THE CHINESE UNIVERSITY OF HONG KONG

Micro-Module Courseware Development Grant

Scheme 1: Basic Scheme

Final Report (2015-16)

Report due 31 December 2016
Please return by email to The Ad hoc Committee on Planning of eLearning Infrastructure
mmcd@cuhk.edu.hk

PART I

Project title:
Digital Storytelling in A Flipped Classroom: Use Teacher- and Student-Created Animated Videos to Teach Motivation Theories
Principal supervisor: Jenny Tian
Co-supervisor(s): N/A
Department / Unit: School of Hotel & Tourism Management
Project duration: From January 2016 to December 2016
Date report submitted:
July 10, 2017

1. Project objectives
Is the project on track to meet its objectives?
Yes. The project has been completed in time.

Have the objectives been changed as a result of the experience of working on your MMCDG project?
The project objectives remained the same, although some of the implementation details were changed based my self-evaluation and my students' feedback.

2. Process, outcomes or deliverables
Please specify the number of micro modules produced, and the course(s) (with course codes and titles) that have used the micro modules in Part IV, and provide more detailed descriptions here.

HTMG4800 Hospitality Strategic Management, Term 2, 2015-16
- 4 teacher-made animated videos (one video case and two short clips explaining strategy concepts)
    - o   Video case: Hotel X
- 12 student-made animated videos

Students formed groups and each group was required to analyze the video case. The assignment included one written report and one animated video that illustrates the group's strategic solution(s) for Hotel X.
- 3 tutorial videos on how to use GoAnimate.

HTMG3020 Hospitality Organizational Behavior, Term 1, 2016-17:
- 7 teacher-made animated videos (for explaining various OB theories and concepts and for video exercise)
  - Theories/Concepts: Organizational justice, motivation, cognitive dissonance, attribution theory, job satisfaction, leadership
  - Video exercise: How to influence others in workplace
- 13 student-made animated videos
  Student formed groups and each group was required to submit a written report along with an animated video. The video tells a story about a student's best or worst internship experience. The report provides an analysis of the experience by applying relevant OB theories.

Has the nature of the deliverables been changed?
To a certain degree, yes. Specific changes are as follows:
- My original proposal included three lecture videos. The final deliverables do not include videotaped lectures for two reasons. First, I needed to main the same amount of face-to-face, in-class contact time with students without adding to students' workload (by requiring them to watch lecture videos before class). Second, students appeared to prefer in-class lectures explaining theories and concepts.
- I created more animated video clips than planned and used them in class for illustrating abstract concepts.

Have you adjusted your timeline?
No. The project was carried out as originally planned.

Overall, was the project completed satisfactorily?
Yes. In terms of technical solutions and content creation, this project has been a satisfying experience for myself as an instructor and, I believe, for most of my students. However, I was also intrigued by some students' feedback comments. Essentially, students enjoyed watching animated videos (either made by the instructor or by fellow students). The videos also helped students understand psychology theories and their applications. As described by some students in their reflection reports, the OB project enabled them to examine their own internship experiences from a theoretical perspective and helped them realize how the theories "made sense." But when it comes to making videos, some students perceived themselves as "not creative enough" while some took the task as "too much work."

3. Evaluation Plan

Have you altered your evaluation plans?

Yes. Because no video lectures were made, the initially proposed video viewing activity data were not collected. All other types of evaluation data were collected consistent with the initial plan.

What monitoring data did you collect?

- Quiz grades
- Student feedback survey
- Student reflection report on learning experience

Does your evaluation indicate that you have achieved your objectives?

I would say yes. Although a closer look at the student feedback survey results showed there seem to be extreme reactions to the project: Some students really liked the project, whereas some really disliked it because they were more familiar with the traditional kind of group projects. Such a pattern might not be that surprising given students' diverse learning preferences.

4. Dissemination, diffusion and impact

Please provide examples of dissemination: website, presentations in workshops or conferences, or publications.

- This project was presented at the Faculty-based Sharing Session on e-Learning (BA Faculty) on February 8, 2017.
- The poster describing this project earned the Poster Award at the 2016 CUHK Teaching and Learning Innovation Expo.

Please provide examples of diffusion: how the project results/process/outcomes/deliverables have been used in your unit and other parts of CUHK or other institutions?

We plan to use some of the teacher- and student-created animated videos in our School's new student orientation workshops and workshops for preparing students for internships.

Please provide examples of impact: how the project results (micro modules) can be adapted to other disciplines.

The animated videos can be used in courses related to human resource management or hotel operations.

PART II

Financial data

Funds available:

Funds awarded from MMCDG	$	86,483
Funds secured from other sources	$	0
(please specify _____)		

Total: $ 86,483

Expenditure:

Item	Budget as per application	Expenditure	Balance
1 part-time teaching assistant	$72,000	$72,000	$0
Lecture video editing (proposed but not implemented)	$4,500	$0	$4,500
Video-making app: GoAnimate subscription	$4,983	$9,671 (approximately)	-$4,688
Copyright material	$5,000	$0	$5,000
Total:	$86,483	$81,671	$4,812

PART III

Lessons learnt from the project

Please describe your way forward.
I intend to continue to use animated videos in my future teaching. My experience with this project shows that short, focused video clips that "simulate" real-life situations are excellent tools for illustrating abstract theories (e.g., attribution theory) and concepts (e.g., organizational justice). They are good at attracting students' attention and engaging them in discussion. In a similar vein, I plan to explore the effectiveness of other digital storytelling approaches (e.g., storyboard, comics) in e-learning. However, I'm not sure about engaging students in the process of creating their own videos any more unless, I guess, I'd encounter a class in which most students would enjoy storytelling and creative tasks or would be willing to spend more time on such tasks.

Please describe any of the following item(s) accordingly:
- *Key success factors, if any*

I would say four things are crucial for the success of this type of e-learning projects:
1) Availability of easy-to-use and affordable technical tools (in this case, GoAnimate).
2) "Stories": Videos should certainly not be created as an alternative to powerpoint slides. There must be stories and characters. The instructor needs to "convert" abstract concepts into stories that students can relate to. More important, stories increase curiosity and encourage students to "interpret." "Keep it real" for the students.
3) Incorporate videos into other kinds of learning activities. Videos not only complement lectures, they can be part of in-class exercises or even quizzes/game. I created some 30-second videos and used them in a Kahoot game, which was well received by the students.
4) Students' time management skills. I tried in several ways (handing out project guidelines early in the semester, organizing tutorials, in-class briefing and practice, regular reminders, etc.) to help students start their projects early, but I have to admit I was not always successful. When a group waited too long, the video-making task could be a stressful one.

- *Difficulties encountered and remedial actions taken, if any*
To a large degree, the difficulties I had encountered were not about making videos per se but more about students' interests and time management skills as well as technical difficulties in sharing videos.
1) I first used animated videos in my strategic management course in which I created a video case and required students to present their case analysis (solutions to the case

problems) in the format of an animated video. Some students said they found it difficult to transform their solutions into stories. To address this difficulty, I changed the task from case analysis to individual experience reflection in my organizational behavior course. Instead of responding to the video case, students were guided to create a short video telling their own stories from their internship experience.

2) Some unexpected technical problems were related to the settings of GoAnimate for Schools. For example, given online security considerations, GoAnimate does not allow students to download their videos. Moreover, video making is not a particularly team-friendly job (because it is impossible to "co-edit" the same video clip). For some reason, this difficulty seemed to have reduced the "attractiveness" of this tool among students who were used to things like "co-writing" a report using google doc. It is also impossible to "share" a video with teammates on GoAnimate. I tried to create group accounts for students to keep their videos in the same account, but admittedly some of the technical problems remain unsolved.

- *The role of other units in providing support, if any*

The primary tool in this project is GoAnimate, which provides its own online platform for making and saving animated videos. But we did booked the computer labs located in Cheng Yu Tung Building for some tutorial sessions.

- *Suggestions to CUHK, if any*
    - *Example: what should be done differently?*

This may not be directly related to this project, but in terms of creating an e-learning environment, I hope the University will provide more guidance/support for teachers and students in the following areas:

1) Policy regarding teaching hours / study hours: Traditional face-to-face contact hours vs. flipped learning vs. blended learning – How do we understand their differences when it comes to time allocation? E-learning requires more out-class time from both teachers and students. Without a clear policy, students may think of e-learning as "extra work" and complain in CTE, which probably does not help the teacher.

2) Evaluation of e-learning effectiveness remains a big challenge. It would be much appreciated if the University/CLEAR provide some guidelines and best practices on this topic.

3) Support in such areas as e-learning content creation and course management.

PART IV
Information for public access

Summary information and brief write-ups of individual projects will be uploaded to a publicly accessible CUHK MMCDG website. Please extract from Part I the relevant information to facilitate the compilation of the publicly accessible website and reports.

1. Keywords

Please provide five keywords (in the order of most relevant to your project to least relevant) to describe your micro-modules/pedagogies adopted.

(Most relevant)   Keyword 1: animated video

                              Keyword 2: digital storytelling

                              Keyword 3: multimedia teaching

                              Keyword 4: organizational behavior

(Least relevant)   Keyword 5: strategic management

2. Summary

Please provide information, if any, in the following tables, and provide the details in Part I.

Table 1: Publicly accessible online resources (if any)
(a) **Project website:** *If a publicly accessible project website has been constructed, please provide the URL.*
(b) **Webpage(s):** *If information of your project is summarized in a webpage (say a page in the department's or faculty's website), please provide the URL(s) here.*
(c) **Tools / Services:** *If you have used any tools or services for the project, please provide names of the tools or services in here.* GoAnimate for Schools
(d) **Pedagogical Uses:** *If any flipped classroom activities have been conducted, please provide information in here. If relevant, please indicate how your project output can be used to support flipped classroom activities.* The animated videos created in this project can be used in courses on strategy, organizational behavior, human resource management, and related topics either in class for discussion/exercise or in a flipped classroom arrangement as part of pre-class preparation material.
(c) **Others (please specify):**

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

If resources (e.g. software) have been developed for a target group of students (e.g. in a course, in a department) to gain access through specific platforms (e.g. Blackboard, facebook), please specify.

Course Code/ Target Students	Term & Year of offering	Approximate No. of students	Platform

Table 3: Presentation (if any)	
Please classify each of the (oral/poster) presentations into one and only one of the following categories	**Number**
(a) In workshop/retreat within your unit (e.g. department, faculty)	
(b) In workshop/retreat organized for CUHK teachers (e.g. CLEAR workshop, workshop organized by other CUHK units)	*1*
(c) In CUHK ExPo jointly organized by CLEAR and ITSC	*1*
(d) In any other event held in HK (e.g. UGC symposium, talks delivered to units of other institutions)	
(e) In international conference	
(f) Others (please specify)	

Table 4: Publication (if any)	
Please classify each piece of publication into one and only one of the following categories	**Number**
(a) Project CD/DVD	
(b) Project leaflet	
(c) Project booklet	
(d) A section/chapter in a booklet/ book distributed to a limited group of audience	
(e) Conference proceeding	

(f) A chapter in a book accessible internationally	
(g) A paper in a referred journal	
(h) Others (please specify)	

3. A one-page brief write up

Please provide a one-page brief write-up of no more than 500 words and a short video.

How It Started

I've always been interested in various e-learning techniques. I stumbled upon GoAnimate in one of my searches for video-making apps. It fits my need for an easy-to-use storytelling tool and thanks for the MMCDG that made this project possible.

Project Design

I designed this project not just for promoting e-learning but also for a "philosophical" purpose. At hotel school, we expect our students to have empathy, to be able to put themselves in other people's shoes. I believe story reading and storytelling are important ways to improve one's sensitivity to other people's feelings and situations. I hope my e-learning project will motivate my students to see management theories as stories that are rooted in reality and can be applied to change business practices for better. This project was designed to teach psychological and behavioral theories using teacher- and student-created animated videos. A cost-efficient, flexible, and easy-to-use online tool – GoAnimate was used to create animated videos.

Project Implementation

The project was implemented in two courses I taught, one on strategy and the other on organizational behavior (OB). In the strategy course, I created a 12-min video about a fictitious hotel called Hotel X. The hotel's parent company hired a new general manager, who then launched a series of strategic changes. Unexpected problems followed. It was a quite complex story touching on issues in multiple dimensions. Students were asked to analyze the case and illustrate their solutions in a video (in a "what should have been done" or "what will happen next" format). A different video project was assigned in the OB course. Students were asked to recall their own internship jobs and make a video about their best experience (or worst experience). Then they needed to offer further improvement suggestions or solutions by linking OB theories to their work reality.

Student Feedback

This was the most interesting, intriguing, and sometimes frustrating part of this project.

Students enjoyed watching the videos. The presentation session when students saw other groups' videos for the first time was a good time for the entire class. There were some enthusiastic video makers who used GoAnimate not only for my class projects but also for promoting student activities or preparing for job interviews. A few students have continued to use the tool even after graduation. This certainly made me very happy. On the other hand, there were students who did not like the idea of video-making that much. Some said they didn't see storytelling or video-making any useful in their future jobs. I hope they might change their perceptions. Probably due to these extreme reactions, my survey questions on the degree of student satisfaction with their learning experiences led to average responses slightly over 3 on a 5-point scale.

Personal Reflection

As a teacher, I enjoyed working on this project despite the challenges. I intend to continue to use animated videos in my future teaching and make it a better experience for my students.

Video report can be found here: https://youtu.be/ieYzC67IfXY