

**International Conference on
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Day 2 Abstract

Unveiling service leadership through digital videos in an interdisciplinary GE course

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Creating digital videos may be about pressing a button with smartphones. While this may capture authentic events, it is not only about making digital records for sharing but can also be good evidence to elaborate both the process and outcome of planned activities. This paper explores a case of an interdisciplinary General Education course with the essence of facilitating students to develop competence in service leadership in a university in Hong Kong. Student video productions were reviewed, and student learning experiences were collected through interviews with student groups.

It is common to have students write reports to demonstrate what they serve in community projects. Although they can collect recipients' feedback through surveys, it is difficult to show evidence of the affective component on quality of service. While students studying General Education courses are from different majors (business, arts and humanities, science) with diverse backgrounds and experiences, it is a good opportunity to showcase their talents, document their service leadership skills and capture recipients' emotions through reporting in digital videos.

Students learn about theories of service leadership in class but need to have an authentic learning experience. This case study reports on students working in different educational groups as they practise service leadership. They need to plan ahead the services they perform for the community. Each group must identify an educational site to promote concepts of environmental sustainability and how daily actions can make a difference. They have to make agreements with the target audience, arrange the resources required and include evaluation of the service provision. However, they need to have a back-up plan and make collaborative decisions if the original plan cannot proceed.

Students can have fun and sharpen their IT skills when they have to solve problems when shooting real-life events (Hafner & Miller, 2011). Students need to work collaboratively in order to produce a well-structured, high-quality documentary video. Group members need to take on a variety of roles, such as the director, a script writer, a presenter, a camera operator, an interviewer or an editor. Students from different majors can choose roles according to their strengths. They can build on one another's strengths with different characteristics (Hung, Keppell, & Jong, 2004). They need to learn to negotiate and manage their time while they have different schedules in university study. This provides a greater challenge when they have to work on the community project and manage roles and responsibilities for filming in real time.

In this case, digital production is used as part of the assessment on working on community projects. Students have a stronger ownership of the project (Kearney & Schuck, 2006), because it is also a form of celebration (Henderson et al., 2010). Because students may improve their IT skills by working on a video project, they can show it as an achievement in their e-portfolios to future employers as a demonstration of their talents in addition to the paper qualification.

References

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