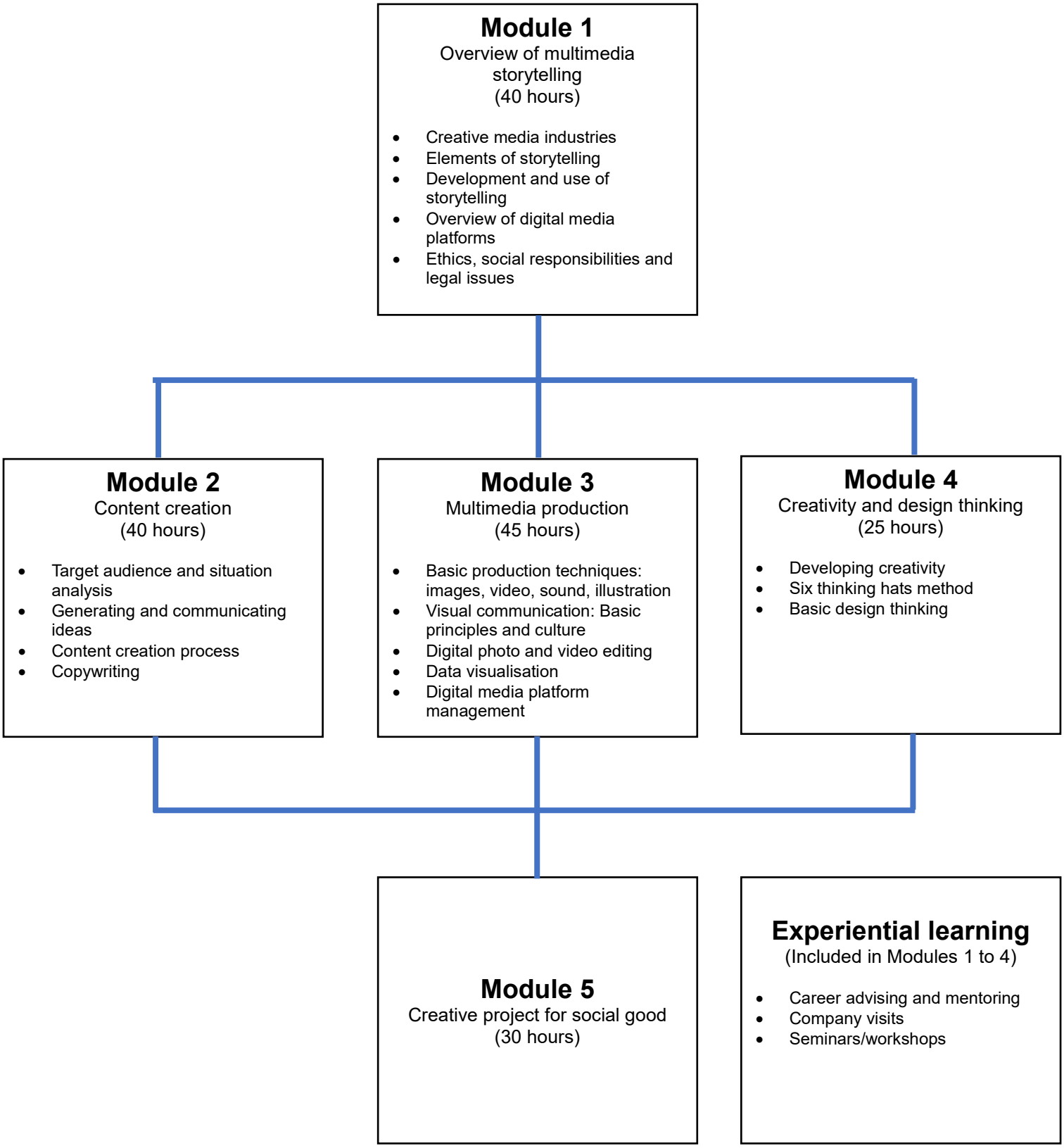
Applied Learning

2024-26 Cohort; 2026 HKDSE

Item	Description
1. Course Title	Multimedia Storytelling
2. Course Provider	School of Continuing Education, Hong Kong Baptist University
3. Area of Studies/ Course Cluster	Media and Communication/ Media Production and Public Relations
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	Upon completion of the course, students should be able to: (i) identify the structure of a story and forms of storytelling in creative media; (ii) evaluate and apply multimedia storytelling in the contexts of branding, news and entertainment content creation, copywriting, and public relations; (iii) build up a portfolio paving their career pathway in the field of creative media; (iv) explain the ethical, legal, and socially responsible way of storytelling; (v) apply creative and design thinking concepts for creating multimedia stories; (vi) apply visual communication skills and basic principles of aesthetics for effective multimedia communication across creative media settings; and (vii) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure

Multimedia Storytelling ApL course consists of 5 modules and experiential learning.



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 media and communication, public relations, advertising, animation, social media content production, fine arts, visual studies, creative arts and culture, business management

Career development

- e.g. content curator, assistant public relations, content manager, digital public relations, junior social media content manager, junior multimedia producer, digital media specialist, graphic designer

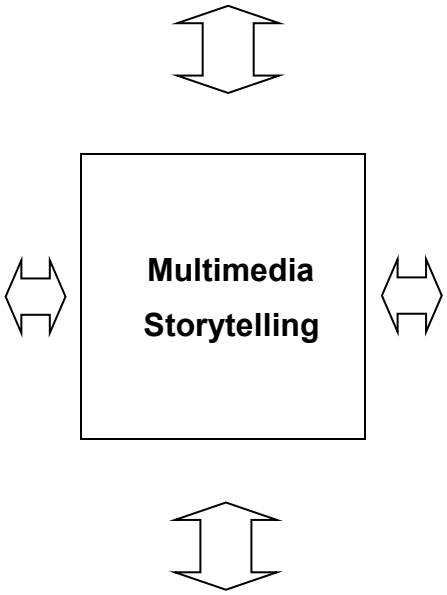
Complementarity with core subjects and other elective subjects

Enhancing and enriching**,** e.g.

- applying and enhancing writing skills acquired in **Chinese Language** and **English Language** through content creation

Expanding horizons**,** e.g.

- students taking **Health Management and Social Care** may broaden their views and enhance their all-round development through studying elements of storytelling



Relations with other areas of studies/ courses of Applied Learning

e.g.

Creative Studies

- knowledge in aesthetics and design enhances the quality of multimedia production

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** – verbal and written communication skills
- **Technology Education** – application of digital media skills
- **Visual Arts** – understanding, appreciating and critiquing visual communication

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 the field of creative media and communication.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures on the importance of storytelling and the use of technological tools) and eye-opening opportunities to experience the complexity of the context (e.g. company visits and mentorship activities).

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. hands-on content co-creation workshop).

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 group project, students integrate knowledge and skills in multimedia storytelling to plan and create multimedia work that advances a social cause).

9. Curriculum Pillars of Applied Learning

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

(i) Career-related Competencies

- create simple multimedia production with digital technologies, such as short videos;
- understand basic visual communication principles to identify suitable visual strategies for delivering tailored messages to target audience;
- strengthen communication skills to communicate effectively with target audience and achieve goals; and
- understand the work requirements of creative media industries.

(ii) Foundation Skills

- demonstrate effective communication skills through presentation in verbal and written formats in creative media contexts;
- apply mathematical skills in data visualisation; and
- enhance information technology skills through multimedia production using hardware and software tools.

(iii) Thinking Skills

- apply problem-solving skills in the production process of multimedia content on digital platforms for target audience;
- develop analytical skills through evaluating the information of target audience; and
- through content creation, generate creative ideas for grasping new opportunities.

(iv) People Skills

- demonstrate collaboration skills during group projects and mentorship discussions; and
- apply self-management skills through setting up schedules and monitoring the progress of the group project.

(v) Values and Attitudes

- demonstrate empathy and respect for others through identifying the cognitive and affective needs of the audience;
- developing self-motivation in learning through completing assignments; and
- demonstrate respect for intellectual property rights and professional ethics when conducting multimedia production.