

Table 1. Academic background of student participants and topics of video outcomes

Student	Academic Ability	Inquiry projects
Jessica	High	Study Room in Ma On Shan Library
James	High	Busy Life in Lung Hang Estate
Andy	Average	Investigating the Staff Room
Fanny	Average	Do you like daydreaming?
Kelvin	Low	Retired Life in Lung Hang Estate
Mandy	Low	Pressure of Students

Table 2: Literacies used in students' video outcomes for meaning representation in inquiry project

Literacies	Coding of ideas	Descriptions	Examples of Meaning Representations
Text	Perspective-making	Topic <i>Title of the video</i>	Andy showed the topic “staff room” at the beginning and the end of the video.
	Analysis	Clarification <i>Description of what the scene is showing</i>	Jessica used subtitles in her video to clarify the queue is entering the library.
	Perspective-making	Question <i>Posting question to audience</i>	Kelvin used question in his video to stimulate audience to think about spending time during retirement.
	Analysis	Interactions <i>Communications with audience as a connection to the next scene</i>	Fanny reminded audience in some part of her video not to focus on the previous scene.
	Critical thinking	Remark <i>Comments or self-reflections</i>	Mandy, at the end of her video, provided her self-reflections that care to teenagers is important.
	Observation	Decoration <i>Text that is not related to</i>	“The end”, “Special

		<i>the topic</i>	
Action	Observation	Behaviors of characters	thanks to...”, etc mostly at the end of the videos
	Observation	Gestures	Mandy used the behavior of “teacher hitting on the table” in the video to imply anger.
	Observation	Facial expressions <i>Faces that shows happiness, anger, sadness</i>	Kelvin employed the gesture “People around the table hold the cup up” to imply “Cheers”
Narration	Analysis	Conservations between people <i>Talking between characters in the video</i>	Andy utilized a frustrating face of a teacher to represent his representation of teachers’ feeling
	Analysis	Interviews <i>With question and answers in the conversation</i>	In Mandy’s video, the classmates were talking about the main character to illustrate the peer pressure advocated.
	Perspective-making	Monologue <i>Someone describes or say something in the video, with no interactions involved</i>	In James’ video, interview was done with the shopkeeper to investigate whether the restaurant is busy.
Cinematography	Observation	Pan shot	Mandy used monologue in her video to show the feelings of the main character.
	Critical-thinking	Zoom in	The camera of James went around the restaurant to demonstrate the busy atmosphere
			Fanny zoomed into the daydreaming girl to uncover what she is writing.

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	Critical-thinking	Zoom out	Jessica showed the outside of the library as a whole from the viewpoint of the library door.
	Critical-thinking	Fast forward	James counted the number of people in the restaurant to illustrate the fast pace of the people in Lung Hang Estate
Acoustics	Critical-thinking	Sound effects	The sudden stop at Fanny's video for the change of topic from the characteristics of a daydreaming person to what the person usually writes about during daydreaming
	Perspective-making	Background music	Music went along the video in Fanny's video to emphasize the topic about daydreaming. The song "Students" was used by Jessica as background music to illustrate her topic of inquiry is about student life.

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Table 3. Number of literacies in video outcomes

Literacy	Description	Kelvin	Andy	Jessica	James	Mandy	Fanny	Total
Text	Topic	1	2	1	1	1	1	7
	Clarification	2	2	5	2	1	9	21
	Question	6	0	1	3	4	1	15
	Interactions	0	0	0	1	0	7	8
	Remark	0	0	1	0	1	2	4
	Decoration	0	7	0	1	2	6	16
Action	Behaviors	5	8	5	3	6	10	37
	Gestures	2	0	3	2	4	6	17
	Facial expressions	3	1	2	1	5	7	19
Narration	Conversations between people	0	0	0	0	5	8	13
	Interview	0	0	2	1	0	0	3
	Monologue	0	0	0	0	1	0	1
Cinematography	Pan shot	1	0	2	3	0	1	7
	Zoom in	2	0	3	1	4	2	12
	Zoom out	0	0	2	0	1	0	3
	Fast forward	0	0	0	1	0	0	1
Acoustics	Background music	1	1	1	0	2	2	7
	Sound effects	0	0	0	0	1	1	2
Total number of scenes		8	23	12	8	10	32	94
Video	Use of videos	2	0	5	5	6	11	29
	Time (non-video/ whole video)	0:29/ 2:01	2:07/ 2:07	0:43/ 2:01	0:18/ 2:08	0:25/ 2:05	1:38/ 2:34	
	Video time portion	0.77	0	0.64	0.86	0.8	0.46	
Genre		Photo-story	Photo-story	Documentary	Documentary	Drama	Drama	

Table 4. Characteristics of the different genres of video outcomes

Genres	Characteristics
Documentary	- Less actions used
Jessica (High)	- Occasion use of narration and cinematography
James (High)	- Balance use of photos and videos
	- Background information at the beginning follows by interviews with analysis of data collected
	- Reflection of views
Drama	- More frequent use of narration, behavior and gestures
Fanny (Average)	- Recurrent use of acoustics
Mandy (Low)	- Involving more literacies
	- Scenes set for perspective-making
Photo story	- Infrequent use of cinematography
Kelvin (Low)	- less ratio of scenes with actions and narrations
Andy (Average)	- Mainly consisted of text and fixed actions
	- Representation of observations