



Student Authored Vignettes

Dr Simon J. Lancaster

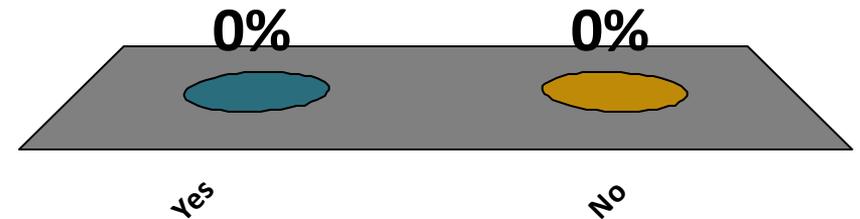
University of East Anglia



Do you ask your students to prepare and present presentations?

A. Yes

B. No



Student Authored Vignettes

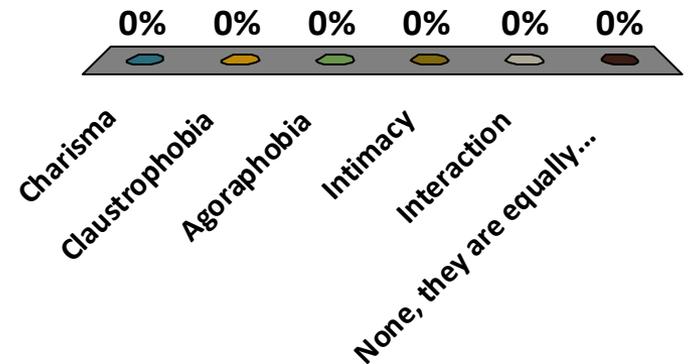
- From screencasts to vignettes.
- Making the most of the presentation.
- Students as partners.

‘Screencast’?

- A screencast is a recording of the evolving image on the screen during a presentation synchronised with the speaker’s audio narration.
- We record using Camtasia Studio but other solutions are available.

What is the most significant absence in a screencast versus a live session?

- A. Charisma
- B. Claustrophobia
- C. Agoraphobia
- D. Intimacy
- E. Interaction
- F. None, they are equally good



‘Vignette’?

- A vignette is a short segment of a screencast covering a critical concept which may be augmented by an interactive component introduced during the editing process.

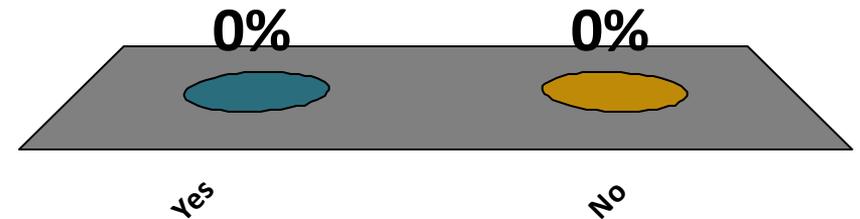
Student comments on Faculty Authored Vignettes

- “Staff vignettes are great revision tools because they are recorded well and the information is clear and concise!”
- “Good revision tool because if you haven't completely understood something in the lecture or when revising then you can go to that place in the vignette and listen to the explanation again!”
- “All lecturers should do it”
- “Would be more effective if lectures were recorded as vignettes that are only 5 minutes long”

Do you have the resources for faculty to produce lots of blended learning objects?

A. Yes

B. No



The Scenario

- Synoptic final examination questions.
- Formative revision peer presentations and handouts.

- Require students to produce vignettes.
- Interactive revision tools available at time of examination.

Implementation

1. The students are paired and allocated a revision topic.
2. Each student pair prepares a presentation to be critiqued by their peers and instructors.
3. Each pair delivers a presentation to their peers and the session is captured using Camtasia Studio.
4. Each student pair creates a vignette from their screencast or a subsequent recording.
5. The student authored vignettes are published online to be used as a revision tool.

Support

- Drop-in workshops
- Teaching associate authored instructional screencasts

An example



An example

http://www.chemistryvignettes.net/student-authored-vignettes/

Student authored vignettes ... X

Y! Yahoo! Search

Chemistry Vignettes

Interactive snippets from undergraduate chemistry

Home The Vignettes Presentations **Student authored vignettes** Student produced live-video Vignettes More Screencasting

The Departmental Project Report Variety in Chemistry Education Chemistry Blogs The Chemical Concepts Inventory

Student authored vignettes

As part of a Higher Education Academy Individual Teaching Development Grant funded project students on a fourth year MChem module have been authoring vignettes in preparation for a synoptic final examination.

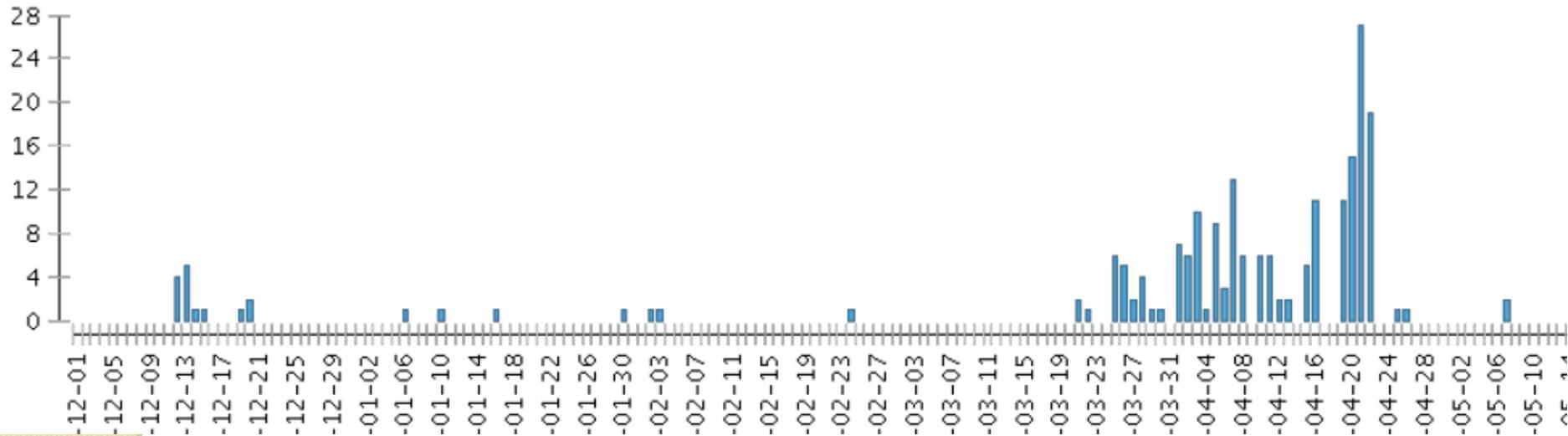
View Vignette	Download SCORM	.mp4 only version*
Intermolecular Forces	Intermolecular Forces	Intermolecular Forces

* - not interactive

Leave a Reply

13:59 01/07/2013

Uptake



When was the exam?

Evaluation quotes

- “Thought about information in a different way when preparing interactive questions”
- “You can add more to existing presentation which is good”
- “Made you go over material you might have forgotten”
- “Had lecture notes and additional material (narration)”
- “Highlights key areas”
- “No experience made preparation difficult”
- “Students don’t have a lot of time to do it. Takes longer than actual powerpoint”
- “Need more Camtasia experience/easier software”
- “Very good revision tool if a lot of effort is put into producing it”
- “Quality may differ and affect revision – can’t rely on them”

Focus group recommendations

- Introduce the approach earlier on in the degree programme, for example during the 1st year, and supplement this with tutorial questions focussed on the vignette topic.
- Allow more time for introducing the approach and training students in usage.
- Award credits and marks for the vignettes.
- Allocate vignettes to individuals rather than pairs, and if feasible base this on subject interests.
- Investigate use of other presentational software packages.
- Provide training on-line, with a user manual for self-paced learning and convenience.
- Adapt the approach to other disciplines (particularly sciences).

Conclusions

- Cheap and ‘straightforward’ software allows the capture and enhancement of student presentations.
- Students gain additional transferable skills and a tangible digital object for their portfolios.
- “Very good idea for lecturers to use in addition to lectures but needs more work and training for student usage”

Acknowledgements

- Jo Bruce
- Gurpreet Gill
- Simon Child
- Elizabeth Jacobs
- HEA (ITDG)
- UEA