TOPIC: Student produced videos of practical learning outcomes

TAGS: Undergraduate Practical Skills, Digital Skills, Video

BRIEF DESCRIPTION

Individual and group-based video creation is an effective tool for demonstrating knowledge and behaviours. Videos can be used for a range of learning outcomes related to practical work. Some examples are below.

Technique	For example (then)	Using video (now)
Apply [theory / learning]	Incorporating theory into the interpretation of practical methods / data.	e.g. video abstract explaining a data set.
Demonstrate [theory / technique]	Show skill in using or applying a specific practical approach.	e.g. video methodology produced as guide to fellow UG students.
Critique [materials / errors / approaches]	Consider practical findings in context of relevant literature.	e.g. video explaining and critiquing the findings of a current paper

Though non-video-based approaches exist for these examples, video offer many specific advantages.

- The planning, creation & editing of the video contribute to the development of digital skills.
- Evidence suggests students both engage with & value watching their peers' videos.
- Video output supports a wide range of other employability skills such as creativity & oral presentation
- They are time-effective (and enjoyable) to mark.

PRACTICALLY

- Students require some support material on video production. A suggested model:
  - Prepare a small range of videos and focus questions that learners view asynchronously.
  - Produce a recording on considerations in video creation including storyboarding & planning, lighting, composition, filming & editing.
  - Host a synchronous webinar or asynchronous discussion board to share views on videos and answer questions on video production.
- It is recommended the video examples illustrate different styles such as; piece-to-camera, voiceover to static / moving images, animations, accelerated whiteboard writing. Doing this encourages a more diverse range of final videos.
- The recording function on a standard smartphone or tablet produces a good quality video.
- There are many free image and sound repositories students can utilise in their videos (link)
- There are several video creation software packages that are freely available. It is worth noting some of these have downloads disabled OR add watermarks to video until a paid-for subscription is purchased. WeVideo is a very user friendly and accessible editing tool, but it does require an institutional subscription. ScreencastOMatic will allow upto 15min of video to be edited without subribing.
- An assessment rubric is essential to allow videos with varied approaches and topic to be marked accurately and consistently.

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