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# Crynoldebau / abstracts

Student-made videos for assessment & teaching

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From Panopto to Youtube, video features regularly in learning & teaching, both formally and informally. From searching "how to do stats" to watching "dance like cats", successful videos are short, to the point, and engaging. This contrasts with the standard "Powerpoint" oral presentation that students often give. In this session I will highlight my use of student-made videos from two angles. Firstly, videos made by students which are assessed. The aim was to increase audience engagement, presenter enthusiasm and boost confidence as well as diversify the methods of assessment and make presentations more interesting. These videos report the methods and findings of projects. The absence of an immediate audience increased creativitiy and confidence making for entertaining videos that enable teaching by the students of the methods they used (similar to the "Journal of Video Evidence") while also providing good PR on YouTube/Facebook. Secondly, videos made by 3rd year student mentors that highlight key aspects of a module to "edutain" 2nd year students. These brief video-casts, just 90 seconds long, act as mini-lectures, introducing forthcoming topics to students on the module, as well as advertising the learning opportunities to prospective students outside AU.