

BL Instruction Pedagogical Practice

Institute-level TDG Project

THE HONG KONG INSTITUTE OF EDUCATION

Programme:	General Education Course	Course Code:	GEC1001-01E,- 02E, -11E and GEG 1010 -01E
Course Title:	Cross-Cultural Interaction through Online Presentations	Tutor:	Emma E. K. Buchtel

Description/Teaching Philosophy:

In previous years, students of this Cross-Cultural Psychology course had completed an in-class presentation as a final assignment. Students worked in groups to analyze a Chinese film or TV show in terms of whether or not it reflected theories about Chinese psychology that had been learned in class. Although creating and watching the presentations provided a nice opportunity to review and apply what had been learned in class, increasing class sizes made it logistically difficult to have all groups do an in-class presentation. Additionally, the stressful in-class presentation format seemed to exacerbate interpersonal difficulties; groups often had unexpected technical difficulties with showing clips from films, leading to crises during the presentation; etc. A new assignment or format seemed needed.

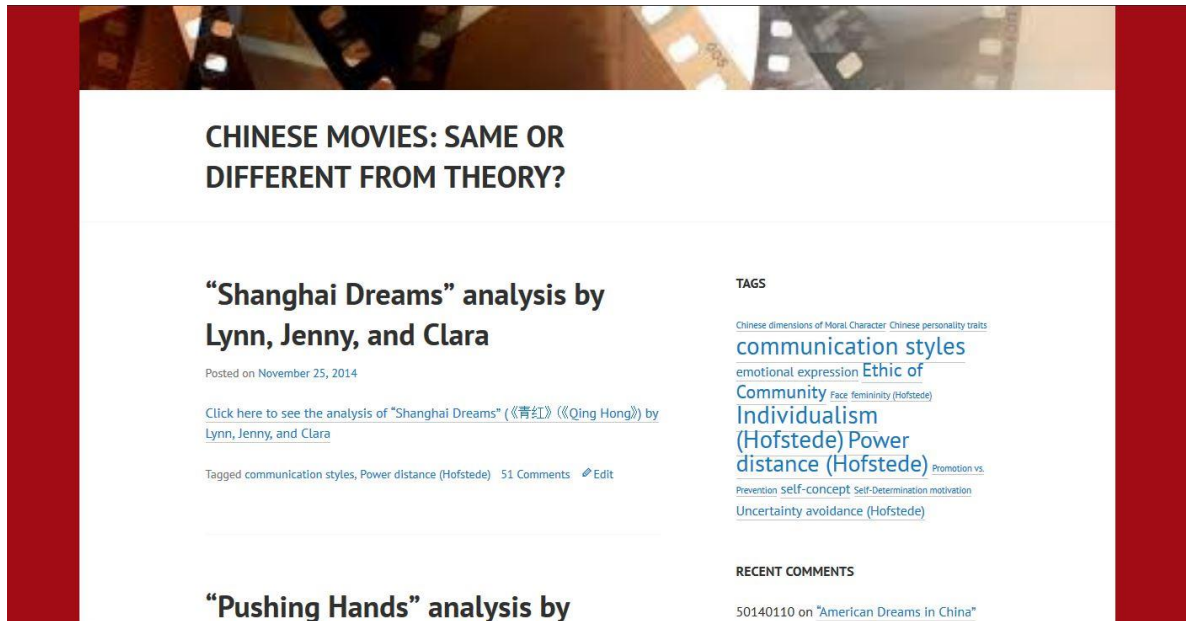
As a frequent user of the screen-capture and video-editing software Camtasia Studio, I considered asking students to use it to prepare a professional-looking video of their presentation instead of doing it in-person. But how to make this “extra” requirement feel necessary and authentic to students? I realized that such videos could be shared across the globe by posting them online; an activity that would be strongly related to the cross-cultural topic and CILOs of the course. A past colleague at the University of British Columbia (Vancouver, Canada) was happy to involve his Cultural Psychology students, and so the idea took flight.

The new online format of the assignment provided students with the opportunity to:

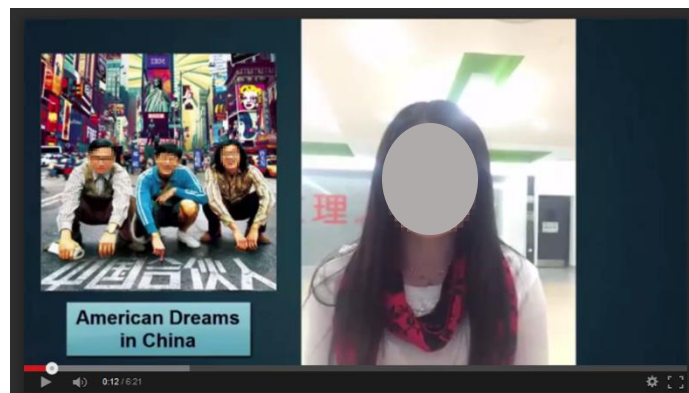
- Share Chinese culture with “foreigners,” increasing the sense of real-life impact of the assignment, including motivation to make sure “foreigners” understood Chinese culture accurately and positively
- Engage in meaningful, online cross-cultural interaction
- Experience the struggle and joy of learning how to use new software to create beautiful products; an important skill for future life in the “digital age!”
- Experience how the internet creates opportunities to connect with people from other countries / cultures

Sample Activities and the Artefacts:

The blog format allowed me to “tag” the films by which theories were used, increasing their educational value.



Students effectively used various software options to create beautiful films, and had fun while doing it.



Effectiveness and Lessons Learnt:

The Canadian students were instructed to leave 4 comments on 4 films, and to send the links to the comments to their course tutors for credit. The comments were uniformly polite and encouraging, and generally showed not only that the Canadian students had enjoyed watching the film analysis, but that they had thought about it as well.



■■■■ says:

November 30, 2014 at 9:52 pm [Edit](#)

It's really cool how you folks managed to link these topics of expression, immigration and harmony that you learned in lectures to a popular movie. I believe the ideas that you were discussing just goes to show how important cultural psychology is and how based on where these interactions take place- we can judge them differently.



■■■■ says:

December 1, 2014 at 10:14 am [Edit](#)

Thank you for your comment! We also enjoyed all your positive comments here. It is extraordinary to have such a chance to really communicate what we have learned with the students in another country~



■■■■ says:

November 28, 2014 at 7:33 am [Edit](#)

It was interesting to see that in this video, it clearly illustrates that there are a lot of variation within the culture. Even in highly collectivistic culture depicted in this video, some may show different expressing styles. Thanks for sharing the video.



■■■■ says:

December 4, 2014 at 8:18 am [Edit](#)

Thanks for your comments. I agree with your opinion very much. This video showed a lot Chinese traditional culture. We are glad to share with you. Wish you know more about Chinese culture through our introduction and love Chinese culture.

As a pedagogical goal of the course is to help students see the powerful effect of culture, but also to be keep aware of individual differences and how cultures change over time, I was particularly happy to see that many of the Canadian's comments mentioned that HKIED students' videos emphasized variation rather than general sociotypes.

In the last class session, the students and I enjoyed a relaxed "movie night," viewing and discussing a selection of the best student videos. The video format sparked questions and discussion in a way in-class presentations never had!

Issues and Challenges:

- Because clips from copyrighted movies were used as evidence, the final product could not be posted on YouTube.
- Because the blog used (WordPress.com) was not connected with student emails, students did not receive notification when there were comments or replies to comments.
- The blog did not display correctly on Internet Explorer.
- Google Drive was successfully used to host the student films, but it took time to learn how to adjust the settings so that the films were viewable by all, but not downloadable.