

NUSC Impact Experience • IEx Video Assessments LC

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About NUSC Impact Experience (IEx)

IEx is the award-winning compulsory 2 year capstone course at NUS College, in which students form teams of 6-7 members and undertake a two-year social and/or environmental impact project either in Singapore or regionally across Southeast Asia. Students work with a faculty supervisor and community partners to conceive, design, and implement their project. The course culminates in NUSC's yearly Impact Festival, where students exhibit artistic expressions of their impact projects.

NUSC is currently expanding IEx credit from 4 Units to 8 Units, so we are revamping our video-based assessments.

Our Learning Community Goals

Our TEG LC has allowed us to develop effective video-based assessments for IEx in the form of a participatory and portable set of resources.

We formulated **five key principles** for the assessments:

1. Assignments should be academically enriching in terms of skillsets and intellectual rigor
2. Assignments should produce videos of sufficient quality to be useful for NUSC publicity initiatives
3. Assignments should be useful for our IEx communities and partners
4. Assignments should help us tackle the problematic issues concerning AI
5. Assignments should explicitly build on NUSC foundation courses, esp. NSW: Understanding the Social World

The Issue Motivating our TEG LC

IEx assessments aim to capture, critically and creatively, the kaleidoscope of students' real world experiences

Assessments inculcate professional skillsets (like proposal writing) and video skills

Our initial video assessments were underwhelming

Both our students and faculty need improved skills to make robust experiential assessments

The TEG LC grant allowed us two collaborate with a professional film/video practitioner and educator to develop new assessments.

The Product: Improved Video-based Assessments

Assignments cultivate critical thinking and analytical skills while avoiding routine talking head reflection videos.

AI and Experiential Learning

AI poses a tremendous challenge for educators. Our assessments are intended to minimize the negative impacts of AI by being video-based and experientially grounded.

Integrate Foundation Tier

NUSC has a robust foundational tier of common core courses. Our assessments connect foundation and IEx capstone courses.

Publicity Initiatives

Our capstone IEx needs to regularly refresh its branding and content. Our assessments let students create the public face of IEx.

See what IEx looks like here:

<https://www.youtube.com/@NUSCSpecialPrograms>



• EXAMPLES •

Show Don't Tell

In this exercise, the supervisor messages the student a keyword prompt. The student shoots and edits a short clip in their field site that they find represents the keyword in a creative or visually impactful way.

Keywords are conceptual, like 'local wisdom' or 'marginalization'.

Ambient sound or dialog is permitted, but no narration is allowed. In this way students must critically analyze the social world they are working in, and deploy the visual aspects of the medium to evince that analysis.



Elevator Pitch + Viva Voce

This is a contrastive set of exercises:

1. An elevator pitch describing their project. Scripted, rehearsed, and professional, the pitch can be deployed to seek project funding, impress a potential employer, and NUSC publicity. The video must be conducted in one continuous take with no cue cards.
2. A Viva Voce, intended to be spontaneous and to develop skills in being articulate, informed, and precise when speaking extemporaneously. At a scheduled time, the supervisor meets online with the student and provides the prompt, which the student must respond to in real time. This exercise builds on the Viva Voce exam all NUSC students perform in their foundational NSW course.

Site Tour + B-Roll Exercise

Another set of contrastive exercises intended to develop a critical eye for both the 'big picture' and the minutiae of fieldwork.

1. The Site Tour builds on foundation courses. Students must film and create a voice-over narration for a comprehensive overview of their project field site and the issue they are addressing in their projects. This helps students grasp the 'big picture', and allows NUSC to aggregate and publicize student endeavors in a single format.
2. The B-Roll exercise aims to develop critical observational and nuanced analytical skills by focusing on minutiae of their communities. What details become interesting or confounding or even shocking? Students compile a montage of such b-roll, which can be incorporated into other IEx assessments, including the Creative Practice component at the end.



Your Artistic Eye

The IEx course culminates in a public artistic expression of the IEx project called 'Creative Practice'.

This assignment aims for students to transcend orthodox approaches to filming their 'subject' by thinking of a new and creative way to depict something germane to the project—something that pulls us out of our everyday views on life.

This could be done by manipulating camera angles, distorting sound or color, by generating thought provoking montage or mise-en-scène, or other creative aspect that moves students beyond tasks of documentation and 'faithful depiction'.

