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Video : Use of recording technology (digital camera, Galaxy tablets)

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Assessment & Feedback Use Cases

VIDEO

Author: Catherine Barry Ryan

Date: 2014

This use case describes how one assessment method was designed and implemented by a lecturer or a group of lecturers in DIT. The use case was compiled from an interview conducted as part of **DIT's RAFT project (2013-14)**, the aim of which was to provide a database of assessment practices designed and implemented by academic staff across DIT.



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Lecturer

Catherine Barry Ryan

Programme and year on which assessment was offered

- BSc Nutraceuticals in Health and Nutrition, Year 3
- BSc Food Innovation, Year 3
- Higher Certificate in Pharmacy Technician Studies, Year 2

Description

Use of recording technology (digital camera, Galaxy tablets) to record practical component of Food Sensory Analysis. Students chose software for editing themselves. Students create videos of standard protocols for sensory analysis tests (setting up sensory booth, preparing samples, test sheets etc). Groups of three: Director, camera operator, actor.

Practicals were divided up so each student got to work on two videos video. For each practical there were at least three videos produced (the rest of the class carry out the practical in a traditional fashion, not recording it). These were uploaded to YouTube. Subsequent classes will not have access to previous videos, except for a few exemplary examples.

- 70% Tutor assessment
- 20% Class appraisal
- 10% Reflection on group performance

Why did you use this Assessment?

- Introduces creativity into the module: students incorporated music, powerpoint, scripted voiceover etc.
- As a means to record the practical classes
- As a repository for revision for their laboratory exam in the same module, but also a learning/revision tool for future use (ahead of placement, projects etc)

Why did you change to this form of assessment?

Previously written report with statistical analysis of data. Changed assessment method to assess different learning outcomes (ie ability to set up tests) and also to generate a repository to act as a revision tool for the laboratory examination.

How do you give feedback to students?

A comment to each individual student through Webcourses. Students submit a short document stating they want feedback on their video assessment. This creates a document in the Assessment dropbox, to which a feedback response can be given by the tutor. An individual discussion forum tool could also be used.

What have you found are the advantages of using this form of assessment?

- Less report correcting, which is less boring
- Groups reduce number of assessments
- Creativity of assessment
- Allows the practical to be viewed through the 'student lens' which unveils the hidden curriculum, and allows changes to improve the experience
- Development of other skills e.g. IT skills, organisation, decision making
- Students learn from each-other
- A group is required for the project, so teamwork is essential.

What have you found are the dis-advantages of using this form of assessment?

- Everybody can't make a video each week, although the practical will still be running for them as normal, just not recording.
- Requires recording technology

If another lecturer was using this assessment method would you have any tips for them?

Consider use of peer assessment for the group work. Rotate the groups and partnerships so students get to work with different peers each week. Strongly consider how student groups are managed, especially if either tutor or students are unfamiliar with groups.

Do you have any feedback from students about this assessment?

They appear to like it, but better proof is that number of views the repository is getting. They are using it as a revision tool.