

Scenario 3

Traditionally, as part of a Biochemistry module, students are asked to give an oral presentation (in small groups) on a themed heading. The students come from a range of degree programmes and a substantial minority come with preconceptions that biochemistry is hard and have low confidence in their own abilities. You suspect that for these and other students the pressure of public speaking and its associated anxieties dominate their thoughts and hinders their learning and comprehension. This year you've done something different and asked each student group to produce a short film instead of the oral presentation. Casual observation of the students on film suggests that they are more comfortable with this approach and that their personality and creativity becomes more apparent. How would you test the validity of this observation and any changes in student confidence and conceptions?

This was inspired by a real life situation rather than a published paper. Investigating and evaluating student creativity are perhaps not beginners topics. The following book gives a lead into the literature

Dewulf S and Baillie C (1999) *CASE: Creativity in Art, Science and Engineering - How to Foster Creativity*. Imperial College of Science, Technology & Medicine: London (ISBN-13: 978-0852871782)

The following paper is a useful overview for those considering using video in assignments

Shephard K (2001) Submission of student assignments on compact discs: exploring the use of audio, images and video in assessment and learning in higher education *British Journal of Educational Technology* **32** (2), 161–170. doi:10.1111/1467-8535.00187