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Enhancing Student Engagement and Comprehension Through Video Presentation Assignments

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Abstract: The study looks at how students perceive a video presentation task as a form of multimodal learning and assessment in Economics courses. More precisely, it investigates students' perceived level of conceptual understanding, their critical and creative thinking, their confidence in communication, their involvement in coming up with questions for a public audience, their experience in coming up with a tagline, and their general satisfaction with the assignment. A quantitative descriptive survey method was used, with a sample consisting of 262 undergraduate students taking ECO560 and ECO162. The data were gathered through a structured questionnaire containing 5-point Likert-scale items, and descriptive statistics were applied to look at the students' reported perceptions before and after they had done the assignment. The instrument showed good internal consistency, with a Cronbach's alpha of 0.918. The results show that students had positive views in all the areas measured. They reported relatively high levels of perceived understanding of the subject matter (Mean = 4.17), of critical and creative thinking (Mean = 4.22), of communication or critical-thinking skills (Mean = 4.29), and of overall satisfaction with the video production experience (Mean = 4.09). The students also said that preparing questions for a public audience helped them to understand the topic better (Mean = 4.22), while creating a tagline encouraged them to think more deeply about the topic (Mean = 3.98). Yet their confidence in speaking in front of a camera or an audience was still comparatively low (Mean = 3.86), indicating that some additional support might be useful in building up this kind of presentation confidence. In general, the findings show that students viewed the video presentation assignment favorably as an engaging method of learning and assessment. The study provides practical insights into the use of learner-generated video activities to promote active, experiential and multimodal learning in Economics education.

Keywords: *Learner-generated video, experiential learning, critical thinking, self-efficacy, multimedia assessment, higher education*

1. Introduction and Background

Higher education has in recent years gone beyond just passing on knowledge within subject areas towards methods of teaching that get students to actively build up, apply, and communicate that knowledge. This is especially true of Economics education, since students are required not only to understand theoretical ideas but also to interpret economic issues, connect them with real-life situations, and be able to communicate their understanding clearly. Although traditional methods of assessment such as written exams and essays are still important when it comes to testing students' grasp of concepts, they might offer fewer chances for students to turn abstract economic concepts into explanations that are accessible to people who are not specialists.

The development of digital technologies increases the possibilities for the inclusion of multimedia learning and assessment tasks in higher education (Hu & Kim, 2026; Lam & Yunus, 2023). Learner-generated video has attracted increased interest due to its nature, which encourages students to be active producers of knowledge rather than passive receivers of information (Balıkçı & Karataş, 2024). To create a video, students have to select relevant information, structure their thoughts, present technical concepts in a language easy to understand and communicate their understanding through visual and verbal means (Lam & Yunus, 2023).

The educational benefit of video-based activities might go beyond the act of making the video. If students have to explain academic concepts to an external or general audience, they will have to think about how specialized knowledge can be presented in a simple and easy-to-understand way. This could lead them to look more closely at the meaning of the concepts and to identify the key points that need to be conveyed. Moreover, asking

questions of members of the public can give students insight into different interpretations of an issue, and the need to produce a brief concluding message or tagline may lead to even more reflection and synthesis. These types of activities are in line with experiential approaches to learning, which involve students learning by taking part in an experience, reflecting on it, developing a conceptual understanding of it, and then applying that understanding in a new situation (Kolb, 1984).

A point that should be taken into account is the level of confidence that students have in expressing what they know. University students can feel anxious when asked to give a public speech or make a presentation, especially if they have to speak in front of an audience. Earlier studies have indicated that video-recorded presentation tasks could offer students an alternative setting in which to practice and improve their communication skills, and that repeatedly recording themselves and reflecting on their performances might lead to increased confidence and a greater sense of self-efficacy (Ngadiran et al., 2024; Permatasari, 2024). Yet the use of video does not mean that all the difficulties related to communication are eliminated. Students might become more at ease when explaining a subject but will still face problems concerning speaking in a natural way, presenting themselves on camera, or interacting with an audience. It is therefore important to understand these aspects when assessing the educational value of video-based assignments.

Even though there has been an increasing amount of literature on educational videos produced by students, there is still a significant gap in our understanding of how a structured assignment involving video presentations can at the same time get students involved in explaining concepts, interacting with the public, formulating questions, and creating reflective taglines in the context of Economics education. While previous studies have looked at student-made videos in terms of engagement, communication, digital skills, critical thinking, and self-confidence, comparatively little attention has been paid to how undergraduate Economics students see these closely linked activities as part of a single assessment task. In particular, there is scarce evidence as to whether students view such an assignment as helping them link theoretical economic concepts with practical explanations, foster critical and creative thinking, and communicate these concepts to a wider audience.

The fact that this gap exists is significant since the educational value of a multimedia assignment ought not to be judged simply on whether students are able to produce an attractive or engaging video; instead, its pedagogical value should also be assessed in relation to the cognitive and communicative skills involved in making the video. Asking students to prepare questions for the public and to create a brief tagline may add another level of conceptual thinking to the assignment by asking them to identify, simplify, interpret, and communicate the main idea of an economic concept.

Hence, the present study looks at how undergraduate students perceive a video presentation assignment that has been carried out in Economics courses. More precisely, it investigates the students' perceived level of understanding of the subject matter after completing the assignment, their perceived development of critical and creative thinking, their confidence in explaining economic concepts, their level of engagement with the public and their ability to formulate questions, their ability to come up with a tagline or 'word of wisdom', and their general satisfaction with the learning experience. The study also takes into account the students' perceived confidence when speaking to a camera or an audience, thus offering insights into the opportunities and challenges linked with video-based assessment.

The paper advances the existing body of literature by looking at a structured video assignment that students produced, the assignment involving conceptual explanation, public engagement, question formulation, and the creation of a reflective tagline all within the context of Economics education. Instead of stating that video assessment leads objectively to improvements in learning, the study centres on the students' own accounts of their learning experience and on the ways in which they perceived their academic and communicative achievements. It is important to make this distinction since students' perceptions offer useful evidence for teaching practices even though they do not in themselves amount to direct proof of actual learning gains. The results thus give practical advice to educators who are thinking of introducing multimodal and experiential assessment activities into Economics and other higher-education courses.

2. Literature Review

With the rise of digital education, short-form educational videos and multimedia assignments are gaining traction among educators. Recent literature discusses the implications and outcomes of learner-generated video assignments on student engagement, critical thinking, and communication proficiency.

Learner-Generated Video Assessments and Engagement
Previous studies have demonstrated that educational videos are a vital component capable of enhancing student understanding and facilitating information dissemination to students who may lack an interest in reading. However, the real engagement boost comes when students are not only consuming but creating video content. Student-produced video assignments are increasingly recognized as valuable tools for enhancing digital competency and collaborative learning (Balıkçı & Karataş, 2024). In fact, assigning video projects in place of traditional written assessments has been shown to inspire students and allow them to gain deeper disciplinary knowledge through research and creative application (Mustaqim et al., 2025). Learner-generated video (SGV) assessments have been found to consistently enable active learning by requiring greater investment from students, with the engagement level rising in tandem with instructors' targeted guidance and criteria (Hu & Kim, 2026).

Taken together, the findings of these studies demonstrate that the value of learner-created video goes beyond the mere implementation of technology. While Balıkçı and Karataş (2024) have argued for the importance of video creation for enhancing digital competency and collaborative learning, Hu and Kim (2026) have demonstrated the value of instructor-designed guidance and evaluation criteria for engagement effectiveness. The importance of these findings cannot be overstated, as they demonstrate that engagement should not be taken for granted and may not be inherent to the mere implementation of video as an assessment tool. By contrast, the learning value of video production may depend on the degree to which students are required to engage with the creation process and communicate the disciplinary content. For this reason, the current study expands on the prior findings by investigating a guided video-creation assignment, in which students were required not only to create a video but also to formulate questions to the public and to communicate the course concepts via a concluding tagline.

Critical Thinking and Conceptual Understanding
Media creation inherently involves processing information and transforming it into a format understandable by others. By requiring students to interview the public and relate their findings to course concepts via a tagline, the video project encourages them to grapple with the information and form complex inferences, a hallmark of critical thinking (Mustaqim et al., 2025). Indeed, in business and economics education, researchers have found that the content of student learning tends to gravitate towards the concepts they are required to create a video about for a given topic (Balıkçı & Karataş, 2024). By design, educational video creation assessments necessitate contextualizing and organizing information, thus enriching conceptual understanding with relevant context (Hu & Kim, 2026).

While earlier studies tend to indicate associations between video creation and deeper processing and conceptual learning, there is a potential issue linked to the type of learning task assigned. While both video production tasks require students to engage in organizing and articulating information, the extent of cognitive engagement can vary, with video production potentially being a more effective learning tool depending on whether learners are required to present material or have to interpret and contextualize it. Balıkçı and Karataş (2024) highlighted the link between video making and the concepts that had to be explained within the video; similarly, Mustaqim et al. (2025) linked such assignments to critical thinking and broader learning competencies. By contrast, Hu and Kim (2026) focused on the role of the design of the task and the guidance provided. Overall, the papers demonstrate that video production can be an effective tool for engaging learners in deeper learning, but its effectiveness depends on the extent to which the students are required to interpret, apply, and reflect on the material. That is why it is interesting to explore the current assignment, which asked learners to tie economic concepts with observed reactions and later create a tagline encapsulating the lesson.

Public Speaking and Student Confidence
Public speaking can be anxiety-provoking for university students and may affect their performance. Research

on Malaysian undergraduates has reported moderate oral-presentation anxiety, with students using rehearsal and practice to cope (Fong et al., 2022). Other research has examined the communication strategies students use and the factors associated with fear of oral presentations (Belaman et al., 2022). Video-recording assignments may provide an opportunity to rehearse and review performance. In a qualitative study of trainees enrolled in a public-speaking course, students reported feeling more confident and less nervous after completing a video-recording activity (Ngadiran et al., 2024). Related research on interactive video projects has also reported perceived improvements in university students' self-confidence in English public speaking (Permatasari, 2024). Nevertheless, recording a presentation does not necessarily eliminate communication apprehension; students may still need structured practice and guidance to develop task-specific confidence.

The literature reviewed, therefore, presents a nuanced view of video-based presentation activities: on the one hand, the camera may offer a less intimidating context for presenting than the actual performance of the activity does and enable repeated practice, reflection, and ultimately confidence-building (Ngadiran et al., 2024; Permatasari, 2024). On the other hand, the camera as such does not seem to eliminate communication apprehension. Hu and Kim (2026) similarly highlight that confidence develops gradually for specific tasks. The tension between enhanced confidence in conveying the subject matter and persistent discomfort in speaking to a camera or even an audience is thus relevant to this study. This study does not assume that the assignment involving a video would automatically overcome students' public-speaking barriers but explores their confidence in explaining concepts and, separately, their confidence in delivering the presentation in front of a camera or an audience.

Theoretical Framework

The current research is guided by two theoretical frameworks: Experiential Learning Theory (ELT) by Kolb (1984) and Self-Efficacy Theory by Bandura (1977). Both theories offer valuable insight into the learning processes associated with the proposed action. ELT is used to interpret the learning processes prompted by the video presentation assignment, whereas Bandura's theory is used to further understand students' perceived confidence in conducting communication-associated tasks.

According to Kolb (1984), ELT regards learning as a process, which occurs through a 'holistic' experience consisting of four stages: 'concrete experience', 'reflective observation', 'abstract conceptualization', and 'active experimentation'. The video presentation assignment included elements of all four stages of experiential learning. In particular, the students were requested to gain concrete experience with an economic topic, ask questions to the public, interpret or conceptualize the issues they experienced, and actively experiment with their understanding and questions by preparing a concluding tagline and recording a video presentation.

Bandura's (1977) Self-Efficacy Theory is particularly relevant to the communication aspect of the proposed assignment. Self-efficacy is defined as 'the beliefs about one's capabilities to produce chosen outcomes'. In the current study, self-efficacy was not measured using an established self-efficacy measure but rather the focus was on self-efficacy-related confidence in conducting specific communication tasks associated with the assignment. In particular, two items from the questionnaire were selected to measure the changes in participants' levels of self-efficacy-related confidence. Specifically, the students were requested to assess their level of confidence in being able to explain economic concepts to others and speak in front of a camera or an audience following the video presentation assignment. Whereas the former item taps into students' perceived capability to communicate academic information, the latter measures the perceived capability to speak publicly. In other words, public-speaking confidence is regarded as a task-specific self-efficacy-related confidence in this study.

This also explains why the two aspects of self-efficacy-related confidence are measured separately. It is entirely possible for a student to feel confident in being able to explain economic concepts but less confident in being able to speak publicly. Such a scenario would suggest that students' confidence in communication-related skills and tasks has remained stable, but the confidence in being able to perform specific tasks (speak publicly) has increased. Thus, the comparison between the two would indicate that, in students' perception, there was a greater increase in self-efficacy-related confidence in being able to explain economic concepts compared to confidence in public speaking.

The theoretical framework of the current research thus implies that the proposed assignment would provide the students with opportunities to practice and apply their newly acquired knowledge, and the successful performance of the task would enhance their perceived capability to perform specific communication tasks and behaviors. However, due to the nature of the current study, which relied on quantitative and qualitative data, these assumptions can only be regarded as evidence of increased students' perceived confidence and self-efficacy-related outcomes.

3. Research Methodology

Participants
The study involved 262 undergraduate students enrolled in Economics courses (ECO560 and ECO162). The majority were female (65.3%) and young adults (22-25 years, 51.5%). Most respondents were in their second year of study (79.0%) and were studying in the Faculty of Business and Management (70.6%) and Hotel and Tourism Management (28.6%).

Instrument
A questionnaire was used to collect the data. The main constructs were measured using a 5-point Likert scale (from Strongly Disagree to Strongly Agree). A reliability analysis was performed on the six main academic impact items, resulting in a Cronbach's alpha of 0.918.

Procedure
The students had to create an educational video presentation as part of the course assessment. The students had to develop questions for a representative sample of the public, relate the answers and discussions back to the corresponding economic concept, and finally, add a self-created "word of wisdom" or tagline to the end of the video.

When the assignments were completed and submitted, the students were asked to complete a self-report questionnaire. The items covered the students' expectations and level of confidence prior to completing the assignments and their educational, communicative, and involvement-related gains after completing the assignments.

Most importantly, the items related to the students' expectations and level of confidence prior to completing the assignments had to be completed after the assignments were done. As such, this study does not measure the students' actual level of knowledge or confidence prior to completing the assignments, but the students' recollections of such measures. This is an important difference, as the study does not feature a traditional longitudinal pre-test-post-test design.

Sample Size Justification
A total sample size of 262 respondents was secured for this study, which is considered highly robust and adequate for the purposes of data collection and statistical procedures employed. The adequacy of the sample size can be justified from several points:

Normality and Parametric Testing: The sample size significantly exceeds the cut-off of 30 respondents required by the Central Limit Theorem. Therefore, the sampling distribution of the means can be assumed to be approximately normal. This enables the use of parametric statistical testing on the entire set of data as well as its subsets (e.g., 171 female and 91 male respondents) without having to violate the underlying statistical assumptions.

Margin of Error and Representativeness: Assuming a standard 95% confidence level and maximum variability, a sample size of 262 would have a margin of error of ±6.05%. This is well within the acceptable range of precision for educational and social science surveys, ensuring that the results accurately reflect the views and academic outcomes of the larger body of students taking these Economics courses.

Item-to-Respondent Ratio: When using survey research and scale constructs, it is critical to have an adequate item-to-respondent ratio to ensure the stability and reliability of results. The main instrument employed to

measure the academic impact contained six major Likert-scaled items. The ratio of respondents to items in this study is approximately 43:1 (43 respondents per item). This far exceeds the minimum 10:1 rule of thumb, contributing to the excellent Cronbach's alpha score of this study.

4. Results

Table 1: Demographic Profile of the Video Presentation Assignment

VARIABLES	FREQUENCY	PERCENTAGE
GENDER		
Males	91	34.7%
Females	171	65.3%
Total	**262**	**100%**
AGE		
18-21	23	8.8%
22-25	135	51.5%
26-30	63	24.0%
30 and above	41	15.6%
Total	**262**	**100%**
FACULTY		
Business and Management	185	70.6%
Hotel & Tourism Management	75	28.6%
Food Service & Entrepreneurship	1	0.4%
Transport	1	0.4%

Table 2: Descriptive Statistics (Pre-Assignment)

Measurement Item / Question	Mean (1–5)	Std. Dev.	Median	Analysis & Key Findings
Initial Subject Understanding *(Before I took this course, I already had a good understanding...)*	**2.92**	1.16	3.0	Students reported a moderate to low baseline understanding of the core topic before taking the course.
Prior Interest in Subject *(I am interested in the subject even before I took this course.)*	**3.61**	1.03	4.0	Interest levels were relatively high before the assignment, indicating baseline curiosity and openness to learning.
Baseline Explanation Confidence *(Even before I took the course, I am confident in explaining the main concepts...)*	**2.90**	1.12	3.0	Confidence in explaining complex economic concepts to peers or the public was low to moderate.
Creative Approach Inclination *(I often use creative approaches to understand academic concepts.)*	**3.58**	0.95	4.0	A majority of students were moderately inclined toward creative learning methods.

Measurement Item / Question	Mean (1–5)	Std. Dev.	Median	Analysis & Key Findings
Baseline Camera/Public Speaking Confidence *(It is my nature to feel confident speaking in front of a camera or audience.)*	**3.31**	1.05	3.0	Neutral to moderate natural confidence in speaking in front of an audience or camera.
Prior Video Creation Experience *(I have created educational videos before.)*	**3.37**	1.21	3.0	Mixed level of experience; a significant group had limited to moderate experience in producing educational media.

Table 3: Descriptive Statistics (Post-Assignment)

Measurement Item / Question	Mean (1–5)	Std. Dev.	Median	Analysis & Key Findings
Improved Subject Understanding *(I now have a better understanding of the topics after completing the video assignment.)*	**4.17**	0.77	4.0	Strong positive impact on core concept mastery following completion of the project.
Engagement & Enjoyment *(This video assignment made the learning process more interesting and enjoyable.)*	**4.27**	0.78	4.0	High agreement that the task enhanced learning interest and active engagement.
Post-Task Explanation Confidence *(I feel more confident explaining concepts to others after completing this task.)*	**4.00**	0.81	4.0	Significant boost in students' self-assessed ability to explain academic concepts clearly.
Critical & Creative Thinking *(This task encouraged me to think critically and creatively.)*	**4.22**	0.79	4.0	High agreement regarding the task's efficacy in fostering higher-order thinking skills.
Post-Task Camera/Public Speaking Confidence *(I am more confident speaking in front of a camera or an audience after this assignment.)*	**3.86**	0.85	4.0	Noticeable growth in public speaking and camera presence confidence.
Overall Experience Satisfaction *(I am satisfied with my experience in creating an educational video.)*	**4.09**	0.79	4.0	Overall student experience satisfaction is exceptionally positive.
Future Recommendation *(I believe that assignments like this should be continued for other subjects too.)*	**4.11**	0.88	4.0	Strong endorsement for continuing and scaling similar assignments in other courses.

Table 4: Descriptive Statistics Table

No	Factor Name	Mean	Std. Dev.
A.	**A. Pre-Assignment Readiness & Confidence**		
1.	Prior good understanding of main subject topics	2.92	1.16
2.	Confident explaining concepts to peers/public before the course	2.90	1.12
3.	Natural confidence speaking in front of a camera/audience	3.31	1.05
4.	Prior experience in creating educational videos	3.37	1.21
5.	Often use creative approaches to understand academic concepts	3.58	0.95
6.	Prior interest in the subject before taking the course	3.61	1.03
B.	**Post-Assignment Impact & Critical Thinking**		
1.	The task encouraged critical and creative thinking	4.22	0.79
2.	Better understanding of topics after completing the assignment	4.17	0.77
3.	More confident explaining economic concepts to others post-task	4.00	0.81
4.	More confident speaking in front of a camera/audience after this assignment	3.86	0.85
C.	**Public Engagement & Question Formulation**		
1.	Believes the activity improved communication or critical thinking skills	4.29	0.72
2.	Creating public questions helped in understanding the topic better	4.22	0.76
3.	Involving the public made the video more engaging	4.17	0.77
4.	Effort put into designing the public questions	4.06	0.80
5.	Overall experience rating in creating questions for the public	4.01	0.78
6.	Confidence felt in formulating meaningful questions for a public audience	3.94	0.83
D.	**Tagline / Word of Wisdom Creation**		
1.	Tagline creation helped reflect more deeply on the topic	3.98	0.87
2.	Effectiveness of the tagline in connecting with the public audience	3.86	0.94
3.	Experience rating in creating a word of wisdom/tagline	3.76	1.02
4.	Time and thought invested in crafting the tagline	3.44	0.93
5.	Ease of coming up with a meaningful word of wisdom/tagline	3.32	1.06
E.	**Overall Satisfaction & Future Recommendation**		
1.	The assignment made learning more interesting and enjoyable	4.27	0.78
2.	Believes similar assignments should be continued for other subjects	4.11	0.88
3.	Overall satisfaction with the experience of creating an educational video	4.09	0.79

Demographic Profile of Respondents

The demographic analysis was conducted on a total of 262 respondents. Most of them were female students (n = 171, 65.3%), as compared to male students (n = 91, 34.7%). In terms of age, over half of the sample belonged to the age groups of 22 to 25 years (51.5%) and 26 to 30 years (24.0%). This implies that the respondents were at an appropriate intellectual age to engage in critical thinking tasks.

The respondents were from different academic programs, where the largest groups were from HM252 (28.6%) and BA111 (24.4%). Overall, the sample was heavily skewed towards the Faculty of Business and Management (70.6%) and the Faculty of Hotel and Tourism Management (28.6%). The majority of the sample were in the middle of their studies (Semester 3 to Semester 4, Year 2), which comprised 79.0% of the respondents.

Pre-Assignment Readiness and Prior Knowledge

Descriptive analysis showed that before the course, the respondents had low to moderate understanding of the main topics (Mean = 2.92, SD = 1.16). Similarly, their initial confidence level in explaining Economics concepts to others (public) was very low (Mean = 2.90, SD = 1.12). Nevertheless, the respondents reported that they had a positive interest in the subject (Mean = 3.61, SD = 1.03) and a positive tendency to adopt creative approaches to learning academic concepts (Mean = 3.58, SD = 0.95). Their experience in creating educational videos and the natural confidence level in speaking in front of a camera were merely average, with means of 3.37 and 3.31, respectively.

Post-Assignment Impact on Comprehension and Critical Thinking

The video presentation assignment resulted in a highly positive academic impact. After accomplishing the task, findings revealed that the respondents agreed that the assignment helped them to learn and understand the topics (Mean = 4.17, SD = 0.77). Moreover, they strongly agreed that the video presentation assignment facilitated the enhancement of their critical and creative thinking skills (Mean = 4.22, SD = 0.79). Additionally, the respondents felt that they had a significantly increased confidence level in explaining concepts related to Economics to the public (Mean = 4.00, SD = 0.81).

Public Engagement and 'Word of Wisdom' Creation

One of the unique aspects of this assignment was that it required students to come up with a concluding tagline for their videos. According to the respondents, creating questions for the public made their videos more interesting (Mean = 4.17, SD = 0.77). They also agreed that this particular activity assisted in enhancing their critical thinking (Mean = 4.29, SD = 0.72).

With regard to creating a "word of wisdom" or tagline, this task was slightly challenging but rewarding for the respondents. While it was difficult for them to come up with an appropriate phrase (Mean = 3.32, SD = 1.06), they devoted quite some time and effort to brainstorm an appropriate saying (Mean = 3.44, SD = 1.120). They acknowledged that creating a tagline required them to think much deeper about their specific discussion topics (Mean = 3.98, SD = 1.121).

Overall Satisfaction

Overall, the video presentation assignment was very much appreciated by the students. It received the highest score in making their studies more interesting and fun (Mean = 4.27, SD = 1.122). The majority of the respondents were very much satisfied with their overall experience in creating the educational video (Mean = 4.09, SD = 1.123). Hence, they strongly suggested that such multimodal assignments be continued and adapted in other subjects in the future (Mean = 4.11, SD = 1.124). However, the confidence level in speaking in front of a camera remained one of the lowest-scoring items after the accomplishment of the task (Mean = 3.86, SD = 1.125).

Discussion

Bridging the Knowledge Gap through Experiential Learning Essay

The data illustrates the effectiveness of the video presentation assignment in terms of transforming the passive reception of information into active understanding of concepts. The students' average topic understanding before the course was only 2.92, and their ability to explain economic concepts to others was only 2.90. However, after the assignment, the participants' topic mastery increased to 4.17. Such an outcome aligns with the theoretical background of the Experiential Learning Theory. Specifically, designing the questions aimed at the general audience and thereby being engaged in the process of transforming the information they have acquired from a theoretical one into an applied and understandable language can be viewed as "a process of active experimentation with ideas or objects." Thus, the idea of "learning to teach" to gain knowledge has proven to be efficient.

Public Engagement and Critical Thinking

The main positive outcome of the project was deemed to be the engagement of the public in the research. Thus, addressing "the need to think critically and creatively about the topic and effectively communicate the ideas to the public" received the highest mark among the respondents (mean = 4.22). In addition, the task of creating a "word of wisdom" or a tagline was also viewed positively, although it was rated lower than other aspects of the assignment (mean = 3.32). Nevertheless, the students believed that this concrete task of summarizing their experience was necessary as it provided a deeper consideration of the topic (mean = 3.98). Thus, the critical thinking component was viewed positively by the participants.

Self-Efficacy and the On-Camera Barrier

An interesting finding of the present study is that the majority of students increased their public speaking skills after the assignment. According to Bandura's Self-Efficacy Theory, one's beliefs in regard to their capabilities to exercise control over a particular behavior determine one's decisions and actions. Thus, the rise in scores from 2.90 to 4.00 demonstrates that the students have significantly gained confidence in their ability to teach

the audience. At that, the lowest rate was given to the aspect of speaking in public, which implies that, despite the overall increase, the fear of the camera was still present. Thus, the participants felt more confident in regard to the topic and their overall ability to educate but not to speak in front of people. Therefore, the students would benefit from additional training in speaking in public, which would correspond to the findings of the present study.

Overall Evaluation

Finally, the majority of students who participated in the survey expressed their satisfaction with the assignment. The students marked that the use of a multimedia presentation on the topic was a more interesting and entertaining way of learning (mean = 4.27). Moreover, the overall assessment of such learning experiences was also high (mean = 4.09). Lastly, the students expressed their willingness for such assignments to be included in other courses (mean = 4.11). Thus, the idea of video presentation as a tool for self-learning and assessment is pleasing to students. Therefore, the assignment can be successfully implemented in various areas of academics, and, in particular, in Economic disciplines.

5. Implications of the Study and Recommendations

The results of this study have several theoretical and practical implications for higher-education institutions, particularly with regard to the teaching of Economics.

Theoretical Implications

From a theoretical perspective, this study contributes to the body of knowledge on Kolb's Experiential Learning Theory and Bandura's Self-Efficacy Theory. First, by demonstrating that a simple video assignment can facilitate experiential learning without the need for lab sessions or field trips, this study extends the application of Kolb's model to digital educational settings. By analyzing the findings related to students' topic understanding and critical thinking, it can be concluded that creating an educational video, where students interact virtually with the public and process this information into a coherent explanation of the concepts, is an experiential learning cycle. Furthermore, the study provides further evidence in favor of Bandura's Self-Efficacy Theory. As mentioned above, the moderate positive correlation between students' confidence in the subject before the course, and post-assignment explanatory confidence suggests that completing a complex task, such as this video assignment, enhanced students' self-efficacy.

Pedagogical Implications for Educators

From a practical standpoint, the results of this study offer several insights for educators who seek to implement video-based assignments or are considering a pedagogical shift from passive to active learning approaches. Shifting from Passive Assessment to Active Translation: Traditional assessment methods, such as multiple-choice tests or essays, often require little processing of information; students simply recall the material they have memorized. On the other hand, the results of this study demonstrate that transforming abstract academic concepts into questions aimed at the public and creating a tagline to relate these concepts to the general audience requires more processing of the information, thus being conducive to deeper learning and comprehension.

Building Confidence Through Scaffolding: While students were generally satisfied with the assignment and it enhanced their confidence in the subject, the lowest mean score related to confidence was recorded for speaking in front of a camera or audience (Mean = 3.86). This shows that despite the well-documented benefits of video recording on presentation-related anxiety, students still feel anxious about it. Particularly in the era of Generation Z, where they are much more comfortable with technology than previous generations, the implementation of video assignments should be accompanied by confidence-building scaffolds such as practice recording sessions.

Encouraging Creative Autonomy: One of the most interesting findings of this study was that students utilized opinion-based and scenario-based questions much more than factual ones and invested considerable effort into designing questions for the public. This shows that students value creative autonomy and the opportunity to demonstrate their communicative and conceptual skills. Therefore, educators should provide more opportunities for creative expression in assignment design, rather than focusing on objective questions or factual answers.

Institutional Implications

At the institutional level, the results of this study might prompt the revision of the assessment criteria to include multimodal assignments. As highlighted by this study, such projects have the potential to enhance subject matter mastery, critical thinking, and public speaking skills. By encouraging student-produced video assignments, institutions promote the development of competencies necessary for the students to succeed in the workplace, including digital literacy and communication skills. Additionally, it is essential to ensure that both students and faculty have access to the necessary resources to implement such assignments.

Conclusion

The use of a video presentation assignment in Economics courses is an effective way to enhance student engagement, critical thinking, and conceptual understanding of the subject. It is recommended that the educators continue to utilize such assignments. Future iterations of the assignment could include a short workshop on public speaking or confidence-building to further promote the pedagogical value of this assessment type.

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