

Video transcripts and descriptors

Putting principles into practice

University of Strathclyde

Duration: 5:32 minutes.

| Visual description | Audio transcript |
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| Title page | Putting principles into practice University of Strathclyde |
| Exterior cityscape shot of Glasgow. Screen shots of Reap Project website. Shots of David Nicol working at his desk. | VOICEOVER: The Re-Engineering Assessment Practices, or REAP project, involved the implementation and evaluation of new models of assessment practice supported by technology across 3 Glasgow universities. This 2-year project was led by David Nicol from the University of Strathclyde. |
| PROFESSOR DAVID NICOL, PROFESSOR OF HIGHER EDUCATION Interview shot of David Nicol. Screen shots of university website. Interview shot of David Nicol. Shots of 2 students working together at a computer. | DAVID NICOL: The REAP Project's specific aim was to use assessment and feedback as a key driver for transformational change. The more students you had the more costs there would be in terms of staff time and providing feedback. So you really needed to think about a way of changing the way that we looked at assessment and feedback and bring technology in. So both the technology and the changed thinking could have great potential for producing both learning gains and teaching efficiencies. |
| ANNE HUGHES, DEPUTY PRINCIPAL, LEARNING AND TEACHING Interview shot of Anne Hughes. | ANNE HUGHES: Students, they're always looking to the assessment, they're always looking to the exam to guide what they should be doing. So if you can bring about changes, innovations in your assessment, you can bring about changes in their attitude to learning and their engagement with learning. |

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| <p>PROFESSOR DAVID NICOL, PROFESSOR OF HIGHER EDUCATION</p> <p>Shots of David Nicol working at his desk.</p> <p>Interview shot of David Nicol.</p> <p>Screen shots of Reap Project website.</p> | <p>DAVID NICOL: It's important to recognize that we're not talking about formative assessment or feedback is just something the teacher engages in. It's actually about the feedback that students generate themselves when they're engaged in assessment tasks and about the kinds of feedback they get from peers. I think the REAP Project was redefining how we conceptualize assessment and feedback.</p> |
| <p>Screen shots of university website.</p> <p>Shots of David Nicol working at his desk.</p> <p>Shot of Anne Boyter working at her desk.</p> <p>Screen shots of SCRIPT.</p> | <p>VOICEOVER: Two notable successes of the REAP project at Strathclyde occurred in the Psychology and Pharmacy departments. David Nicol takes us through the experience in Psychology, but first Anne Boyter, a senior lecturer in Pharmacy, describes her experience in developing a new online tool called Script, which is used to enhance feedback.</p> |
| <p>DR ANNE BOYTER, SENIOR LECTURER IN PHARMACY</p> <p>Interview shot of Anne Boyter.</p> <p>Screen shots of Reap Project website.</p> <p>Interview shot of Anne Boyter.</p> <p>Shots of a group of students using SCRIPT.</p> <p>Screen shots of SCRIPT.</p> <p>Interview shot of Anne Boyter.</p> <p>Shots of Anne Boyter working at her desk.</p> | <p>ANNE BOYTER: The REAP principles actually inform all of our teaching and all of our assessment and it was mainly the feedback we wanted to give the students, instant feedback. But doing that with a year of 120 to 150 students it's difficult to do it one to one, so SCRIPT is now integrated fully into our VLE. Students will see the facsimile of a real prescription and then they have to look at it for legal errors, overdoses, underdoses, interactions. They then click to get this marked and they get a bit of feedback as well; instantaneous, without having an awful lot of staff input extra to what we did in the past. We can now see which errors the students are making most commonly and tailor our tutorial the following week.</p> |

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| <p>PROFESSOR DAVID NICOL, PROFESSOR OF HIGHER EDUCATION</p> <p>Exterior shots of the university campus.</p> <p>Interview shot of David Nicol.</p> <p>Screen shots of Reap Project website.</p> <p>Interview shot of David Nicol.</p> | <p>DAVID NICOL: One project in Psychology that particularly stands out where they had 560 students. They used a discussion board in WebCT to get students to write collaborative essays and they were able to show that not only did students provide a lot of feedback for each other but they actually performed better in the essay writing in the exams compared to previous years. The act of giving feedback is cognitively more demanding, it engages students more actively in the process, they spend time thinking about the criteria and how the assignment is related to the criteria.</p> |
| <p>GILL CURRAH, VICE PRESIDENT, STUDENT DEVELOPMENT</p> <p>Interview shot of Gill Currah.</p> | <p>GILL CURRAH: If I can critically evaluate someone else's work then it makes me able to critically evaluate my own work a lot better and a lot more effectively.</p> |
| <p>DR ROBERT ROGERSON, HEAD OF DEPARTMENT, GEOGRAPHY AND SOCIOLOGY</p> <p>Interview shot of Robert Rogerson.</p> <p>Shots of a group of students using SCRIPT.</p> <p>Interview shot of Robert Rogerson.</p> | <p>ROBERT ROGERSON: Because one of the big concerns of peer assessment is that they have to talk to each other and they're not confident or respectful necessarily of each other's assessment of themselves, doing it online, doing it more anonymously, doing it more as a group exercise aided by technology has been a very supportive way to get students to be more confident in their own ability to evaluate and aware of what their peers bring to the assessment process.</p> |
| <p>PROFESSOR DAVID NICOL, PROFESSOR OF HIGHER EDUCATION</p> <p>Exterior shot of the university campus.</p> <p>Interview shot of David Nicol.</p> <p>Screen shots of REAP Project website.</p> | <p>DAVID NICOL: We have a campaign now called the Feedback is Dialogue campaign which provides a set of ideas for students about their own role in the assessment and feedback process and provides some web resources for them. And the Students' Union have helped us to promote that campaign.</p> |
| <p>PHILIP WHYTE, PRESIDENT OF STUDENTS' ASSOCIATION</p> <p>Interview shot of Philip Whyte.</p> <p>Shots of a group of students using SCRIPT.</p> | <p>PHILIP WHYTE: What we have managed to do now is get from this idea about lecturers simply delivering feedback and students simply accepting it to more, actually, a critical analysis, getting students to understand where they think they went wrong and how they can get better.</p> |

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| <p>Screen shots of REAP Project website.</p> <p>Exterior shot of the university campus.</p> | <p>VOICEOVER: The REAP project demonstrated new ways of engaging students as active agents in learning and as such at the University of Strathclyde a strategic review of curriculum delivery is now well under way.</p> |
| <p>PROFESSOR DAVID NICOL, PROFESSOR OF HIGHER EDUCATION</p> <p>Interview shot of David Nicol.</p> <p>Shot of David Nicol working at his desk.</p> <p>Interview shot of David Nicol.</p> | <p>DAVID NICOL: You have to have a multi-strategy approach, so we had a set of principles that indicated how you might implement this in practice and provided a range of examples. Then as we implemented, we evaluated all of these things and we provided evidence to show that this was actually having an effect so the evidence then spread across the institution, to the extent that the Deputy Principal asked us to re-think the university's assessment and feedback policy.</p> |
| <p>ANNE HUGHES, DEPUTY PRINCIPAL, LEARNING AND TEACHING</p> <p>Exterior shot of university sign.</p> <p>Interview shot of Anne Hughes.</p> <p>Screen shots of REAP Project website.</p> | <p>ANNE HUGHES: If you can focus on how do you assess students' learning, what are they gaining from that learning, that's what brings about the ability for staff to actually look at how they're structuring the learning experience. So we think it takes you right to the heart of what you need to develop in order to bring about beneficial change right at the class level.</p> |
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