録画された口頭発表のチーム評価とその影響

The Impact of Team Evaluation on Videoed Oral Presentations

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リーディングの授業を学生主体にするために、筆者は学生のグループによる口頭発表を授業に取り入れた。また、その口頭発表を録画し、学生に自分のグループの口頭発表を見せ、客観的に評価し、改善する機会を与えた。この研究は、学生の口頭発表を録画して見せることによりプレゼンテーション能力が高まるかどうかを調査することを目的としている。参加者は286名の金沢工業大学の学生である。データの収集には、アンケートとルーブリック（評価項目）を使用した。結果として、録画された口頭発表のチーム評価は、学習のプロセスにより積極的に関わらせ、プレゼンテーション能力が高まることを示唆するものである。
キーワード：チーム評価、口頭発表、学生主体の学習

In order to make reading classes student-centered and interactive, the author of this article incorporates oral team presentations. Video recordings are used to give students opportunities to objectively evaluate their own oral presentations and make improvements. The aim of this study was to investigate whether or not the use of video as a tool develops and improves student presentation skills. The participants of this study were 286 Japanese students at KIT. A survey and an evaluation rubric for presentations were used to collect data. The results suggest that team evaluation of videoed oral presentations is an effective way of further involving students in the learning process and improving the quality of oral presentations.
Keywords: team evaluation, oral presentations, student-centered learning

1. Introduction

Five of the English courses offered at Kanazawa Institute of Technology (KIT) are English Topics III to V and Academic Reading I and II. In those classes students acquire skills necessary to communicate effectively, with an emphasis on reading. In line with the concept of a student-centered approach to instruction and education, students can assume an active role in learning by participating in oral presentations and subsequent peer assessment activities. Peer feedback is important because it can improve the interaction among the learners and enrich the learning opportunities offered, resulting in achievement of a higher level of learning through interaction with other students and teachers (Earl, 1986) [5].

Some of the methods that I initially used to teach reading were assigning students to read a text in advance and having them answer comprehension questions, information gap activities using pair

or group work, and in-class discussions. These activities succeeded only when students read or studied the article in advance. Most of my students failed to do this. They did not check vocabulary in advance, so valuable class time was used to teach vocabulary instead of learning more about the content or having discussions on the topics. When given pre-reading comprehension question worksheets, students copied answers from each other. They completed in-class fill-in-the-gap activities with minimal effort and they did not appear to remember the content or vocabulary after they finished their unit quizzes.

It therefore became apparent that these communicative approach activities were not producing worthwhile outcomes. I needed to find another method that motivated my students to read before class rather than to be able to answer questions in class. The responsibility of learning had to shift from the teacher's side to that of the individual student. My students needed reasons to study the texts in depth on their own before class. That was when I learned about *the reading circle method*.

Reading circles are small groups of students who meet in the classroom to talk about assigned readings (Furr, 2009) [6]. Research suggests that reading circles help students prepare for reading classes, and they can also facilitate critical thinking when teaching content (Handjeva-Weller & Jensen, 2001 [8]; Brown, 2008) [2]. In Furr's model, each member of a small group reads a story from a different perspective and prepares for a small discussion based on the reading. Students have different reasons for reading and provide varying viewpoints on the text. With a predefined task, each student has a clear purpose for reading the story. As a group, students solve problems that they cannot deal with on their own.

I carefully examined the six roles that Furr suggested, and checked if they matched the level of English, the material, and class structure used for my students. The nature and the details of the tasks were simplified to suit the level of my students. The biggest change that I made was to replace the task of discussion leader with a student oral presentation task.

Combined with *the reading circle method*, the classes became even more student-centered and students practiced all four skills of reading, writing, speaking and listening. However, students needed opportunities and tools to objectively look at their performance in order to improve their presentation skills. I therefore introduced team evaluation of videoed oral presentations.

Students in my Academic Reading I and II courses were taught using the reading circle method and were required to give 12 presentations throughout each semester. A form called an Evaluation Rubric for Oral Team Presentations was distributed in the classrooms at the 6th round of presentations (mid-term) and at the 12th (final) round of presentations so that each team of students could evaluate themselves while watching the videos.

2. Research Method

The aim of this study was to investigate whether or not previous findings supporting the use of video as a tool to develop and improve student presentation skills (Guo, 2013) [7] also applied to a particular population of learners at KIT. According to Guo (2013) [7], the video data provides important audio and visual information for students to reflect on and to improve their presentation and communication skills. In a previous study (Hisatsune, 2012) [9], I also suggested that reviewing a videoed rehearsal oral presentation improved performance in the final oral presentation.

The research question for this study was:

- Can team evaluation of videoed oral presentations be used to motivate students to perform better in oral presentations?

2.1 Participants

For this study a convenience sampling (Dőrnyei, 2003) [4] technique was adopted because the participants were all taught by the author. The data was collected from the spring of 2013 to the spring of 2014. Background information on the students gathered on the first day of the semester revealed that the students were of similar age, gender, ethnicity, academic capability, educational background, social class, and socioeconomic status.

The participants were 286 Japanese undergraduate students at Kanazawa Institute of Technology, and they had an average TOEIC score of 250. Most of them were 1st and 2nd year students. They were from 18 to 21 years old, and 87% of the group were male. Only 26% had their own study methods for studying English, and 81% had never been to an English-speaking country. Ninety-eight percent of the students had studied English for three years in high school, and 92% believed it was very important or important to become fluent in English. Forty-nine percent of the students said they wanted to study English for future careers, while 23% said they studied English because it was a compulsory subject for graduation.

2.2 Instrument - Evaluation Rubric

In order to help students recognize strengths and identify the areas of needed improvement, a rubric from an Evaluation of Oral Team Presentation Form developed by West Virginia Wesleyan College [13] was revised and used. The rubric consisted of 10 items related to the students' own observations of their performance. Also included was a comments section to collect student opinions about their own efforts and the efforts of their team (See Table 1). Likert-scale statements were used, as this method is commonly used to investigate how respondents feel about a series of statements (Brown, 2001).

Students made 12 presentations throughout the semester using eight units from a book called Reading Explore 2 [3] and four units with a book called Reading Science and Technology [9]. Students worked in groups of four to six. Of these, two presentations were recorded with a digital video camera, once at mid-term and once at the end-of-term. The first recorded presentations (6th round of presentations) were called Oral Presentations 1 (OP1) and the second recorded presentations (12th round of presentations) were called Oral Presentations 2 (OP2).

The rubric was given to the class before the video recording took place as suggested by Lusher (2004) [10], so that students gained a better understanding of what was expected of them. Pettinger, Millar and Mott (2004) [11] also recommend clarifying expectations for student presentations to enhance student performance.

A week after student presentations were recorded at mid-term, each group was given a copy of the video recording of their presentation. The students were asked to team-evaluate their performance using the rubric while watching their video. At the end of term, student presentations were recorded again. The students were again asked to self-evaluate their performance at the end of the term using the rubric while watching their video. Then, the changes in student perception of their own performance between the two presentations were measured.

Table 1　Evaluation Rubric for Oral Team Presentations

Evaluation Rubric for Oral Team Presentations

My name:　　Class:　-　　Group:
Presentation title:

Regarding your group presentation, please circle your response according to the following scale.
自分のグループのプレゼンテーションについて、次の選択肢を使って答えてください。
問題番号は **a** を塗りつぶしてください。
a. Excellent (優秀な)　　b. Good (良い)　　c. Average (平均的な)
d. Below Average (平均以下の)　　e. Poor (不十分な)

Statements	Rating
1. States ideas clearly (考えをはっきりと述べているか)	a　b　c　d　e
2. Organization; easy for audience to follow (内容を系統立てて説明しているか)	a　b　c　d　e
3. Well prepared and knows content (発表者はきちんと準備し、内容を把握しているか)	a　b　c　d　e
4. Maintains eye contact (聴衆の目を見て話しているか)	a　b　c　d　e
5. Gestures appropriately (手、顔、体を使って表現しているか)	a　b　c　d　e
6. Professionalism; dressed appropriately (服装がきちんとしているか、マスクや帽子などは取り除いているか)	a　b　c　d　e
7. Visuals are appropriate and supports presentation (視覚資料は内容の理解に役立っているか)	a　b　c　d　e
8. Voice fluctuation (声の抑揚はきちんと使えているか)	a　b　c　d　e
9. Speaks loudly and clearly (声は大きく、はっきりとしゃべっているか)	a　b　c　d　e
10. Answers questions competently (質問にきちんと答えられているか)	a　b　c　d　e

Comments（自分自身、または自分のグループのプレゼンテーションについてコメントがあれば書いてください)

_____
_____
_____

3. Survey Results

There were 286 participants in this study, and groups of three to six students evaluated their own team's presentations at mid-term and the end-of-term. 'Poor' was given a score of 1, and 'Excellent' was given a score of 5. Averages were calculated for each question and the data was used to make the following graphs.

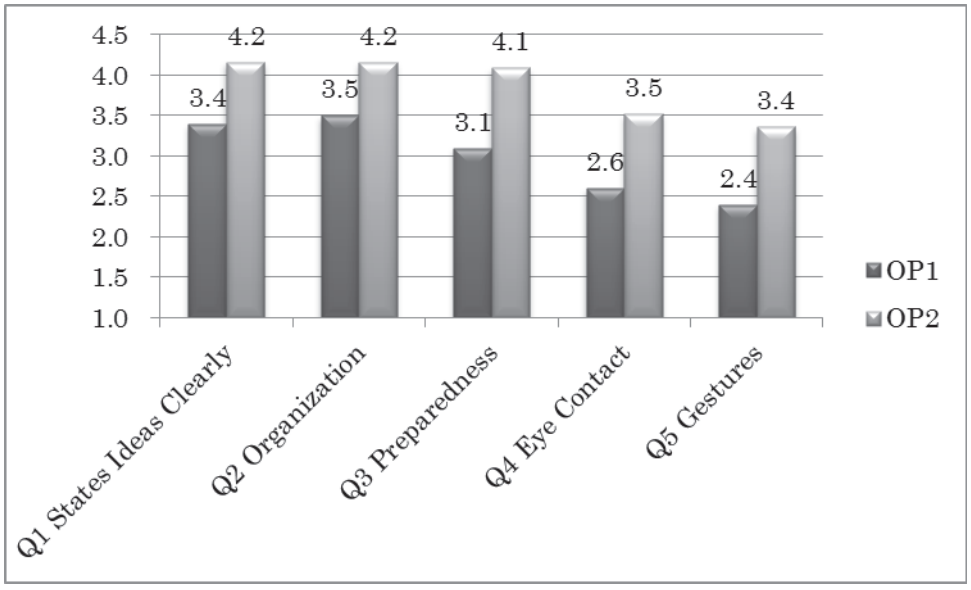

Figure1　Oral Team Evaluation Questions 1 to 5

Of questions 1 to 5, the skills students seemed to have significantly improved are preparedness (Q3), eye contact (Q4), and gestures (Q5). The difference in results from OP1 to OP2 shows that all the evaluators (students) noted some improvement in their team presentations.

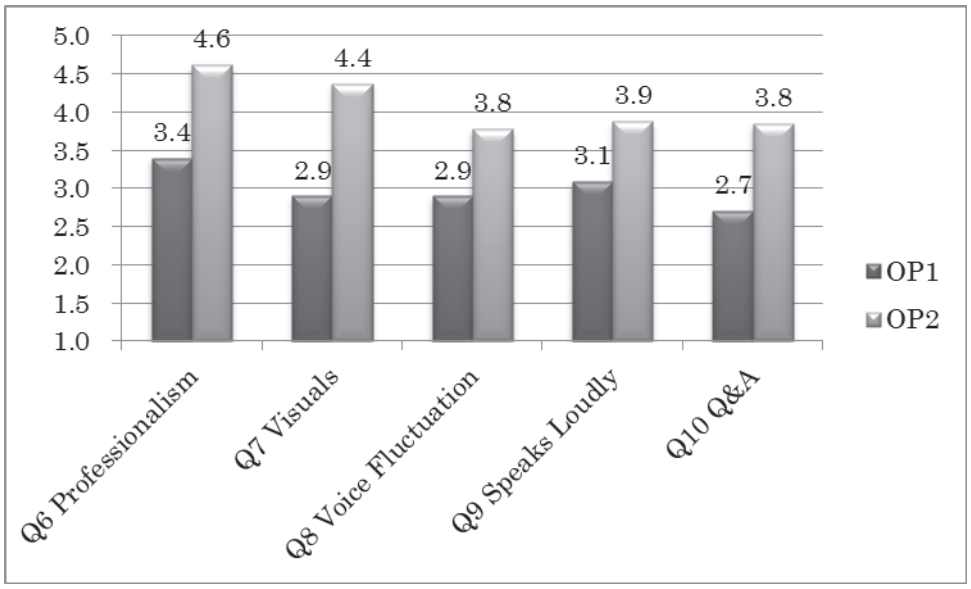

Figure 2　Oral Team Evaluation Questions 5 to 10

Of questions 6 to 10, the most notable difference that the teams of students noticed were the professionalism regarding the presenter's appearance (Q6), visual aids (Q7), and whether or not the teams could answer questions after presentations (Q10). Overall, the results indicated that the teams of students reflected on their performance at OP1, and then adjusted their behaviors accordingly to hone and improve their oral presentation skills.

3.1 Student Comments

Student Comments after the first evaluation at mid-term

- It is difficult to use gestures, but we should be able to use them.
- We should keep more eye contact with the audience.
- It is easy to check our performance if the presentation is recorded on video.
- We need to have a deep understanding of the article to answer other people's questions.
- We should enthusiastically talk to the audience. Just reading the slides doesn't help audience understand the content.

Student Comments after the second evaluation at the end of the term

- We could answer questions because we understood the article ourselves first.
- The preparation was better than before.
- The presenter looked confident.
- The eye contact was better than before.
- I felt responsible for my actions and developed a habit of studying hard in order to prepare for presentations.

4. Teacher Observations

As was indicated in Figures 1 and 2, after watching their performances on video, students seemed to have focused both on their physical appearances and their presentation performances for the latter half of the semester. As a result, students seemed to take the initiative in learning and improving their performance. It appears that allowing students to evaluate their behaviors objectively can be a very powerful tool to correct undesirable behaviors and bring in new skills.

As shown in Figure 1, most of the students in this study lacked the ability to use gestures and often appeared too shy to keep eye contact with the audience until the 6th round of presentations, when their presentations were first recorded. With the aid of the rubric, students were apparently able to identify these weaknesses themselves and made efforts to improve these areas for the rest of the semester.

4.1 The Value of Video

Video feedback is often used in numerous fields for self-improvement. Guo (2013) [7] used it with graduate students comprising of in-service teachers and future teachers. They had an obvious need to improve their presentation skills for their jobs. A field Guo points out that is well-known for using video feedback is sports, in which athletes can watch themselves and hone specific physical skills. Another less obvious field that uses video feedback is in use for family counseling, in which parents can discover flaws in their communication with their children.

The participants in this study included undergraduate students from the colleges of engineering, informatics and human communication, environmental engineering and architecture, and bioscience and chemistry. They also have clear needs for improving their communication skills. Experiencing this kind of video feedback while learning English may well have benefits in other fields for these students when they begin their careers.

Using video to provide feedback has more benefits than verbal feedback provided by the teacher. To begin with, there is the physical function of the playback system. For example, the presentation

can be paused and sections can be reviewed repeatedly with ease. In addition, it can be used to see one's own errors. Feedback can be provided by a third party, but seeing yourself making these mistakes is always going to be more convincing than being told. Finally, as Guo (2013) [7] notes, video captures complexity. For example, a presenter can see any subtle reactions she makes in response to audience behavior while delivering the presentation.

4.2 Benefits of Team Evaluation

Each group evaluates their own team's presentation. This evaluation goes well beyond a simple critic of just the presenter. In addition to a presenter, a typical team has a student in charge of vocabulary, another is responsible for the paragraph's key sentence, one student looks for the visuals, and another makes the mini-quiz. When watching the video of the presentation, each member can see their own contribution come to life. They can individually assess the content that they themselves provided.

4.3 Benefits of Learning Presentation Skills

There are many benefits that students can be exposed to through learning presentation skills. There are the obvious ones, such as learning to control their verbal skills and non-verbal actions. Then there are content-related benefits, such as watching how well they have managed to teach the audience something they previously did not know. This results in the students having a very direct and immediate involvement in the learning process. Finally, they are exposed to having to use technology under pressure. This relates to physical manipulation of computer and audio-visual hardware in an efficient manner.

5. Limitations

The participants in this study were from the university where the author works, and were not selected according to any other criteria. While it allowed the author to access groups with similar demographics, respondents were not randomly selected.

Another limitation of the survey was that the responses were elicited by means of a rubric using Likert-scale questions. Thus, some of the respondents may have chosen a neutral non-opinion option "average" in the survey presented in this study. The validity of data drawn from the rubric is also questionable, since it is not possible to determine if the respondents answered the questions truthfully. However, the principal goals of the team evaluation rubric were to learn if students' perceptions regarding their performance of oral presentations between mid-term and the end-of-term and to let students recognize their strength and points to be improved, and I believe these have been achieved as indicated by both the survey results and student comments.

6. Conclusion

The data collected in this study suggests that team evaluation of videoed oral presentations with a rubric is an effective way of making classes more student-centered as well as improving the quality of the presentations.

There are three related activities that can be identified to have influenced the students' performance in this study.

1. Incorporating oral team presentations in a reading class. It is a truly student-centered approach in which students do most of the talking in class. It seems to give students the power

to take the initiative in their own learning.

2. Videoing student oral presentations. Watching video-recorded oral presentations is a valuable tool for students. It gives the students insights into how they can improve their performance. This results in increased confidence that comes with well-preparedness and experience.
3. Team evaluation of student oral presentations. According to student comments, they seemed to recognize what needed to be improved at mid-term when they first saw their team's performances on video. Student comments at the end of the term revealed that they recognized their improvements because they put more effort into their preparations, which resulted in being better able to answer questions at the end of the presentations.

Although it takes a lot of organizational skills to help students prepare for each presentation and requires time to prepare video files so that students can evaluate their performances objectively, it is worth the time and effort because students come to class well prepared each time, and they go out of the class with the satisfaction of having the ownership of their own learning.

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