Self-paced, on-demand consultation times: A novel approach to providing assessment advice through instructor-made videos

Giriraj Singh Shekhawat, University of Auckland, g.shekhawat@auckland.ac.nz
Lukasz Swiatek, Massey University

The research

This poster presents the results of an innovative effort at presenting assessment advice: namely, through staged, filmed consultation sessions made available in the form of short video clips on YouTube. These clips were developed in order to provide a large group of students in a third-year capstone Health Systems course at the University of Auckland with meaningful, personable advice delivered in an engaging way. The four videos produced for the four assignments in the course feature the instructor and student role-playing and answering questions. The videos were deliberately prepared and filmed in a way that would help students feel comfortable to undertake the assignment successfully.

The research builds on existing scholarship about ‘instructor-made videos’ (‘IMVs’) in higher education teaching and learning. The use of these videos continues to grow as educators search for novel ways of engaging ‘Net-Geners’ (Hajhashemi et.al. 2017) who are increasingly consuming, and comfortable with, audio-visual materials available on demand. Authors such as Pan et. al. (2012) have found that IMVs are particularly valuable in scaffolding student learning, while Ranga (2017) has found that they are especially valuable for enabling self-paced learning.

However, to the best of the authors’ knowledge (based on an extensive literature review), no researchers to date have developed IMVs that feature staged student-instructor consultation sessions. Aragon and Wickramasinghe’s (2016) pluri-disciplinary review of existing IMV formats makes no mention of this approach. Our research highlights the benefits of, and offers reflections on, this novel way of developing IMVs to enhance student engagement.

How the poster will encourage conference delegates to interact with the display

The poster will be formatted and designed in a way that will encourage delegates to actively reflect on the crux of the research: namely, how best to obtain assignment advice from an instructor in today’s digital world. In addition to presenting visual content from the videos and data showing their effectiveness, the delegates will need to place themselves in the shoes of today’s audio-visual-savvy students. Devices such as rhetorical questions will also be used to help engage delegates.
Links to the videos:

1. https://www.youtube.com/watch?v=5AB5keGeLoA
2. https://www.youtube.com/watch?v=gd2UsVkVa3Y
3. https://www.youtube.com/watch?v=2c4K-svCBog
4. https://www.youtube.com/watch?v=7l6Ruq63o3U

References


