Mathematics Education beyond 16: Pathways and Transitions

For either 'New Curriculum and Assessment' or 'HE Practice'

**Video assignment: an alternative to written coursework**

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Sometimes students are able to convey understanding verbally, but not on paper, as seen by final year project vivas and reports. Oral assessment and videos can give students the opportunity to demonstrate their understanding. As stated by Joughin (1998), 'oral assessment is used to measure candidate's knowledge and understanding of facts, concepts, principles and procedures that underlie professional practice.' This type of assessment also assists in the process of learning as 'understanding a new idea requires an opportunity to talk about it, to use the appropriate words and think about their meaning' (Wellington and Osborne, 2001). In an ideal world we would have conversations with all students after the submission of paper assignments, but this is not possible with approximately 100 students in each year group.

Within a core module in 2016-17, the first year students were set a question that would usually be completed on paper, but instead they were asked to present the assignment within a short video. This was initially trialled by student researchers. Following their evaluation, improvements were then made to the assignment brief before the first year students undertook the assignment.

There are some other added benefits of having a video assignment. As pointed out by Sherer and Shea 2011), videos provide an 'opportunity to…increase student engagement'. They can also help to identify plagiarism. Joughlin (1998) stated that 'oral assessment may be a preferred way of measuring a candidate's knowledge when there is a particular need to ensure that the responses are actually the candidate's'. The use of the internet and videos as part of job applications are becoming increasingly common (Cappelli, 2001). An additional intention of the assignment was to introduce students to some technology that could potentially be used in job applications.

The student researchers provided evaluations after the trial and they ran focus groups with first year students after the assignment had been completed. It is planned that the videos will be compared with the students' written assignments that were handed in either side of the video assignment.

Within this talk, the practicalities of the assignment will be discussed along initial results from the evaluation.

**References:**

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Sherer, P. and Shea, T. (2011) Using online video to support student learning and engagement, *College Teaching* 59(2), 56-59

Wellington, J. and Osborne, J. (2001) Language and literacy in science education, Buckingham, Philadelphia: Open University Press