

# **TELTA Module Week 5 – eAssessment**

## **Group 5**

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We made some assumptions about the first year module:

- this module takes place in the first semester
- the students on this module did not know each other well/at all (perhaps from different courses)

### **Continuous eAssessment 1 – week 1 of the module**

The task for this continuous eAssessment is to create an ‘Introducing yourself to the class’ video and it is worth 20% of the final grade for the module.

Students will be assigned into groups of 4 students, so 20 groups in total. Each group of 4 will be responsible for creating and posting an ‘introductory video’ for each member of the group.

Note: within the group of 4 the students can work in pairs.

#### **Guidelines**

- The videos should only be 30 seconds long.
- They should be ‘one take only’, so editing is not expected.
- Each video should contain the following information
  1. who you are
  2. where you are from
  3. course you are studying (?if the 80 are from different courses?)
  4. another interesting fact about you

The videos should be posted on Padlet – link to be supplied.

All 80 videos will be uploaded to Padlet and later watched by the whole class as a group. Using Kahoot, the students will be asked to score each video (from 1 to 10 marks). Individual marks for each video will not be shown to the entire class. After 40 videos are shown, there will be a 10 minute coffee break. When students return, the names of the students who were voted as producers of the top 5 videos will be shown, together with their scores. At the end of the 80 videos, the the names of the students who were voted as producers of the top 10 videos will be shown. There will be prizes for the students who produced the top 3 videos and these will be shown again at the end of the session, with the best video shown last.

In terms of developing some of the 21<sup>st</sup> century skills the students are required to work in a group to create and upload all 4 videos, therefore they need to communicate and collaborate. They can also use a limited amount of creative thinking in their video design.

The tools to be used would be a camera phone or similar, the Padlet app and Kahoot in the classroom.

The students will also self-assess the videos, thereby reducing lecturer work load but also promote critical thinking by the students. It would also provide some feedback to the students, and encourage more social interaction between the group, despite its size.

The reason for this assessment is primarily to introduce the students to each other, begin group interactions, and therefore encourage social ties. The students will have to participate in the group to create the video and therefore some social interaction will have occurred. It is also a relatively simple task to begin with, allowing for early success in the module, however it will help the students to develop some 21<sup>st</sup> century skills, as outlined above.

## **Continuous eAssessment 2 – week 2**

The task for this continuous eAssessment is to create a 'Find a Career' video/podcast. This assessment will be worth 20% of the final module grade.

Students will be assigned to the same groups of 4 as for Continuous eAssessment - week 1.

Each group must prepare 'find a career' video/podcast. This video or podcast should be an interview with a career professional in your chosen field.

Guidelines:

- Students will have to contact a professional working in their field of study.
  - o Graduate contact lists (names, phone numbers and email addresses) will be provided. These will be past graduates who are working in their chosen field.
  - o Students are not restricted to contacts on this list.
  - o Contacts made during this learning experience may be useful to you when looking for work experience in your third year and beyond.
- The videos/podcasts should be 5 minutes in duration.
- You can choose your own video or audio presenting software
  - e.g. YouTube, Vimeo, SoundCloud
- A rubric will be provided with the assessment criteria
- If a video is the end product then you must include a text description of the learning experience, including successes, difficulties, limitations, and what you would do differently the next time.
- If a podcast is the end product then you must include an audio description of the learning experience, including successes, difficulties, limitations, and what you would do differently the next time.

The rationale behind keeping the same groups for week 2 is to foster the social connections that started between students in the week 1 groups, and also to test their communication and collaboration skills further with a more challenging task. This task also demands that the students make contacts and communicate with people beyond the module. They will have to decide as a group the format of the interview, questions to be asked, edit the

video/podcast etc. All of this will require creative and critical thinking, extensive communication and collaboration, and also improve the students use and interaction with technology.

This task should promote student engagement with their course as it will allow them to see how their course translates into careers after graduation.

The 20 videos/podcasts will be presented by the students. This will allow the students to view and learn from the other groups' creations and their learning process. The grades for the videos/podcasts will be assigned by 3 institute lecturers. It should be possible to encourage staff participation in grading as this will provide them with information about graduates and also valuable contacts.