Using Screencasts as a Means to Make Third Level Student Learning More Inclusive

| Discipline: | Business |
| Student Numbers: | 30 - 35 |

Dr Catherine Rossiter

Introduction and Context

The increasing prominence of Universal Design approaches to learning and student engagement prompted a reevaluation of the assessment strategies for the Services Marketing module in year 3 of the Bachelor of Business in Applied Entrepreneurship in IADT. This module has a weighting of 10 ECTS in the final year of this level 7 QQI qualification, and is one of 7 modules that students take at this stage. The group is typically composed of students of mixed motivation levels, in the sense that some of the students wish to finish their studies and graduate with a level 7 qualification while others are considering doing the add on degree to obtain a level 8 qualification. Irrespective of the motivation, this module is an important stepping-stone to either the working world or further study.

Design and Implementation

Universal Design for Learning (UDL) is defined as the preparation of curricula, materials and learning environments so that they are easily used and accessible by a wide variety of learners (CAST, 2018). Bowe (2000) felt UDL was of significant consideration when thinking about the redesign of the assessment mode. There is an interesting and mixed profile of students in this group. The class has a number of students who have complex learner need profiles and this can impact on their ability to demonstrate their learning using traditional assessment tools such as essays, reports, or literature review searches. The class group also has a group of French students who had come from France to study and join year 3 with a view to achieving a level 7 qualification. This group of students came from a very different learning environment and with different learning experience than that of their classmates in the Irish system. Finally, the class contained a few mature students and students who had transferred to the degree programme from other Higher Education Institutions and colleges of Further Education. Reflecting on the diversity of this group was an influential factor in deciding to change the mode of assessment.

Furthermore, research indicates that this generation of learners categorised as generation z or millennial learners have shorter concentration spans (Patel, 2017). They are also more comfortable than previous generations in using technology. In addition, this class group had studied entrepreneurship with an applied focus in year 1 and 2 and that potentially posed a challenge to studying a new, more theoretical module such as services marketing in the final, award year.

Thus, for all these reasons, it was decided to broaden the assessment tools and try a visual and audio assessment method that would challenge the students in terms of their thinking, reasoning, critical thinking, research and analysis skills. However, as the material to be assessed was a 17 minute TED talk it was hoped that students would develop the aforementioned transferable skills in a more interesting and interactive manner.

Students were given one TED talk to analyse. In addition, they were given several suggestions of areas of services marketing theory that they might use as a lens to critique the industry speaker on the theme of 'patient satisfaction versus patient experience'. Students could choose what format to use for their screencast. They

could either use PowerPoint slides as a basis for their key points and/or use clips from the talk as their structure. Allowing students to tailor the assessment structure to suit their own learner strengths is inclusive of those with diverse learning needs, including students with dyslexia and/or ADD/ADHD.

The TED talk was discussed with the class in October 2018 and the students' thoughts were elicited as to what they thought of this type of assessment. It was also established that they had not to date in their third level studies completed this type of assignment. Following a discussion with the class group they were keen to try the assessment format. This was the first time that the lecturer had used this type of assessment approach, so both the class and the lecturer were learning together.

It was also felt that a screencast allowed students who find presentations difficult, to present their work in a less public way. The method allowed them to rehearse their screencast until they were happy to submit the given version. Furthermore, as the screencasts can be recorded in advance, it was hoped that the students would watch one or two versions of their presentation, and thus learn in an iterative process – and as highlighted previously, by using audio and visual technology this iterative learning process would be more engaging for this diverse learning group.

For the second assessment of the module students were offered the opportunity to re-do assessment one if they wished to. This was to allow students to go deeper with the material and to take on board learnings from the first assessment point. The second assessment was submitted in mid-February 2019. This assessment conforms to the principles of UDL on a number of levels – at the core of the process was a recognition of the levels of diversity in the classroom and by designing a mode of assessment with the learning needs of particular groups in mind, the overall assessment worked well for a significant majority of the cohort.

In keeping the CAST guidelines, there was a deliberate effort made to enable students as partners in the assessment set up by engaging them in discussion and in setting the expectations around how it might work. This was done with a view to creating an environment where students take responsibility for their own learning; it allowed for multiple tools for construction and composition in the assessment and marked a move away from the more traditional and common formats of exams, essays and written projects (CAST, 2018).

The assessment was graded within 2 weeks of the submission date and all students received written and detailed feedback on the assessments through blackboard. The students were also encouraged to speak with the lecturer in class time if they required any further feedback.

Results, Findings and Feedback

An online survey was carried out with the class in the first week of March 2019 to assess the students' opinions on the assessment strategies in this module to date. The students were informed that the author was doing research on teaching and assessment methods and that their responses would contribute to the case study. This was in keeping with good ethical practice in research to encourage informed consent from respondents. The response rate was 13.3%. 20% of the class of 30 students choose to repeat the screencast assessment from assessment 1 in lieu of doing the essay assessment for assessment 2. One student actually achieved a lower score for the second version of the screencast when submitted as assessment 2, which was unexpected. 75% of the respondents were male and aged 18-24 years old.

75% of students surveyed felt that the choice to repeat the assessment 1 screencast in lieu of an essay in assessment 2 was positive. They felt that it allowed them to improve their learning as they had a second chance to do an assessment. The ability to get feedback through the VLE and in person was valued by 75% of the class. Overall the mandatory use of screencast technology for assessment was considered a good choice by 50% of the students, as they felt that it made the assessment more interesting. Surprisingly for a 'tech savvy' generation 25% found the screencast technology difficult to use and 25% did not enjoy using the technology for the assessment

On the issue of having students with diverse learning needs, 50% of the class reported that they had a learning difficulty but said that they had not had this need formally diagnosed to date. This was an interesting finding and one worthy of further attention in the future, as undiagnosed learning difficulties can have a significant impact on a student's learning experience and on their ability to meet learning outcomes.

One student gave some positive feedback on their assessment experience in this module in the final open question in the online survey.

"Very well structured assessment design with a content that is very relevant to either a potential future entrepreneur or a potential future employee. Impartial and balanced grading method and criteria. Clear and promptly feedback."

Fred Lee Talk Link
https://www.youtube.com/watch?v=tylvc9dY400 (Accessed on 04/04/2019)

Advice for Implementation

Assessment strategies should be discussed with students, as it appeared with this class group, and others taught by the author, that students value knowing the logic and rationale for how and why they were being assessed in the manner in which they were. Secondly, the author would encourage discussing the idea of allowing students to repeat a previous assessment in lieu of a new assessment with the class at the outset of the assessment cycle. This is an integral part of allowing a flexible approach to learning and assessment, and also in getting students to agree to this novel form of assessment, which was very important. Getting such agreement allows students to feel more involved in their own learning and consider whether they feel such an assessment method is fair and equitable.

Furthermore, if using screencast technology in assessments it would be useful to provide students with a demonstration of how to use screencast technology. Academic

staff often assume that students are homogenous in their use of technology and their confidence with technology. However, anecdotally some students in the class were not familiar with such technology and lacked the confidence to learn how to use screencast technology. To help with this a link to a video clip on Youtube showing how to use screencast software was posted on the VLE.

Finally, many students struggled with the complete freedom that they were given to structure the screencast as they saw fit. Therefore, a final recommendation is that all students must provide at least one PowerPoint slide in their screencast, in order to give an overview of the presentation structure and/or references used.

References and Resources

Bowe, F. G. (2000) *Universal Design in education*, Westport, CT: Bergin & Garvey

CAST (2018). *Universal Design for Learning Guidelines version 2.2*. Available at: http://udlguidelines.cast.org. (Accessed 15 March 2019)

Patel, D. (2017). '*5 Differences between Marketing to Millennials Vs. Generation Z*', Forbes, 27, Available at https://www.forbes.com/sites/deeppatel/2017/11/27/5-d%E2%80%8Bifferences-%E2%80%8Bbetween-%E2%80%8Bmarketing-%E2%80%8Bto%E2%80%8B-m%E2%80%8Billennials-v%E2%80%8Bs%E2%80%8B-%E2%80%8Bgen-z/#7649cc552c9f. (Accessed 15 March 2019)

Appendix 1

CA1 Screencast of Ted Talk Briefing Sheet

Module Title: Services Marketing

Assignment Title: Critical Analysis of a Ted Talk on Service Experience
Assessment

Lecturer's name: Dr. Catherine Rossiter

Email: catherine.rossiter@iadt.ie

Submission deadline: November 4th through blackboard

% of allocated marks: 40%

Required Length: 5.00- 10.00 minute screencast.

Requirements

Critical Analysis of a Ted Talk on Service Experience

You will create a screencast of your critical analysis of a services marketing themed Ted Talk and it will be between 5 and 10 minutes in length.

— You should watch the selected TED talk a few times initially to get a feel for the overall point to it.

— Then watch it a few times with a more critical eye, perhaps taking notes about key points made and recording the time on the clip that these points were made (this will assist you later in preparing your screencast). https://www.youtube.com/watch?v=tylvc9dY400

This assessment will also be an opportunity for you to work on developing your presentation skills without having to present infront of a large class group. You can record your screencast as many times as you like until you happy with the final version, which you will submit via blackboard

I will review your screencast presentations online and give you feedback in class and through blackboard.

Continuous Assessment 1- Marking Scheme

Assessment criteria are in Appendix A. The allocation of marks follows:

Element	%
Analysis of the services marketing themed content of the Ted talk. (This is NOT a summary) **You can make linkages to any areas of the module theory that you deem appropriate**	40
Demonstration of skills to make an argument to argue for or against the relevance of the Ted talk's main point for small and medium businesses or large businesses.	40
Appropriate referencing of supporting information Presentation and delivery of presentation Speaking style, clarity of ideas and expression	20
Total marks	**100**

Re-Submission Policy.

Any student who does not pass this project at the first attempt may re-submit if her/his term 1 attendance exceeds 60%.