

Students communicate practical techniques via video

Production

Embed video creation into physical group workshops to enhance the learning experience.

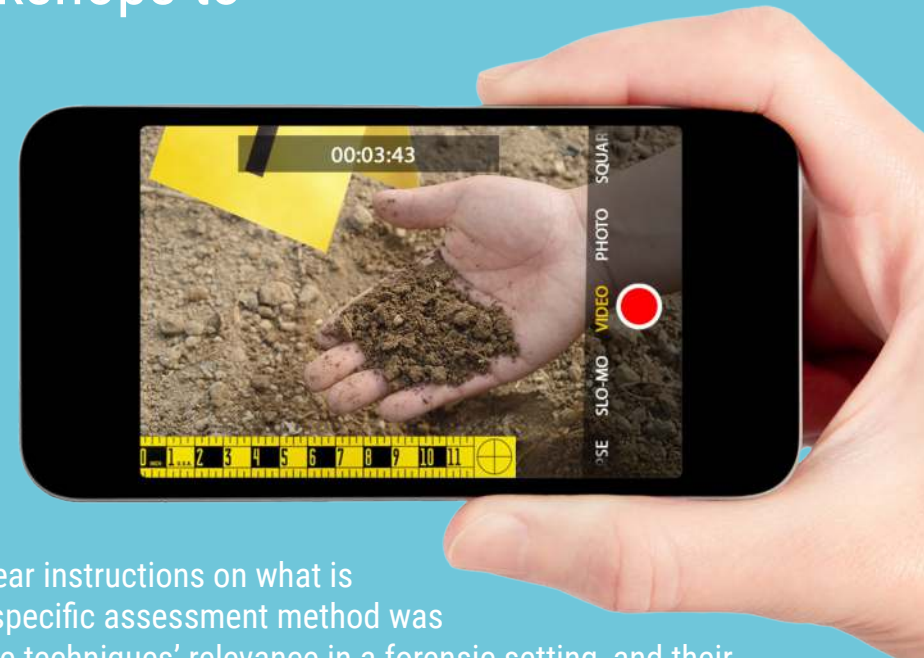
In this new approach to part of a module's formal assessment, the conventional method of requiring students to submit an essay has been transformed.

Students work in groups of four to design and produce their own video demonstrating their learned techniques and explaining the relevance of those techniques in a forensic scenario. Students then submit individual essays setting out their personal reflections on the exercise. In addition to learning new techniques, students are also acquiring skills in communicating to lay audiences, personal presentation, and digital video skills, all of which are important employability skills.

The exercise begins with the students being given a Powerpoint Presentation with clear instructions on what is expected of them, along with a statement of the assessment criteria. In this case, a specific assessment method was developed for the video element focusing on how well students are able to explain the techniques' relevance in a forensic setting, and their demonstration of the techniques. They are not marked on the quality of the video, but rather its contents.

Videos are no more than 3 minutes in length and produced collaboratively. Students are also given a workshop featuring a practical demonstration of relevant techniques. In producing their videos, students can choose to use whichever technologies they prefer (e.g., Smartphone), and are responsible for forming their own groups, and creating their own video designs. Once completed, students upload their videos using Panopto.

Feedback from running this activity shows positive student response, both in the reflective essays and in the module evaluation. Student marks tend to be higher for those engaging in this exercise compared to the conventional essay approach.



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Activity provided by Gillian Fowler in the School of Life Sciences.

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- 1 Identify a suitable activity or theme. Develop an assessment methodology appropriate to the assessment of video.
- 2 Provide instructions for students on what to expect, what is expected of them, and, if the activity is part of a formal assessment, a clear statement on the assessment criteria.
- 3 Run any required demonstration workshops.
- 4 Provide students with access to any technical assistance they may require via the Digital Education team.
- 5 Ensure all students are clear on how to use Panopto for uploading their videos.
- 6 Make it clear to students that the choice of video production technologies is entirely theirs, as is responsibility for forming their own collaborative working groups.
- 7 Allow sufficient time for the video assessment as well as any essays that students are required to submit.

Requirements

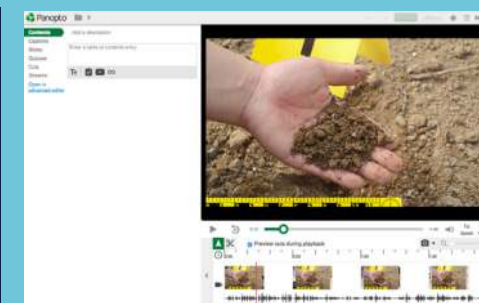
Instructions need to be prepared for students, as well as access to technical help and support if required. Adequate space and facilities are required to run any workshops or demonstration sessions. Access to Panopto is required to upload completed videos.

Preparation required: Once set up, time required is minimal.

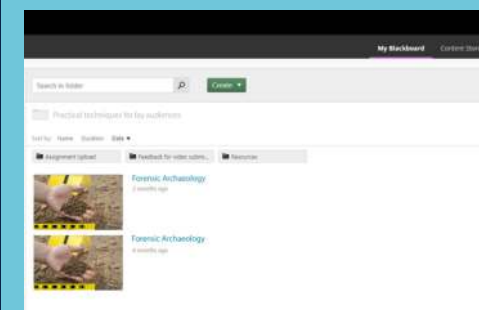
Audience: This activity serves up to 80 students, with limitations set by practical demonstrations and workshops and has been delivered in the School of Chemistry, Forensic Science Module with 2nd year students as part of formal assessment in a BSc course.

Level: Easy with support from the Digital Education team.

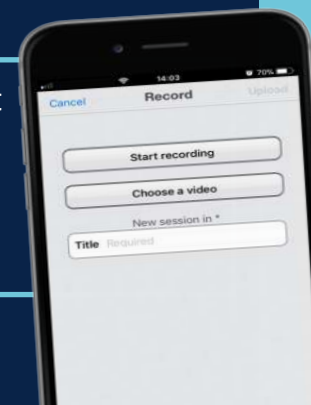
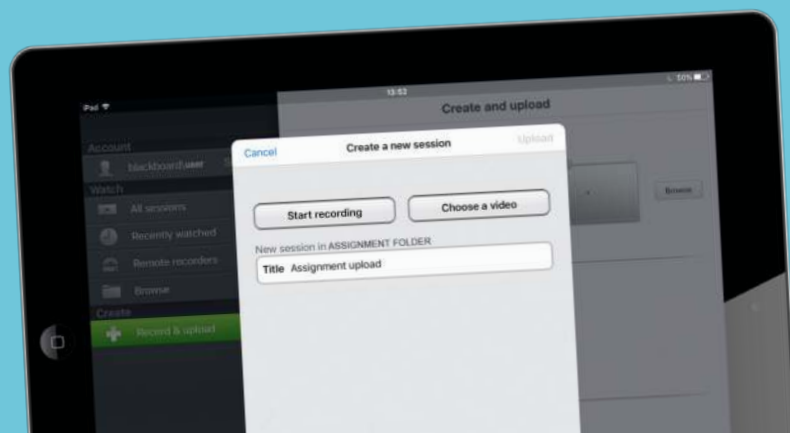
Additional Tips: Ensure that the students have a good understanding of the marking criteria before they begin.



Videos can be edited within Panopto, with a range of tools including cut, audio overlay and the upload of slides.



The Digital Education Team can support with setting up an assessment folder for students to upload videos.



For further guidance contact digitaleducation@lincoln.ac.uk

