

Recording demonstrations for inclusive learning in design

This exemplar is relevant to Digital Student challenges:

Deliver an inclusive student experience, using technology to overcome disadvantage and difficulty of access

The Department of Computing and Information Systems at the University of Greenwich has been experimenting for a while with the use of video capture in screen-based courses such as games design and animation. Applications include:

- audio and screen recordings of design tasks made by the tutor to accompany lectures;
- students recording design tasks with audio and screen capture and submitting these instead of a written exercise;
- practical submissions being assessed via live debate and tutor/peer feedback, which is recorded and made available for review by the student;
- recording of formative seminars, especially where students are demonstrating practical screen-based work;
- recording of final year project demonstrations so external examiners can see the process as well as the outcome.

The tutor reports good results with these approaches:

- *[Recorded peer feedback] is more intensive, interactive and a great deal quicker and easier... I also have evidence that a student has demonstrated a level of knowledge and understanding beyond the initial submission.'*
- *'[Capturing student feedback sessions] allowed all 50 students to do the seminars in a 2 hour period, rather than the 10 hours it would have taken previously to sit in on each individual group.'*
- *'a few students had questions on making sprite for their games, so using video allowed me to answer, demonstrate and share with all of them.'*

Feedback suggests that the recordings have also been popular with students:

- *'Videos on how to use Unity are excellent, you really can understand and look back at how to do certain things.'*
- *'The use of examples and videos help contextualize the content which we are learning.'*
- *'Watching the videos... was really helpful and I found them much easier to follow compared to reading the pdf file. I would have found the course much harder without them.'*
- *'During the Lecture, the teacher is recording it with explanations ... this makes it easier to follow the steps at your own time.'*
- *'The additional tutorial videos supplied were a great help clarifying the more obscure problems that came up whilst doing coursework.'*

This year, as a measure to support a profoundly deaf student, some of the tutors'

recordings are also being transcribed and captioned. All students will benefit from having practical sessions available to them via several different media.

How does this meet the challenge?

- Making course materials available in a range of media including audio/video supports students with a range of learning needs, including dyslexic students (who are often over-represented in design-based courses).
- Screen capture software is straightforward to use and allows for a synchronised audio/video track to be added with little additional effort.
- Meeting the needs of students with specific learning needs almost always benefits other students as well.

Find out more

- [YouTube video](#)

Contact: Darrenlloyd Gent <D.T.Gent@greenwich.ac.uk>