

VIDEO ASSIGNMENTS

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COURSES:

GERMAN LANGUAGE – INTERMEDIATE

(GERM 307)

SPANISH LANGUAGE – INTERMEDIATE

(HISP 219)

SUMMARY

Students video record themselves giving oral presentations that are 1-3 minutes long. They share the videos in myCourses. Instructors view the presentations and provide feedback directly in the video. Students view peers' videos and record 1-1.5 minute commentaries on selected videos, which they also share in myCourses.

GOALS

- Reduce students' anxiety about giving in-class oral presentations
- Provide students with opportunities to practice their presentation skills outside of class
- Improve students' oral communication skills using accessible tools

"We wanted to give students, particularly those with anxiety, an alternative to traditional in-class presentations."

- Sun-Young Kim

STEPS

- 1 The instructor provides detailed guidelines for preparing an oral presentation video. Requirements such as the theme, length, format and quality of the presentation are included. These requirements will change depending on the goals of the course ([see example](#)).
- 2 Students view an example video presentation so that they understand assignment expectations.
- 3 Students receive a rubric ([see example](#)) so that they know how they will be assessed.
- 4 The instructor provides students with instructions for how to use the Video Assignments tool in myCourses.
- 5 Students record their video presentations. Submissions are time-stamped.
- 6 The instructor provides students with comments directly in the video.
- 7 Students watch at least two of their peers' videos and provide comments based on prompts that are tailored to the specific video assignment.

ASSESSMENT

The assignment is worth 2 to 4% of the final grade. The instructor assesses videos based on a rubric that includes the following criteria:

- Quality of content
- Organization of ideas
- Breadth and appropriateness of grammar and vocabulary
- Fluency

READY TO TRY IT OUT?

HERE'S SOME ADVICE ...

- If this type of assignment is new for you, work with a colleague to brainstorm the assessment design and support each other.
- Be patient if you're trying out this strategy for the first time. Changing your usual assessment practices and getting used to new software take time.

BENEFITS

- Students who feel anxiety about giving in-class presentations may feel more comfortable giving video-recorded presentations.
- Video assignments allow students to repeat their oral presentations until they are satisfied with their work and ready to submit it.
- Feedback is tailored to particular moments in presentations.

CHALLENGES

- Some students might feel nervous about speaking on camera. Consider providing alternatives to students who don't feel comfortable, such as allowing them to complete the assignment in pairs or small groups.
- Some students and instructors might feel uncomfortable using the technology. Provide support in the form of step-by-step instructions, along with screenshots of what users will see when they use the software.

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