



Short slidecasts: towards more active development of writing skills

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Context and Problem

Writing skills are essential to develop¹:

- Students: will write reports during their study
- Career: writing important for communication



Problem: students hand in reports with e.g. inadequate structure, coherence and lay-out of figures and tables

Challenges in education related to problem:

1. Different *learning speed*
2. Different/inadequate *instructions* during curriculum
3. Difficulties *assessment* due to unclear and changing rubric

Solution

We developed a solution for these challenges:

1. **Short slidecast** concerning:



2. **Specific questions** in slidecasts related to assignment

- Overall instructions similar
- Questions related to the course

3. **Rubric:** focus on integrated assessment and aligned with clips.

Development in Education

Course Innovation project medicine:

- **First year** students Pharmaceutical Sciences and Science, Business and Innovations combined
- 150 students, 30 groups, 4 weeks
- **Report:** Progression through drug development process

Set-up using rubric and clips:

- Ability to **prepare** for writing skills lecture
- **Support** during writing
- **Reference** during feedback and assessment



Future:

- Use of slidecasts as basic in other courses
- Learning line with more advanced clips to improve writing skills

Concrete revenues

Teachers:

- Becoming **experts** in developing knowledge clips
- **Short slidecasts** with questions related to course content
- More **equal** formative and summative **assessment**



Students:

- **(Re)activation** during course and curriculum
- **Similar instructions** throughout curriculum
- **Better writing skills** & higher quality report



Other educational programs:

- *General clips with specific questions*, which can be modified to different contexts

Global planning

Timeline development and implementation:



Future: Determining follow-up steps and potential embedding in other courses

Viability and Risks

- + Experience with redesigning courses
- + Teaching experience in (academic) writing skills
- + Support from fellow teachers & program directors

- Limited (technical) knowledge & experience with creating knowledge clips
- Low risk because available time

References

Lonka, K.; Chow, A.; Keskinen, J.; Hakkarainen, K.; Sandström, N.; Pyhältö, K. How to Measure PhD Students' Conceptions of Academic Writing—and Are They Related to Well-Being? *J. Writ. Res.* **2014**, *5* (3), 245–269.