

## Report on the Meeting: Using Media Assignments as Assessment Instruments

Translated version (Poe Assistant) of [Verslag bijeenkomst Gebruik media-opdrachten als toetsinstrument | SURF Communities](#)

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Blended Learning

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Are written essays outdated? Consider trying something new by assigning media projects to students. On 30 September, the SIG Media & Education convened, providing an opportunity to gain inspiration and knowledge through presentations focusing on pedagogy, experiences, and examples related to this theme.

Anouk den Hamer from Utrecht University shared insights into the principles of constructive alignment in pedagogy and how she applies them to assignments where students create podcasts. Wouter van Grootheest from Christelijke Hogeschool Ede discussed his framework and experiences with students producing video essays. Sebas Muñoz from Leiden University shared his experiences in conducting workshops and supporting students in video production. Maarten Timmermans and Raf Lehaen from KU Leuven presented their experiences, including an impressive podcast series titled "Van Wacht." After a pleasant lunch, Arnout Probst from the University of Amsterdam presented their Secure Workflow for submitting and processing privacy-sensitive video material. Nadine Timans and Erik Boon from Vrije Universiteit introduced a toolkit for setting up, supporting, and assessing video assignments.

Sebas Muñoz presents on student video production experience

From these presentations, as well as the questions and discussions during breaks, several insights emerged:

- In assignments involving podcast creation, students focus primarily on storytelling and content, as they do not need to attend to visual elements. Consequently, technical aspects also pose less of a barrier.
- Producing a video allows students to develop additional competencies, such as visual language and narrative structure. Some students may already have experience in video creation and editing. It is essential to consider varying competencies when forming groups for collaborative assignments and to guide students appropriately.
- Students should be able to submit their videos or podcasts in a secure environment when handling sensitive material. However, when creating podcasts or videos intended for public release, there is a strong motivation to produce high-quality work. It is necessary for educators or programmes to verify that the material is suitable for public dissemination.
- A video essay serves as an excellent form of summative assessment. Students can express substantial knowledge and must also articulate their own opinions. Due to the time constraint of four minutes, it is crucial to get to the point quickly and take a definitive stance.

Arnout Probst presents the Secure Workflow

Designing and supporting various types of assignments can be time-consuming for educators. Existing toolkits and examples can assist in this process. Sharing experiences and contributing to these toolkits can also benefit other educators and colleagues. If you have any support materials that could help others, please share them via the Share function on this website or contact us directly.

KU Leuven's Multimedia and Learning service provides this platform:

[Helpplatform](<https://www.kuleuven.be/onderwijs/dienstonderwijs/limel/professionalisering/helpplatform>).

You can find the Toolkit from the Education Lab at Vrije Universiteit here:

[Toolkit for Video Assignments for Students](<https://filmeducatiebijdeche.wordpress.com/het-film-essay/>).