

Can the use of digital storytelling replace the need for essays in higher education? If so as they are 'personal' reflections can they eradicate plagiarism?

Phil Davies, Rami Malkawi

University of Glamorgan, Mid Glamorgan, United Kingdom

The development of digital storytelling as an authentic means of developing student reflective skills is starting to become a reality within higher education. There has been some work in the area of using digital stories as a means of assessing students in a personalized way. However, in order for this form of assessment to be authentic and acceptable it must be able to match the present day assessment requirements associated with essays.

This presentation identifies the possibilities of using Digital Stories as a 'replacement' to essays and identifies how the integration of peer-assessment with these digital stories has removed the 'threat' of plagiarism whilst not increasing the marking load of a tutor.

The use of a web based digital story peer-marking tool (CAPODS) is introduced and examples of how students have been able to integrate traditional academic research and personal reflection together to develop their own knowledge are demonstrated.

Open theme. Suggested topics include: innovative assessment techniques beyond the essay

Keywords: Digital Storytelling, Peer-Assessment, Innovative Assessment