

Video Assessment as an Innovative Approach to Student Evaluation in Economics

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Abstract

The rise of online examinations and advancements in AI technologies have posed significant challenges for accurately assessing technical modules, while traditional paper-based exams often fall short in evaluating students' comprehension and problem-solving abilities. This study investigates student-produced videos as an effective complementary assessment method. At King's Business School, first-year undergraduate students enrolled in two large technical modules were evaluated through a combination of five-minute video submissions and timed written exams. The video component required students to demonstrate problem-solving skills through detailed calculations and explanations, supported by comprehensive guidelines, marking criteria, exemplar videos, and practice sessions. Analysis of data from 1,400 students revealed a significant positive correlation between video and written exam performance, indicating that students who excelled in one format generally performed well in the other. However, the correlation coefficient being below one suggests that each method assesses distinct aspects of knowledge, offering a more holistic evaluation. A student survey further confirmed the effectiveness of video assessments, with participants reporting enhanced understanding, communication skills, time management, and planning abilities, while they felt the assessment was easier, more enjoyable and less stressful compared to traditional exams. These findings underscore the potential of video-based assessments to address the limitations of traditional evaluation methods, particularly as online exams and AI-driven solutions continue to reshape educational practices.

Keywords: AI technologies; communication skills; holistic evaluation; problem-solving; student survey