

To VLOG or Not to VLOG? Assessing Skills for Industry 4.0

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This study set out to evaluate the implementation of a video blog (vlog) summative assessment on an online MBA module. Engaging students in real assessment working on real problems (Evans, 2016) of Industry 4.0 must be a priority for institutions brokering in graduate employability and future skills. Whilst the vlog has become popular for eliciting and assessing reflective practice (Parkes et al., 2019) it is not commonly used as an end of module assessment device. Yet the vlog as an assessment method is a potentially valuable way to support the development of the future proof skills outlined by the World Economic Forum (2018); which include criticality and creativity, complex problem-solving, and evidence-based decision-making. Despite a shift in learning goals in formal education sectors in many countries in recent decades (Care et al., 2018) the full alignment of curricular learning objectives with assessment is less prevalent (Kim et al., 2019). Furthermore a “strong focus on traditional assessment formats” continues (JISC, 2015). The vlog offers means to focus learners on developing robust arguments to solutions for real-world issues in authentic contexts. The researcher collected qualitative feedback using an anonymised online survey tool from two discrete populations of part-time online MBA cohorts in one faculty. The student post-submission reflections of their experiences of their vlog assessment provide insight into the potential and implications of summative vlog assessment design. Findings should assist educators who wish to integrate technology into an assessment or employ the vlog as a robust summative assessment format for online modules.

