Developing Student Oral Presentation Skills with the Help of Mobile Devices

Susan Gwee, English Language Institute of Singapore, Singapore
Hwee Leng Toh-Heng, James Cook University, Singapore

ABSTRACT

Video recording is increasingly used in higher education settings to help students develop their oral presentation skills. However, little is known about the effect of video review for bringing about better high school student outcomes in oral presentation in formal (classroom) and informal (out-of-classroom) settings. Using a quasi-experimental design, this study investigated the effectiveness of using video review in developing the oral presentation skills of Grade 11 students in formal and informal settings in Singapore and how students felt about learning oral presentation skills in these settings. Students who viewed their oral presentations in a formal setting had significantly higher effectiveness of group presentation scores than those who viewed them in informal settings using mobile devices. Their presentations were rated more effective, cohesive, and organised. However, students found viewing their oral presentations in informal settings to be effective, engaging, convenient, and that it provided immediate feedback.

Keywords: Assessment, English, Formal Setting, Group Presentation, Informal Setting, Mobile, Oral Presentation, Video Review

INTRODUCTION

The purpose of this study is to examine how video review in formal (classroom) and informal (out-of-classroom) settings can impact student achievement in oral presentations. In this paper, we define video review as the use of video recording to review the oral presentations that have been recorded using equipment such as mobile devices or video cameras. Students today have increasing access to mobile devices that they can use for learning, and in Singapore, more and more students have mobile phones with video capabilities. Indeed, at the beginning of 2015, the smartphone penetration in Singapore was the highest in the world. Of the Singaporean respondents who responded to the survey conducted by Deloitte’s Global Technology, Media and Telecommunications, 90% owned a smartphone (“Smartphone Penetration,” 2015). About 97% of Singaporean residents between the ages of 15 and 24 reported using smartphones in

DOI: 10.4018/IJMBL.2015100103
2013 (Infocomm Development Authority of Singapore, 2013). Ho (2014) also reported that 55% of Singaporeans who own smartphones watch online videos on their phones and 66% take photographs or videos.

Although video review has been used in higher education settings in countries such as Taiwan (Wu & Kao, 2008), China (Liu & Lu, 2012), the United Kingdom (Brimble, 2008), the United States (Lane & Gottlieb, 2004; Mort & Hansen, 2010; Zick, Granieri, & Makoul, 2007) as well as Singapore (Thanasingam & Soong, 2007), the empirical evidence to support anecdotal claims, that using mobile devices for video review in a high school setting in Singapore will lead to higher achievement in oral presentations, is lacking. Implicit in this claim is also the issue of formative assessment, whether self- and peer assessment that go hand in hand with video review, with the help of mobile devices will have a greater impact on student achievement in oral presentations than video review in classroom settings or no video review. In this paper, we will review studies that looked into how video review, and self- and peer assessment have been used in formal and informal contexts. We will then describe the methodology of the present study before presenting and discussing its findings.

LITERATURE REVIEW

Video Review in Formal Settings or Formal Video Review

Video review has been increasingly used for learning purposes. In this paper, we define video review as the use of video recordings to review the performances that have been video recorded using equipment such as mobile devices or video cameras. Video review has been increasingly used to assess skill development (e.g., Brimble, 2008; Lane & Gottlieb, 2004; Mort & Hansen, 2010; Zick et al., 2007) in both formal and informal contexts in higher education settings in the United Kingdom (Brimble, 2008) and in the United States (Mort & Hansen, 2010; Zick et al., 2007). Formal contexts of learning refer to brick and mortar learning spaces as exemplified by classrooms in educational institutions, while informal contexts indicate the spontaneous learning that can take place in planned or unplanned activities situated outside and beyond those classrooms (Maarschalk, 1988).

Formal video review has been found to be effective in improving communication skills learning in professionals with frequent client contact (Fukkink, Trienekens, & Kramer, 2011). Fukkink et al. (2011) reviewed 33 experimental studies where the use of video feedback allowed course participants in initial vocational training or refresher courses, who worked in domains requiring contact with people (e.g., social workers, doctors, nurses, teachers, psychologists), to improve their interaction or communication skills. These interventions had to make use of video recordings of the participants themselves and the interaction skills had to be evaluated externally using an observation instrument. Fukkink et al. (2011) also studied the effectiveness of having focused feedback on skills learning via an observation form along with video review. Specific feedback from videos included microbehaviors such as head nodding, hand gestures, and the number of open questions asked, and holistic skills such as warmth and sensitivity. The researchers found that the video feedback allowed focus on verbal aspects, what is being said, paralinguial aspects such as intonation, and non-verbal aspects such as body posture and eye contact. These aspects were important because they played a role in the communication skills required in professional practice. The majority of the outcomes measured in the studies reviewed were verbal skills, although non-verbal and paralingual skills were also measured to a far lesser extent. The outcome measures were also grouped into relational (e.g., asking about another person’s experiences and displaying empathy), receptive (e.g., asking open questions,
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