QUIET ON THE SET: LIGHTS, CAMERAS, ACTION
Using Videos to Assess Oral Presentation Skills

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The Challenge

- AACSB accreditation requirement
  - Provide evidence of assessment of oral presentation skills of students in 2106AFE Company Law
- Where and How to assess students when tutorial time fully committed?
An idea??????

Have students video their oral presentations!

Hmmmmm ...
**Project**

- Successful EOI under the GBS Blended Learning Resource Development or Emerging Technology Trial fund

- 2106AFE Company Law
  - Approximately 140 students
  - High percentage of international students
  - Individual oral presentation – 10% weighting
Video presentations

• Enhance communication skills
• Provide a quick, objective, valid and reliable method of assessment
• Provides portfolio evidence
• Reflective tool
The Investment required...

• Online Resources:

  Oral Presentation

  Presentation Resources (elevator pitch)
  There are plenty of elevator pitch or elevator speech examples on the web (particularly youtube). Many provide tips on developing an elevator pitch, but the better ones show you a real life pitch and then provide expert feedback. The following sites have been provided and recommended by Craig Cameron.

  Examples of "Good" and "Bad" Elevator Pitches
  Please view the following videos which illustrate a "good" elevator pitch as opposed to a "bad" elevator pitch.

  Selecting an idea/product/service/business resources
  In this folder are a list of sites (not exhaustive) that Craig Cameron has recommended which may assist you in finding your idea, product, service or business to promote. Search terms that you can use include "angel investor", "seed capital", "new business ideas", "new inventions" and "capital raising".

  Assessment Criteria and Oral presentation guidelines

  Sign-up lists
  This folder contains sign-up lists for each of the available video session room bookings.
  - Only sign-up to ONE list.
  - You cannot remove yourself from the list once you have signed up.
  - You will be recording in groups of 3 students.
  - You have 45 minutes to record three individual presentations of 3 minutes duration only and then upload each presentation.

  Recording and uploading your presentation
The Investment required...

- Key Inclusion: Staff prepared “Good” and “Bad” elevator pitches:

Examples of "Good" and "Bad" Elevator Pitches

Transcripts
Illustration of a "good elevator pitch" [PDF 89Kb]
Lack of preparation [PDF 127Kb]
Not maintaining Investor Engagement [PDF 129Kb]
Lacking confidence [PDF 127Kb]
The Investment required...

• Hardware: Video Camera

The Sony Bloggie was chosen as:

– Easy to use
– Reasonable priced (approx $170)
– Saves in MP4 format
– Inbuilt USB arm connects directly to PC/Laptop
The investment required...

- Flex tripods
- Camera bag
- Charging units
- Step-by-step instruction guides
The process ....

- Students worked in groups of 3
- Collected a camera from School Secretary
- Recorded presentation
- Uploaded the finished presentation to the Lectopia server via specifically created student accounts
The Experience so far....

Staff

3 Major benefits:

• Staff assess students' presentations at a convenient time and location;

• Enables consistent and efficient assessment of students’ oral presentation skills

• Improved level of feedback provided to students

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The Experience so far....

Hurdles overcome?

• Inability of some students to read [rather than understand] instructions:

• Booking rooms for recording and uploading their oral presentation

• Suitability of rooms for recording purposes
The Experience so far....
## Student survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreed/Strongly Agreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sony Bloggie was easy to use</td>
<td>88%</td>
</tr>
<tr>
<td>Presentation upload easy</td>
<td>89%</td>
</tr>
<tr>
<td>Instructions simple to follow</td>
<td>94%</td>
</tr>
<tr>
<td>Less anxiety recording than presenting live</td>
<td>80%</td>
</tr>
<tr>
<td>Would have preferred to use own device</td>
<td>14%</td>
</tr>
<tr>
<td>Appreciated completing the video presentation outside formal classes</td>
<td>85.3%</td>
</tr>
<tr>
<td>Watching my presentation was useful</td>
<td>80%</td>
</tr>
<tr>
<td>Presentation benefitted from student review</td>
<td>48.5%</td>
</tr>
<tr>
<td>Retained a copy for my Griffith University portfolio</td>
<td>45.7%</td>
</tr>
</tbody>
</table>
The next step:

• **Staff: Collection of Research Data**
  – Survey of students at GC and Logan regarding the effect of the completion and assessment of video presentation on the students’ perception of their self-confidence levels and oral presentation skills.
  – Publication of Teaching article with Craig Cameron summarising survey results
The next step....

• **Students:**
  – Incorporate peer review of student presentations into the assessment process.
  – Retention and display of student presentations as a teaching resource
    (requisite approval of students obtained)
It’s a wrap!

Questions?