# 2. Video Essay Activity

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### **Video Essay Benefits**

* Simple to organize and few resources needed
* Students can use Ai2 to prepare their arguments
* Develops autonomy of participants

### **Video Essay Objectives**

* Gain knowledge of the essay topic.
* Improve written communication by structuring and expressing ideas clearly, consistently and logically.
* Defend an argument: Develop and justify a viewpoint with evidence and examples.
* Offer personal reflection rooted in experience and knowledge.
* Develop critical thinking by analyzing and evaluating arguments logically and thoroughly.
* Increase information research skills in finding reliable sources to explain the analysis.
* Synthesize information: Combine diverse ideas and perspectives into a clear and consistent text.

### **Video Essay Guidelines**

Carefully read the topic and make sure you completely understand it. You will need to identify the key concepts. Reword the topic in the form of questions to guide your reflection and help you conduct your information research.

**Your video essay must have three sections.**

1. **Introduction** — Clear and concise

* Hook: Presentation of the topic and issues to grab attention. You must also add a personal reflection on the topic, based on an experience you have had, direct observation, or a specific local situation (this reflection must be integrated throughout the essay to convey your arguments).
* Definition of key terms: Explain important concepts related to the topic.
* Problematic and presentation of outline: Introduce the central issue you will deal with and briefly present the structure of your essay.

1. **Development** — With argumentation that follows a logical structure
   * Main idea: Explain the central idea or argument of the section.
   * Support the idea with evidence and practical examples from your reflection, facts and scientific references.
   * Make a transition from this section to the next section to show the logic of your argumentation and ensure fluidity in your text.
   * Present the next idea of your argumentation and so on. You should have at least two main ideas and no more than four.
2. **Conclusion** — This must briefly and effectively summarize your main arguments. You must provide a clear response to the central issue that was presented in the introduction. Do not introduce new ideas in the conclusion. However, you can open the door for other reflections.

You absolutely must use at least three scientific sources. You must properly cite your sources. If you have used an author’s idea or words, you must give the complete reference in your text and also at the end in a bibliography.

**Part 1 of Task (formative)**

Find a video on a topic connected to the course. Do a brief rhetorical analysis of techniques used in the video to convince and/or explain. Also make a connection between the video and what has been presented in class (content). Prepare for a discussion in class of your video, its techniques and its content.

**Part 2 of Task**

Create your own video (6–10 minutes) on another topic, using techniques that have been discussed in class. Make sure you reflect on the goal of your video, its intended audience, its context and its genre. You absolutely must make connections between your topic and what has been discussed in the classroom. You must also make connections with recent or local events.

Your video can contain animations or still images, as well as an audio recording of your voice that explains the content of your essay. You can also display text on the screen to follow or replace part of the audio narration. Music or sound effects can also be combined with the audio. This is where you get to demonstrate your creativity!

When you record your video, be sure to use an appropriate, clear and formal language level, without colloquial speech or language that is too personal.

### **Timetable**

|  |  |  |
| --- | --- | --- |
| **To be submitted** | **Week** | **Weight** |
| Viewing of a video before class and discussion in class | 1 | - |
| Email with a short description of the topic of your essay for approval | 2 | 1 point |
| Email to indicate three scientific references that will be used, with two sentences for each to justify their relevance to the video essay | 3 | 1 point |
| Storyboard (plan) of the video essay arguments (maximum one page) | 4 | 3 points |
| Presentation of a draft of the video in groups of three for constructive feedback | 6 | 5 points |
| Submission of video essay | 8 | 25 points |
| Total | | 35 points |

Any late submission may result in a penalty. However, in exceptional situations, you may request an extension.

### **Video Essay Evaluation Criteria**

| **Criteria** | **Unsatisfactory** | **Satisfactory** | **Good** | **Excellent** |
| --- | --- | --- | --- | --- |
| Understanding of topic | Insufficient understanding or off-topic | Limited understanding; lack of depth in analysis | Good understanding with relevant, but standard, interpretation | In-depth and nuanced understanding; original and clear interpretation |
| Clarity of arguments | Confusing, inconsistent or missing arguments | Arguments present, but not very clear or poorly structured | Arguments strong overall, but some inconsistencies | Logical and well-structured arguments, justified by relevant examples |
| Quality of visual and audio content | Low-quality video; visuals and audio do not contribute to arguments | Satisfactory visual and audio content, but lack of relevant integration | Good quality overall, but some possible improvements to sound or visuals | High-quality video, with clear sound and visuals used well to convey arguments |
| Creativity | Absence of creativity in addressing the topic | Little creativity in presentation; limited use of multimedia elements | Relevant approach, but not very creative; use of media in a traditional way | Creative approach to the topic; innovative use of multimedia elements |
| Use of sources and references | Absence of adequate citations; lack of integration of sources | Superficial or incomplete use of sources; limited citations | Good use of sources, but some citations could be more accurate | Clear audio or visual citations that are well integrated; relevant academic sources |
| Clarity and accuracy of oral presentation | Presentation difficult to follow, unclear or inappropriate | Understandable presentation, but lack of clarity or accuracy | Clear presentation, but some hesitations or repetitions | Fluid, well-articulated and compelling presentation; vocabulary suitable for topic |
| Video structure | Absence of consistent structure or logical transitions | Structure present, but sometimes confusing or disorganized | Clear structure, but some transitions could be improved | Well defined and logical introduction, development and conclusion |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Unsatisfactory** | **Satisfactory** | **Good** | **Excellent** |
| Interaction with audience | No effort to engage spectators; monotone or inappropriate tone | Little effort to engage with spectators; unsuitable tone or rhythm | Good engagement, but sometimes too monotone or too fast | Strong engagement with spectators; use of suitable tone and rhythm |
| Respect of technical guidelines | Several technical guidelines not respected | Some guidelines not respected | Technical guidelines respected overall, with some minor errors | Video respects all technical guidelines (length, audio/video quality, format) |
| Respect of academic integrity | Serious violations of integrity policies (plagiarism, missing sources) | Some minor violations of academic standards | General respect of integrity standards, with some minor errors | Complete respect of academic integrity standards (sources explicitly mentioned during and at end of video) |

### **Resources**

Brancato, M. and Kopp, N. (2024, September 27). Want Your Students to Write Better? Assign Video Essays. The Chronicle of Higher Education. <https://www.chronicle.com/article/want-your-students-to-write-better-assign-video-essays>