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Enhancing
Assessment
Practices

Using Videos for assessment

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Description

Background/ Context

The elective project is a final year project in medicine and dentistry where the student chooses where they want to go in the world to enhance their skills and/or thinking about a specific area. This particular case was for an undergraduate dental course. Previous years had submitted a handwritten diary and a word processed account of their experience accompanied in some cases by pictures.

Motivation & Aims

The decision was made to change the assessment because it did not support the learning outcomes of the elective. For example, there needed to be some discussion around the social determinants of health and the ways these had an impact on oral health. There also needed to be a discussion around ethics or clinical governance, in addition to reflections on the experience and what the student felt they had learnt and had drawn on from their undergraduate teaching and learning. In previous years, some students had gone to places like Cambodia on elective and provided photographs of their visits to the temples of Angkor Wat, but failed to discuss the impact of civil war in Cambodia and the Khmer Rouge. This hinted that it was little more than a glorified holiday, questioning what they had learnt and not the reasons why politics had an impact and why Cambodia was dependent on Non-Government Organisations (NGOs) to provide health care. Other students discussed teeth in isolation from other social, economic and political factors that exerted an impact on people's ability for self-care. There was also an issue about some students being able to present well in written format which persuaded the reader about their experience, the video exercise levelled the playing field, enabled students to film the environment and depict the scale of what they were discussing and it also created a fun assessment.

It was decided that the assessment should change and that students should present a video about their experience that needed to be grounded in the surrounding environment. If the work had been done in laboratories in the UK then reasons why the work was necessary and thinking around the potential impact of the work on the population needed to occur. Although students usually, but not exclusively, attend the placements in groups, the elective project is an individual and student driven project based on their own personal learning experience, it also involves the student in constructive investigation in a real-world environment (Thomas 2000).

Methodology

Students were tasked with producing a 3-4 minutes video, a storyboard to illustrate how they developed the video and field notes to indicate what they researched prior to going on placement, what they learnt during the placement and their reflections post-placement.

The video was deliberately made a maximum of 4 minutes to encourage students to focus on the message that they wanted to convey. The field notes were accompanied by instructions based on a blend of Gibbs (1988) and Atkins and Murphy's (1993) models of reflection. This aimed to encourage students to think about their experience from before they began to after it had occurred and reflect on how it helped them to draw upon evidence, use and refine particular skills. The storyboard is a visual organiser, presented in the form of a series of cartoon style clips that tell a story whilst providing details such as introduction of music and transitions from one clip to the next. This helps convey the logic of the task at hand, simultaneously organising the thoughts of students and making the task of producing a video easier to accomplish. The storyboard assists the student with thinking about the logical flow of the video and the message they intend to present.

Students on an undergraduate dental course are used to more rigid forms of assessment; essays, examinations and observations of their practice. Consequently, they have a lot of experience of using

technical skills, but few opportunities to develop creative skills and different styles of presentation. For this reason, they were provided with 2x3 hour practical hands-on sessions using the creative media team at the university. They learnt how to build a storyboard, how to use their phones to shoot a video, how to modify them with cheap adaptors (£1.00 from the pound shop), how to alter sound and how to edit on their phones. One session specifically focused on editing in the editing suites at the university, with access to technical support should they so require. Students were also informed that we were not looking for the next Attenborough, but that we wanted to see what message they could convey and what they felt was important. They were also not allowed to video patients. This was deliberate, mainly to protect the anonymity of the patient, but also because we wanted students to think wider than the patient's mouth. If they were in a laboratory looking at cells then we wanted them to think about the real world application of the work they were observing and bring this into the video. Students were given instruction on copyright, for example using music on the video without artist's permission, or using other clips or photographs from the www embedded into their own work.

A site was built on the student's online learning environment (MOLE) offering detailed instruction on how to build a storyboard, provided them with a storyboard template in WORD that they could download and use. It also described field notes and how to structure them to be of use. There were also examples of different styles of video from cartoons to documentary style videos to provoke thought around the area. Explicit details of what students could and could not do were also provided to reinforce messages given during lectures and hands-on sessions. The site was used for students to reflect on and refer to if unsure.

A rubric was created to guide the students and feedback given to match with guidance on how to improve.

Successes/ Challenges/ Lessons Learnt

Staff members were more of a challenge than the students initially because the assessment was so different and they were worried about the academic quality. They were given instruction on how to mark the videos using an example from a student who had completed early. Feedback from staff was that they had enjoyed the marking process which was not as long or drawn out compared to previous years. There was also the option to provide verbal feedback whilst watching the video and this enhanced student interaction with feedback. The videos could be accessed quickly from anywhere in the word providing the staff member had access to the marking site. Staff members were encouraged to give positive feedback and the ways the work could have been improved. This was met with a positive response from students because they were being told what had worked well.

Overall, students enjoyed the task and found it a welcome change from other forms of assessment. They found the site a useful and helpful resource. We found that support, instruction and guidance were essential in order for students to feel comfortable with the task. Most students have phones that they can make videos on, for those that did not have this facility we used flipcams that could be rented from the university.

Challenges: there was an incidence of plagiarism and it was decided to reinforce that students had to reflect independently on their own experience and not represent the experiences of their colleagues. Some students felt unable to think creatively and were very much a product of their previous learning and experiences of teaching. Two students out of seventy-five uploaded in a format that was not accessible and had to produce their work on a memory stick. One student failed to wait for the upload to complete; on being informed that the upload had failed they initiated a second successful attempt.

Some students felt that four minutes was not long enough, others felt that four minutes was long enough for one message with examples. This highlighted students who could think logically and focus tightly on

conveying a message. The assessment separated out students who put maximum effort into their work and those who were happy with the bare minimum and content to scrape through.

Scalability/ Conclusion

This type of assessment lends itself to more visual forms of assessment and areas that need video to highlight what is being represented. It would be useful for many disciplines. The storyboard is useful to structure thinking and presentation. It is essential that there is media support and the ability to upload videos to a platform for marking.

References

Atkins, S. and Murphy, K. (1994). Reflective Practice. *Nursing Standard*, 8(39): 49-56.

Gibbs, G. (1988). *Learning by Doing: A guide to teaching and learning methods*. London: Further Education Unit.

Thomas, J. W. (2000). *A Review of Research on Project-based Learning*. Available online: http://www.bobpearlman.org/BestPractices/PBL_Research.pdf Accessed 16/08/2019

Additional Resources/ files

Example of marking rubric

Mark	30-45%	50-55 %	60-65%	70-100%
Project design, focus and content	Title fails to reflect content. No explanation of project focus. Video disorganised and/or poorly presented/no editing /or no audio. Little evidence of professional approach or self-direction.	Title clear. Supports content of the elective. Explanation of project focus present, but needs more clarity. Video largely well-presented and organised but appears fragmented, choppy and in need of editing. Some evidence of professional approach and self-direction.	Title and focus clearly related to the chosen topic. Supports content of the elective. Explanation of project focus with details. Video clearly presented and well thought out but may need minor editing. Clear evidence of professional approach. Project clearly represents self-direction.	Title clear, supports content of elective. Highly original, approach, provides insight. Educational, entertaining, well discussed. Highly professional approach. Clearly self-directed exhibiting passion and enthusiasm for chosen field of study. Video completed and well edited /or moves smoothly from scene to scene. Audio and other enhancements used for maximum effect.
Storyboard as a medium of	Fails to submit a storyboard	Storyboard sketches are	The storyboard includes logically sequenced sketches	The storyboard illustrates the video presentation

<p>planning and communication</p>		<p>not in logical sequence and do not provide complete descriptions of the video context and/or audio/text background. Process of development of video and ideas communicated briefly.</p>	<p>of each scene and includes details of voice over or text for each scene /photo and notes about included shots. Process of development of video explained and communicated but needs more detail.</p>	<p>structure and context with sketches of each scene. Notes of any transitions, (e.g. for special effects, sound and title tracks). Process of development explained clearly and communicated in detail. Notes about narration or text are included.</p>
<p>Quality of communication in the video</p>	<p>Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive/irrelevant information and only one or two facts about the topic are articulated in the field notes and video. Less than adequate evidence of student learning and efforts.</p>	<p>Presents visual information in an organized manner that can be understood by the intended audience, but the overall message appears vague. Field notes brief but exhibit evidence based approach which attempts to be drawn upon in the video. Adequate evidence of student learning and efforts.</p>	<p>Message reasonably clear. Good visuals, well organized and one or more of the following elements; field notes reflect broad research around the area and application of critical thinking skills; shows insight or understanding of the topic. These are drawn on in the video. Good evidence of learning and efforts in project.</p>	<p>Strong message clearly communicated. Excellent well-organized visuals creating a strong narrative and one or more of the following elements. Field notes reflect broad research around the area and application of critical thinking skills; shows notable insight or understanding of the topic. Draws on evidence when producing video. Excellent evidence of student learning and efforts in project.</p>

<p>Reflection</p>	<p>Does not move beyond description of learning experience. No attempt to connect past learning experience with current. Fails to reflect and show any awareness of self and understanding of others.</p>	<p>Reflects on project but at a surface level with little or no explanations or examples. The reflections show minimal thought and effort. Most of the reflection is irrelevant to student and/or learning goals for the elective. Student makes attempts at applying the learning experience to understanding of self and others. Some attempt at self-reflection but fails to demonstrate a new awareness of self and understanding of others.</p>	<p>The reflections show thought and effort. Student makes attempts to demonstrate relevance, but the relevance appears unclear for learning outcomes. Demonstrates connections between previous learning experiences and current and the application of learning to a broader context of personal and professional life. Student makes good attempts to analyse the experience by giving examples and to understanding of self and others. Illustrates the ability to reflect on personal limitations and capabilities. New modes of thinking not evident.</p>	<p>The reflections show extensive thought and effort. The learning experience being reflected upon is relevant and meaningful both to the student and learning outcomes for the elective. Student gives detailed examples and explanations, moving beyond simple description of the experience to an analysis of how the experience contributed to understanding of self, others, and/or the healthcare/research context. Insightfully connects current learning experience to previous experiences, demonstrating exploration of the learning process, showing what learning occurred. Ability to question own biases, stereotypes, preconceptions, and/or assumptions, defining new modes of thinking as a result.</p>
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<p>Factors impacting oral health/oral health behaviours and/or oral health research</p>	<p>Fails to attempt any description of the physical and social environment of the population/clinical or research setting. Tone of work demonstrates a lack of acceptance of diverse populations. Or fails to place research within a wider context of potential benefit for population.</p>	<p>Describes the physical and social environment of the population. Describes more than one different form of diversity within the population (e.g., language, race/ethnicity, religion, disability, gender and so on). Or clinical/research setting (economy, culture, government, policy). Considers potential future application of benefit of research for population.</p>	<p>Describes the physical and social environment of the population. Describes more than one different form of diversity within the population (language, race/ethnicity, religion, disability, gender, etc.) Provides a description of how external factors impact on oral health behaviours and/or research. Or considers the impact of potential future benefits of research for population.</p>	<p>Describes the physical and social environment of the population. Analyses historical impact on current circumstances (politics, war, famine, disease etc). Considers the impact of a range of social determinants on oral health; (policy, poverty, housing, work etc.) for the population. Identifies multiple ways diversity impacts on oral health care experiences. Highly original approach and/or further suggestions for research that may potentially benefit the population long-term.</p>
<p>Healthcare systems, environments and research institutions</p>	<p>Fails to attempt any contrast or comparison of healthcare delivery/environment/ research setting in country of choice to UK (or relevant area). Does not consider the ways the different systems may be</p>	<p>Contrasts and compares the different healthcare systems between the chosen country in the elective and the UK (or relevant area). Some mention of</p>	<p>Compares and contrasts the different healthcare systems/environments/research between the chosen country in the elective and the UK (or relevant area). Describes most financial and policy/governing bodies affecting service or research provision. Discusses value of developing networks.</p>	<p>Detailed Comparing and contrasting of the different healthcare systems/environments/research between the chosen country in the elective and the UK (or relevant area). Describes and analyses the advantages and disadvantages of different financial and policy/governing bodies affecting service or research</p>

	financed or value of networks	financial implications: access, policy etc. affecting service or research, acknowledges value of networks		provision. Discusses and reflects on value of developing networks
Clinical Governance and/or ethics	Shows little awareness of clinical governance and/or ethical implications of study	Describes clinical governance and/or ethical implications of study. Some main areas for discussion omitted.	Describes and reflects on clinical governance and/or ethical implications of study, some minor omissions.	Comprehensively describes and reflects on clinical governance and/or ethical implications of study.