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# Using Video Recordings and Reflection Papers in Enhancing Communicative and Paralinguistic Skills in Higher Education Contexts

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## Abstract

The tendency to incorporate an autonomous learning approach in higher education has been on the rise. An area that renders itself to learner independence is self-assessment. Self-assessment has many forms and can be utilized in higher education contexts to raise learners' awareness of their potentials as well as enhance their performance and skills. This study is aimed at exploring the impact of two self-assessment tools, namely video recording and self-reflection papers, on the learners' communicative (verbal) and paralinguistic (non-verbal) performance in a communication and presentation skills course at Cairo University Faculty of Engineering. An online survey was conducted at the end of the semester to investigate students' perception on how the assessment tools affected their presentation performance throughout the course. Survey results showed a favourable attitude towards watching the videos and writing reflection papers. Students unanimously agreed that watching their video recordings has had a positive influence on their subsequent presentation performance. Moreover, writing self-critiques helped them identify areas of weaknesses and strengths, the matter that improved their next presentation performance. However, students reported that assessment tools such as evaluation rubrics provided by the instructor have also been useful in guiding them to focus on both the macro and micro level skill when they watched their videos and wrote their self-reflection papers. In addition, students stated that receiving written feedback from the instructor has had a favourable impact on developing their presentation skills. The paper ends with a recommendation to adopt self-assessment tools in higher education contexts to provide a valuable learning experience to each student. It is worth mentioning that hugely depending on self-assessment methods while totally ignoring the use of guided rubrics and constructive feedback by the instructor may not provide the same learning experience due to students' inadequate understanding of self-evaluation protocols.