

Why would the University of Derby occupational therapy and hand therapy programmes incorporate the use of video creation as an assessment method?

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Introduction & Method:

Different types of media such as video, audio and images are increasingly used for the assessment of student competences⁷. Reviews of video pedagogy in education^{20,31} describe one aspect whereby students create video productions as part of/ and or replacing project work with the aim of viewing by an instructor to demonstrate competence. It is this use of video, different to the videoing of student presentations and assessment tasks, and instead focused on student generated video creation submitted for assessment, that has been the focus of this literature review. The 2016 Quality Assurance Agency report on Digital Capability and Teaching Excellence recommends institutions should horizon-scan emerging technologies and new pedagogical ideas to consider them and their potential application before implementation³. As video creation is not currently used in the occupational and hand therapy programmes in this manner, this literature review was completed to research the validity and potential utility of this pedagogical idea. Literature and other media was sourced using EBSCO, internet searches, and by reviewing relevant policy documents and academic text books. Thematic analysis was used to identify the findings below.

Pedagogy

Assessment choices communicate a strong message to students as to the skills and qualities that are valued⁵, professionally relevant and contemporary¹². Higher education has been encouraged to consider greater diversity of assessment methods, make increased use of inclusive assessment practices, promote student choice, and consider how technology can support effective assessment and the outcomes required in 21st century education¹⁵.

Video creation is a powerful tool to support learning^{25,26,28,36} and moves students from being passive consumers into active constructors¹. As an additional element to an existing assessment portfolio it adds the capacity to offer learner-centred assessment, enhance inclusivity and support learner diversity³².

“students working on digital assignments relevant to employment and discipline practice show high levels of effort and engagement, as well as building their work readiness”

Davies et al 2017

Relevance of digital capability

Policy documents nationally¹⁴, globally³⁰, and within the education industry^{3,12,18,23} support the relevance and importance of digital capability and highlight the responsibility for Higher Education to support students to develop these skills for both social and economic reasons; to support industries and to address the digital divide.

A requisite level of technological skills is essential to be a competent 21st century occupational therapist. Developing these skills is an important element of occupational therapy education

Hills et al 2016

Digital capability using videos is equally relevant to hand therapy as can be seen in the development of recent hand therapy apps and exercise programmes²⁶.

Local context:

The University of Derby has a clear vision and commitment to develop staff and student digital capabilities with extensive practical application in the curriculum³⁵.

Student generated videos as an assessment method has been used on other programmes within University of Derby with positive outcomes¹⁷ and the resources and infrastructure are already in place to support this for other programmes. Contributing to the contemporary developments within this emerging field is an area of existing strength for the University^{10,18,32}.

Students

Students come from a wide variety of backgrounds and some will have limited technology skills. Even “digital natives” or those who are “techno-savvy” can have difficulty transferring these skills into an academic or professional context^{4,11,16,24}. It is therefore not surprising that using technology within high-stakes assessment tasks has been recognised as a cause of stress for students²¹ and there is a need for specialist assistance to be provided to build confidence initially²⁸.

Resources

Technical issues were identified as challenges several times in using video creation for assessment^{1,4,11,20,26,29,34}. This included access to right equipment, software, compatibility between different devices/ software and technological skills of both staff and students. It was of worth to note that all referred to ways to overcome these challenges and that technological advances were making this more accessible⁹ and an area of likely growth for the future²⁰.

Aside from technical issues, using video creation as an assessment requires academic staff to be equipped and confident regarding assessing student competences in a new format^{4,27}. Ideas regarding this have been proposed^{7,9}, however as an emerging assessment method valid questions remain as to how much weight should be given to the technological competence of the video as well as to the demonstration of learning content, and as to determining academic equivalence across different academic credits and levels.

Pedagogy

Constructive alignment, the principle of aligning learning outcome, learning activity and assessment method, remains central (Biggs & Tang, 2011). Regardless of the benefits of video creation as a potential assessment method, if it does not support the student to meet the learning outcomes, it is not an appropriate choice.

“Technology should not drive instruction. Intended outcomes should drive the selection of teaching strategies”

Blackinton 2013

Local context

Pedagogy

Relevance of digital capability

Literature

Students

Resources

Pedagogy

Why

Why not

Literature

Literature documents a range of examples, from around the world, of using video creation to support learning^{1,2,8,9,13,22,25,26,29,34,36}, with some but not all including the videos being used for assessment. Unsurprisingly, nearly all studies explicitly described that this enabled students to gain increased competency and efficacy in using technology^{1,2,13,22,26,29,34,36}, with this being learnt in an authentic manner not divorced from subject content or pedagogy³⁴. Additional benefits were reported as enhancing learning^{1,2,8,13,22,25,29,34,36}, gaining of communication skills^{1,9,22,25,36}, creativity^{13,26,29} and that because students found these tasks enjoyable this could lead to improved motivation^{1,26,29,34}, engagement¹³, student satisfaction^{13,25} and be a potential selling point to attract future students²⁹. Furthermore, as the examples in literature often described groups of students working together on video creation the benefits of collaboration and team working were also strong themes^{1,2,22,26}. Finally, the videos created are a potential resource for staff and students to use both at the time and in the future^{9,29}.

Conclusion:

Using video creation as an assessment method would support occupational therapy and hand therapy students to develop their digital capability skills which would be useful to them in their professional careers.

Video creation is a motivating, effective and enjoyable method of student learning and incorporating this into the occupational therapy and hand therapy programmes could be attractive to students and contribute positively to student satisfaction.

As part of a diverse assessment portfolio, using video creation as an assessment offers the option to incorporate learner-centred assessment methods inclusive of the diverse learning styles of students.

The use of video creation as an assessment method is congruent with the University of Derby's goals and strengths.

To use video creation as an assessment method successfully, adequate technical support and resources need to be available for both students and staff.

Pedagogical considerations must always be the primary concern in determining assessment choice and in use of technology within education.

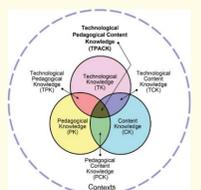
Video creation as an assessment method is an emerging area that is likely to grow in popularity. Further research to consider the benefits of this, and to establish academic rigour and equivalence is needed.

Recommendations

Video creation is an assessment method worth incorporating into the occupational therapy and hand therapy programmes.

Aligning technological, pedagogical and content knowledge increases teaching effectiveness. TPACK model²³ (diagram right) offers a framework for this.

Further evaluation and research into the use of video creations as an assessment method would be beneficial.



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