



WARWICK

Students as film makers: Embedding skills development into assessment design

Dr Karen Simecek, Philosophy

Students as filmmakers



Employability

“A set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.”(ESECT based on Yorke 2006)

“Employability is not just about getting a job. Conversely, just because a student is on a vocational course does not mean that somehow employability is automatic. Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. It is about learning and the emphasis is less on ‘employ’ and more on ‘ability’. In essence, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner.”(Harvey 2003)



Employability

- ▶ Fisher and Tallant (2016): “Can we help philosophy students become employable without offending those who say that such a task is not the job of an academic?” (p 415)
- ▶ Student comment: Video-presentation “having something to put on youtube/CV to showcase another skill”

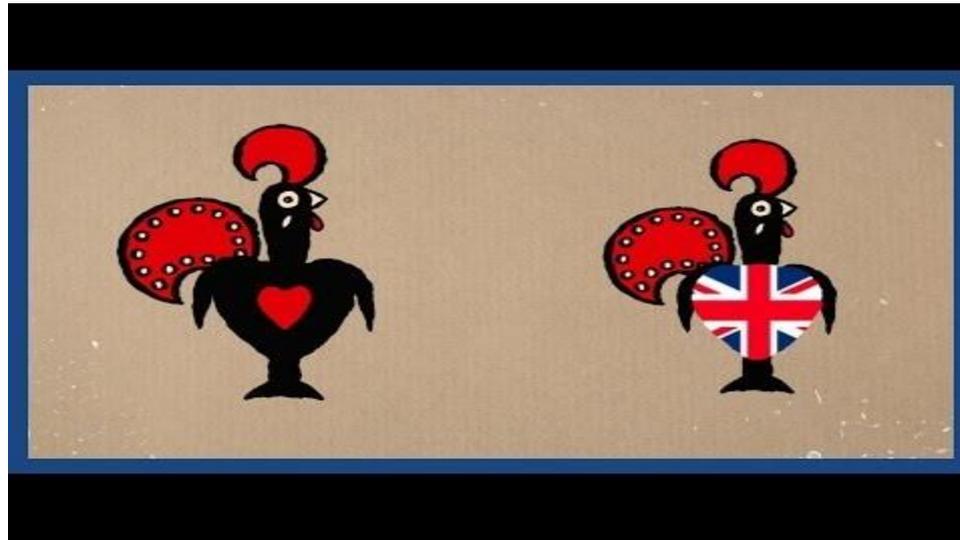


Confidence building for deeper engagement

- ▶ “It allowed philosophy to be presented in an alternative format, reaching a wider audience whilst utilising a creative medium”
- ▶ “It was a far more enjoyable process than writing an essay! Not just because it was new and different, but also because it did not require your full focused attention for the editing parts, which made me want to work on it for longer and the editing served as relief.”



Info-video and rise of YouTube



Employability (2)

- ▶ Encouraging students to reflect on form and content, audio-visual, reaching out to different audiences
- ▶ By producing their video as part of their UG course, they can demonstrate ability to do something which is valuable to employers, in particular, small business



Example presentation

- ▶ After watching the examples
 - List the skills you think the student exhibits in the presentation
 - How did they make use of ‘cinematic’ techniques to help make their argument
 - What do you think would be difficult for the student to demonstrate in written form?

Student videos:

- ▶ <https://estream.warwick.ac.uk/Embed.aspx?id=6684&code=bk~nFqcsWNlgciMJ36cMkhBH5yD&wmode=opaque&viewonestream=0>
- ▶ <https://estream.warwick.ac.uk/Embed.aspx?id=6730&code=bD~jJUMHZQIKWP0j7yrdKi3GZpO&wmode=opaque&viewonestream=0>
- ▶ <https://estream.warwick.ac.uk/Embed.aspx?id=6760&code=bu~zBmHsrUvHCW6ht757JSb9rop&wmode=opaque&viewonestream=0>



Here's what the students said ...

- ▶ I think it tested the nature of which I'm used to explaining something philosophical. I wanted to go behind vocalising an essay over some video clips, and so used the clips to aid and be part of what I was saying. Philosophically, this was new.
- ▶ It definitely made me think harder about what my argument was
- ▶ The video presentation encourages ideas to be presented in an engaging yet, at times, brief manner; such an approach tested philosophical skills of argument.
- ▶ it required me to think in a different way, such as how can I use the audio-visual features to also convey a philosophical thesis, rather than the written word



Designing assessment for a module

- ▶ Think of a module for which you would normally set an essay ...
- ▶ What skills do you want to your students to demonstrate?
- ▶ How might reflection on audio-visual help achieve those skills?



Tips from the students

keep your content simple and don't try to speak about too many points

Be creative with it- don't play it safe and try and just recreate an essay in video form

Plan as far in advance as possible. Get an idea of the film you want to explore well in advance. Try and learn / get to grips with a video editing programme that is new to you, in order to fully immerse yourself in the task. Have a concise thesis

Start early, it takes time to refine your argument.

Don't try to do too much

Don't be scared to take a risk and do something a bit atypical. Often this can lead to something more interesting.

Try to build an argument that enables images to speak for themselves

Don't overthink it! The content of what you are saying is far more important than how it looks. Also figure out what software you're using in good time and don't try to do too much in 8 minutes.

Complete a draft of the presentation and watch it back

Keep it fairly simple and focus on presenting your argument in the clearest, most lucid way



Digital Creativity and Pedagogy:

Ruth Leary, Term 3

- ▶ Digital storytelling is the practice of combining narrative with digital content including images, video and sound to create a short film with a strong emotional or subjective component. An effective digital story requires the storyteller to give careful consideration to the topic, audience perspective and technique. As a pedagogic technique it can be applied to any subject encouraging groups or individuals to critically engage and reflect throughout the production process and in the completed digital story.
- ▶ In the first of two practical workshops you will explore the fundamentals of storytelling and visual literacy and learn how simple digital tools can be used to create powerful and engaging stories. There will also be an opportunity to explore other 'transmedia' techniques and approaches to producing digital objects such as infographics and Pecha Kucha presentations, and discuss their application in the classroom.

