

Chapter 2

The Use of Student–Generated Videos and Intercultural Group Assessment to Promote Equity, Diversity, and Inclusion (EDI) in Higher Education

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ABSTRACT

Student-generated videos are a new form of assessment that has been increasingly used in higher education to enhance students' engagement and intercultural awareness, especially in business schools. Group diversity in assessment has also emerged recently but has not been widely explored as a means to promote equity, diversity, and inclusion (EDI) in the diverse student cohorts in today's plurilingual higher education institutions. The current study explored students' perceptions of intercultural group assessment and videos as a form of assessment when student-generated videos are used to increase students' other-awareness and intercultural competence in HE and increase their engagement by using a technology-enhanced approach to allow students to develop a range of skills. Students stress the significance of their involvement in problem solving as members of diverse teams so that they learn how to promote EDI in their teams and reflect on how they can resolve tensions. The chapter provides recommendations for further research and highlights implications for theory and practice.

INTRODUCTION

The current chapter will explore two emerging assessment methods: the use of student-generated videos and intercultural group assessment as two innovative evaluation approaches which aim to promote Equality, Diversity, and Inclusion in Higher Education (HE). In response to emerging active learning

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strategies, lecturers in Business Schools are asking students to generate videos instead of boring written assignments (i.e., reports) as learners often complain that they are disadvantaged (i.e., international students) when their performance in terms of a module is judged only based on their writing skills. The learning benefits of multimodal video production are manifold, especially in MBA Education, as students need to develop various professional skills i.e., effective communication and interpersonal skills. Video creation promotes critical thinking and problem-solving, encourages collaboration and negotiation among team members, and fosters interaction and engagement among all learners irrespective of their background fostering inclusion (Schultz et al., 2014). Moreover, when MBA students create videos as a form of assessment, they develop digital literacy which is a valuable skill for Business managers.

In addition, group assessment which invites students from various cultural and linguistic backgrounds to collaborate remains a controversial issue in HEI. In the UK, HEI have an increasingly strong focus on internationalization and the use of English as the medium of instruction simultaneously (Strauss & Young, 2011). Therefore, departments need to make curriculum reforms to reflect the diverse student populations and needs (Leask, 2009). This is prominent in HE in the UK, where international student numbers have considerably increased due to the influx of European and overseas students in the last two decades. This article reports on an investigation into student perceptions and experience of intercultural group assessment when combined with video as a form of assessment, where group members come from culturally and linguistically diverse backgrounds, in the context of a university in the UK. More specifically, the study focuses on perceptions of similarity or difference among learners and related behaviour which may support or challenge intercultural interaction, learning, and EDI.

The current study will examine the impact of student-produced video assessment and intercultural group assessment on postgraduate MBA students' attitudes towards learning and assessment to unravel the benefits and challenges of these two methods and provide insights into students' views regarding the use of these two approaches in postgraduate HEI classrooms with the aim of improving student motivation fostering Social Justice for all students, including low-achieving, neurodiverse and international students. In terms of this chapter, the relevant literature on video as a form of assessment, EDI in Higher Education classrooms and intercultural group assessment will be explored to provide the background of the study. Then, the methodology of the study will be presented in detail to help readers understand how these two approaches can be implemented in postgraduate education. The findings of the study will be explored and then discussed to highlight the benefits and challenges of these two methods when used with postgraduate students. Implications and recommendations will be analyzed and then limitations and suggestions for further research will be considered to conclude this chapter.

BACKGROUND

This section will provide the literature review of this study exploring three topics: a) videos as a form of assessment in HE, b) intercultural group assessment in Higher education, and c) EDI in HE.

Videos as a Form of Assessment in HE

MBA students in HEI are expected to develop a wide range of skills which include problem-solving, creative thinking, digital skills, collaboration, and negotiation. However, many MBA graduates lack these skills and may struggle to find any career-enhancing positions. As MBA educators, it is crucial to

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