified course of study, in any event no longer than 12 consecutive months.
- Link to the original source of third party content licensed by the University rather than upload content into CU eLearning System. Third party content can include online articles, videos, book chapters etc... available via CUHK Library. But first,
- Check that you are allowed to link to this content. CUHK Library's [A-Z of Databases](#) provides a link to a resource's license agreement, which states what is permissible for the particular resource.

- For other third party material it is preferable to either:
 - a. Use content from a source that is open access and already copyright cleared. The Library lists potential sources of [open access research outputs](#) and [Creative Commons](#).
 - b. Seek permission from the publisher or copyright holder to use third party copyright material. This can take months and may cost. You are advised to keep a record of any correspondence.
 - c. If the material is in print format contact CUHK's [Copyright Clearing Office](#).
- Acknowledge third party content authorship in all cases.
- Seek consent from participants when recording material to be included in eLearning content. Do ensure they understand the copyright of content created belongs to CUHK and CUHK may license the material for use by others. The content may appear on CUHK's website and elsewhere.
- Seek help (see 6. Below)

Don't:

- Create textbook or course pack substitutes, including the compilation of scanned material from different chapters and articles from different books and journals.
- Link to websites which contain material that infringes copyright.
- Use third party copyrighted material if you have sought permission and failed to get a response. Seek an alternative.
- Include CUHK student(s)' work in the eLearning material you are creating.

4. Creating content for Open Educational Resources and MOOCs

4.1 Open Educational Resources and Creative Commons licenses

You need to be clear from the outset if you are creating material for CUHK students only, or open educational resources (OER) to share with the outside world. If you plan to create open educational resources, as the copyright holder the University will accommodate such wishes as long as it determines that the benefits to the public of making such works freely available outweigh any advantages that might be derived from commercialization. Any OER created should make use of a Creative Commons (CC) license. The two CC licenses most often used with OERs are:



Attribution-NonCommercial CC BY-NC

This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.

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4.2 Third-party copyrighted materials in OERs and MOOCs

In addition to OERs, CUHK partners with Coursera to create MOOCs. Coursera is a for-profit company therefore many of the educational exemptions for copyrighted material do not apply. Both MOOCs and OERs are unable to make use of third party-material licensed by CUHK library and many of the educational exemptions for copyrighted material do not apply.

Wherever possible you should use open access content, or if third party content is essential to the pedagogy of the course you should seek permission from the copyright owner. In all cases attribution to the original source should be made.

Please see Appendix for copyright guidance from Coursera.

5. Notices

A copyright notice on eLearning material, or a CC licence, as well as a disclaimer and a take-down notice are required.

5.1 Copyright notice

© [year of publication]. All rights reserved. The Chinese University of Hong Kong.

5.2 CC license

Please see the Library's Guide on [Creative Commons](#). Include the most appropriate CC license. Year of publication is not necessary for a CC license but is always helpful.

5.3 Disclaimer

No copyright infringement intended.

5.4 Take Down Notice

We have sought to ensure that the content of these materials comply with Hong Kong copyright law. Despite these safeguards from time to time material published online may be in breach of copyright laws. If you feel that your copyright has been infringed in any way, please contact us in writing stating the following:

1. Your contact details.
2. The full details of the material and the exact and full url where you found the material.
3. Proof that you are the rights holder or are an authorised representative.
4. The reason for the request.

Upon receipt of a valid complaint the material will be temporarily removed pending an agreed solution.

Contact details:

Judy San
Assistant Secretary
University Secretariat
The Chinese University of Hong Kong
Tel: (852) 3943 7262
Fax: (852) 2603 5503
Email: judys@cuhk.edu.hk

6. Sources of Help

elearning@CUHK Courseware Development Service	elearning@cuhk.edu.hk
Copyright Clearing Office	cco@lib.cuhk.edu.hk
CUHK Secretariat	judys@cuhk.edu.hk

7. This guidance may be updated from time to time to reflect any changes in legislation or The CUHK Policy on Intellectual Property and The CUHK Policy on Research.

Appendix Coursera General Copyright Guidelines in Partner Help Center- NOT LEGAL ADVICE

Coursera produces its own guidance, reproduced below:

Policy Overview

Who: Instructors using third-party content (such text resources, images, or videos created by a third- party individual or organization) in an open online course.

Why: Copyright law can be more restrictive in online education than in face-to-face teaching. Exceptions such as the fair use doctrine may apply differently to online courses. Following this policy will help instructors and institutions to avoid any copyright issues or disputes. However, this document is in no way intended to be legal advice and partners should seek the specific approval of any proposed use by their office of general counsel or related advisors.

Do

- Consult general counsel or other legal advisors affiliated with the partner institution with any copyright-related questions.
- Use links to direct students to the original source of third-party content, rather than embedding the content directly in your course.
- Obtain third-party content from a public domain website that allows use of images for any purpose, including for-profit purposes. Good resources include Creative Commons, Wikimedia Commons, Pixabay, the Smithsonian Institution, and Connexions. Coursera Partners have compiled an extensive list of other resources.
- Seek permission from publishers or other copyright holders to use copyright-protected content in your course. If you need to seek permission from publishers, start early - this process may take several months.
- Provide proper attribution for all third-party content used in your course.

Don't

- Reprint non-public-domain materials without direct permission from the copyright holder. Examples include but are not limited to: political cartoons; Getty images; popular movies, television shows, or songs; trademarks.
- Reprint any third-party materials without proper attribution.

Useful additional guidance on Coursera and third party copyright material is available from University of Pennsylvania Libraries <https://guides.library.upenn.edu/content.php?pid=244413&sid=3375306>