

Filmed Documentary Group Project - Dr Jones Mathew

Name of the faculty	Dr. Jones Mathew
Position	Professor of Marketing, Program Director- PGCM, Chairperson – Rankings and Accreditation
Qualification	Ph.D, MBA
Experience & Expertise	-18 years of corporate experience – private and public Indian and MNC companies in marketing, sales, vendor development, retail operations & procurement. -13 years of academic teaching, research and MDP experience
Course Name and Year	Filmed Documentary Group Project – Services Marketing, AY 2018-19 onward
Area of Difficulty/Improvement	Increase the level of engagement through immersive and creative insights generation through artistic skills usage and eliminate copying; also, in a written report only 1-2 students in a group honestly work while the rest shared in the credit without contributing much or anything.
Description of the Difficulty/ Need for improvement	Written project reports have become boring for students. Additionally, it is easier to palm off written text of others by copying or by generating afresh without much difficulty using new age tools such as Generative AI. Filmed documentaries solve both problems - copying is impossible, and usage of Generative AI too is impossible in this format.
Innovation Name	Filmed Documentary Group Project
Description of the Innovation	Students in groups take on the different roles in a film crew. They choose a Services Marketing brand and different members take on roles such as scriptwriter, cameraman, interviewer, narrator, data analyst and researcher, and director. They shoot the entire project over 45 minutes and edit it down to 15 minutes with a running text scroll at the bottom of the film frames. Key aspects of the Services Marketing course are sought to be captured in the filmed documentary where consumers of the services, market intermediaries and company personnel are interviewed to get insights. During the presentation, the filmed documentary is supposed to be self-explanatory while the group faces questions from the faculty as well as the students.

<p>Learning Outcomes</p>	<p>The students learn the importance of visually representing the key concepts of the course. They learn to summarize a whole course of 30 hours or more of learning into a 15-minute documentary. They get to apply their learnings in class and creatively transfer it into rich media.</p> <p>They appreciate the power of creating a learning vehicle using rich (audio-visual) medium which they are already very familiar with as Millennials and GenZ'ers.</p>
<p>Other significant outcomes</p>	<p>The students learn the art of film making, a director's vision, the challenges of writing the right script, the difficulties in getting good interviewees, and so on.</p>
<p>Assessment of Innovation a. Is effectiveness tangible b. If YES, Evidence of effectiveness</p>	<p>a. Effectiveness is tangible in the form of videos that showcase learning and talent.</p> <p>b. The filmed documentary group project has clear evidence of effectiveness. Some of these documentaries are used as samples for future cohorts and one or two high quality videos may also end up on Youtube.</p>
<p>Is it Replicable?</p>	<p>YES</p>
<p>Any other Remarks</p>	<p>This could be practiced by all course facilitators because of its simplicity. It is a group student activity ensuring that every member of the group participates unlike written project reports where there is a high level of social and academic loafing.</p> <p>This pedagogy also helps in reducing or completely eliminating the IPR problem and the ubiquitous invasion of Generative AI in producing/ replicating content without the use of one's own knowledge and skills.</p>