



**Learning  
Bytes**

Enhance your teaching - inspire your students

# Alternatives to Essays for Student Assessments

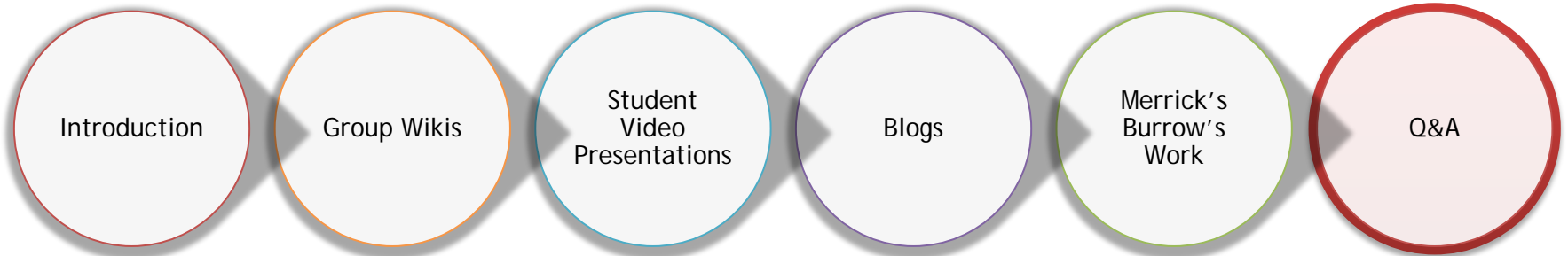
*Learning Bytes Session – Nov 15*

*Sue Folley, Andy Raistrick, Josh Powell, Pete Woodcock, and Merrick Burrow*



Enhance your teaching - inspire your students

# Format of the session





Enhance your teaching - inspire your students

# Why Bother?

Build employability skills

Makes assessment more interesting for students

Allows students to express themselves and their learning in other ways than text/writing

Students have more agency of their assessment

Makes assessment more interesting to grade for tutors



So what are the alternatives?

Presentations

Videos

Blogs

Wikis

Posters

Design

- ✓ Web pages/ program
  - ✓ Game
  - ✓ Lesson plan
  - ✓ Diagram/map



Learning  
Bytes

Enhance your teaching - inspire your students

# Group Wikis: The Student Perspective

*Josh Powell - CLS*

# Group Wikis

The use of group wikis as part of student assessment.

# What is a group wiki?

A collaborative webpage (or group of pages) within Unilearn that allows students to add:

- ▶ Documents (Files)
- ▶ Text
- ▶ Images
- ▶ Links
- ▶ New Pages (Structure the Wiki)

# Why use it?

- ▶ Allows a group of students to collaborate together at different times
- ▶ All users can edit and add content
- ▶ Tutors can oversee the content added by students and the date and time it was added.
- ▶ More intriguing and exiting form of assessment for both students and tutors.
- ▶ Allows tutors to see individual students contributions
- ▶ Allows tutors to see the history of the wiki pages and rollback if necessary
- ▶ Can be made unavailable after the deadline to prevent students from editing it afterwards.



# What does it look like?

## Viewer Comments ^

Add Comment



Add

## Contributors (1) ^

[MOHAMMED BA SALAMA](#)

## Activity (5) ^

[JOSHUA POWELL](#) updated [Minutes](#). (19 days ago)

[FAZIL ABDULLAH](#) added the page [Group Assignment Feedback](#). (6 months ago)

[MOHAMMED BA SALAMA](#) added the page [User Testing](#). (7 months ago)

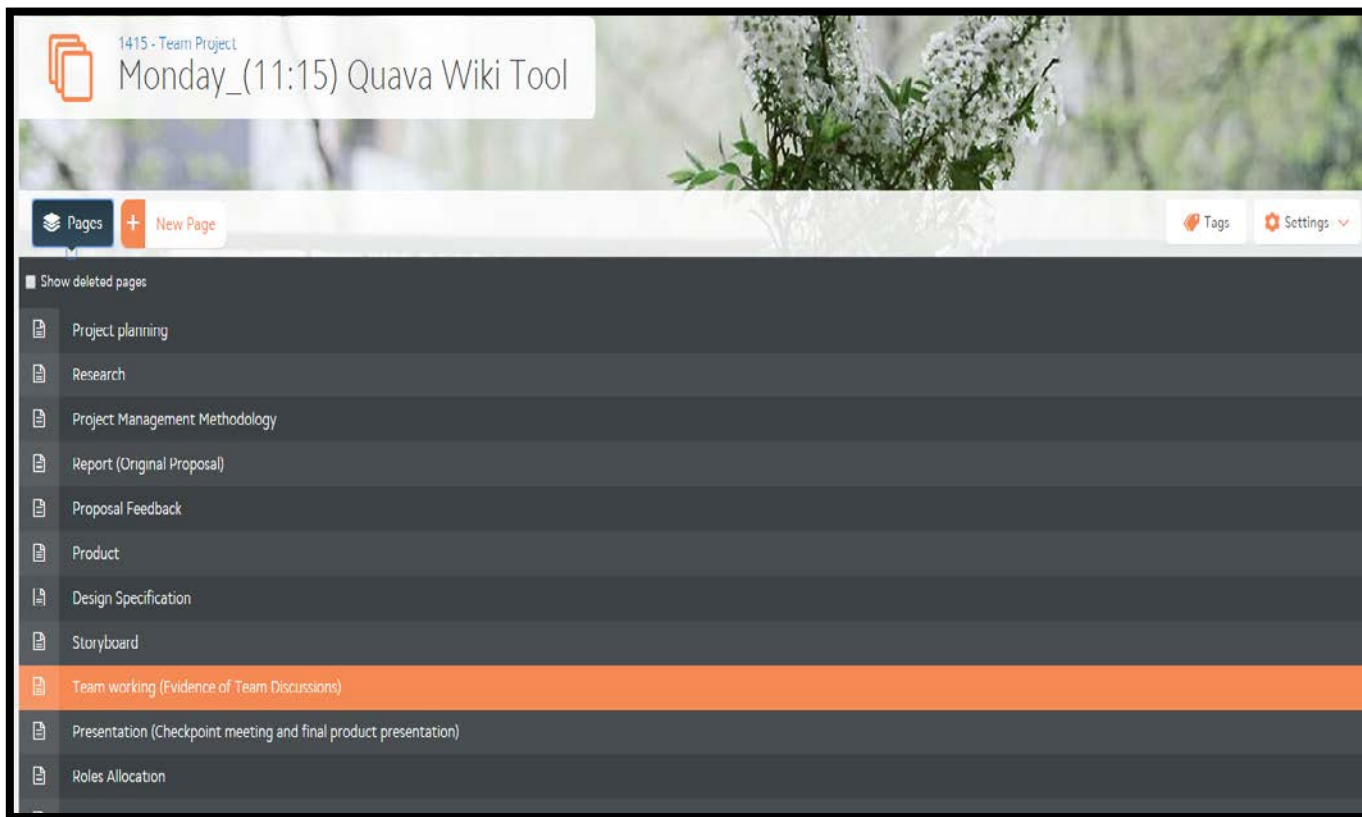
[MOHAMMED BA SALAMA](#) updated [Team working \(Evidence of Team Discussions\)](#). (7 months ago)

[MOHAMMED BA SALAMA](#) updated [Roles Allocation](#). (7 months ago)

cumulative cost over that period would be more than \$200bn.

# Structure of the wiki

- ▶ Structure yourself or allow the students to do this themselves
- ▶ It can be a structured template, or a blank wiki to allow for flexibility and creativity.



# Team working (Evidence of Team Discussions)

The image displays three sequential screenshots of a WhatsApp group chat titled "Team Guava". Each screenshot shows the top status bar with the time 10:22 am and 74% battery. The chat history includes:

- Message 1:** Karl Matthew Woodhead: "Can't we just go to any computer rooms in canal side west?" (October 15, 2014). Includes a "Write a comment..." field and "Like" and "Comment" buttons.
- Message 2:** Reda So: "our meeting will be on Wednesday 15th October, at the library floor 5, room 5/06, from 14:00 to 16:00 see u there" (October 13, 2014). Includes a "Write a comment..." field and "Like" and "Comment" buttons.
- Message 3:** Will Boardman: "created the group." (October 6, 2014). Includes a "Write a comment..." field and "Like" and "Comment" buttons.
- Message 4:** Karl Matthew Woodhead: "HD7 5QQ. behind the co-op" (October 15, 2014). Includes a "Write a comment..." field and "Like" and "Comment" buttons.
- Message 5:** Karl Matthew Woodhead: "Guys, are we meeting up after Work Placement lecture?" (October 15, 2014). Includes a "Write a comment..." field and "Like" and "Comment" buttons.
- Message 6:** Karl Matthew Woodhead: "Guys, let's meet in front of the uni building. I have no idea how to get to canalside west parking lot." (October 16, 2014). Includes a "Write a comment..." field, "Like" and "Comment" buttons, and a "View previous comments" link.
- Message 7:** Josh Powell: "I've text him but he hasn't replied +44 7761 400038 That's his number" (October 16, 2014). Includes a "Write a comment..." field and "Like" and "Comment" buttons.
- Message 8:** Josh Powell: "He says he wants a lift please" (October 16, 2014). Includes a "Write a comment..." field and "Like" and "Comment" buttons.
- Message 9:** Reda So: "HD7 5QQ. behind the co-op" (October 15, 2014). Includes a "Write a comment..." field and "Like" and "Comment" buttons.

At the bottom of each screenshot, the WhatsApp navigation bar is visible with icons for home, attachments, calendar, and a menu.

# How do I set up a group wiki?

- ▶ It can be found under the Campus Pack tools within Unilearn

Need help on setting up a group wiki?

- ▶ How-to guides and screencasts
- ▶ [ipark.hud.ac.uk](http://ipark.hud.ac.uk)



Learning  
Bytes

Enhance your teaching - inspire your students

# Student 'selfie' presentations

*Pete Woodcock – HHS*

p.s.woodcock@hud.ac.uk



- Rationale
- Student's task
- Tech problems
- Student voices



- 1<sup>st</sup> year 'Plato to Nato' module called JEC
- Students asked to do a 10 minute oral presentation on a thinker of their choice
- I sensed students hated it - worked too hard - and I disliked the organisation
- Yet I felt that valuable skills around composing an argument orally were being assessed
- I felt students creating a multimedia presentation could remove the problems and keep the essence



Enhance your teaching - inspire your students

## *Students' task*

- Compose a 10 minute multi media presentation on a thinker of their choice
- Most students speak to camera using a laptop/tablet
- Some have used animation - others add audio to a PowerPoint slide
- Very few have problems with the technology (digital natives) and approach the task, and its associated stresses, well





Enhance your teaching - inspire your students

## Tech problems

- The only tech problems have been caused by me
- I made a mess of submissions first time around - students coped with this with cheerful amusement
- Students now upload their videos to YouTube on an 'unlisted' basis
- I make myself available on various times for students to bring their presentations to me on memory sticks - no-one did this is the last cohort
- I would suggest scaffolding is important



Enhance your teaching - inspire your students

## *Student voices*

- 'I wouldn't say that this will be the death of the oral presentation' as 'it is nice to mix things up, right?'
- Overall, I did find it very useful and think that video presentations should compliment oral presentations, however, I am not convinced that they should be substitutes. I simply think that oral presentations are too important, especially for politics students, and should be a part of the learning experience. To put it simply, in a perfect world, I would love to do both.



- that 'I don't like the idea that a video recording of me is out there somewhere.'



Enhance your teaching - inspire your students

## Conclusion

- In my experience these presentations are intuitive to learners in the contemporary world and keep valuable skills in the diet of assessment in an easy to organise manner
- Where tech problems have existed - they have tended to be mine - student problems easily dealt with (scaffolding important)



Learning  
Bytes

Enhance your teaching - inspire your students

# Blogs: The Student Perspective

*Andy Raistrick - CLS*



- Presentation (individual & group)
- Portfolio of found objects, with critical commentary
- Video adaptation of literary texts
- Video documentary
- Screencast essay
- A literary guide to a museum exhibition
- GIS tour (using Google Tour Builder)





Learning  
Bytes

Enhance your teaching - inspire your students

# Q & A

*Sue Folley - CLS*