

Student creativity in assessment of an anatomy and physiology subject: the digi-explanation.

Pam Megaw, Martin Vandermeer, Ryan Harris and Monika Zimanyi  
James Cook University, Townsville, Australia

We co-teach first year anatomy and physiology to 320 allied health students studying 4 different programs (Occupational Therapy, Physiotherapy, Speech Pathology, and Sport and Exercise Science). The cohort is comprised of just over half first-in-family students, with diverse academic backgrounds, as evidenced by a broad range of university entrance scores (Australian Tertiary Admission Rank (ATAR) 99.95-35, with just under half of ATAR 87 or lower). Historically the subject has been characterised by student disengagement, and a high failure rate. As part of a continuing strategy to address these issues, we included a group based digi-explanation (which involves the students making a video) in the assessment regime. Digi-explanations harness the skills and creativity students already possess in terms of being able to manipulate digital resources for social purposes. Groups of 4-6 students were tasked with producing a 3 minute video which explained a specific topic covered in the subject. The topics were tailored for the different cohorts to increase relevance of the exercise for the students. Instructional documentation was produced to assist the students in this process. Students could assemble a composite video from public domain materials, or film and produce an entirely original video. Most groups used a mix of public domain materials and original footage for their videos. Students were surveyed regarding their digi-explanation experiences and 75% of students found the exercise was useful for exploring their understanding of the material, and that it increased the relevance of the material to their degree.