The traditional way of teaching technical skill is through live demonstration and lots of practice in class. Over the past years, it is always a challenge finding sufficient time for students to practice a skill immediately after they learn in class. Although theories and live demonstration always be a key element used to teach a skill, the practice times usually will be sacrificed if students need to watch a lengthy live demonstration session. The main goal of this project is to capture content that need to be explained through a live demonstration in class with a pre-record video. If students watch the videos before class, then after the delivery of a lecture, only a very short live demonstration would serve the purposes in learning enhancement instead of taking the role in teaching from scratch like the traditional method.

Regardless of the complicated filming process that were taken care by a production company, a total of 16 videos were produced. The production process went very smoothly and a wide range of content were filmed with from the shortest video length of 36 seconds to the longest of 4.5 minutes. It took 6 months to complete the filming and editing process. The video drafts were then uploaded to blackboard for trial on the 2nd term of this semester in the F&B Management subject with class size of 83 students. Verbal feedbacks were collected from students, students viewing statistics were also downloaded from Blackboard for analysis.

It is found that regardless the length of video from very short of 36 seconds to a very lengthy video of 4:55 minutes, students will be motivated to watch them before class if their efforts are link to the course grades. For the flipped learning to be successful, teachers need to provide linkage of home assignment (video watching) with course grades. It is found from this project that by linking the watching efforts with grades, students are more willing to do the flipped learning at home, the viewing rate is 80%-85%, yet if viewing efforts only link to practice outcome, the preview rate dropped to 15%.

The objective of this class to help students acquire required technical culinary and service skills within a 8-week learning period, and they will need to use the learnt skills to complete a group project. How can we ensure that students are willing to spent time to learn in advance (watch video before class), come to class to see a quick live demonstration and ready to practice acquiring a new skill? Videos seems be able to serve the purposes of providing visual records for preview and revision afterwards. But even it is known that video could be a good tool, students' willingness to watch a video is the key determining factor. To ensure the video watch efforts are not wasted, it is suggested that interactive elements be incorporated into the videos to aid learning. How videos content and interactive elements can help flipped learning from motivational perspective and skill learning can be further explore in future research.