Camera, Lights, Action! The Film Festival Occupational Therapy Video Assessment Task

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The Context

This assessment was designed for students studying Occupational Therapy. Students were either enrolled in third year of a Bachelor of Applied Science and Master of Occupational Therapy Practice course or the first year of a Master of Occupational Therapy Practice course. The task was designed to evaluate student understanding of Occupational Therapy assessment, including assessment tool psychometric properties and shared decision making with clients/ patients. The assessment was part of a 30-credit point subject and was located at the end of the teaching period. The intention was to design an assessment task which was engaging and fostered communal learning in a group of 157 students across two campuses.

The Problem

Historically, student understanding of assessment tool psychometric properties, an important threshold concept, was not assessed consistently in a third year Occupational Therapy subject. Subsequently, a new Occupational Therapy subject was created in blended mode. As part of the subject design process, it was identified that an assessment task, evaluating student understanding of assessment tool psychometric properties, embedded online, would align with the intended learning outcomes of the subject.

The aims of the assessment task were for students to demonstrate the following skills/understanding:

- assessment tool psychometric properties;
- shared decision making;
- scoring;
- communication skills;
- ability to use video as a medium.

The challenges included:

- How to create a task online which was simple to navigate and that would enable shared learning;
- How to design an engaging task that would lead to high levels of motivation;
- How to assess student work efficiently, given academic workload and a large number of students.

The Approach

We designed a Film Festival assessment task which involved students selecting an assessment tool for analysis from a pool of 12 options. Students created a short video following a set of instructions, documented in a OneNote notebook. Students produced narrated videos using a range of technologies e.g., iPhone, Adobe Spark.

A template was created in PebblePad to facilitate submission (see Appendix A). The template was designed to allow the final video production to be uploaded and viewed and included instructions and a text field for students to submit supporting information. Videos were uploaded and shared within a dedicated workspace, which had been modified to allow students to see each other's video submissions. The worksheet also contained links to supporting information about video production. File compression instructions were also included which we felt may be necessary due to the 300mb file upload limit. Additionally, as the template was an auto-submit resource, some information explaining this concept and process was also provided.

Once the worksheet had been submitted and videos uploaded, students were able to comment on the submissions of others. Some students felt that this 'public' viewing of their work was an incentive to produce higher quality work.

A marking rubric was designed to resemble a movie review worksheet and was made available to students online. Following grading, 8 tutors nominated 10 students for a Film Festival Oscar. Subsequently a list of 10 Film Festival Oscar nominees was circulated on the LMS. An online poll was created and left open for 1 week while students watched the videos and voted for their favourite submission.

The Results

- Feedback from students and tutors was positive. Students found the task engaging and fun.
- Teaching staff enjoyed grading the assessment.
- Students engaged well with the task. 96 students and staff participated in the Oscars poll at the end of the assessment task.
- The quality of video submissions was generally high.

- Everyone passed the assessment.
- Some students struggled with technical aspects e.g., file compression, requiring additional support from staff.
- The task allowed students to showcase their understanding of the psychometric properties of assessment tools in a creative way.

Lessons Learnt

- Clear instructions for students are critical. Students became disheartened with the task when they didn't understand the instructions clearly.
- Locating the instructions centrally is important e.g., OneNote, LMS.
- Students would have benefited from more guidance around video production techniques.
- The Oscar nomination process and online voting process lead to high levels of engagement and participation.

Take home messages about 'Scaling up'

- An online peer review process appears to have motivated students to participate as evidenced by the high poll turnout.
- Creating knowledge using video is a viable alternative to traditional assessments such as oral presentations.
- PebblePad provided a viable platform for video submission and showcasing student work across a large cohort.

Appendix

Film Festival Assessment
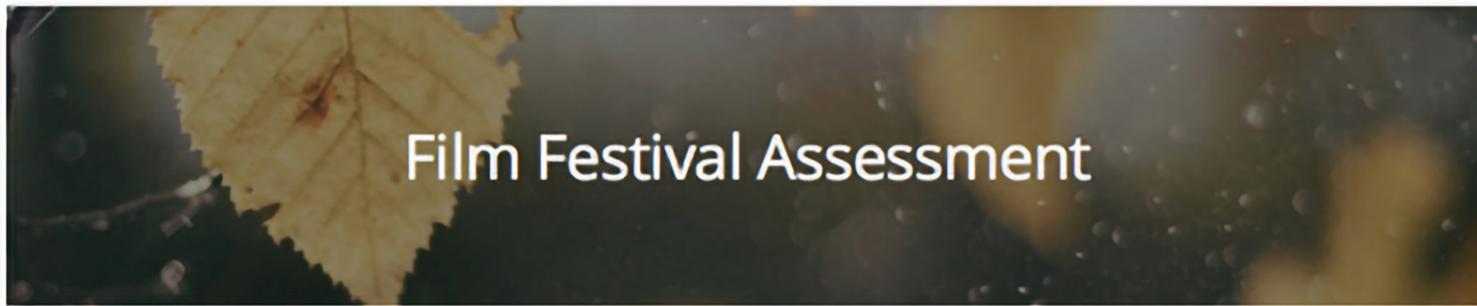
Save title as...(e.g., Chris Bruce ID#12675463 - DASH video)

OCT4ECP Video Assessment

Instructions

1. Create your video
2. Add your video to this page
3. Add your 500 word supporting information to this page

2. Upload your video

Open asset store> Upload new> Drag a file here or Choose a file

Upload new media or choose from your existing assets

Please upload video, audio, image or document file types to this placeholder

Open asset store

Video files upload info *

Large video files may take a long time to upload especially if you have a slow internet connection. It is always better, where possible, to upload your video when you have a strong and stable internet connection. You may also need to compress your file. For info on how to compress your video file follow this link: https://lms.latrobe.edu.au/course/view.php?id=28202&section=4

3. Add your 500 word supporting information here

You may write directly into this text field

Word count: 0

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