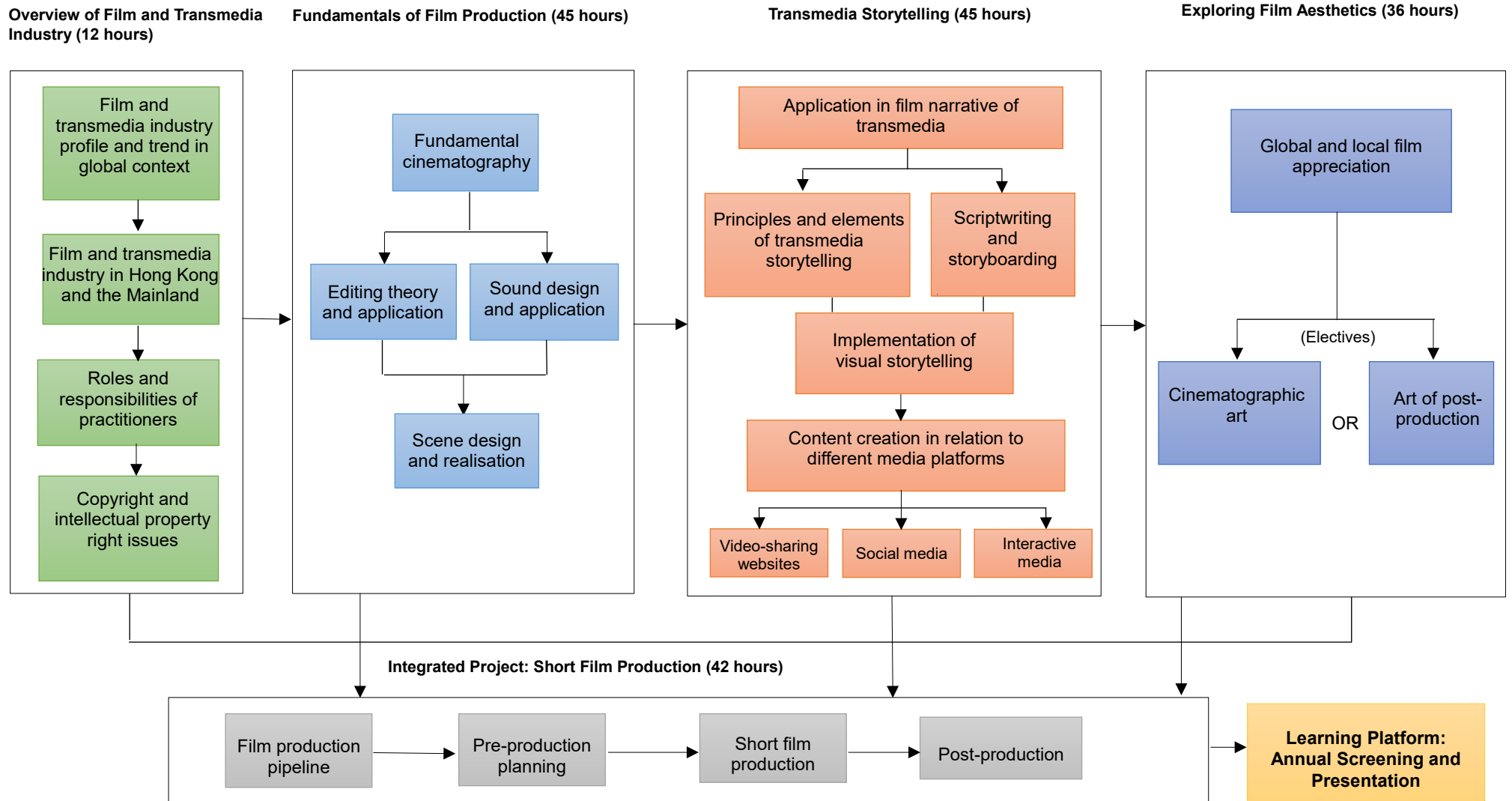


Applied Learning

2024-26 Cohort; 2026 HKDSE

Item	Description
1. Course Title	Film and Transmedia
2. Course Provider	Vocational Training Council
3. Area of Studies/ Course Cluster	Media and Communication/ Films, TV and Broadcasting Studies
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> (i) demonstrate a basic understanding of roles, responsibilities and professional ethics of a practitioner in the film and transmedia industry; (ii) apply basic theories and skills in film language including cinematography, editing, sound and scene design; (iii) express visual ideas through storyboarding and transmedia storytelling principles; (iv) develop critical thinking skills and appreciation skills through an understanding of film and transmedia industry, different cultural characteristics and styles of moving images; (v) integrate teamwork and problem-solving skills in film production projects; and (vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure



7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to transmedia, film studies, film making, creative arts, digital media, radio and television production, production management, film scripting and television writing and digital content development

Career development

- e.g. **positions at entry level** (e.g. assistants to directors, production assistants, continuity clerks, video editor trainees, camera operators, scriptwriter trainees, assistant digital content writers, junior multimedia producers, and junior research writer trainees) and **positions at managerial level** (e.g. directors/scenarist - director, producers, production managers, script supervisors, directors of photography and digital content specialists)

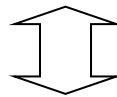
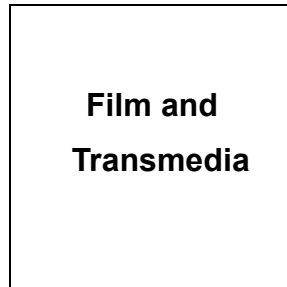
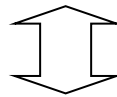
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhancing the writing skills of **Chinese Language** through script and creative writing practice
- enhancing the breadth and depth of **Visual Arts** by applying the design concepts, such as forms, shapes, patterns, colours and art media through hands-on video production activities

Expanding horizons, e.g.

- students taking **Business, Accounting and Financial Studies, Physics, Chemistry** and/or **Biology** may broaden their views and enhance their all-round development through studying the course



Relations with other areas of studies/ courses of Applied Learning

e.g.

Creative Studies

- Creative thinking cultivated in **Creative Studies** can enhance students' innovation which will be useful in the film and transmedia production project

Services

- the customer-focus concepts from the area of studies of **Services** can contribute and be transferred to the customer service requirement in film and transmedia production project

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – communication skills, oral presentation skills and writing skills
- **Mathematics Education** – measurements and scale
- **Arts Education** – appreciation and critiques in arts
- **Science Education** – fundamental scientific concepts and inquiry skills
- **Technology Education** – computer knowledge and skills

8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in film and transmedia industry.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures on the overview of the film and transmedia industry in Hong Kong, and difference between media platforms and their characteristics) and eye-opening opportunities to experience the complexity of the context (e.g. industry visits to film shooting locations, TV stations, news TV channels, post-production companies, and experience-sharing by professionals from the film and transmedia industry to widen students' horizons and to develop appreciation of the film and transmedia industry).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. film appreciation and critique on given film and multimedia video clips to discuss and analyse the narrative format and the application of knowledge and skills in film language and transmedia storytelling, and hands-on activities in shooting and editing to build up students' fundamental knowledge and skills in moving images).

Students are also encouraged to develop and apply conceptual, practical and reflective skills to demonstrate entrepreneurship and innovation. Students are given opportunities to integrate the knowledge and skills acquired and consolidate their learning (e.g. in the film production projects, students integrate and apply the knowledge and skills of film-making and transmedia content creation process, such as transmedia scriptwriting and storytelling to express interesting ideas, project organisation to develop management and communication skills, shooting and editing to produce a short film with appreciation value, self- and peer-evaluation to demonstrate analytical skills and critical thinking skills, and the annual screening and presentation to learn from peers and demonstrate creativity and achievements).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **Career-related Competencies**

- apply basic film language and transmedia storytelling techniques (e.g. directing, cinematography, sound and scene design, and editing) in the production of film and transmedia work;
- apply transmedia storytelling knowledge, such as scriptwriting and storyboarding, to convey messages that address the needs of target clients and to maximise the power of various media platforms;
- master the requirements of technical and creative roles involved in the film and transmedia production process;
- be aware of major local and global developments in film context and social culture;
- integrate and apply the film and transmedia production techniques and generic skills, including professional ethics, to produce a short film related to cultural and social issues to convey a message with proper values and attitudes; and
- explore the aptitudes and abilities required in the related career clusters in the film and transmedia industry, and develop a personal learning profile for further study and career development.

(ii) **Foundation Skills**

- demonstrate communication skills in verbal, audio and visual forms during group discussion, written and verbal presentation, film critique, production and presentation project in film and transmedia content; and
- apply related information technology skills (e.g. video editing software, motion graphic software).

(iii) **Thinking Skills**

- apply problem-solving skills, decision making skills, creative thinking skills in a short film production project (including organising and planning, creating, choosing, illustrating and producing); and
- upon appreciating and criticising film and transmedia contents of different genres and platforms, develop an understanding of cultural differences, interdependency and relationships among different societies and civilisations; analyse the impact of social, economic and technological changes from regional and global perspectives.

(iv) **People Skills**

- illustrate self-reflection skills after receiving feedback from tutors and classmates during various learning activities, such as group discussion, to improve the performance in short film production and film critique;
- demonstrate self-management skills in project presentation, preproduction planning and preparation for assessments; and
- apply interpersonal, collaborative and team building skills through active interaction with tutors and classmates during lectures, brainstorming, group discussion, presentation and project work in a production team.

(v) Values and Attitudes

- comply with the principles of originality, copyright and intellectual property rights issues in planning, designing and producing project work;
- nurture the necessary work attitude in becoming a media personnel after participating in individual and group assignments and experiencing the whole film production process, including idea generation, pre-production planning (e.g. scriptwriting, storyboarding, scheduling, location survey), shooting and editing; and
- demonstrate proper attitudes (e.g. enthusiasm and willingness to learn) through experiencing the evolution from ideas to finished work in the hands-on applications and various learning activities.