

Implementing Student-Generated Videos at the University as an Alternative Form of Assessment: A Study on Drama and Novel Courses

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دراسة تطبيقية في مادتي الدراما والرواية: استخدام مقاطع فيديو صممها طلاب شعبة
الأدب كطريقة بديلة للتقييم.

الاسم: مريم حسين الشريدي - جامعة طرابلس - كلية الآداب واللغات - قسم اللغة
الإنجليزية

الملخص:

يهدف هذا البحث إلى استكشاف فوائد استعمال مقاطع فيديو من إنتاج الطلبة في
الجامعة كشكل بديل لامتحانات الكتابية، واستندت الدراسة إلى نهج نوعي حيث انقسمت
مجموعتان من الطلاب إلى فصلين (دراما ورواية). لم يكن الطلاب ملزمين باستخدام
تقنيات مختلفة لتصميمات الفيديو حيث كان التركيز الأساسي على التوضيح الرقمي
لمقاطع الفيديو. كما تم تسليم الاستبيانات القصيرين عبر الإنترنت للطلاب والمدرسين
في قسم اللغة الإنجليزية لعرض مزايا وعيوب تقييم مقاطع الفيديو المولدة. تم جمع
بيانات إنشاء الفيديو من خلال ملء أوراق التقييم المكتوبة فيما يتعلق بمراقبة إنشاء
مقاطع الفيديو للطلاب وتم جمع بيانات الاستبيانات عبر الإنترنت عبر تطبيقات الواتس
والتيليجرام.

وأشارت نتائج هذه الدراسة إلى تحسن كفاءة الطلاب في جميع المهارات اللغة وتعزيز
ثقتهم بأنفسهم أثناء تقديم أو تسجيل مقاطع الفيديو المنشأة، وتحسنت درجاتهم في تقييم
إنشاء الفيديو مقارنة باختباراتهم الكتابية السابقة. كشفت نتائج الاستبيانات القصيرين عن
خلل في التوازن، حيث دعا المعلمون إلى اعتماد التسهيلات والمعدات الرقمية بينما
انقسمت آراء الطلاب بين الرضا والمخاوف بشأن كفاءتهم في تصميم الفيديو على وجه
التحديد.

ABSTRACT

The aim of this research is to explore the effectiveness of integrating video assessment in classrooms to improve student performance and educational development. It also examines the potential benefits of adopting video creation as an alternative testing option to written exams as such a video creation can serve as a proven method of assessment in certain aspects as it expands the scope of learning and teaching possibilities, especially when these types of videos are deployed as midterm or final exams within the educational process.

The study was based on a quantitative approach where two groups of students were divided into two classes (drama and novel). Students were not required to use different video design techniques as the main focus was on the digital illustration of the videos. Two short online questionnaires were also delivered to students and teachers of the English Department to present the advantages and disadvantages of generating video assessment. Student-generated-video data was collected by filling out written assessment sheets regarding monitoring students' video production and online questionnaire data was collected via WhatsApp and Telegram applications. This study indicated that the results of generated videos assessment in both classes varied among students, particularly in their language and technical proficiency, and their scores on the video production assessment ameliorated compared to those got in their previous written tests. The results of the two short questionnaires revealed a discrepancy between teachers calling for the adoption of digital facilities and equipment and students divided between satisfaction and concerns about their proficiency in video design specifically.

Keywords: Generated Videos, Classroom, Midterm Written Exam, technology, Assessment, Student-Centered method.

Background

University classrooms, in the past, depended on traditional instructional teaching styles with the instructor holding a chalk and writing on the blackboards, then the dynamic slightly transformed into the instructor using a whiteboard as an alternative while students remained seated, listening, occasionally joining in, and repeating the given information, and eventually it was expected that students would submit hand-written or oral assignments of their work for the evaluation at a later stage. The Stephen Perse Foundation, an online journal (2017) states in their article titled "*Teaching method, Traditional vs Modern*" that:

*“The old-fashioned way of teaching was all about recitation
..... The teacher would listen to each student’s recitation,
and they were expected to study and memorise the assignments.
At the end of the module a written test or oral examination
would be conducted; this process was called
an Assignment Study Recitation Test.”*

Years later, education witnessed a significant growth through the progression of technology as university instructors adopted the use of computers, laptops, and projectors to modernize their teaching methods and engage students more effectively in classrooms, and submitted their assignments typed via either emails or by hand. As the world of teaching changed, students started to take roles in classrooms; they might re-explain a certain point of a lecture or ask their classmates some questions to be answered later in a lecture. The assessment, therefore, was only based on the results of the midterm and final exams or research papers.

During Covid 19 pandemic, a revolution of teaching took place where most of the university instructors around the world had to deliver online or recorded videoed lessons and students in turn sent their assignments via emails or some applications. The evaluation was only based on materials students submitted digitally or completed online tests. This led to various forms of plagiarism and external assistance during the completion of assignments or taking online exams.

The student- generated videos have played a significant role in balancing learning approaches. Students who have created generated videos on a certain topic have acquired much educational knowledge, technical expertise and diverse information. As The skillbest in “*AI-generated videos: Do they bring the desired learning success*” assures that “*use of AI-generated videos in education is a promising approach to improving the learning process. They can be used to visualize and explain complex topics.*”

The learning capacity of students’ minds have been enriched by reading multi-resources and also discovering the realm of technology. Upon graduation from universities, students would have obtained the experience of creating generated videos, which are becoming popular nowadays, as well as a deep understanding of computer techniques.

This paper shows, therefore, the importance of the interactive method that ensures students’ roles in classrooms. Students can be effective participants, show strong abilities to understand the lessons, and be differently assessed as

long as they comprehend and gain knowledge from the generated videos produced by them, especially in literary subjects. The reason behind selecting drama and novel courses in this study originates from their extensive information, various analyses, and rich descriptions, which would allow students to create generated videos featuring mobile characters and dialogic, descriptive or analytical speeches, according to Kodwo Annan, Grace Onodipe, and Andrew Stephenson demonstrate that, in their paper titled *Using Student-Created Content Videos in Flipped Learning to Enhance Student Higher Order Thinking Skills, Engagement, and Satisfaction*, student-center- learning strengthens students' learning performance, and student-generated videos enhance students' engagement and learning autonomy, suggesting that the learning process could be more engaging and interactive, and they also help students improve their English and technical skills in classrooms

Despite the progress in this field, the focus of the effectiveness of video assessment, when it is implemented as an alternative to written exams, remains limited. While many studies demonstrated the benefits of the video-based learning, only a few investigated their direct influence on student performance, engagement, and learning outcomes in higher education landscape. This study focuses on the use of a video creation as alternative to written exams in higher education.

The Purpose of the Study

The current research investigates the effectiveness of student-generated video in the classroom and their utilization as a substitute for traditional written assessments. It also examines students' technical skills and language proficiency in designing videos.

The Research Objectives

The study is about students' engagement and academic performance in video-based learning. The study identifies the following; -

- 1-The common issues students might encounter in a video production
- 2- The content, quality and creativity of students' videos.
- 3-The analyzes of the results of students' performance in two literary courses – Drama (2018) and Novel (2022) – across two different semesters (Autumn and Spring) in written exams and in generated videos.

The Research Limitation

The study concentrates exclusively on four different groups of undergraduate students of English Language; that is, those enrolled in “Drama 2018” and

“Novel 2022” who are assessed through their video presentations during the lecture and through midterm written exams. The study considered, however, the students’ opinions on generated videos as an alternative learning method and evaluation as well as the instructors’ points of view on video productions.

The Research Questions

The research addresses the following questions concerning student- generated videos:

Q1- To what extent can students be autonomous in producing video creations for both courses (Novel and Drama)?

Q2 - Do student-generated videos affect students’ academic performance and comprehension?

Q3-What difficulties do students face during the production of generated videos?

Q4- How do the students’ outcomes and performance differ between video creation submissions and written exam assessment?

Q5- How do students and instructors perceive the utilization of student-generated videos in the learning and assessment process?

Previous Studies

Contemporary education focuses on the integration of educational digital materials into academic settings, leading teachers to adopt an increased use of instructional videos in their teaching strategies and evaluation process. Therefore, scholars and researchers have commenced experimenting the utilization of generated videos in classrooms as a teaching technique or an assessment method. Kay (2012) found in his comprehensive review of fifty-three research articles that the use of video podcasts was to improve learnings and control over learning and making up for missed classes. Though he encountered some technical difficulties, he emphasized that the video podcast enhances students’ engagement and collaboration and empowers the learners’ autonomy. Therefore, his study assured the flexibility and accessibility which goes with the idea of video-based learning. Thus, students in turn can refine their video designs before submission; but his study mainly examined a video podcast as a part of learning rather than as an assessment. In contrast, Sherer and Shea (2011) indicated in their study that online videos can be used as a part of formative assessment and also as an alternative to traditional exams which could work as a self-assessment. Additionally, online videos built a collaboration among students and raised the chance of peer assessments, but their study did not focus on the direct assessment of video projects.

In their study, Hafner and Miller (2011) highlighted that the results of video project tasks demonstrated how students were highly motivated and self-independent learners and could refine their speaking and writing skills in authentic contexts. Similarly, Kearney and Schunk (2005) assured that the implementation of student-generated videos in education strongly enhances students' pedagogy in the area of learner autonomy and engagement and raises the possibility to reinforce critical thinking and problem-solving skills without any indications of utilization of videos as an assessment tool.

Selwyn (2011) claimed that the role of technology needed a critical thinking and its impact is not globally positive. Technology, in his view, does not improve learning outcomes as the access to digital tools is limited by socioeconomic factors, demonstrating that the policy of an institution often builds obstacles for the success of implementing technology in education.

Speed (2018) stated that student-generated videos enhanced deeper understanding of the subject matter and videos helped students develop essential skills, such as teamwork and data analysis, and allow them to give feedback to each other's which gives them opportunity to be more engaged in peer assessment.

Methodology

1. Research design

The research method design adopted a quantitative approach where twenty-five students of English Department, from four semesters (2018 and 2022) divided into two main courses (Drama and Novel), one group designed generated videos and the other group took traditional written exams for Midterm Exams. In other words, two groups of Drama students were split into Spring and Autumn semesters; students in the Autumn 2018 semester took traditional midterm exams while students' assessment of the Spring 2018 was based on their generated videos submission. On the other side, Novel students in the Autumn 2022 were evaluated on their generated video while students in the Spring 2022 were assessed through traditional written exams. Two questionnaires – concerning the utilization of generated videos in classrooms as an alternative to written exams – were designed online and submitted to both students and instructors of the English Department.

2. Setting and participants

A total of twenty-five students were enrolled in Drama (2018) and Novel (2022) courses. Fifteen students participated in designing videos in Drama and Novel classes of the Spring (2018) and Autumn (2022) semesters. The Drama class had ten students while the Novel class had five students. In

contrast, ten students from the two courses took traditional written midterm exams, eight in the Drama Course (Autumn 2018) and two in the Novel Course (Spring 2022) – a student named Ala studied the course in a different university (See Appendix 5). The presentation of the videos as well as the assessments took place in the classrooms, and the written midterm exams took place in classrooms following the Department Midterm Exams Timetable. On the other side, the two questionnaires related to the student-generated videos were delivered online via telegram application to forty students and via WhatsApp to twenty-five instructors. Only twenty-seven students and seventeen instructors completed the questionnaires.

2.1 Video Designs

a- Drama Class

The number of students in the Drama Class was ten, nine females and one male. In the Spring 2018 term, these students were interested in the exploration of Shakespeare's *Macbeth*. Thus, the final exam was solely centered on *Macbeth*. The midterm exam is marked out of forty for Generated Videos; thus, students were required to create ten to fifteen- minute video designs interpreting *Romeo and Juliet* for a short presentation in class which took place at the middle of the semester. Prior to creating videos, students needed to understand and then summarize the play on their own, and they were also permitted to use any video design applications they preferred. The generated videos would only present the summary of the whole play of *Romeo and Juliet* without highlighting a particular theme. The two assessors were selected from two different majors (theoretical linguistics and literature).

b- Novel class.

The class took place in Autumn 2022 and its primary educational focus was D. H. Lawrence's *Sons and Lovers* and another optional novel chosen by female students whose number was five. *Sons and Lovers* was taught and analyzed during the whole semester either in a class or on a Telegram channel where recorded videos had been uploaded to bring more clarifications about the novel. For the second chosen optional novel, the students had to design generated videos in which they summarize the novel and then present a short introduction in class before they ran their generated videos (Samples of Students 'Videos - YouTube Links - shown in Appendix 1). The midterm exam was marked out of forty. The assessors who observed students' generated videos were specialists in applied and theoretical linguistics and literature, providing assessments from their individual perspectives based on

their different specialties. In the final exam, the students were tested only on *Sons and Lovers*.

2.2 Written Exam Design

Both the Novel Class (Spring 2022) and the Drama Class (Autumn 2018) were assessed on essay questions. This type of questions encourages students to write their answers in detail and provide examples. The Midterm Exam was marked out of forty, so the students had enough time to study for this exam. Additionally, the instructor in turn explained and analyzed the Play (*Macbeth*) and the Novel (*Sons and Lovers*) during the semester. (See Appendix 2 for the Sample of Questions)

2.3 Questionnaire Design

Two online questionnaire forms were delivered to both students and instructors of the English Department. The forms were designed by Google Form Application and had three different types of questions: controlled yes/no questions, open-ended questions, and multiple-choice questions. Regarding the questionnaire delivered to instructors, the number of yes/no questions was four and two open-ended questions and two multiple-choice questions (see Appendix3). On the other hand, the student questionnaire contained two yes/ no questions, three multiple choices questions, and three questions of open-ended responses (see Appendix 4). Accordingly, the varied question content was crafted to allow both students and professors to freely express their points of view particularly in open-ended questions, while yes/no and multiple-choice questions are deliberately constructed to have answers précised and limited to certain types of questions of generated-video creations.

Data Collection

The data of the current research was collected through two different ways: student-generated videos were evaluated using the scoring assessment sheets adopted from the University of Vermont (Promotional Video Evaluation/ Criteria) that was distributed among professors who subsequently assigned marks to students-generated videos. The written exams marks were collected through the correction of students' answer sheets. On the other side, the data of the questionnaire was collected via the Google forms, distributed via WhatsApp and Telegram Application to instructors and students, which automatically showed the results.

Data Analysis and Results

The results derived from the scoring sheets where fifteen students were observed and assessed indicated the students' notable eagerness to create

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videos and demonstrated various outcomes of language and technical skills. Three students in the Novel class (Autumn 2022) received high grades. This achievement was due to their fluency and accuracy in English and advanced ability of utilization of technology. One student encountered difficulties in using technology for a video creation and her insufficient language abilities of English resulted in an average grade though she conveyed the essence of her Novel video project effectively. One student was absent for the whole semester. In contrast, the results of the two students who took a Novel written midterm exam (Spring 2022) were below average.

Table 1 shows the 0-10 point-scale of student-generated video assessment of Novel. Each Column represents the number of students who received the points.

	Excellent (10points)	Very good (8 points)	Good (6 points)	Fair (4 points)	NOT Done (0 points)
style and Organization	2	1	1	0	
Creativity	3	none	None	1	
Content	3	none	None	1	
Message	3	none	1	none	
Quality	3	none	None	1	
	STUDENTS				

Table 1: Generated Assessment Scale of Novel Course

The results of ten students of the Drama Class (Spring 2018) ranged widely. Among them, three students' impressive technical skills and language proficiency of English reflected their high marks; and four students received average marks for their proficient use of technology though their language was not much developed. The insufficient language skills and technology impacted the academic performance of three students who gained low marks. The Midterm Exams results of the Drama Class (Autumn 2018), which had eight students, were not satisfactory; while one student achieved high mark, two received average marks, and six earned lower marks.

Table 2 shows the 0-10 point-scale of student-generated video assessment of Drama Course. Each column represents the number of students who received the points.

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	Excellent (10points)	Very good (8 points)	Good (6 points)	Fair (4points)	NOT Done (0 point)	
style and Organization	STUDENTS	2	2	1		3
Creativity			2	3		3
Content			3	1	2	2
Message				3	3	
Quality				2	5	2

Table 2: Generated Assessment Scale of Drama Course

The low performance of students on midterm written exams in Drama and Novel Courses were due to mistakes made in spelling, grammar and structure. Most of the students encountered difficulty in expressing their own ideas because they tended to copy the answers and paste them in exams, and it was also due to their limited exposure to English. In other words, they were only chained to subjects they were supposed to study.

The assessment scale of midterm written exams was based on four criteria; 1- Task achievement-TA (4 points) 2- Vocabulary (2.5 points) and Gramar (2.5 points) 4- Coherence and Cohesion) (2 points)

(see Figure 1 and Appendix 5, for the students’ midterm marks).

Table 3 shows 0–10-point scale of student midterm written exam assessment of Novel Course.

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Table 3 Midterm Written Exam Assessment Scale of Novel Course

Table 4 shows 0-10 scale of Students' Midterm Written Exam Assessment in Drama Course

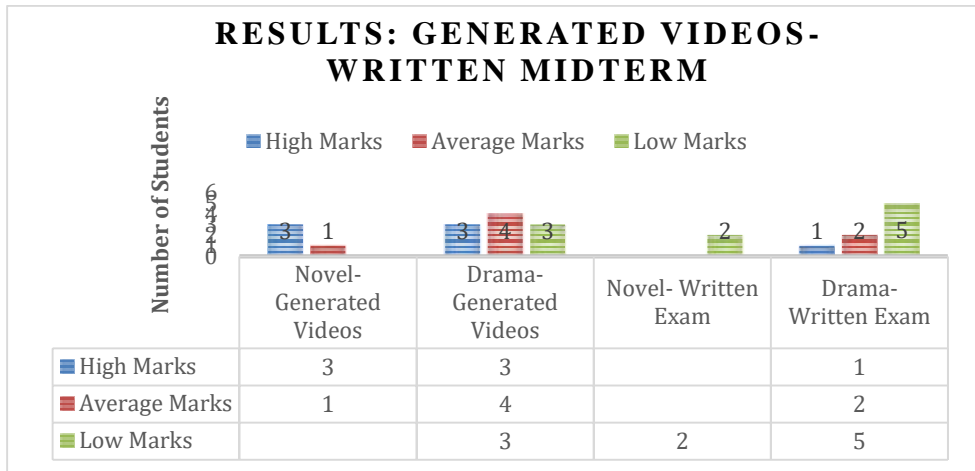
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Implementing Student-Generated Videos at the University as an Alternative Form of Assessment: A Study on Drama and Novel Courses

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Table 4 Midterm Written Exam Assessment Scale of Drama Cours

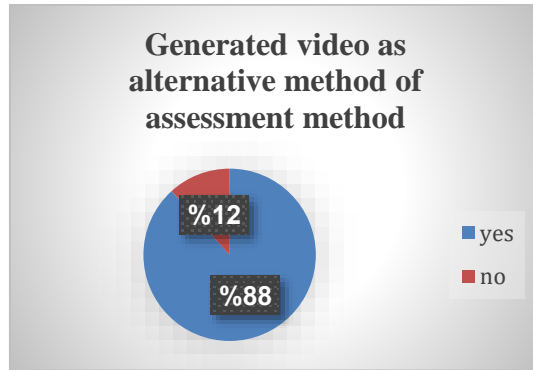
Figure 1 presents the overall results of Midterm Written Exams and Student-Generated Video Assessment in both courses.



(Figure 1)

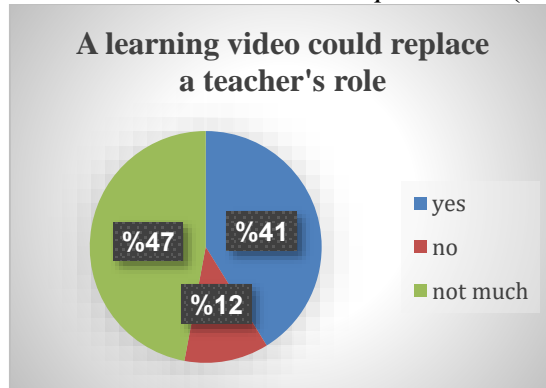
Instructors Perspectives

The instructors’ views revealed similar thoughts of implementing generated videos either as an alternative to midterm written exams or as a supplementary learning method in a teaching scope. The questionnaire was distributed to twenty-five instructors from the English Department via WhatsApp group created by the head of the Department of English. Seventeen answered the questions, five instructors avoided to answer them, one was not able to understand the questions written in English as his major was Italian Language, two did not respond as they were engaged in their PhD study, and one moved to another university. The idea of implementing generated videos demonstrated a desire of changing a traditional method of assessing students’ performance; fifteen instructors thought that student-generated video could be a successful alternative method of an evaluation process, one of the replies indicated that “when the student is engaged in the learning process especially through providing their own reflection, this would absolutely improve their understanding of the topic,” while two disagreed (see Figure 2).



(Figure 2)

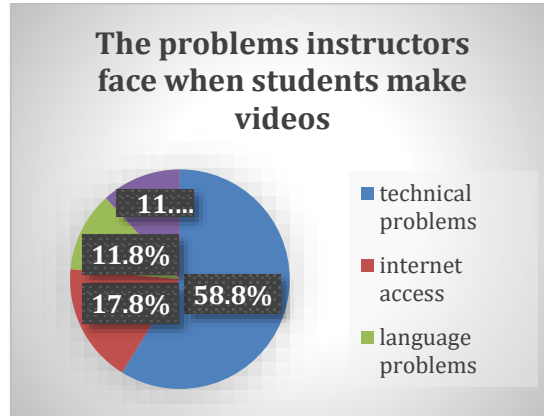
The data of the questionnaire showed that seven instructors proved the effectiveness of generated videos in enhancing the learning strategy for students than a teacher could do, indicating that videos serve as an effective medium for conveying messages that may be challenging to communicate through traditional means and that they “*enhance the learner autonomy,*” eight responded with limited agreement providing that “*they complement each other*” and two disagreed insisting that “*they cannot replace the depth and the structure a teacher provides*” (see Figure 3).



(Figure 3)

On the other hand, ten instructors claimed that technical difficulties are the main struggle students may encounter in producing videos, three cited difficulties related to the internet access which could be the main obstacle of video production, while four identified the difficulty in the language problems

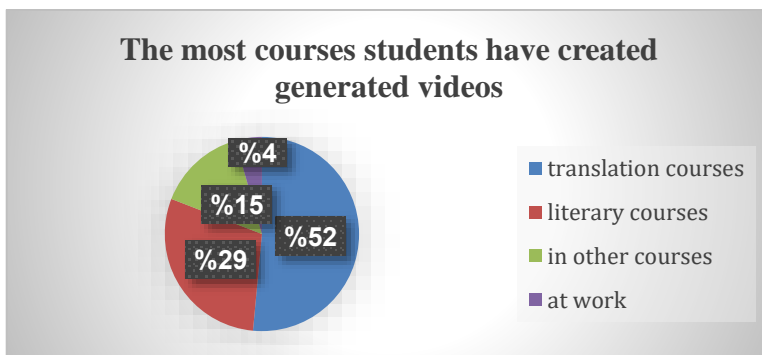
and the lack of computer proficiency which are considered as common barriers (see Figure 4).



(Figure 4)

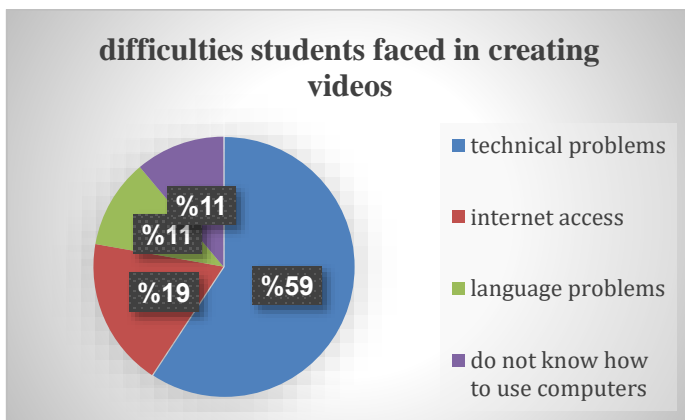
Students Experience and Feedback

The questionnaire distributed to students of the English Department via Students' Inquiries Telegram channel showed various answers to the questions of the questionnaire. The total number of students who answered the questions was twenty-seven. Twenty-five students claimed that they created generated videos while two answered with NO. While the majority (52%) created generated videos on translation courses, some chose the literary courses (29%), and a few opted for other different courses and tasks (see Figure 5).



(Figure 5)

Technical problems were the greatest obstacles students encountered in producing videos; the second difficulty was the internet access, the third their poor English language skills, then their lack of computer knowledge (see Figure 6).

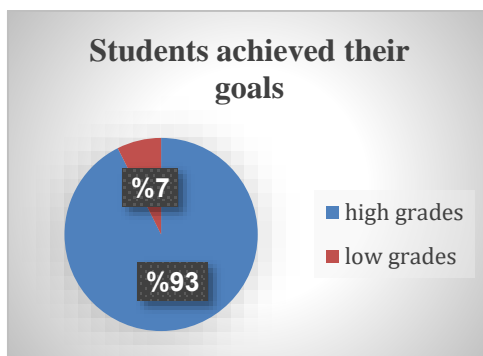


(Figure 6)

The answers to the open question regarding the learning benefits students got from making generated videos were various: some students admit that apart from getting *“more vocabulary because (they) used it in translation,”* they learnt how to *“simplify and summarize any literary work in overall understandable language”* and *“put ideas in a more organized way in terms of step-by-step presentation.”* Others assure that making videos expanded their horizon when it came to the learning methods as they learned *“how to use editing and present ideas comprehensively, (as) it was a memorable experience where (they) worked on translating videos using subtitled in screen”* and *“improve (their) designing skills, presentation skills and organize information in a concise, visual format,”* regarding a self-benefit and confidence, some students demonstrated that it was *“ease of communicating with others and the ability to completely understand the other party”* and *“gave (them) the chance to present (their) thoughts differently and explore more creative ways to share perspectives.”*

The highest number of students achieved their educational goal by gaining high grades in the video assessment. The ones who got low grades clarified that the reasons were *“technical issues and poor internet connection”* (see

Figure7). Therefore, students mostly preferred a digital learning environment adding that using “a video creation as an alternative to the assessment process ... helps (them) understand the material more deeply through creative expression, ... enhances (their) technical and collaborative skills,” and “makes the evaluation more motivating and accessible.” Other students enjoyed learning through a video creation and claimed it let them explore the subject in a funny and creative way and make the whole learning process more engaging. On the other hand, some students did not recommend using a video creation either in class or as an alternative assessment method, and that was due to the lack of “capabilities ... to make videos.”



(Figure7)

Discussion

Although the results of student-generated video assessment in both courses and questionnaires show difficulties of technical and language skills which reflected some students' low performance, this study indicates that the implementation of student-generated videos as an alternative assessment plays an effective role in the learning process which demonstrates students' engagement, creativity and high performance in producing generated videos. Subsequently, this section clarifies the key insights taken from data and compare them to the existing literature and explores the broader implications;

1 The Impact of Student-Generated Video in the Learning Process.

This study claims that integrating generated video in the learning process enhances positive outcomes. Students in both courses, particularly who achieved high marks, demonstrated a high performance in fluency, comprehension, and creativity, as confirmed by students and instructors' responses in the questionnaires. These results align with the previous

research (Kay, 2012; Hafner & Miller, 2011, and Schunck 2005) which indicate the digital video production empowers the learner autonomy, and it also shows proficiency in language skills. The ability of producing videos expands students' understanding of a certain topic more effectively than traditional written exams, thus it aligns with the study of Speed (2018) who claims that technological learning method makes students understand a topic better and develop language skills.

2-Challenges and Limitations

Results from students and instructors' responses in questionnaires revealed that technical issues were primary difficulties in producing generated videos. Those support the idea of integrating technology into the learning process which is essential for providing students with necessary digital tools, ultimately leading to positive outcomes (Selwyn 2011), and indicating that limited availability of technology access may act as a hinder for the effectiveness of digital learning methods. Inadequate internet access and lack of computer proficiency also impact the outcomes of digital learning methods.

3-Implications for Teaching and Assessment

The results of this study assure that the use of students-generated videos as alternative to written assessment is significant as students show positive outcomes and questionnaire responses by student and instructors strongly support this method either in teaching & learning or assessment methods. For more successful implementation, certain adjustments, which were based on data, are to be taken in consideration;

3.1 Providing Courses and Workshops,

Universities should provide a short-term course on a video production for students who encounter difficulties in using technology and annual workshops for instructors on the effectiveness of generated videos in both learning and teaching process.

3.2 Providing Adequate Digital infrastructure

Universities should address internet access to students as well as instructors, thus it enables them to produce high quality videos. Moreover, it must provide data shows and projectors that facilitate video presentations process.

4-Future Research Directions

This study raises several questions for future research: -

- 1- What is the impact of a specific video format on learning outcomes?
- 2- For how long does the knowledge required form student generated video remain?

3- What are the ethical limitations of generated videos in relation to university policies and students' cultural background?

4- What are the potential benefits of implementing student- generated videos in different courses rather than literary courses?

Conclusion

Students mostly preferred using generated videos as an alternative method to a traditional evaluation. Therefore, high achieving students demonstrated a strong academic commitment, technical expertise and English proficiency which led to their success. Whereas students who obtained low marks relate their failure to their lack of English skills and to insufficient technological expertise. The implementation of a student-generated video as an evaluation method was accepted by most of the English Department instructors and students because of its significant educational advantages. They recommend using such generated videos as a learning and teaching alternative method for educational purposes. But the issues that faced both students and instructors in producing videos were technical difficulties, inadequate internet connection, and the students' limited proficiency in English. In general, the generated video creations could be used as an alternative method to traditional learning and teaching method and exams.

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