

THE USE OF DIGI-EXPLANATIONS AS AN INNOVATIVE, ALTERNATIVE ASSESSMENT TECHNIQUE SUITED TO THE DEMONSTRATION OF COMPLEX AND SIMPLE PRACTICAL SKILLS FOR BIOMEDICAL SCIENCE STUDENTS

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KEYWORDS: DigiExplanations, Peer Review, Innovative assessment, Team assessment

ABSTRACT

Student evidence of learning is a challenging concept for many educators in the higher education and Vocational Education Training (VET) domain. 'Digi Explanations' are a relatively new multi-media assessment technique that has recently become well-known, particularly since its support from the Office of Learning and Teaching. This assessment technique is primarily based on work presented by Associate Professor Gary Hoban's and detailed within the DigiExplanation website (<http://www.digiexplanations.com/>). This case study reports on the findings and feedback of a trial with a cohort of Biomedical Science students from Federation University Australia (formerly known as University of Ballarat) during Semester 1, 2014. This assessment technique replaced traditional practical report assessment techniques in both a microbiology and anatomical pathology context. The assessment technique, coupled with team-based learning principles, peer review and various forms of feedback has allowed for building confidence in eLearning presentation skills, student engagement and learning of scientific concepts in an alternative mind set.

Proceedings of the Australian Conference on Science and Mathematics Education, University of Sydney, Sept 29th to Sept 30th, 2014, page 25, ISBN Number 978-0-9871834-3-9.