

Be A Tech Advanced Cultural Learner

BE A TECH ADVANCED CULTURAL LEARNER

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Welcome to “***Be a Tech Advanced Cultural Learner***,” an e-book created to provide you the knowledge and skills you need to succeed in the new digital world and understand how culture and technology interact. This book aims to serve as a helpful guide and companion for Dr. Melody Li’s culture classes, such as CHIN3343 Chinese Popular Culture, CHIN/WCL3342 Tales of East Asian Cities, CHIN3344 Global Chinese Literature, and others. Understanding how technology influences cultural traditions and vice versa has become crucial in our connected and digitalized world for personal development, career advancement, and promotion of meaningful cross-cultural interactions inside and outside of the classroom.

This e-book serves as a comprehensive guide that empowers you to embrace technology as a tool for learning and engagement in- and outside classrooms. However, there are times that technology (phones and computers) are not encouraged, like while you are listening to a professor’s lectures. Whether you are a student, a K-12 or college teacher, or simply someone curious about the world, this resource will provide you with practical strategies, insights, and resources to become a tech-savvy cultural learner.

Chapter 1 lays the foundation by exploring the importance of technology in our culture classes, and focuses on learning

goals. Whether you are learning with a class or not, these syllabuses, timelines, and strategies will help tailor your goals and help you align these goals with course objectives.

Chapter 2 delves into the vast array of digital resources available to enhance our engaging learning experience. Students will learn the engagement and find technology that can improve learning engagement, including social media, video-based discussion, visualization technology, and others.

Chapter 3 explores strategies and platforms to help students develop their own engagement with the course materials, peer students, and professor. Through various examples of students, this chapter introduces different technological platforms and encourage students to incorporate them into their studies.

Chapter 4 discusses one of the topics that concerns students the most—beating the assessment, learning how to excel in assessments and assignments, and how to use technology. We also add the students' own reflection as well to further improve the course over time.

We have selected insightful case studies, knowledgeable interviews, and engaging exercises for this e-book to increase your comprehension and interest. Culture and the possibilities for intercultural communication are both evolving along with technology. Adopting a technologically sophisticated approach to cultural learning will help you broaden your horizons while also developing empathy, global awareness, and

a greater respect for the diversity that makes our world so interesting.

Set out on this transformational path to become a tech-advanced cultural learner and you will be able to take advantage of the endless opportunities that technology presents for bridging cultural divides, promoting intercultural communication, and accepting the complexity of our globalized society. Now then, let's begin!

PART I

CHAPTER 1: UNDERSTANDING LEARNING GOALS AND OBJECTIVES

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1.

RESEARCH THE LEARNING GOALS IN SYLLABI

What are learning goals?

Learning goals are broad, general statements of what we want our students to learn and provide direction, focus, and consistency. Setting goals gives us a real road map to where we want to go. Learning goals are the heart of a course and need to be made clear at the planning stage.

In a synthesis of over 800 meta-analyses about teaching and learning, being transparent about how and why students are learning in particular ways has been found to increase students' confidence, sense of belonging, and retention—with key benefits for first-generation, low-income, and underrepresented students.

In general, faculty are required to submit formal learning goals

when proposing a course and/or include them in the course catalog and on the syllabus.

What are learning objectives?

A learning objective is a statement on the skills, knowledge, and attitudes (Dick & Carey, 1978) students will be able to achieve when they have completed a portion of your course, such as a unit of instruction or assignment. They should be student-centered, measurable, and observable, and clearly stated so that students and instructors understand what is expected and will be measured; they may define the conditions under which performance or achievement of the objectives will be measured (Nilson 2010; Fink 2013; Wiggins & McTighe 2005; Linder 2017).

Learning objectives serve as a roadmap for your instructional choices when you develop and deliver a course. They support academic staff in choosing pertinent subject matter, resources, teaching methods, exercises, and evaluations. These elements should all be in line with the objectives of the course. When submitting a course proposal, instructors must include official learning goals and objectives. They may also be listed in the course catalog and on the syllabus.

Four primary factors that make creating learning objectives important. 1) Because they can create a logical progression

of learning milestones, the faculty can effectively organize the course material. 2) The faculty can also quickly match objectives with evaluation techniques. 3) In order to help students evaluate themselves, the teacher might explain expectations to them. 4) Finally, objectives might be connected among students' courses. The student may determine, rather than just assume, whether they have learned and understood the lessons thanks to the objectives.

The difference and relationship between learning goals and objectives

The difference between “learning goals” and “learning objectives” is actually quite straightforward: while objectives are the specific, measurable competencies that would be assessed in order to determine whether learning goals had been met, goals typically refer to the higher-order ambitions that instructors set for students.

For instance, if you wanted to teach students how to evaluate theories of state formation, your course objective might read something like this: “By the end of this course, students should be able to write an essay that explains one major theory of state

formation and makes an argument about how well it describes the historical experience of a relevant country.”

Types of learning goals

In general, learning goals are the touchstones when instructors design a course, which can be described as what a course is about. Based on the nature of a course, learning goals can be simply classified as cognitive goals, psychomotor goals, affective goals, and interpersonal/social goals.

Goal Type	Goal Definition	Example
Cognitive	Having to do with knowledge and mental skills.	<i>Introduce cultural elements representing a modern city</i>
Psychomotor	Having to do with physical motor skills.	<i>Able to cook a typical Chinese food</i>
Affective	Having to do with feelings and attitudes.	<i>Demonstrate a positive attitude toward non-discrimination of race</i>
Interpersonal/Social	Having to do with interactions with others and social skills.	<i>Able to define and identify bullying behaviors in school</i>

Another classification of learning goals was developed by Rochester Institute of Technology (RIT) in terms of learning ability and how learning occurs. The RIT's five learning goals consider the learning abilities emerging in the more modern and complicated society.

1. **Critical Thinking:** critical thinking is learning to think, analyze, and interpret the information, evidence, arguments and theories, and the contexts in which these are encountered.
2. **Global Interconnectedness:** refers to the ability to understand and function in an increasingly multicultural, international, yet interconnected environment.
3. **Ethical Reasoning:** the learning process of ethical principles and application of them to understand and critically engage the ethical dimensions of thought, knowledge, and behavior.
4. **Integrative Literacies:** describe the integration, connection, and linkage through serious inquiry and collaborative learning of six core areas of literacy: science, computation or digital, mathematics, communication, technical, and aesthetic.
5. **Creative and Innovative Thinking:** advanced cognitive process that imagine new possibilities.

Depending on a learning situation, learning goals can also be defined as

1. Short-term goals
2. Long-term goals
3. Work-habit goals: these goals depend less on what's being worked on and more on how the student is working.
4. Subject area goals: instructors and students identify which subject requires the most extra attention and go from there.
5. Behavioral goals: these goals include getting along better with classmates, practicing patience, being quiet when needed, and so on.
6. Specific knowledge goals: a specific knowledge goal can be set at any time and in any class setting. It is related to the evaluation of learning process and so instructors or students choose what need to be improved or focused more. This goal happens most when students have personalized learning initiatives.

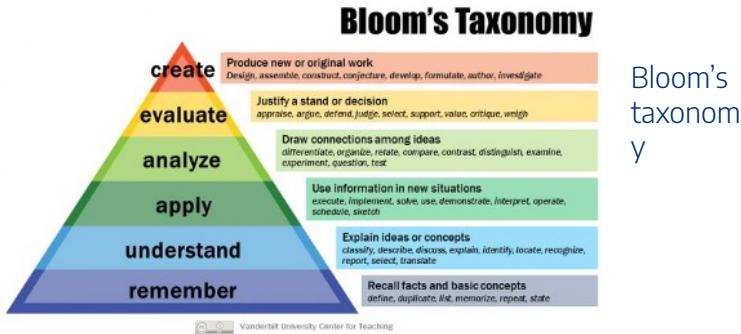
Types of learning objectives

Unlike learning goals describing learning from a macro level with general aims, learning objectives articulate the specific

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and measurable things students will be able to know or do upon completing a course.

Bloom's taxonomy is the most famous learning objective category.



The original taxonomy was developed by Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl in 1956. The authors created a progressive, leveled framework of six categories (from low to high thinking level)

1. Knowledge “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”
2. Comprehension “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”

3. Application refers to the “use of abstractions in particular and concrete situations.”
4. Analysis represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”
5. Synthesis involves the “putting together of elements and parts so as to form a whole.”
6. Evaluation engenders “judgments about the value of material and methods for given purposes.”

The recent taxonomy moves knowledge out of the category but considers it as the basis of learning process, and creates a separate taxonomy for knowledge: factual (elements), conceptual (classification, theory, etc.), procedural (algorithms, criteria, etc.), and metacognitive (strategies).

Comparison of similar but confusing terms

Some expressions are often used interchangeably with learning objectives. However, those concepts may have significant differences in a context.

Concepts	Similarity	Difference
Learning Outcomes	<p>Both describes the specific, measurable knowledge and skills that the learner will gain</p> <p>Same as above. In addition, both are criteria based. And can be evaluated as successful or failure.</p>	<p>Learning objectives are often viewed from instructor's perspective. While learning objectives are more from learners' perspective</p> <p>Objectives are expectations on what to achieve. Results are more detailed jobs or tasks and they help to understand whether objectives are met.</p>
Learning Results	Same as above	<p>Learning targets are often viewed from instructor's perspective. While learning objectives are more from learners' perspective</p>
Learning Targets	Same as above	<p>Competencies are more related to applied skills that enable people to complete a specific task or function in a working/educational setting. Objectives are general statements of what students can do or know after completing a course/program.</p>
Learning Competencies	Both describe what students are expected to gain from a course or program.	

What makes a good/smart learning objective?

Learning objectives are the most important piece to be released to students at the beginning of a class because they guide them to understand the course scope, desired skills, and grade composition. These objectives should be statement of measurable results to help students identify the learning progress. They also define the boundaries and criteria of assessment, evaluation and other learning activities.

A well-composed learning objective needs to comply with the following criteria:

- Start with who, such as I/we/students in this class.
- Describe an expectation that will be achieved in future, such as will or can.
- SMART objectives: learning objectives should be specific, measurable, achievable, relevant, and time-bound.
- Consistency: The module-/unit-level learning objectives are set consistent with the course- or institute-level objectives
- The objective statement sets up connections with learning activities or assessments in the course

Media Attributions

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2.

BUILDING YOUR OWN LEARNING GOALS AND ALIGNING THEM WITH THE COURSE OBJECTIVES

A recurring theme in discussions of learning goals is that they are created from the viewpoints of the students. In the subject of “specific knowledge goals,” we also emphasize the importance of finding out what students really want to learn. They encourage students to think about how to pair their learning goals with the learning interests, and then tailor their activities around goals. In this way, learning goals encourage students to take ownership of their learning and also function as an important boost to personal progress.

Keeping this in mind, the Chinese cultural studies course creates and plans effective goals with the SMART standard.

Introduction to SMART

SMART stands for specific, measurable, achievable, relevant, and time-bound. Using this method can help write out your goals and resources to set your project up for success.

How to start a SMART goal:

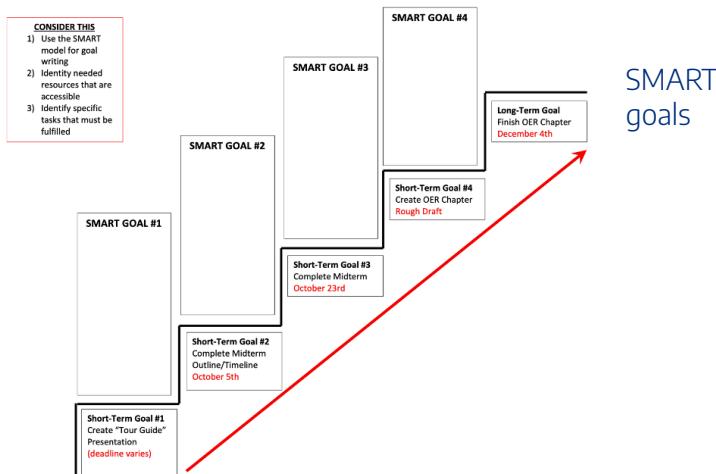
Specific	What do you want to accomplish? What needs to be reached? (Define what you expect)
Measurable	How are you going to measure progress? How can you identify that you are on track?
Achievable	Is your goal realistic to achieve? (Consider any factors beyond your control)
Relevant	Is this goal aligned with your target outcome?
Time Bound	When do you need to complete this goal? (Include deadlines and dates)

[Download a general SMART goal template](#)

Defining Stepping Stones to Success

The Stepping Stones to Success is another goal-setting resource that follows the SMART method and places multiple goals into one overall visual map. With each “step,” a SMART short-term goal is written. The last “step” is essentially the long-term goal that needs to be reached. The number of steps drawn depends on how many goals need to reach the overall outcome. Using this method can assist visual learners in mapping out their goals to reach a larger end goal.

Example here highlights CHIN/WCL 3342 Fall 2022 course.



Course layout

This course layout came about when I redesigned my course using Backward Outline format after teaching it a couple times. First, I broke down the course objectives into smaller weekly objectives. Each two weeks, we discuss a city, but the main skills the course tries to develop in students are progressive—from introduction and summary, to exploration and discussion, to analysis, identification and examination. With these objectives, I then designed assignments including posts, discussion boards, as well as assessments, including presentations, quizzes, midterms, and finals. I posted the course objectives and checklists (with assignments and assessments) at beginning of each week, so students can have a clear understanding of what they are learning and what objectives they should reach. Knowing the course design in detail would help students better understand the course and why the homework and tasks matter.

CHNS 3342 Course Layout			
	Objectives	Assignments	Assessments
Introduction			
Week 1	Introduce yourself to the class	Post on “Introduce Yourself Padlet”	Sign up for Presentation Schedule
	Tell the class about your previous understanding of East Asian culture and history	Post on “Favorite East Asian City Padlet”	
	Glean a general introduction about East Asian cities	Watch and Read East Asia's Changing Urban Landscape	
	Name your favorite East Asian city and why you like it/ what you like about it		
	Become familiar with general course layout		
Unit One — Beijing			

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	Research and grasp ideology of the movie	Watch In the Heat of the Sun	Week 2 Discussion Board
Week 2	Identify different figurative language and filming techniques in the film	<i>Read "Body Visible: In the Heat of the Sun."</i>	Round 1 of Beijing Tour
	Understand the symbolism, history and meaning of the movie	OER Training 1st Session (w/Ariana)(Library 10F)	Short Quiz on <i>In the Heat of the Sun</i>
	Summarize the cultural phenomena in Beijing during and after the Cultural Revolution		

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Week 3	Discuss the roles of “Women” in literature and how does it contribute to nation building	Watch Into to Beijing	Week 3 Discussion Board
	Compare the different writing techniques and styles of the authors between men and female writings	Watch Beijing Bicycle	Round 2 of Beijing Tour
	Examine the unique characteristics of female writings	Watch Dr. Li's Movie Commentary	
		Complete Presentation review sheet in class	Short Quiz on Movie
		Read “ <i>From Comrade to Citizen: The Struggle for Political Rights in China</i> ”	Create OER Chapter Abstract and Outline (group project)
		Independent Research on Books on East Asia (find best format/outline for OER)	

Unit 2 — Shanghai			
Week 4	Identify the characteristics of experimental and cultural symbols in the movie	Watch Dr. Li's Intro to Shanghai	Week 4 Discussion Board
	Be able to identify different figurative language and different directing techniques	Optional Movie Flowers of Shanghai	Round 1 of Shanghai Tour
	Explore the notion of modernity and how the city of Shanghai portrays it	Optional Movie Suzhou River	Short Quiz on Movies
		<i>Read “Advertising and the Visual Display of Women.”</i>	Finalize OER Chapter outline (group)

	Remapping Shanghai	Watch Dr. Li's Shanghai Lecture	Week 5 Discussion Board
Week 5	Learn about New Sensationalists	<i>Read 1. "Shanghai Foxtrot" and "Five in a Nightclub"</i> 2. "The Golden Age of the Jazz Cabaret."	Round 2 of Shanghai Tour
	Analyze the reading, how does it represent a sensationalist writer?		Short Quiz on Lecture
			OER Training + Hands-on Lab work (w/Ariana) (Library 10F)

Unit Three — Hong Kong

	Analyze the director's ideas, aesthetics, and themes of the movie.	Watch In the Mood for Love	Midterm Project Outline Rough Draft
Week 6	Understand the "Culture of Disappearance"	OER Training (Review notes)	Private meeting with Professor (Outlines)
	Examine any historical relevance in the movie	<i>(optional) Read Letty Chen's chapter on HK</i>	Week 6 Discussion Board

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		Guest Speaker: Miao Dou, PhD candidate in Chinese and Comparative Literature, Washington University in St. Louis.	Round 1 of HK tour
			Short Quiz on <i>In the Mood for Love</i>
Week 7	Understand Hong Kong's political dilemma	Watch City of Glass	Week 7 Discussion Board
	Build a connection of the movie and Hong Kong's political dilemma.	Read " <i>The New Hong Kong Cinema and the 'Déjà Disparu'</i> "	Round 2 of HK tour
	Analyze and understand the movie's representation of Hong Kong.	OER Training (Library 10F)	
	Analyze the message, theme, or references of the movie.	Watch Kyle's Talk on HK	

Unit Four — Taipei			
Week 8	Understand Taiwan modern history	Watch Millennium Mambo or Kano	Discussion Board
	Explore the cultures and histories of Taiwan	<i>Read “Constructing A Nation: Taiwanese History and the Films of Hou Hsiao-hsien”</i>	Round 1 of Taipei Tour
	Memorize some important Taiwan and HK incidents	Midterm Review	
	Analyze movies about Taiwan history	Fill out Student agreement form	Short Quiz on <i>Millennium Mambo</i>
Week 9	Identify different presentations of subjectivity in Chinese lit	Watch Cape No.7 (in class)	Discussion Board
	Examine the Chinese peacock dance, its aesthetics, its meaning, and the culture surrounding the dance	Read 1. “Founding Taiwanese: From Chinese Fatherland to Japanese Okasan” 2. “Memories of the Future: Remaking Taiwanese-ness in Cape No. 7”	Round 2 of Taipei Tour

		Extra Credit: Chinese Dance Workshop, 5-7pm, CV1 lobby	OER Training + Hands-on Lab work (w/Ariana) (Library 10F)
			Midterm Project/Peer Review Presentations

Unit Five — Tokyo

Week 10	Understand Japanese Culture through hands-on cultural activity	Watch Dr. Born's Lecture on Anime	Round 1 of Tokyo Tour
	Analyze the increasing popularity of Japanese culture, food, and anime	Japanese Rice Ball Making, (CV1 lobby)	Short Quiz on Lecture
	Analyze the impact of Japanese Animation on Japan and the world	<i>Read 1. "Yasujiro Ozu: Tokyo Story." 2. Matsuo Basho (poet)</i>	

	Learn about Tokyo culture	Watch Spirited Away (in class)	Week 11 Discussion Board
Week 11	Analyze the cultural and historical significance of the Tokyo Shintoism	Optional Materials: Adam's talk on Tokyo Olympics	OER Training + Hands-on Lab work (w/Ariana) (Library 10F)
	Start on OER project early	<i>Optional Reading:</i> "Tokyo Stories"	Round 2 of Tokyo Tour
			No Quiz (Work on OER Final)

Unit Six — Seoul

	Learn the history of K-pop until now	Watch Guest Lecture on K-Pop	Week 12 Discussion Board
Week 12	Understand the cultural wave effect of K-Pop	<i>Read 1. "Critical Discourse of K-pop within Globalization." 2. "What Race Does Online: 'Gangnam Style' and Asian/American Identity in the Digital Age." 3. (optional) "Korean Literature & Arts in Choson Era." 4. (optional) "Korean Participation in the Vietnam War."</i>	Round 1 of Seoul Tour

	Analyze the cultural impact K-pop has in Korea and other countries		
Week 13	Watch this week's movie	Watch Train to Busan	Week 13 Discussion Board
	Analyze the details of the movies (aesthetics, effects, cinematography, photography)	Optional Movie: 200-lb Beauty	Round 2 of Seoul Tour
	Work on your final	Optional Movie: Parasite	OER Project Discussion + Hands-on Lab work (Independent)
Week 14	Thanksgiving Week	Review other classmate presentations	
	Self-Reflection Tips		

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Week 15	Final Project Overview	Attend study sessions (CV1 lobby)	Final OER Session and Discussion (Library 10F)
		Complete Course Evaluation by UH	Final OER Project
		Complete Course Survey by Dr. Li	

Media Attributions

- SMART goal template

PART II

CHAPTER 2: CREATING ENGAGING LEARNING EXPERIENCE

3.

LEARNING ENGAGEMENT, LEARNER INTERACTION, AND EFFECTIVE LEARNING PROCESS

What is learning engagement?

Learning engagement is a critical aspect of academic success. It is more likely for students to succeed academically and retain the information they have acquired when they are actively involved in the learning process. Cultural studies is a fascinating and intricate discipline that presents a wide range of learning engagement opportunities.

This field looks at how culture affects how we interact with others and how we perceive the world. Students can get a more comprehensive grasp of the complexity and diversity of human

lives by studying cultural behaviors, values, and beliefs. It promotes students to reflect on their own cultural upbringings and how they affect how they view the world.

Learning engagement in cultural studies can take many forms. For example, students can engage in critical analysis of media, examining how cultural values and ideologies are portrayed in popular culture. They can also engage in discussions and debates about cultural practices and beliefs, exploring different perspectives, and challenging their own assumptions.

One effective way to promote learning engagement in cultural studies is through experiential learning. This can involve field trips to cultural institutions, such as museums or cultural centers, where students can observe and interact with different cultural practices and artifacts. Alternatively, students can engage in service learning projects, where they work directly with members of different cultures and communities, gaining a firsthand understanding of their experiences and challenges.

Another way to promote learning engagement in cultural studies is through online discussion forums. Discussion forums allow learners to engage in asynchronous conversations with their peers and instructors, providing opportunities for reflection, critical analysis, and debate. Instructors can also use discussion forums to facilitate peer feedback and collaboration, encouraging learners to engage in constructive

dialogue and contribute to a collective understanding of cultural issues.

In conclusion, learning engagement is critical for success in any academic field, and cultural studies offers a wealth of opportunities for students to engage in meaningful learning experiences. By incorporating experiential learning, technology, and other strategies, educators can foster a learning environment that encourages students to explore and appreciate the rich diversity of human culture.

What is learner interaction?

Learner interaction is a critical component of any successful educational experience, particularly in the field of cultural studies. Cultural studies is an interdisciplinary field that explores how culture shapes our understanding of the world and influences social and political structures. To effectively engage with the complex concepts and theories in cultural studies, learners need opportunities to interact with their peers, instructors, and course materials in meaningful ways.

One way to foster learner interaction in cultural studies is through collaborative learning activities, which involve students working together to complete a task or solve a problem. This approach allows learners to draw on each others' diverse backgrounds and perspectives to deepen their

understanding of cultural issues. For example, learners might engage in a group project that involves analyzing a cultural artifact or exploring the impact of a cultural phenomenon on a particular community.

In addition to collaborative learning and online discussion forums, cultural studies courses can also incorporate experiential learning activities. Experiential learning involves learners actively engaging with the subject matter through hands-on activities or fieldwork. For example, learners might participate in a cultural immersion experience or conduct interviews with members of a particular community to gain a deeper understanding of cultural practices and beliefs.

Also, effective learning interactions in cultural studies can take place through the use of technology. Social media platforms and online forums offer opportunities for students to connect with other people from different cultures and engage in meaningful dialogue. Online resources such as podcasts and videos also provide a wealth of information and perspectives that can deepen students' understanding of different cultural practices and beliefs.

Regardless of the specific approach used, learner interaction is essential for effective cultural studies education. Learners need opportunities to engage with the subject matter and with each other to develop critical thinking skills, cultural competency, and a deeper understanding of the complex social and political

issues that shape our world. By fostering learner interaction, cultural studies instructors can create dynamic, engaging learning experiences that prepare learners to be effective global citizens.

What is an effective learning process?

The effective learning process of cultural studies involves several key elements, including active engagement, critical thinking, and the development of cultural competency.

Active engagement is essential to effective learning in cultural studies. Learners should be encouraged to take an active role in their own learning, engaging with the course materials, participating in class discussions and activities, and seeking out opportunities for deeper engagement with cultural issues.

Critical thinking is also a key element of effective learning in cultural studies. Learners should be encouraged to question assumptions, analyze arguments, and engage in meaningful dialogue and debate about cultural issues. They should also be provided with opportunities to engage in research and scholarship, applying critical thinking skills to complex cultural phenomena and developing their own perspectives on cultural issues.

The development of cultural competency is another important aspect of effective learning in cultural studies. Cultural competency involves understanding and respecting diverse cultural perspectives and practices, and being able to navigate cultural differences effectively. This requires learners to develop skills such as cross-cultural communication, empathy, and awareness of cultural biases and assumptions.

Effective learning in cultural studies also involves a focus on interdisciplinary and intersectional approaches. Cultural studies is an interdisciplinary field that draws on a range of theoretical perspectives, including anthropology, sociology, history, and literary studies. Learners should be encouraged to engage with these different perspectives, and to explore how cultural issues intersect with other social and political issues such as race, gender, sexuality, and class.

Finally, effective learning in cultural studies requires ongoing reflection and self-awareness. Learners should be encouraged to reflect on their own cultural backgrounds and biases and to develop an awareness of how these shape their perspectives on cultural issues. This self-awareness can help learners develop a deeper understanding of cultural differences and develop the skills necessary to navigate cultural issues effectively.

Overall, the effective learning process of cultural studies involves active engagement, critical thinking, the development of cultural competency, interdisciplinary, and intersectional

approaches, and ongoing reflection and self-awareness. By fostering these elements, cultural studies instructors can create dynamic and engaging learning experiences that prepare learners to be effective global citizens.

Social media, video-based discussion, or data visualization as tools to assist the effective learning process

In recent years, technological advances have opened up new opportunities for educators to enhance the learning process using digital tools. Social media, video-based discussion, and data visualization are three such tools that have shown great promise in supporting effective learning.

Social media has become a ubiquitous part of modern life, and it can be used to facilitate engagement and discussion in the classroom. By creating a dedicated social media group or page for a course, instructors can encourage learners to share and discuss course materials, ask questions, and provide feedback. This can create a collaborative learning environment where learners can engage with each other and with the course materials in a more dynamic way.

Video-based discussion is another tool that can facilitate

effective learning. By using video conferencing software, instructors can hold virtual discussions with learners, allowing them to interact in real-time. This can be particularly useful for learners who may be unable to attend in-person discussions due to scheduling or other constraints.

Data visualization is a powerful tool for enhancing understanding and engagement with complex data. By using visual representations such as charts, graphs, and diagrams, instructors can help learners to better understand and analyze data, and to identify patterns and relationships that might not be immediately apparent from raw data. This can be particularly useful in courses that involve quantitative data or statistical analysis.

While these tools can be effective in supporting the learning process, it is important for instructors to use them judiciously and thoughtfully. In particular, instructors should consider the unique needs and preferences of their learners when selecting digital tools, and should be mindful of potential distractions or barriers to engagement that may arise from the use of these tools.

In addition, instructors should ensure that learners are properly trained and supported in the use of these tools, and should provide clear guidelines and expectations for their use. This can help to ensure that learners are able to effectively

engage with course materials and participate in discussions and activities in a way that supports their learning goals.

Thus, social media, video-based discussion, and data visualization are three powerful tools that can be used to support the effective learning process. By providing learners with opportunities for engagement, interaction, and analysis, they can help to create a dynamic and engaging learning environment that fosters critical thinking and collaboration. However, it is important for instructors to use these tools thoughtfully and judiciously, taking into account the unique needs and preferences of their learners, and providing the necessary support and training to ensure their effective use.

4.

IMPROVING ENGAGEMENT THROUGH SOCIAL MEDIA

Introduction of social media use in the classroom



It is no secret that social media is immensely popular among today's students. Consequently, many educators have started

integrating social media platforms such as YouTube, Instagram, Twitter, and Facebook into their teaching to engage students. This includes creating classroom assignments based on social media posts, such as fake Facebook profiles for historical figures or using bulletin boards.

However, when using social media in school, instructors must consider several factors. The first and most important thing to consider is their institution's policy regarding social media. To view their students' social media content, professors may have to become virtual friends or followers of the students on social media, which may be unacceptable or prohibited by their universities' policies.

Additionally, transparency is crucial; parents and guardians should be able to follow along with what students and instructors are posting. To achieve this, social media accounts should be made public, or parents and guardians should be invited to join classroom groups if the accounts are private.

Furthermore, instructors must acknowledge that not all students have access to social media or technology. Therefore, versatile instructions must be provided to allow every student to participate in classroom activities.

Lastly, professors should respect that social media accounts are personal and avoid congesting their students' social media feeds with school assignments. Some instructors may ask

students to create separate classroom accounts, allowing them to use their primary account for friends and family while using a secondary account for classroom content.

With that being said, the potential and possibilities of incorporating social media in the classroom are endless.

There are tons of social media platforms that teachers can utilize, but here are the most popular ones:

- Facebook and Instagram: to create groups and share information internally
- Twitter: to encourage open forums and debates
- Pinterest: to share and inspire ideas

Here are some innovative ways instructors can start using social media:

1. Stories features

Social media platforms like Instagram, Facebook, and YouTube offer a convenient “stories” feature that is ideal for students to enhance their presentation abilities.

2. Twitter as an open-discussion forum

Twitter is an excellent platform for class discussions and messaging. The platform's character limit of 280 promotes critical thinking in students, encouraging them to communicate effectively and concisely, which is an essential skill to cultivate.

Instructors can use Twitter to remind students of assignment deadlines, and share inspiring quotes and useful links to practice quizzes and resources. Additionally, they can create discussions and Twitter chats centered around a particular hashtag that they create.

3. Pinterest inspiration

Professors have the ability to establish Pinterest boards dedicated to each of their classes and gather pins that are pertinent to their lessons.

For educators, Pinterest offers an excellent social media platform to compile and arrange resources, lesson plans, and worksheets for their classes in a centralized location. Generate boards

based on the course or topic and establish sub-topic boards for weekly units or all worksheets.

Moreover, Pinterest can be a valuable resource for students to create a digital reference list for research projects, papers, or group assignments. By pinning websites, books, or videos to a board centered on a particular subject, students can refer to it later when it's time to write.

At the same time, social media is not limited to classrooms; it can also be a powerful tool outside the classroom. Here are some ways instructors and faculty expand their reach:

1. Make your social media more accessible and searchable.

Facilitate the discovery of your university's social media accounts by integrating links onto their website. This can be done by adding them to the main navigation or creating a dedicated directory that consolidates all profiles in one location.

Given that most potential students often visit a university's website as a starting point, providing additional avenues to connect with the school

through social media can offer a unique glimpse into campus culture.

2. Highlight and share school events and opportunities

To entice potential students to your class, share images and updates about campus events that offer a glimpse into the university's atmosphere. By emphasizing extracurricular activities and events, you can distinguish your class from others. Social media platforms allow for a more personalized and informal approach.

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5.

ENHANCING INTERACTION IN VIDEO-BASED DISCUSSION

Video-based discussions become more and more important in both online and in-person classes. One of the biggest challenges teaching during the pandemic, however, is the lack of engagement between students and professors, and students and students. Many of my students have expressed how much they have missed chatting with classmates and communicating in person with professors when they take online classes. Therefore, interaction becomes a big challenge and essential component in teaching, especially in the pandemic and post-pandemic era.

1. Benefits of video-based discussions

Video-based discussions' benefits are multifold. Videos, as a major form of visual aid, can hold the audience's attention span for a much longer period of time than texts. Applying videos and other visual images have long been encouraged in pedagogical practices. For a long time, however, professors have mostly only incorporated videos into the teaching slides but rarely used video or other visual aids for discussions, though, occasionally, we incorporate pictures, videos and dances for students to discuss. In recent years, there has been a surge of video incorporation into the communication platforms as this chapter has been exploring.

2. The pros and cons of video-based discussions

Students have shown some passion for the video-based discussions in and outside the classrooms. Dr. Melody Li has won the 2020-2021 MMI Teaching Prize for Innovative Use of Media at the University of Houston. Students' recommendation letters have proved her effective use of media in student engagements. One sings praises for the use of Zoom for class discussions and office hours. One writes, "She even

provided us with some online platforms like Flipgrid to share our thoughts, activities and dialogues during the pandemic. This not only helped us practice Chinese with each other but also comforted us during the isolation.” Another writes, “She set up a YouTube channel to provide students with resources and information in our areas of study, which is very helpful and clear.” A third student commented, “Even during the pandemic Dr. Li was able to engage students effectively on Zoom. She breaks students into discussion groups with the breakout room function, asking us to discuss in groups then share with the class afterwards. Sometimes, for controversial questions, she uses small-group debates to evoke our critical thinking.” All these have shown video-based discussions can facilitate learning and interactions in the classrooms. However there could be some disadvantages of using video discussions. Some, for instance, may rely on the internet too much when we allow online discussions. Video discussions could also be quite distracting and long videos can hardly hold students’ attention nowadays. Besides, students already spend a lot of time on the screens so having them focus on video discussions could potentially add another challenge.

3. Examples of using YouTube videos (for introduction, navigation, etc)

YouTube channels have been used by many faculty members to communicate knowledge and transfer information. Early on, Dr. Li has worked with the Office of Education Technology to create multiple introduction and navigation videos for her classes.

For instance: **CHNS 3343/3396_ChinesePopCulture**



One or more interactive elements has been excluded from this version of the text. You can view them online here:

[https://uhlibraries.pressbooks.pub/
educationaltech/?p=65#oembed-1](https://uhlibraries.pressbooks.pub/educationaltech/?p=65#oembed-1)

This video is an Introduction video of CHIN 3343 Chinese Popular Culture. It has included an introduction of the instructor, the course, and its objectives, contents, format, and assignments. After watching this video, the students would have a glimpse of the holistic picture of the course, which students find helpful. These videos however, have to be kept

short and neat, nowadays most younger generation students get used to shorter videos like Instagram and Tiktok, so any videos more than three minutes would be hard to hold students' attention.

When these courses are taught online, it's essential to include a navigation video to give students a roadmap toward the main learning platform, laying out the steps of Blackboard. However, this may involve constant updates if platform is changed or content is updated.

4. Examples of student presentation videos

One of the most useful and popular video assignments I've used is the peer-reviewed presentation. Here is an example of a presentation guideline section (example taken from CHIN/WCL 3342 Tales of East Asian Cities class):

"INDIVIDUAL PRESENTATION(15%) — Each student will make a 10-15 minutes' presentation video based on the materials they have signed up for. The presentations are expected to provide contextual information on a key topic in syllabus, provoke critical thoughts, raise questions, and trigger class discussions. Presentations include oral presentation and multi-media to share what you learn, and it shall

cover:biographical information about the artist/novelist; stories in the readings; your own evaluation of this novelist/artist and his/her importance in contemporary Chinese culture. Recordings of your presentation are due every Monday by 11:59pm (Drop it off on the Onedrive folder link posted on BB). Your peers (classmates) are supposed to grade and comment on your presentations every Saturday of the same week by 11:59pm (through Google form). This assignment will be graded by your peers. “

In Dr. Li's midterm online meetings with students, they often reflect on liking watching others' presentations and learning from their peers. It also gives them a chance to get to know their classmates and their works, especially in online classes.

Dr. Li has previously set up a standard Google Forms for students to grade each other, like this:

Peer Review Grading Google Form for Weekly Presentations

Week 2-Walter Willis

Please answer all questions (required) and rate your classmate's project. This will count as a grade.

1. What is the Presentation on? *

Long answer text

2. What is your name? *

Short answer text

3. Rate Content (Shows knowledge and research of the topic. includes a good introduction, body and conclusion) *

5. Rate Flow of the Presentation (the speech flows without pauses or distractions) *									
1	2	3	4	5	6	7	8	9	10
Poor	<input type="radio"/>								
Great!									
6. Visual Aid and Technology (using powerpoint, videos, pictures efficiently) *									
1	2	3	4	5	6	7	8	9	10
Poor	<input type="radio"/>								
Great!									
7. The Presentation informs me of the topic and inspires me to think. *									
1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue
d from
the last
screensh
ot-peer
review
grading
form

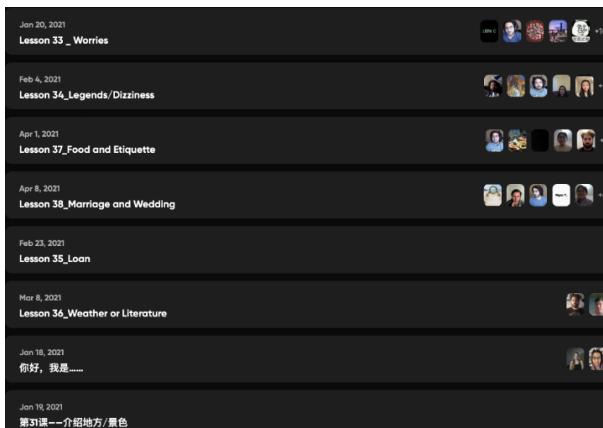
Students typically review their peers very carefully. In the last few years that Dr. Li adopted peer-reviewed presentations, students have made very diverse and useful comments, which is possibly more helpful than a single comment from professor. Also, it gives students the feeling as if they were being watched in class and getting feedback.

After collecting Google Form feedback, Dr. Li generated linked Excel sheets that can easily track the comments from the students as well as who have commented or not. If it's an online class, she counts their grading/reviews toward participation grade. Near the end of the semester, she will put together the names of the reviewers in an Excel spreadsheet and can easily calculate how many times each has commented.

Dr. Li has used this kind of peer-reviewed presentations in both in-person and online classes, and it has proved to be one of the most effective video-based assignments and discussions. It is strongly encouraged.

5. Examples of Flipgrid discussions

Dr. Li likes Flipgrid as supplementary off-class interactive apps. It gives students opportunities to interact with professors and classmates outside class. Besides having students do self introduction videos on Flipgrid, Dr. Li has students in her Chinese language classes do oral homework on the app. She has assigned different topics based on the topics covered in class; the exercise can be intimidating to some students at first but once they start doing it they get comfortable and find it an intuitive, nice way to connect.



Student discussion

This is a list of the topics that have been assigned in the CHIN3302 Spring 2021 class when the class was shifted to online. Dr. Li has given them mostly prompts based on the topics we cover in class, but at times, the topics cover the news

and the world. For instance, one topic was on the students' worries about COVID-19.

Lesson 33 - Worries

15 views, 131 likes, 14 comments, 7.1 hours of discussion

现在是疫情期间，学期也刚开始，可能你有很多担心的事情。可以跟我们说说你最担心什么。你期望这个学期自己、家人和国家有什么改变呢？(请讲3-5分钟)

Now during the pandemic, the semester just started, maybe you have a lot to worry about. Tell us what you are most worried about, and what do you expect to change for yourself, your family and your country this semester? (speak 3-5 mins, slowly)

Record

Student discussion

6. Other Asynchronous Video Based Discussion

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6.

INTERACTING WITH DATA THROUGH VISUALIZATION TECHNOLOGY

Data visualization is the process of using a graphical presentation to display quantitative information and other data. The reasoning behind integrating data through forms of visualization technology is an increase in viewer engagement. Presenting data in such a way can increase understanding of concepts and allow viewers to absorb information more quickly. When presenting data, it is important to remember a few simple questions.

1. Who is the target audience?
2. What do you want your visual to achieve?
3. What data visualization tool will best suit the data?

Simple tools of visualization technology are graphs such as pie charts, histograms, flowcharts, and infographics. In low-tech visualization tools, engaging colors are important. You should

consider using a color wheel as a secondary tool. Along with this, even with a visual technology display, be sure not to overcrowd or present too much data that the viewer is overwhelmed. If that is the case, it may be best to find another visualization tool.

Using an immersive presentation style may be the way to represent larger data. See some options below.

Prezi

Description: A multimedia presentation tool that is different from traditional presentation programs. Prezi uses motion and zoom technology to create a flowing presentation that highlights the entire presentation while zooming in on key points.

Cost: Free with account registration for basic designs and templates

Usage: Slide presentation

Example: [China Cultural Presentation \(Created By: Liza Caprino\)](#)



China
Cultural
Presentat
ion, used
with
Permissio
n from
Prezi.Inc

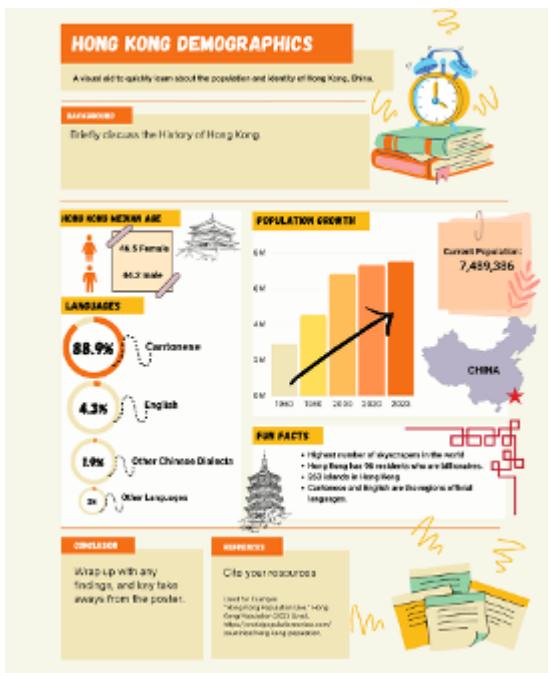
Canva

Description: A graphic design tool that allows users to create colorful and engaging materials with their easy-to-use software. With its database of up-to-date graphics, Canva is a great tool for quickly creating content with vivid colors and animated graphics. With predesigned templates, this tool is guaranteed to be beginner friendly.

Cost: Free with account registration for basic design and templates

Usage: Slide presentations, posters, social media graphics, and logos

Example: Hong Kong Demographic created through Canva



Google Earth

Description: This software uses satellite imaging to capture geographic data around the world and allows users to navigate worldwide terrain and sites in any city imaginable.

Cost: Free

Usage: Geographical presentations (landmarks, cities, regional terrain)

Example: [The Great Wall of China Presentation](#)



[ArcGIS](#)

Description: A software to view, edit, and analyze geographic data. This database allows the user to input statistics and create maps and scenes that represent data with actual geographics instead of written statistics. The website also allows cooperative work as projects can be easily shared between members.

Cost: Free with account registration

Usage: Create maps with environmental data

Example: [“Make a Map” of China created through ArcGIS.](#)



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7.

REFLECTIONS ON MORE TECH-ENABLED EXPERIENCES

Learning engagement theory has shown that when students are highly motivated, they are more likely to learn effectively. However, many factors can negatively affect student engagement.

- Irrelevant learning content: Learners quickly lose interests if they can't connect what's being taught to their own lives or interests. If instructors can incorporate student interest areas (sports, music, or pop culture) into lessons or assessments, it can be very powerful.
- Limited access to learning resources, including hardware technology such as computer and software strategy such as meaningful learning activities.
- Learning objectives are too far off learners' personal goals.

Students faces more challenges to engage in a cultural studies class. The goal of cultural studies is to analyze and understand how cultures are constructed and how they evolve over time, and the cultural concepts and phenomena are understood through signifying practices and representation, based on learners' subjectivity and identity.

Overview of potential technologies

1. 360-Degree Video

A 360-degree video is a special recording technology where a view in every direction is recorded at the same time. The shot uses an omnidirectional camera or a collection of cameras. Because it provides an all-around view of what's happening, it is also called a surround video, immersive video, or spherical video.

Creating a 360-degree video needs either a special setup of multiple cameras or a dedicated camera that contains multiple camera lenses embedded into the device, like a GoPro Max. Video footage can be stitched into one spherical video piece in the camera or a special software, such as [Adobe Creative Cloud 360 video editor](#), [Pinnaclesys](#), or [vriddle](#).

These videos can have informational or educational uses. YouTube, Vimeo, or many other related apps have large collections of videos related to Chinese culture. You can virtually visit [the Great Wall](#) or closely observe a traditional Chinese dance performance.

2. Virtual Reality (VR)

What is VR?



One or more interactive elements has been excluded from this version of the text. You can view them online here:

[https://uhlibraries.pressbooks.pub/
educationaltech/?p=104#oembed-1](https://uhlibraries.pressbooks.pub/educationaltech/?p=104#oembed-1)

Application examples

1. You can use VR technology to create immersive learning experiences for your students, such as virtual field trips to historical or cultural sites in China.
2. Although Google discontinued the Expeditions, you can still find many [VR stories about China](#), and a thousand-year-old ancient region in Naijing in a 360-degree video.

An art and museum expedition is also available online.

3. Nearpod VR: already has more than 450 ready-to-run VR lessons. Here is an example unit for middle school students to study ancient China.

3. Augmented Reality (AR)

What is AR?



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[https://uhlibraries.pressbooks.pub/
educationaltech/?p=104#oembed-2](https://uhlibraries.pressbooks.pub/educationaltech/?p=104#oembed-2)

Educational Applications:

Zappar is an AR platform that allows you to create interactive experiences using personal smartphone or tablet. It offers a variety of features, such as image tracking, facial recognition, and 3D models, which can be used to enhance learning experiences.

4. Artificial Intelligence (AI)

What is AI?

AI is one of the main technology used to create personalized learning experiences.



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[https://uhlibraries.pressbooks.pub/
educationaltech/?p=104#oembed-3](https://uhlibraries.pressbooks.pub/educationaltech/?p=104#oembed-3)

Examples of Application:

1. [ChatGPT](#)/chatbot: As the most popular AI technology, ChatGPT can create highly intelligent, interactive text adventure for users to get customized reply. See [this video](#) for instruction.
2. Advanced AI tools can tailor chatboxes for conversational communication between instructors and students, such as [Dialogflow](#), [Botpress](#), and [botstar](#). Please note, however, that some of them require you to have coding skills

5. Machine learning

What is machine learning?



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[https://uhlibraries.pressbooks.pub/
educationaltech/?p=104#oembed-4](https://uhlibraries.pressbooks.pub/educationaltech/?p=104#oembed-4)

Machine learning is often considered part of the AI, but it is worth considering due to its wide variety of educational applications. It builds a model based on training data, in order to make predictions or decisions.

6. Gamification:

What is gamification?



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can view them online here:

[https://uhlibraries.pressbooks.pub/
educationaltech/?p=104#oembed-5](https://uhlibraries.pressbooks.pub/educationaltech/?p=104#oembed-5)

Educational Examples :

In addition to ChatGPT, [Kahoot!](#) is widely used for engagement in learning, especially to create interactive presentations. Using game modes, it creates a self-paced learning journey for students.

PART III

CHAPTER 3: DEVELOPING YOUR OWN ENGAGEMENT

8.

PLANNING LEARNING ACTIVITIES/ TECHNOLOGIES THAT CAN SUPPORT OPTIMIZED LEARNING RESULTS VIDEO PRODUCTION

A real example

One student, Janice, created an engaging video for a weekly individual presentation for the asynchronous online course CHIN/WCL 3343 Chinese Popular Culture.

This assignment is an individual presentation:

Each student will give a 15-minute recorded presentation based on the materials they have signed up for. The presentations are expected to provide contextual information on a key artist in syllabus, provoke critical thoughts, raise

questions, and trigger class discussions. Presentations include oral presentation and multimedia presentations to share what you learn, and it shall cover: biographical information about the artist; at least two major works associated with the artist; relevance of this artist to our course themes, readings and viewing; your own evaluation of this artist and his/her importance in contemporary Chinese culture. Recordings of your presentation are due every Monday by 11:59 pm (email Professor, and then Professor will upload the link of your video on BB). The peers (classmates) are supposed to grade and comment on your presentations every Sunday of the same week by 11:59 pm (through the Google form). This assignment will be graded by peers.

This assignment aligns with the learning objectives in that it trains students to individually search for information about the writer, artist or cultural phenomenon they signed up for at the beginning of the class. It aims to have students select the most relevant and important information about the subject they pick. This skill set is especially important in a digital age, when information is widely accessible. So, instead of teaching students historical and factual information they could easily access online, it's more important to have students learn to collect and assess the information they find, and choose the most important and relevant information to share with their classmates. In this process, they learn to comprehend and effectively apply knowledge of contemporary Chinese culture

PLANNING LEARNING ACTIVITIES/TECHNOLOGIES THAT CAN SUPPORT OPTIMIZED LEARNING RESULTS VIDEO

and history to describe and analyze Chinese writers, dancers, singers, movie stars, fashion trends, etc. This assignment very much aligns with the objective of the class.

Janice's example serves as a great showcase:

1. She covers good information on the artist and answers these important questions: why is he significant and worth studying?; what makes him special?; how is he situated in Chinese music industry/history?; and what is his music style? Through Janice's summary, she identifies his impact in Chinese music and in general the popular cultural industry.
2. She then incorporates very good critical analysis with a few music videos she chooses. In these analysis, she demonstrates her abilities to use the vocabulary of literary and cultural criticism to interpret Chinese cultural phenomena. Her analysis is superb, as she elaborates on the messages/themes, color combinations, camera angles, clothes, etc in the music videos, with these evidence she comes up with a key argument of each music video, similar to writing an analytical paper.



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can view them online here:

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educationaltech/?p=92#oembed-1](https://uhlibraries.pressbooks.pub/educationaltech/?p=92#oembed-1)

Dr. Li has built up a peer review process for this weekly presentation assignment for three reasons: 1) these videos made by the students serve as great instructional materials, and they can add multiple voices and perspectives to the class; 2) the selective information would be more attractive to students as students often know their peers' tastes better; 3) the peer review process is supposed to be interactive, which can increase some participation for an online asynchronous class.

Here is [the weekly response peer review google form](#). Every Monday, the presenter will submit to the Professor their presentation video link, then the Professor posts on BB and has the class watch and review on this Google Form by the end of the week.

Since the peer review is anonymous, it usually gets quite a fair number of comments and responses. It increases the class's interaction and reduces the grading load for instructors. With this form, the instructor can easily calculate an average grade as well as providing different useful comments to the student, like this:

Dr. Li often takes students' comments into consideration

PLANNING LEARNING ACTIVITIES/TECHNOLOGIES THAT CAN SUPPORT OPTIMIZED LEARNING RESULTS VIDEO

and grades this as part of the participation grade. She informs them at the beginning of the semester, so most of them have projected sincerity and carefulness when reviewing their classmates' presentation videos. This assignment engages students from the making process to the review process.

Why can this increase audience engagement?

Video projects are one of the most powerful channels to have instant attention. By combining moving pictures, sound and text, videos can pack a large amount of information into a compact deliverable in terms of time and size. The popularization of mobile devices maximizes the video's potential. The burst of TicTok and other video-based social media has proved the video's influence on audience engagement.

In the context of classroom, video presentation wins against other formats because the most important content is already pulled out directly in front of audience with digestible, persuasive and efficient display. Presenters can use videos to inform the audience, demonstrate learning results, support/argue a perspective, or even inspire the peers to take an action!

However, not every video presentation can achieve high

attention. In addition to topic selection for a target audience, you can also use these tips to increase engagement:

1. Quality. Viewers' first impressions on the presentation's accountability are largely built on the video quality. Blurry pictures and lousy audio discourage the audience to continue viewing the video.
2. Narrative: Pictures are good to attract viewers' attention at very beginning but may also distract them from the major theme of a video as it goes, because individual interpretations could be significantly different. A clear narrative helps the audience to experience what the presenter intends to show.
3. Timing: Short-form videos are generally more engaging than lengthy ones. Some research shows people tune out after 10 to 15 minutes into a video presentation. A ten-minute attention span is a natural brain and psyche working habit. An engaging video either limits the length or gives audience an attention break through a well-timed pause, such as inserting a question slide. Each slide also needs to be purposely timed to keep viewers' attention.
4. Professional editing: Unlike information transferred through writing or talking, a video has so many elements from picture to text, and need multiple senses of vision, listening, and speaking to collaborate together. Any disconnection between the presentation

PLANNING LEARNING ACTIVITIES/TECHNOLOGIES THAT CAN SUPPORT OPTIMIZED LEARNING RESULTS VIDEO

elements, such as a gap between picture and narration, can drive away viewers. Similarly, the aesthetic perception can affect viewers' engagement.

The exemplary presentation produced by Janice demonstrate an elaborate selection of design tools to improve audience engagement.



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[https://uhlibraries.pressbooks.pub/
educationaltech/?p=92#oembed-2](https://uhlibraries.pressbooks.pub/educationaltech/?p=92#oembed-2)

Her tools include :

1. [Canva](#): Canva is a graphic design platform where users can edit photo and videos for social media or presenting instances. Janice uses it to make slides that include eye catching images/background and artistic text.
2. [XBox Game Bar](#): This is a pre-installed tool in Windows 10 for video capture. This tool also includes sound modulation options for different outputs such as background applications and chat. Janice used it to record screenshots and voice over simultaneously. It

creates a naturally progressed video that audience can go closely with the presentation flow through presenter's perspective.

3. [Adobe Premier Rush](#): It is a video shooting, editing, and publishing tool. Editors can add transitions, insert titles/subtitles, enhance color presentations, and adjust size for sharing platforms. Although it is a free tool, it can still create relatively high quality video from both PC and MAC devices. Janice used it to assemble video clips and add audios.
4. [Google Drive](#): This is a cloud-based file storage and synchronization service. Janice used it for sharing the video with selected users. Similarly, video presentations are also commonly shared through social media, email, websites and e-portfolio.

Step by step guide to complete a project

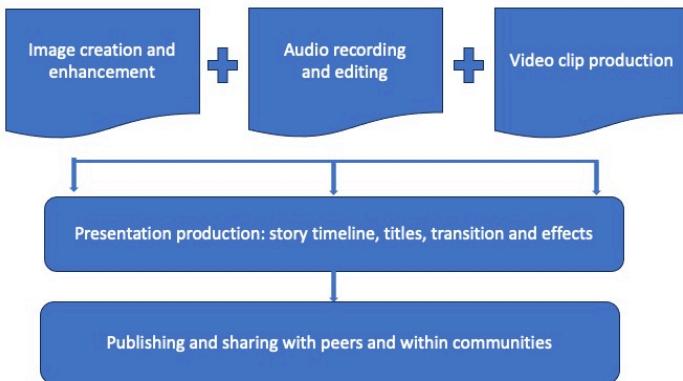
1. [How to find free images in Canva](#)
2. [How to find free images in Google](#)
3. [How to upload images to Canva](#)
4. [How to enhance photos in Canva](#)
5. [How to record screen, speaking and streaming video and audio with Xbox Game Bar](#)
6. [How to record screen with Xbox Game Bar](#)

PLANNING LEARNING ACTIVITIES/TECHNOLOGIES THAT CAN SUPPORT OPTIMIZED LEARNING RESULTS VIDEO

7. [Adobe Premiere Rush Editing Tools](#)
8. [How to create a new project and import media files in Adobe Premiere Rush](#)
9. [How to add more video clips to Adobe Premiere Rush project](#)
10. [How to add and customize titles in Adobe Premiere Rush](#)
11. [How to tailor transitions in Adobe Premiere Rush](#)
12. [How to customize titles in Adobe Premiere Rush](#)
13. [How to enhance color in Adobe Premiere Rush](#)
14. [How to add audio in Adobe Premiere Rush](#)
15. [How to preview video in Adobe Premiere Rush](#)
16. [How to preview a project in Adobe Premiere Rush](#)
17. [How to export a project to a social channel in the right aspect ratio in Adobe Premiere Project](#)
18. [How to export a project to a social channel in the right aspect ratio in Adobe Premiere Project](#)
19. [How to share a file in Google Drive \(multiple platforms\)](#)

Conclusion

Janice's experience shows a sequence of video production from element creation to project building as listed below



1. 1. Created slides and video clips and enhanced quality.
2. Recorded narrative and edited audio with effect
3. Integrated video and audio files into the final presentation project and then adjusted the tone and visual outcome.
4. Added titles and transition
5. Published and shared the video presentation on her favorite platform.

The right tools helped her present on a Chinese cultural icon. Thus, she could share her analysis to those interested in the topic.

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9.

QUICK GUIDE TO DATA VISUALIZATION

What is data visualization?

Data visualization is the graphic display of information and data utilizing interactive visual tools like maps, charts, graphs, and other visual elements. It is used to make complex data sets easier to grasp and express findings in a clear and simple manner.

Visual data representation makes it simple to spot patterns and trends that may not be immediately obvious from raw data. Because data analysis and dissemination of findings are crucial in industries including business, science, government, and journalism, data visualization is a valuable tool in these sectors.

In order to effectively communicate insights and information, data visualization must take into account the intended audience, the type of data being presented, and the best visualization approaches.

Why is data visualization important?

Data visualization is crucial for a number of reasons:

- 1) Complex information communication: By displaying complex information in a visual style, data visualization makes it easier to obtain and comprehend. This makes it possible for individuals to rapidly and simply understand data and spot patterns, connections, and trends.
- 2) Supporting decision-making: Visualization aids in decision-making by presenting data in a clear and succinct manner. It allows decision-makers to base their choices on data-driven insights.
- 3) Increasing engagement: Compared to conventional modes of data presentation, data visualization can be more intriguing and engaging. Users can examine data in a more engaging and intuitive way with the help of interactive visualizations, which can improve knowledge and engagement.

How is data visualization used?

Various fields employ data visualization in different ways. Here are a few instances of data visualization in action:

Business: To evaluate and present financial data, sales trends, market research, and customer behavior, businesses employ data visualization. This aids in the development of sensible decisions and successful company strategies.

Science: The presentation of scientific data, such as experimental findings, statistics on climate change, or genetic information, uses data visualization. Visualization technologies can assist researchers in exploring and interpreting large, complicated data sets, as well as communicating findings to the public and other scientists.

Government: Governments convey data on topics including population demographics, public health, crime statistics, and election results via data visualization. This aids in informing programs and policies and disseminating information to the public.

Journalism: Journalists employ data visualization to produce interesting and fact-based articles. This aids in conveying

difficult information in a manner that the general audience can understand and find interesting.

Education: To help students understand difficult concepts, data visualization is being used more and more in classroom settings. It is possible to utilize it to produce interactive visualizations that assist students in exploring data sets, comprehending mathematical ideas, and visualizing scientific occurrences.

Personal use: Tracking fitness objectives, displaying personal finances, or examining social media activities are just a few examples of how data visualization can be utilized for private purposes.

What is the data visualization process?

The process of data visualization can be broken down into several steps, including:

- 1. Create your research question first.**

Understanding the purpose of your research must be a priority. This will define the kind of data required, the kind of analysis required, and the kinds of visualizations that will best convey your research or conclusions.

- 2. Get your data.**

The web provides access to a vast collection of metric, metrical, and spatial data. You can also download a vast amount of open data online. You can use the Qualtrics web survey platform to create, distribute, and get guidance on survey design, development, and distribution, which will help you with data collection, aid with developing your own data using techniques like digitizing photos and documents, gathering data via APIs, and scraping data from online sources.

3. **Clean your data.**

Prior to constructing a visualization, this step must be completed. Visualizing data that is clear and consistent will be considerably simpler. Clean data is devoid of flaws or anomalies that can make the data difficult to utilize or interpret. Instead of attempting to identify and correct problems as you create visualizations, you can concentrate on generating an effective visualization by starting with a clean dataset. The dataset you're dealing with will have a big impact on the data cleansing duties. Data cleansing typically entails:

- Removing extraneous variables
- Removing redundant rows and observations
- Taking care of outliers or bad data
- Handling missing values
- Creating categories or standards for values

Making typographical corrections

Visit [Clean and Prepare Your Data](#) for further details and best practices for data cleansing.

4. Select a type of chart.

It's crucial to choose a chart or graph that will help you convey your ideas to your audience. To choose a chart, you must first decide what message you want to convey.

[Chart Chooser](#): This website offers Excel and PowerPoint templates for creating a variety of charts.

[Catalog of Data Visualization](#): An effective formula for choosing a chart depending on your analytical or communication requirements

1. **Choose your tools:** There are many tools to choose from ranging from freely available open web-based tools to licensed desktop tools. Refer to the section below.
2. **Prepare data:** The kind of chart or visualization you want to make and the tool you use will influence the steps you need to take in data preparation.

Common data preparation tasks consist of:

- 1) Formatting correctly (treating numbers as numbers and dates as dates)
- 2) Put values into the proper units.
- 3) Focus on the information that interests you by filtering your data.
- 4) Data can be grouped and aggregate values (counts, minimum, maximum, mean, median, and mode) created.
- 5) Obtain values from intricate columns

- 6) Creating new columns by combining variables
- 3. **Create your own data visualization**

The standard approach for making charts entails the following steps, which should be followed:

- 1) Enter data into a software you choose
 - 2) Pick the kind of chart you want to make
 - 3) Determine whether the chart is effective
 - 4) Apply design concepts to refine
- The effectiveness of your chart might be significantly impacted by the way it is designed. Think about these design tenets.

10.

MARKETING YOUR POSTS IN SOCIAL MEDIA

Introduction

In today's interconnected world, social media has become an integral part of our lives; it offers the essential ability for communication, information sharing, and cultural exploration. When appropriately utilized, social media platforms can serve as powerful tools for promoting cultural learning in the classroom.

Setting up social media platforms

When integrating social media into the classroom, it is crucial to select appropriate platforms that align with classroom goals and student demographics. Different platforms offer unique features and cater to different types of interactions. Educators should consider factors such as the desired level of

engagement, the type of content to be shared, and the age appropriateness of the platform. For example, platforms like groupme or Facebook may be suitable for facilitating discussions and sharing posts, while platforms like Instagram or YouTube can be used for visual or multimedia-based activities. By selecting the right platforms, instructors can enhance student engagement and ensure seamless integration of social media into cultural learning.

Creating accounts and establishing guidelines for responsible and respectful online behavior is an essential step in setting up social media platforms. Educators should guide students in creating accounts that protect their privacy and ensure responsible online behavior. Clear guidelines should be established to promote respectful interactions, discourage cyberbullying, and protect students from potential risks. Professors should emphasize the importance of digital citizenship, including the responsible use of social media and the ethical sharing of information. By setting these guidelines, educators create a positive online environment that encourages students to engage in meaningful cultural exchanges while maintaining privacy and safety.

Integrating social media into cultural learning

Designing engaging and interactive activities is crucial to integrating social media into cultural learning. These activities should aim to promote cultural learning by encouraging students to actively participate and explore different cultural aspects. For instance, students can be tasked with sharing and analyzing cultural artifacts such as photos, videos, or music from various cultures. This not only exposes students to diverse cultural expressions but also encourages them to critically analyze and appreciate the significance of these artifacts. Interactive activities like conducting virtual interviews or discussions with individuals from diverse cultures further enhance students' understanding and empathy toward different cultural perspectives.

Encouraging discussions and debates on cultural topics is a valuable strategy for integrating social media into cultural learning. Online platforms can provide a space for students to express their thoughts, engage in respectful dialogue, and gain a deeper understanding of cultural diversity. By creating online discussion forums or groups, educators can facilitate conversations on cultural issues and practices, challenging students to analyze their own cultural biases and assumptions critically. These discussions foster critical thinking skills and promote the development of respectful communication,

allowing students to engage in meaningful exchanges that broaden their cultural perspectives.

Facilitating online discussions and collaboration

Research has shown that active, social, and engaging educational experiences lead to deeper learning. That being said, educators play a crucial role in facilitating meaningful online discussions and collaboration.

To effectively facilitate online discussions and collaboration, it is important to establish a system for monitoring and moderating social media activities. This ensures that the content shared aligns with the learning objectives and maintains a respectful and inclusive environment. Educators should actively monitor the discussions, addressing any inappropriate behavior or content promptly. By setting clear guidelines and expectations for student conduct, educators can create a safe space for cultural learning and encourage positive interactions.

Promoting active participation is key to fostering meaningful online discussions. Educators should encourage students to actively engage by asking questions, seeking clarification, and providing constructive feedback to their peers. This not only enhances students' understanding of cultural topics but also

promotes critical thinking and collaborative learning. By creating an inclusive atmosphere where all students feel comfortable expressing their thoughts and opinions, educators can facilitate a diverse range of perspectives and promote a richer cultural learning experience.

Facilitating peer-to-peer learning and collaboration is an effective way to harness the benefits of social media in cultural learning. Encouraging students to work together on projects, share insights, and learn from one another promotes a sense of collective understanding and fosters cross-cultural communication skills. By providing opportunities for students to collaborate with their peers from different cultures or countries, educators enable them to gain firsthand experience in navigating cultural differences and developing intercultural competence. This peer-to-peer learning approach encourages mutual respect, empathy, and the exchange of diverse perspectives, enhancing the overall cultural learning experience.

PART IV

CHAPTER 4: BEATING THE ASSESSMENT

11.

ACTUAL COURSE REFLECTION FROM A STUDENT'S PERSPECTIVE

Introduction

Examining the progress made toward reaching the targeted learning outcomes is necessary to determine the difference between learning goals and learning achievement. The following steps will assist you in locating the gap and filling it:

1. Set learning objectives: Decide exactly what you hope to accomplish with your studies. Make sure that your objectives are SMART—specific, measurable, attainable, relevant, and time-bound.
2. Analyze your present level of knowledge or abilities in connection to your learning objectives to assess your current learning achievement. This can be accomplished by self-evaluation, introspection, or input from peers,

teachers, and mentors.

3. Compare your present knowledge or skills to the targeted learning goals to identify your areas for growth. Determine the areas or gaps where you fall short of your objectives. These deficiencies may be connected to particular talents, skills, or knowledge.
4. Examine the causes of the discrepancy: Consider the causes of your failure to meet your learning objectives. Take into account elements like insufficient study time, inappropriate learning techniques, a lack of resources, or issues with comprehension.
5. Create a plan of action: Make a plan to close the gap between your learning objectives and accomplishments based on your analysis. Your goals should be broken down into smaller, more doable activities or milestones. Choose the resources, methods, and tactics you should use to improve your learning.
6. Reach out to mentors, teachers, or subject matter experts who can offer advice and help in areas where you are having difficulty. To help you close the gap, they can provide advice, suggest resources, or present more educational possibilities.
7. Track your progress: Be sure to keep tabs on how well you're doing with respect to your learning objectives. Keep track of the accomplishments, the areas that still require work, and any difficulties or setbacks that occurred.

8. Adapt and adjust as necessary: Constantly evaluate your learning strategy and make the necessary changes. If you discover that some tactics are ineffective, look into substitutes or enlist help from others to get through the difficulties.
9. Reflect and acknowledge accomplishments: Give yourself some time to consider your successes and the advancements you have made. Celebrating your accomplishments since doing so will inspire you to keep studying and fill up the gaps that remain.

Keep in mind that learning is a continual process and that gaps between your goals and accomplishments are common. You can achieve your learning goals by recognizing these gaps and taking the necessary steps to close them. To describe the actual example of the gaps, the author conducted the interview with students who took the course and their reflection on it. The following is the script of the interview.

Q: What are the overall comments on the course?

She thinks the strength of this course is its flexibility and fluidity. Interestingly enough, when the author asked any recommendation for improving this course, the students mentioned that the course could have been more strict. It could have been more concise with the date. For example, when the course starts, it is important to get the list of the date and follow these dates exactly. She said “watching a movie every week and putting an analysis message in the discussion

board is not that bad. I don't think the difficulty is high to be honest. I think the problem is shifting the date and requirement of the assignment."

Q: Any recommendations for this course?

She said "Our assignment is to read and watch videos. The professor does encourages students to respond to every posts. Her quizzes is pretty effective. The quizzes forced me to read and understand the materials. The quiz was very personalized question. Thus, students cannot find answers easily from other resources. She put multiple proms with specific scenarios."

It is crucial to ask something that students cannot easily search up. Students know how to cheat the system or easy way out, they will definitely take advantage of it.

Q: What change would you make before and after this course?

She said "something written I can read be able to learn from that piece of article. It goes a bit more in depth in my opinion. The course did not focus on as much as reading articles compared to videos."

There is a certain gap between this student's expectation and the actual course.

For some students who want to take an easy course, this might be a better option. We all have different expectations.

In a way, it is hard to create a video for students who are not good at creating videos without any guidance. If the professor were to have a video requirement in the future, it is important for students to have a small and quick tutorial on how to create a video.

“This semester did not include OER. It would have been better to write an essay only. Creating an OER publication is something that students are not familiar with. I don’t think it is something that student can put it on their resume. Teaching how to write a critical essay could have been better. Helping students write a critical analysis essay or analyzing different movies critically could be useful.”

Q: What do you think about her instruction style?

“I think it is a bit too flexible. It is a good thing. In the meantime, I think you need to maintain a certain degree of rigidity. For example, every discussion board is on time, all the discussion board dates are corresponding to the date on the syllabus. Clarity is a number one thing that she could improve. Clarity and structure. I think this kind of course that has very flexible and broad topics, you can do a lot with them. Then, you should have more structure with it.”

Q: What part of the course help you learning the most?

“Essay writing at some points...maybe the video. I am not sure to be honest. In general, I like to have a personal essay analysis. I think that is an integral part of the cultural class. Having students to be able to demonstrate those skills.”

What are the specific things you think the course can be improved in terms of curriculum, instruction, and assessment?

“Curriculum: make sure to put too many movies during the class time because movie takes up too much time. Something students can watch at home. I feel like class time can be used for more learning and more discussion based rather than just watching a movie. Even lectures and guest speakers, anything more interactive can be useful. That is just my personal preference.

Instruction: I think it is crucial to make sure that the consistent assignment date and how to complete it

We do a discussion board, a quiz, and a presentation for each week assessment by each group. I think it is a bit too much sometimes.”

12.

ALIGNING AN ASSIGNMENT WITH YOUR LEARNING GOALS

Introduction

In the last chapter, we talked about video projects that have been incorporated in Dr. Li's courses, including the weekly peer-reviewed presentations or midterm video submissions in the form of critical analysis. Those assignments naturally have technology components, as it involves video productions and evaluation. This time, we want to introduce the final project, as it's the main assessment of cultural courses (CHIN/WCL 3342 Tales of East Asian Cities and CHIN/WCL 3343 Chinese Popular Culture). We will first introduce the traditional way of the final project and a new format used in the Fall 2022 semester.

In the previous semesters, students have been given a choice to do one of three assignments as their final project (25% of the final grade):

1. Fan Fiction (Take one of the stories of the films we've watched, either write a story assuming an alternative plot, different ending, different characters, etc...or write a creative ending connecting to the original story). 2000 to 3000 words.

2. Critical Essay on one of the topics covered in this class. Students are encouraged to develop their midterm project for the final project. However, they must make substantial improvement, such as adding in depth analysis of the artist/movie/TV show/novel, or add another for comparison, and utilizing external sources. 2000-3000 words.

3. Make a film. Students are encouraged to make a short film, but the multimedia project must include at least 800 words written analysis in addition to the audio/visual components. (15 mins film minimum).

The most popular choice students opt to do it the Fan Fiction assignment, which is interesting to read as well. Some reflect that writing a fan fiction made them engage with the original materials, and some realize their creative talents while doing this assignment. This creative assignment, though different from the traditional critical essay (as in option 2), aligns with the course objectives. In order to write a good fan fiction of some of the materials we've covered, they'd have to comprehend the material they pick thoroughly, then they would have to identify the major writing/shooting style and learn to imitate it. Their writing should demonstrate their writing, reading, and learning skills gained from this class.

Here's the rubric made for this particular assignment:

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Criteria	Ratings				Pts
	4 pts Unsatisfactory: Meets few, if any, criteria	10 pts Average: Meets Criteria Inconsistently	15 pts Good: Often Meets Criteria	20 pts Excellent: Meets Criteria Consistently	
Ability to catch attention (1) Expresses an interesting plot (2) Catches readers' attention from the start, readers cannot help continue reading. (3) Getting the reader to care about its outcome. (4) Responds to all required aspects of assignment.*	4 pts Unsatisfactory: Meets few, if any, criteria	10 pts Average: Meets Criteria Inconsistently	15 pts Good: Often Meets Criteria	20 pts Excellent: Meets Criteria Consistently	20 pts
Originality: (1) Impresses the readers from beginning to end (2) interesting use of ideas, language, plot, character development, dialogue, imagery. (3) With a level of detail that draws attention	6 pts Unsatisfactory: Meets few, if any, criteria	18 pts Average: Meets Criteria Inconsistently	30 pts Good: Often Meets Criteria	40 pts Excellent: Meets Criteria Consistently	40 pts
Is well organized: (1) May challenge the readers to interpret the text themselves (2) Has a clarity that the development of the story and characters make sense. (3) Presents ideas in a logical order. (4) Leading reader smoothly from one point to the next. Uses transitions when needed.	4 pts Unsatisfactory: Meets few, if any, criteria	10 pts Average: Meets Criteria Inconsistently	15 pts Good: Often Meets Criteria	20 pts Excellent: Meets Criteria Consistently	20 pts
Uses effective style and correct grammar (1) Uses specific words to convey ideas clearly and concisely. Diction is lively, but "professional" as appropriate for an academic essay. (2) Constituted by sentences that are coherent and correctly structured (e.g. correct subject-verb and pronoun agreement; correct use of modifying phrases and conjunctions). (3) Shows evidence of proofreading. Free of minor errors (e.g. misspellings, incorrect punctuation, missing words).	4 pts Unsatisfactory: Meets few, if any, criteria	10 pts Average: Meets Criteria Inconsistently	15 pts Good: Often Meets Criteria	20 pts Excellent: Meets Criteria Consistently	20 pts

Rubric

Total Points: 100

Starting from the fall semester of 2022, collaborating with the wonderful two OER librarians in UH Library, Ariana Santiago and Katherine M. Carter, the assignments have incorporated Open Educational Textbook projects. Dr. Li has been a strong advocate for OER student-authored publications because she wants to feature the fantastic student research and assignments they've done. Also, just like this book demonstrates, open access publishing can be more accessible to the public than traditional publishing. We have then created a couple student-authored OER textbooks throughout 2022 Fall semester and 2023 Spring semester.

[Here is one book written by CHIN/WCL 3342 Tales of East Asian Cities students.](#) We've learned a lot throughout this process, the good and the bad. However, in general, this

project can make students engage students' learning, research and writing abilities, as it:

1. Helps students more engaged with the process of learning, reading and writing because of the nature of open access publications and the visibility of their work.
2. Gets students to think more deeply about the work they are doing and the information they are engaged with.
3. Enhances student-student and student-professor collaboration as students works in groups in these OER projects.
4. Helps the class to form an academic community and also get themselves in conversation with other academic

This course, “CHIN/WCL 3342: Tales of East Asian Cities,” already has a good structure for a book. The course contents are divided into six major cities in East Asia, including Beijing, Shanghai, Hong Kong, Taipei, Tokyo, and Seoul, with the course covering a new city every two weeks. The OER project replaced the previous assignment, which is the biggest assessment for the class. The course contents have determined the OER book format easily: the chapters are named after the cities, and each chapter includes an introduction of the city coauthored by the group, as well as their individual sections that involve critical analysis of the literature and films of that city. The weekly contents were redesigned toward this goal. In the beginning of the semester, students sign up for each

city and are grouped according to the cities. Students of each city present on the history, tourist attractions, and other media information related to the city every two weeks. Every couple of weeks, students learn about OER knowledge and concepts, and work on creating [the OER book](#) in Pressbooks with OER librarians Ariana and Kate. We were hoping through this project for students to not only obtain the critical analytical skills but also learn about e-publishing, Pressbooks, and copyright. Most importantly, through this project, they have learned to work with each other as a group and as a class, which they did not get to do as much during the pandemic.

We are excited to see the final product and are very proud of it. First of all, even though some students found the assignment confusing in the beginning, as it's the first time we are trying this out, in the end, everyone followed the format and chapter guidelines nicely. Second, many of the students' works are amazing, not only exposing the readers to the new media and literature that are worth reading and watching, but also demonstrating interesting, in-depth discussions. Third, the book has shown students' intense interest in the subjects they pick, as well as the group work and self-learning they have put in. It really looks good as a student-authored e-book. This will inspire other educators and students to adapt the model and produce more e-books. Meanwhile, this OER publishing format allows us to share works faster and more conveniently

than the traditional form, enabling many more to benefit from this work.

Media Attributions

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13.

BUILDING A SUCCESSFUL BIG PICTURE

Building a successful course track

When deciding what classes to choose, it is never a simple question about one single class. Instead, students are shaping a big picture of their academic or career universe by exploring each class's connection to their strategical goals. The journey to a degree is built within a framework where each assignment, project, and class is a solid building block and prepares themselves to be successful in their long-term academic or career plan.

Generally, when facing hundreds or even thousands of classes, some important strategies can be very helpful:

1. Check out your options for your course track

Familiarize yourself with the available courses prior to meeting with your adviser. During your first and second years, you'll take many of your required core classes. However, you'll also have space for elective courses. This is an opportunity for you to take courses that spark your interest.

2. Talk to professionals

Before it's time to enroll in courses, consider meeting with a professional in your intended industry. Ask them which college courses added the most value to their learning experience.

3. Connect with communities

Get to know real world problems by involving in the local community and exposed to diverse demands beyond classroom. This experience helps to create more independent study and design a path best fitting in the student's own need.

4. Consider the course's contribution to promote yourself

Courses are not independent pieces of unrelated topics, instead, they contribute together to build your expertise specific to a program or the job market. In this sense, the learning results from each course need to be easily observed and evaluated by outside world. The course assessment is

expected to help you create more thoughtful products rather than memory-based test questions.

Taking Chinese as a primary step toward profound cultural experiences and cultural studies

This CHNS course provides opportunities to think over topics on understanding oriental cultural and designing strategies for foreign cultural studies.

The beauty of the class is to put students in charge of their learning by giving students choices and the means to assess their progress. This strategy strongly fosters students' metacognition and independence. Students actively participated in the discussion on questions such as "what is a learning result of this class?" or "how can I design an activity/project that encourage deep engagement?" When making their own decision, students not only engage with course content, but also develop a vision of a correlated achievement in their interested field.

CHNS students can pick from diverse ways to demonstrate their written mastery (paper), verbal mastery (presentations), visual mastery (video editing), as well as kinesthetic mastery (video shooting).

Designing your academic/ career path for a wider audience

When students work hard to get a good grade, they need to ask a question what a grade can tell other people about my study background, my strength, my interests, etc. Unfortunately, it means very little. One needs to dig deeper and take a look at a timeline-based process in order to understand a student's ability.

Students need an environment to demonstrate their knowledge and expertise. To make their growth seen by more people, the class needs to help students to show learning results in relevant and engaging ways so that the student's potential can be recognized. This requires student's assessment to go beyond repeated exercise or simple numeric grade. Students can show their potentials by using a technology-enriched tool, such as multimedia or visualization, to name a few.

Therefore a student always needs to show real value through more tools rather than a simple grade. As discussed in [100 Things Students Can Create To Demonstrate What They Know](#), tech-enabled tools help students to demonstrate themselves more effectively. While a single course may show a limited aspect of a student's experience, below, we list a few

comprehensive ways that students can use to combine products over time.

A. Portfolio

A portfolio is a compilation of academic and professional materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences. It provides insight into your personality and work ethic.

Choosing the most relevant academic and professional experiences and putting them in an easily understood format will show an employer proof of your organizational, communication, and tangible career-related skills.

B. Professional images in media

Participating in professional discussion through such media as blog and discussion forum. You can capture the attention by showing your work, raise good questions, and provide solutions. Your growth and persistence in a specific field can promote your professional development and open more doors for you.

C. Social media platforms

Before participating in a social media, get to know the platforms. It seems like new social media platforms emerge every day, but the hottest new app may not be the best choice

for you. Currently, the largest platforms are still Facebook, LinkedIn, and Twitter. They can connect you with a large number of audience but give you narrow chance to be found by people who share same interests. So building a coherent network is an important step. You can start from people who know you in real world and then gradually expand to the cyber worlds.

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