

Using YouTube as an assessment tool: facilitating student creativity for Public Health improvement.

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Background

Student theoretical assessment within a pre-registration nursing programme is often focused around written course work. This approach does not always appeal to all types of learners or indeed foster student creativity. Therefore at the University of Derby within the level 5 Public Health module it was decided to supplement the written assessment by developing a summative assessment based upon a student group developed Public Health film.

Russell and Moote (n.d) highlighted the potential value of using social media in the form of YouTube for student assessment purposes, as it potentially increases student motivation for engagement and freedom for creativity, and for those less confident with this form of technology it helps them to develop their transferable skills.

The role and contribution of nurses to the public health agenda is acknowledged (Royal College of nursing 2012; Public Health England 2013; NHS England 2016). This form of assessment enables students to examine, create and evaluate the use of social media for the purposes of Public Health improvement.

Implementation

A contemporary local, national, or international Public Health priority topic is randomly allocated to student groups. They are required to design, produce and edit a film for a specific target audience. Supplementary rationale is required to demonstrate understanding of target audience, style, content, messages and subsequent actions leading to Public Health improvements.

Students generally prefer to utilise their own mobile devices to capture the films. This is due to their ease of accessibility, familiarity with the device, and the quality of the recording that can now be achieved using inbuilt camera equipment on phones and tablets.

Students are advised to utilise social media editing software (YouTube, this being freely available to construct and publish their completed group films. Technology is a key element to students learning and development however, the typical current demographic of nursing students at Derby ensures that there are still some individuals who have limited prior experience of such media or personally perceived technical competence. Through peer support and shared learning in a team work approach to assessment students gain increased confidence in this and other aspects of technology for their own wider development and health care technology literacy.

A number of the films produced by student groups have been positively reviewed by local commissioners and third sector organisations that have wanted to develop the concepts for implementations as actual public health information resources.

“ Being able to create a film that may be used in the future to inform public health ”

“ Enjoyed making the film and working with members of the course who we do not usually work with ”

“ Like we made a film this is different from assignments and really engaging ”

References

NHS England. (2016), *Leading Change Adding Value: A framework for nursing, midwifery and care staff*, London.

Public Health England. (2013), *Nursing and Midwifery Contribution to Public Health*. London.

Royal College of Nursing. (2012), *Going Upstream: Nurses Contribution to Public Health*. London.

Process



Evaluation

Students enjoy the license that this module assessment enables to work as collective team, to be creative and responsive to real defined Public Health needs, to appreciate underpinning theory and methodology for health improvement, and to ultimately produce a credible end product that is fit for purpose and potentially transferable outside of the classroom setting.

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