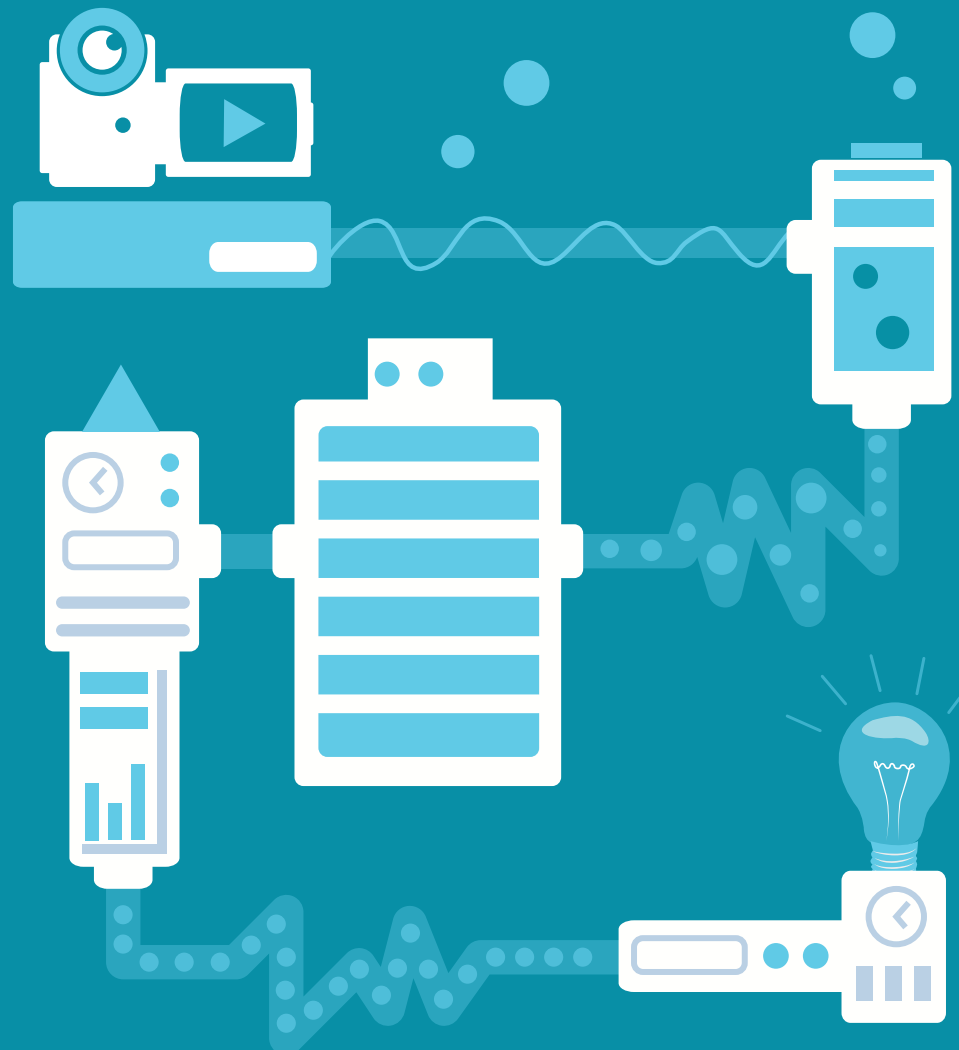


# Case Study

# University of Queensland

Video Assignments That Assess More than Knowledge

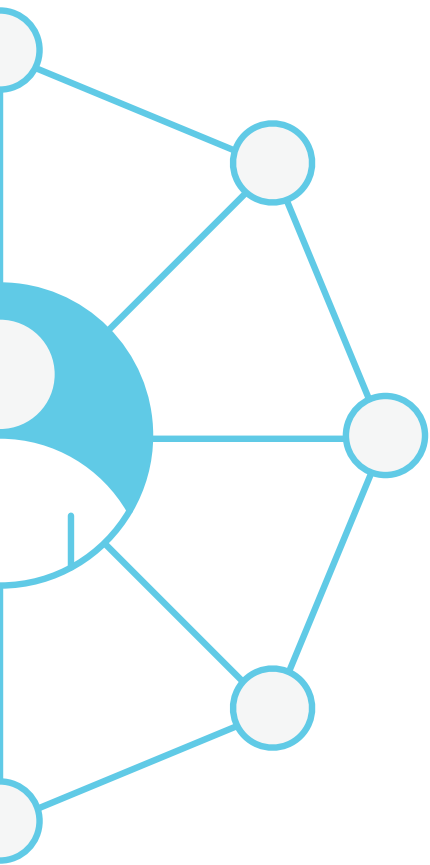


## Pharmacy students are expected to know more than just facts; being able to communicate that information is just as important. How could their instructors evaluate both knowledge and skills simultaneously, without increasing their own workloads?

The University of Queensland is one of the larger Australian institutions of higher education, with 50,000 students. As a Blackboard customer for 12 years, they have been accustomed to working on the leading edge of educational technology; within the university, the School of Pharmacy is considered one of the most pioneering. One of the technologies the School of Pharmacy is most excited about is video. But while they may be willing to experiment, for very high stakes uses such as assessment, they need a tool that is centrally supported. That's why they were delighted when Queensland decided to add the Kaltura Video Building Block for Blackboard.



Pharmacy students are required to absorb an enormous amount of information to ensure they can provide their patients with the safest, most effective care. But the 8-Star Pharmacist framework from the World Health Organization requires more than just knowledge. Pharmacists are expected to be "life-long learners," able to remain up to date independently, long after graduation. They need to be excellent "communicators," capable of explaining prescriptions so that patients fully understand their medications. Finally, they are expected to help train the next generation of pharmacists as "teachers" during clinical placements. These "soft skills" are just as important as drug knowledge, but are much harder to teach and to test.



By using incorporating video assessments into the first professional practice course, School of Pharmacy Lecturer Jacqueline Bond has managed to address these needs. A key assignment requires groups of three to generate three to four minute explanations of the answer to questions from a previous exam. This assignment allows the students to prove their mastery of the material and help prepare them for upcoming exams. But at the same time, it allows them to learn and creatively express their skills as lifelong learners, communicators and teachers (as well as giving them a little more empathy for their instructors!). It also develops teamwork and creates a sense of community within the class as students review the best videos created by their peers.

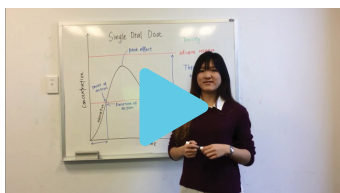
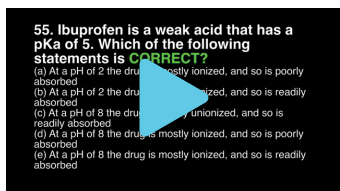
But initially, there was some hesitation. With a student population in which more than half are speaking English as a second language, how would the students respond well? The potential technical issues also gave instructors some pause. Most students wait until the last possible second to submit projects, and introductory pharmacy classes are very large, with hundreds of students. If hundreds of people uploaded large video files two minutes before the deadline, would the system crash? And how easy would it be to track such a large number of files, each of which involved multiple students?



**There's something inauthentic about being limited to written assignments in pharmacy. The video assignment was a very easy sell to the students on why they need to do this, because the task was so aligned with the skill set they have to demonstrate at work.**

**- Jacqueline Bond, Lecturer, School of Pharmacy,  
The University of Queensland**

## Watch examples



After three years of execution and nearly 1000 videos, the program is considered a resounding success, or in Bond's words, "a sensational assignment...very authentic." The assignment helped draw students out of their shells. Despite having so many files added to the course gallery at the same time, all three years have gone exceptionally smoothly; instructors were "very happy with upload speeds," and with the very detailed written instructions the faculty provided, they received no panicked emails from students. For each group, one student uploaded the file and then added the other group members' names as tags, which made it easy to search and make sure every student's work was accounted for. The reaction from both staff and students has been overwhelmingly positive. The students liked the assignment because it was different from their usual work, and more engaging. It helped draw them out of their shells as they could practice, edit, or re-shoot until they were happy with the final product. The instructors appreciated how efficient it was to mark the assignments for such a large group, but also how much more fun it was for them. "Marking the assignments was a really joyful experience," says Bond.

These assignments are not the only way the School of Pharmacy uses video. With a large and incredibly diverse cohort, and no personally-assigned academic advisors, it can be a challenge to connect with students individually. Bond likes to post intro videos before school even starts, saying she wants "to hit the ground running on building rapport with students before they even arrive, because I want them to feel like there's at least one person on campus that they know." She uses Blackboard to post at least an announcement each week, with both video and text announcements. If a lecture runs long, she and her colleagues catch up with a five minute video segment uploaded afterwards; if they have to miss a class unexpectedly because of sickness or a conference, they can keep their students on track with short video clips added to the class materials. The School of Pharmacy prides themselves on "trying to find ways to make teaching as personal as possible."



**The video assignment was great fun to complete.**

- PHRM1011 student, 2015

## Jacqueline Bond



The Kaltura Video Building Block for Blackboard has been particularly successful because of how smoothly video is integrated into the existing workflow. “It’s easy, and it’s not stressful,” Bond says. She takes comfort in Kaltura’s longstanding reputation in the field, knowing this is not a tool that will fall out of favor in six months. “Having something that you can introduce in your school that will be adopted by a lot of people, not just the tech heads, is the measure of success.”

Ultimately, this educational technology pioneer believes it’s not just about being on the cutting edge; tools “need to be aligned with educational goals.”



**Video has reached a critical mass where a lot of people are doing desktop recording because it’s so easy. You can explain it to someone in three minutes, and that’s awesome...I just find Kaltura really, really easy to use. There’s not a lot that ever goes wrong.**

**- Jacqueline Bond, Lecturer, School of Pharmacy,  
The University of Queensland**



**Getting started:** For more information, visit

<http://corp.kaltura.com/Products/Video-Applications/Video-Building-Block-for-Blackboard>

or contact us at <http://corp.kaltura.com/company/contact-us>

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