AN EXAMPLE OF...

- Promoting assessment literacy

AIMS

The lecturer wished to increase students’ assessment literacy; specifically, their understanding of how to produce good quality written pieces across the various assignment formats used in History. This included essays, dissertations, and document analysis.

ACTIONS

Having inherited some existing History modules, the lecturer adapted a section from one of the module guides on “dos and don’ts for essay writing” for use in 4025HUM. For this new module, it was thought that presenting the guidance as a separate document, as well as increasing its length, would draw students’ attention to the guidance more effectively.

Following the shift to remote working in the wake of Covid-19, a video version of the essay writing guidance was produced using Screencast-o-matic, and uploaded to YouTube (see screen shots below). This format was compatible with delivering teaching via audiovisual means. Guidance for different types of written assignments was made available to students at various stages of the course.

IMPACT

The lecturer observed that students do seem to have greater awareness of the guidance, and its underlying principles, as a result of the video resources being made available.

Anecdotal feedback shows that the quality of students’ work (e.g. structuring essays) has increased alongside the introduction of these innovations, although it should be stressed that there are likely other factors contributing to this.

SCALABILITY

Colleagues working across disciplines could adopt a similar approach by producing video guidance to help demystify what makes a good submission. Screencast-o-matic can be downloaded at CU via https://cumoodle.coventry.ac.uk/mod/book/view.php?id=725358

MESSAGE TO PEERS

- Uploading videos to YouTube is free, and enables closed captions to be added to your videos. Links to YouTube videos can easily be shared on Aula, as well as allowing them to be shared externally.
- Where possible, use a high quality microphone to ensure a good standard of sound recording for the video. If working on campus, ask your Learning Technologist about available equipment.
- Students tend to engage most effectively with shorter videos, so breaking longer recordings into shorter chunks (or a “series”) is advisable.