

## **ALTERNATIVE ASSESSMENT: FINAL CREATIVE TED TALK PROJECT IN PRE-HEALTH SCIENCES**

### **Purpose**

This assessment and grading resource draws on UDL principles to maximize student engagement by incorporating flexibility, relevance, and choice. The assessment encourages students to make connections between the course content [anatomy] they engage with in lecture and lab and cutting-edge research that is happening in the world. By tapping into students' personal interests by letting them select any topic they like (about health science) and allowing them choice of submission format, students are excited to engage with the material.

### **Overview**

The assessment embeds a scaffolded approach with smaller steps and checkpoints that help support the students in completing their work successfully. First, students must do a search for a video about anatomy that they find interesting. Next, they are required to write a list of 10 things they learned while watching their chosen video. Two weeks after that, they create their "Idea Worth Spreading" (the tagline of Ted Talks) in a new and exciting way. Students are allowed to organize and present their information in any way they like and a flexible rubric allows for ease of marking. Once they have completed their work, students share their creative project in a small group of 3-4 students and complete a short reflection on the process, what they learned, and how their work relates to the projects of their peers.

### **Context**

This assessment has been successfully used in Pre-Health studies in both small and medium size courses. It can be easily adapted to fit any subject matter while retaining key principles of flexibility and choice.

### **Impact**

Students differ in the ways they can navigate a learning environment and express what they know. By offering students choice in how they demonstrate what they have learned, they have an opportunity to share what they've found particularly interesting about the course and explain what they've learned about the topic that interests them most. Students love that they are allowed to be creative, but can sometimes struggle with the amount of freedom allowed by the final format. A list of possible formats is included to get them thinking and they are encouraged to focus on the rubric requirements to help guide their work. Lastly, students are generally less anxious about having an informal chat with their small groups of peers, but they still get to practice their communication skills in a low-stakes environment.