

ASYNCHRONOUS VIDEO INTERVIEWS

**Using Asynchronous Video Interviews to Enhance Self-Awareness of
Video Communication Skills in a Community College Setting**

by

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ASYNCHRONOUS VIDEO INTERVIEWS

THESIS EXAMINATION INFORMATION

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An oral defense of this thesis took place on August 13, 2020 in front of the following examining committee:

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ABSTRACT

Asynchronous video interviews are an emerging trend in the hiring process for assessing communication skills crucial in interviews. Industry leaders perceive a gap between communication skills and work-readiness of college graduates. That gap may reflect a lack of self-awareness. The purpose of this study was to explore the value of using a peer-assessed, asynchronous video interview assignment to enhance self-awareness of communication skills on video. Quantitative and qualitative data were collected using two questionnaires and two semi-structured interviews. The findings suggest that students became more self-aware of their communication skills, revealed experienced difficulties using body language and eye contact, showed low confidence levels recording self-facing videos, and had a preference for anonymous peer assessment. There was also a positive relationship between cognitive and affective attitudes towards asynchronous video interviews.

Keywords: asynchronous video interviews; self-awareness; communication skills; video communication skills; peer assessment; post-secondary education

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STATEMENT OF CONTRIBUTIONS

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication. I have used standard referencing practices to acknowledge ideas, research techniques, or other materials that belong to others. Furthermore, I hereby certify that I am the sole source of the creative works and/or inventive knowledge described in this thesis.

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LIST OF ABBREVIATIONS AND SYMBOLS

| | |
|-------|---|
| AI | Artificial Intelligence |
| AVI | Asynchronous Video Interview |
| Comm. | Communication |
| COMM | Business Communications Course |
| COOP | Cooperative Education and Career Preparation Course |
| HCM | Hype Cycle for Human Capital Management |
| MTCU | Ministry of Training, Colleges and Universities |
| PreQ | Prequestionnaire |
| PostQ | Postquestionnaire |
| RQ | Research Question |

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Using Asynchronous Video Interviews to Enhance Self-Awareness of Video Communication Skills in a Community College Setting

Overview

Asynchronous video interviews (AVIs) are pre-recorded applicant responses to job interview questions. Asynchronous video interviews are also referred to as digital interviews (Langer et al., 2017); one-way interviews (Pavlik, 2019; Torres & Mejia, 2017); interface-based interviews (Rasipuram et al., 2016); virtual-recorded interviews (Eike et al., 2016); web-based interviews (Guchait et al., 2014); and on demand interviews (Sellers, 2014). Using asynchronous video interviews is an emerging trend in the hiring process (Brenner et al., 2016; Torres & Gregory, 2018). Multiple service providers offer digital interview solutions; one source identified 127 service providers (Software Advice, 2020, Video Interview Software section).

Asynchronous video interviews are not the same as video resumes. A video resume is a standalone video uploaded to social media platforms, search engines, and websites (Hiemstra et al., 2019). While a video resume is also asynchronous and recorded for the purpose of securing employment, a video resume is initiated and the content is determined by the job seeker (Apers & Derous, 2017). By contrast, asynchronous video interviews are initiated by the hiring organization. A job applicant receives a link to proprietary video interview software and records timed responses to predetermined interview questions using a computer webcam or the camera on a mobile device (Torres & Mejia, 2017). Multiple decision makers review the video interview and decide if the candidate progresses to the next stage of the interview process (Guchait et al., 2014; Torres & Gregory, 2018). This interview method saves time and travel expenses for the

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employer and the candidate (Torres & Gregory, 2018; Torres & Mejia, 2017). This interview method also allows the employer to replay the candidate's responses to interview questions (Guchait et al., 2014) and provides an introduction to the candidate's communication skills.

Communication skills are among the most valued workplace skills (Rao et al., 2017) and are included in the Essential Employability Skills for graduates of post-secondary studies in Ontario (Ministry of Training, Colleges and Universities [MTCU], 2019). Communication skills include proficiency in writing, listening, speaking, and presenting. Effective communication skills in a job interview, whether in a digital or in-person context, are crucial in facilitating an applicant's ability to move to the next step in the hiring process (Rasipuram et al., 2016) and to be successful in the workplace. Technical skills might help an applicant get a job, but it is their communication skills that will help them keep the job (Robles, 2012).

With asynchronous video interviews, a job applicant's communication skills are evaluated by multiple decision makers (Guchait et al., 2014) thus placing significant importance on effective communication during the screening process. This Masters research exposed students enrolled in a college workplace preparation course and a communications course to a simulated asynchronous video interview. Students engaged in anonymous assessment of peers' video interviews and offered feedback about their peers' communication skills. Students also engaged in self-assessment of their own communication skills on video. The findings of this applied research project are presented in this thesis.

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Gaps in Research

Toldi (2010, 2011) was one of the first researchers to explore video interviews in the hiring process, focusing primarily on the perspectives of job applicants and their perceptions of procedural justice and fairness (Guchait et al., 2014). Considering asynchronous video interviews is an emerging trend (Guchait et al., 2014; Torres & Gregory, 2018) and a relatively unknown interview method (Seller, 2014), there is limited evidence or research to support the effectiveness of this practice. Some identified gaps in research include validating the effectiveness of asynchronous video versus in-person interviews (Langer et al., 2017; Rasipuram et al., 2016); establishing how digital interviews are evaluated by recruiters (Langer et al., 2017); determining how applicants react when asked to take part in AVIs (Langer et al., 2018); and ascertaining whether the practice of using AVIs provide a more accurate measure of applicant information compared to other recruitment methods (Torres & Gregory, 2018). While gaps exist, “digital interviews are described as one of the rising stars in personnel selection practice” (Langer et al., 2017, p. 371) offering flexibility, standardization, and analytical information (Langer et al., 2017). While previous research focused on perceptions of AVIs (Basch & Melchers, 2019; Brenner et al., 2016; Hiemstra et al., 2019), this study focuses on self-awareness of video communication skills through AVI practice.

Research Goal

The purpose of this research is to explore the value of using an asynchronous video interview assignment in college level communications and career preparation courses to (a) prepare students for the emerging trend of asynchronous video interviews in the hiring process; (b) enhance self-awareness of communication skills on video; and

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(c) consider opportunities to inform the practice of post-secondary educators by incorporating the development of communication skills on video. This research addresses the following questions:

1. Does asynchronous video interview practice relate to self-awareness of video communication skills?
2. Does peer assessment of asynchronous video interviews relate to self-awareness of video communication skills?
3. How can using asynchronous video interviews help post-secondary educators develop students' video communication skills?

Personal Reflection

My interest in using video began when I created a video resume following several years of precarious employment. I contemplated what I could do differently to stand out to potential employers. I had experience in commercial auditioning and acting, so I created a video resume. I enjoyed experimenting with different learning technologies and software programs, so I created two versions of my video resume: an animated audio version (Black, 2016) using the animation software program, PowToon (<https://www.powtoon.com/>), and an on-camera talking head version (Black, 2016b) that I outsourced to a videographer. I posted both video resumes on the search engine, YouTube (<https://www.youtube.com/>), and the professional social media platform, LinkedIn (<https://www.linkedin.com/>). Both versions demonstrated my communication skills and technical abilities in “information-rich” formats (Apers & Derous, 2017, p. 9). As a direct result of my video resume, I secured a full-time position with a non-profit organization.

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Early in my research on video resumes, I encountered the term asynchronous video interviews. I discovered that this was an emerging trend in the hiring process, particularly in the retail and hospitality industries (Guchait, et al., 2014; Torres & Gregory, 2018; Torres & Mejia, 2016). Unlike video resumes that are initiated by the job seeker, asynchronous video interviews are initiated by the employer and are used as a screening tool and a prerequisite to in-person interviews. Considering the ability to communicate effectively on video could be the determining factor in moving to the next stage of the interview process, my research focuses on how to prepare students for this new method of communication. This research also exposes challenges and opportunities that may help post-secondary educators when creating course content for asynchronous video interview preparation or video communication skills development.

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Literature Review

Video used for assessment of skills transferable to the workplace is well-documented in post-secondary education. With evolutions in hiring practices shifting towards asynchronous video interviews, there is a need to develop students' video communication skills directly. A review of the literature includes a discussion guided by the following three themes: communication skills, asynchronous video interviews, and peer assessment. I will consider how previous studies used video as an assessment tool of communication skills, followed by an examination of applicant perceptions of AVIs and how AVIs were used to assess communication skills. I will conclude this review with a discussion of how peer and self-assessment were used to develop communication skills, including the benefits and challenges of peer assessment.

Communication Skills

In this section, I discuss the importance of communication skills, I then highlight the perceived gaps between employers' expectations and college graduates' performance, and conclude with an overview of the role of post-secondary educators in developing these skills in their students.

Definition of Communication Skills

“Communication skills” is a broad term used to describe the skills of writing, listening, speaking, and presenting (Chen et al., 2014). A more accurate definition of communication skills includes communication competence (Bower et al., 2011), which factors in cognitive, behavioural, and affective components to the communication process. With the emergence of asynchronous video interviews in the hiring process, another dimension of communication skills is needed, i.e., video communication skills.

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For this discussion, communication skills refer to video communication skills, i.e., speaking and presenting on video.

Importance of Communication Skills

Communication skills are essential for all jobs (Watkins & McKeown, 2018). In Robles' (2012) study of perceptions of the top ten soft skills needed in the workplace, communication skills ranked among the top two along with integrity. In the literature, "communication skills" are also referred to as a core competency (Zick et al., 2007), integral, generic, basic (Cameron & Dickfos, 2014), fundamental (Rasipuram & Jayagopi, 2016), and essential (MTCU, n.d.). Communications skills are transferrable to all jobs and contexts, and while technical skills may help a person gain employment, a person's ability to communicate effectively will help them maintain employment. Employment success is based not only on what you know but also on how you can communicate this knowledge (Robles, 2012). Furthermore, communication skills are fundamental during the non-technical stage of the employment interview process (Rasipuram & Jayagopi, 2016). Despite its importance, a gap exists between employers' expectations of communication competency and college graduates' performance of communication skills (Brink & Costigan, 2015).

Gaps Between Employer Expectations and College Graduates' Performance

Government and industry leaders have identified a gap between the communication skills needed in the workplace and the work-readiness of many college graduates (Brumwell et al., 2018; Freudentberg et al., 2010). Among the desired employability skills are interpersonal attributes, i.e., communication skills that project confidence and allow for respectful interaction and teamwork (Robles, 2012). Employers

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are increasingly seeking employees who are mature and socially well adjusted; however, college graduates often do not meet these expectations (Cameron & Dickfos, 2014). Post-secondary students overestimate their communication skills in self-assessments (Mort & Hansen, 2010), which may reflect a lack of self-awareness and impede self-development. To address this imbalance, students need to receive critical assessment of communication skills and developmental training. The skills developed by graduates, for example, critical-thinking, problem-solving, and effective communication are being measured against the quality of education received. According to Brumwell et al., (2018), “skills are now synonymous with quality in post-secondary education” (p. 53).

The Role of Post-Secondary Educators

College educators are preparing students for the world of work (Eike et al., 2016); students attend post-secondary school to earn a credential that will allow them to qualify for that work (Weingarten, 2018). In the workplace, employers identify the ability to communicate as one of the most important soft skills (Robles, 2012); with oral communication (listening, speaking, and presenting) being among the most valued skills (Chen et al., 2014). Communication is one of the “higher-order cognitive skills” (Weingarten, 2018, p. 10), along with problem solving and critical thinking. The higher-order cognitive skills of communication, problem-solving, and critical-thinking is referred to as the “sweet spot” (Weingarten, 2018, p. 10) of highly desirable attributes for graduating post-secondary students.

Given the importance of communication skills, at least one communications course is included as a graduation requirement for most Ontario college diploma

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programs. Besides specific course learning outcomes, an integral component of college course outlines is an itemized list of Essential Employability Skills outcomes. Essential Employability Skills are the foundational skills that a student “must be able to reliably demonstrate” to graduate (Kapelus et al., 2017, p. 2). Furthermore, the Conference Board of Canada, a Canadian, evidence-based research organization, identified communication skills as fundamental to “progress in the world of work” (The Conference Board of Canada, n.d., Employability Skills section). While requiring college students to complete a communications course is prudent, students also need to appreciate the value and importance of communications skills and the impact these skills will have on their careers (Cameron & Dickfos, 2014).

For students to recognize the value and importance of communication skills, post-secondary educators must promote their importance and actively seek ways to develop these skills in their students. Broadening students’ understanding of communication, including the cognitive, behavioural, and affective components (Freundenberg et al., 2010), may contribute to a greater willingness to develop these skills.

To adequately prepare college students for the workplace, post-secondary educators need to develop authentic assessment tasks relevant to the workplace (Cameron & Dickfos, 2014) and incorporate opportunities for self-assessment (Mort & Hansen, 2010). College course learning outcomes consistently include the development of essential employability skills such as communicating with others and interacting in groups and teams. Learning outcomes often focus on “critical information and content” as these are what are being “evaluated and credentialized” (Weingarten, 2018, p. 11). Content heavy courses (Joordens, 2018) may place greater emphasis on technical

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skills at the expense of communication skills; however, it is estimated that technical skills represent only 15% - 25% of job success while 75% - 85% of job success is attributed to interpersonal and communication skills (Robles, 2012, p. 454).

Using Video to Assess Communication Skills

Promoting the importance of developing good communication skills must be reinforced with effective and authentic tasks and assessments (Weingarten, 2018).

Authentic tasks and assessments are practical, realistic, and challenging (Herrington & Herrington, 1998) with an element of public performance and self-assessment (Darling-Hammond, 1994). One effective method to assess students' communications skills, and for students to self-assess, is with video (Cameron & Dickfos, 2014; Mort & Hansen, 2010; Mosley-Wetzel et al., 2017).

Using video to assess communications skills is well documented in a university context in the fields of pharmacy, medicine, social work, hospitality, and pre-service teacher education (Mort & Hansen, 2010; Mosley-Wetzel et al., 2017). Mort and Hansen (2010) studied 140 first-year pharmacy students' abilities to assess their own communication skills over a 2-year period (70 students per year). Students completed a 25-item, 3-point Likert scale self-assessment before and after viewing their video footage of a mock counselling session. Faculty evaluated the students using the same tools. Results revealed that skilled students underestimated their "counseling communication skills" while "less-skilled students" overestimated these skills. Mort and Hansen (2010, p. 4) discussed the importance of faculty providing critical feedback to students to counter the "above-average effect" in an "applause society" (p. 4; Austin & Gregory, 2007, p. 6). An "applause society" is characterized by "the tendency to gush positively about

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relatively trivial accomplishments” (Austin & Gregory, 2007, p. 6), and the “above average effect” is the “tendency of most people to assume they are better than most of their peers” (p. 6) leading to “flawed” self-assessments (Kruger, 1999). Prior to the video review, all students in the study underestimated their interpersonal skills, while in the post-assessments, 62% of the students rated themselves higher than their initial self-assessment. Although the study revealed a general lack of self-awareness of students’ self-perceived communication skills, it highlighted how video could be used as a self-assessment tool to create self-awareness and improve confidence (Mort & Hansen, 2010).

In a study with medical students, Zick et al., (2007) focused on self-assessment of communication skills using video reviews. The study was conducted over a 4-year period and included 674 first-year medical students (172 students/year). Students completed a self-assessment by responding to open-ended questions that allowed for deeper reflection. Students responded favourably to the opportunity to review their own behaviour, which created self-awareness and motivation for self-improvement. Using open-ended questions allowed faculty to refine the curriculum by addressing students’ perceived weaknesses. Supplementing a written assessment with a video reflection was also used in a study (Cartney, 2006) with 33 social worker students. Using an experiential approach to assessment, students recorded mock interactions with actor clients and wrote a 2500-word self-reflection of their communication skills. The study highlighted the value of video as a powerful learning tool. Students’ knowledge was evidenced in the written assessment, and students’ ability to apply that knowledge was demonstrated in the video assessment. While some students in the study did not respond well to the artificial nature of the actor client experience, all students commented positively about using video as an

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instructional technique. Students found value in having their communication skills assessed and being able to self-reflect.

Video assessments have also been used with students in business programs. Cameron & Dickfos (2014) assessed oral communication skills using video in an elevator pitch task with 161 second-year undergraduate accounting students. An elevator pitch “replicates the situation of a person having the duration of an elevator ride” to pitch an idea or sell a product or service (p. 138). Students prepared an elevator pitch, an authentic task relevant to the workplace, and were videotaped. Students responded to a pre and post 7-point Likert survey and engaged in individual or group interviews with researchers. The purpose of this study was to determine if using video would create greater self-awareness and improve communication skills. While some students in the study experienced “trepidation and negativity” after submitting their video pitch, they later felt “relief and confidence” (p. 148) after reviewing their videos. Students asserted that they appeared more confident in the videos than they felt while being recorded.

Another context where video has been explored as an assessment tool is in pre-service teacher education (Kourieos, 2016). Video is purported to enhance “student teachers’ reflective and analytical skills” (p. 67). Eleven fourth-year students in a teacher education program participated in a 20-minute videotaped microteaching session and completed a pre and post self-reflection based on their teaching performance. Microteaching sessions include planning and teaching of a brief lesson to fellow students; the purpose of the study was to “raise student teachers’ awareness of their instructional practices” (p. 70). Study results revealed that using video as a self-reflection and group collaboration tool promoted self-awareness and self-correction in the delivery of learning

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material to their students. In a similar study, Bower et al., (2011) used video as a self-reflection and assessment tool with pre-service teachers. Twenty-four students enrolled in an education graduate diploma participated in a two-cycle video reflection task. Students recorded two presentations, two weeks apart, and reflected on their own performance and those of their peers. Students reported being focussed on superficial aspects of their performance during the first presentation, for example, nervousness and confidence. Students reported improved confidence levels and reduced communication anxiety following the second video presentation, as their focus shifted to aligning their voice, body language, and content to engage their audience. Bower et al., (2011) posits that this outcome provides evidence of the value of using video as a self-reflection tool and to show the relationship between the various domains of communication: cognitive, behavioural, and affective.

Studies using video-based assessments in a diversity of post-secondary programs reported increases in self-awareness of communication skills, increases in confidence in abilities, and reduced anxiety after video self-review (Bower et al., 2011; Cameron & Dickfos, 2014; Cartney, 2006; Kourieos, 2016; Mort & Hansen, 2010; Mosley-Wetzel et al., 2017; Zick et al., 2007). Students valued the opportunity to engage in self-reflection of their behaviour, resulting in self-correction and improvements in performance. Previous research highlighted the benefits of using video as an assessment tool of skills meant to be performed in in-person contexts. The literature also reveals how video has been used to develop self-awareness of communication skills in the context of video, using AVIs.

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Asynchronous Video Interviews

There is an increasing body of research documenting the emerging trend of synchronous and asynchronous video interviews as a screening tool in the hiring process (Guchait et al., 2014; Levashina et al., 2014; Sellers, 2014; Toldi, 2010, 2011). College students are being prepared for the world of work where their communication skills could potentially first be evaluated in video interviews. Consequently, it would be worthwhile to review the benefits of implementing video as an assessment tool of communication skills within college communications and career preparation courses.

In this section, I describe asynchronous video interviews (AVIs) and the implementation process. I then discuss the role of technology in hiring practices and why AVIs are used. I highlight research using AVIs including applicant and employer perceptions, the role of artificial intelligence in AVIs, and the development of communication skills using AVIs. I conclude with a summary of findings from previous research using AVIs.

Terminology and Definition

Several terms are synonymous with asynchronous video interviews (AVIs): digital interviews (Langer et al., 2017); one-way interviews (Pavlik, 2019; Torres & Mejia, 2017), interface-based interviews (Rasipuram & Jayagopi, 2016); virtual-recorded interviews (Eike et al., 2016); web-based interviews (Guchait et al., 2014); and on-demand interviews (Sellers, 2014). At the time of this writing, there were approximately 100 service providers of video interview solutions (Software Advice, 2020, Video Interview Software section; Capterra, 2020, Video Interview Software section). Service providers identify asynchronous video interviews as pre-recorded video interviews

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(VidCruiter, n.d.), one-way interviews (Sparkhire, n.d.), video interviews (HireVue, n.d.; Talview, n.d.), on-demand interviews (Modern Hire, n.d.; interviewstream, n.d.); and automated online video interviews (Video Recruit, n.d.) to name a few.

Using asynchronous video interviews in the hiring process is an emerging trend, which has likely contributed to the multiplicity of terms used to describe the method (Brenner et al., 2016; Torres & Gregory, 2018); however, there are more service providers of video interview platforms than there are research papers on the topic (Levashina et al., 2014). Regardless of the term used, all refer to using video as a screening tool in the hiring process (Sellers, 2014; Brenner, et al., 2016). For this paper, the definition of an asynchronous video interview (AVI) is:

A video recorded by a job applicant using a personal device (camera phone or computer webcam) and video interview software provided by an employer or recruiter for the purpose of responding to interview questions.

The Asynchronous Video Interview Process

The AVI process is one-directional and information-based (Torres & Mejia, 2017). A recruitment agency or employer sends a job applicant an invitation to complete an AVI (Brenner, et al., 2016; Torres & Mejia, 2017). The applicant receives the invitation in the form of an email, which includes a link connecting them to an online proprietary software platform such as interviewstream (<https://interviewstream.com/>) (Eike et al., 2016; Torres & Gregory, 2018). Prior to recording the AVI, the applicant receives instructions and completes a technology test to ensure their camera and audio are functioning (Guchait et al., 2014). The applicant is presented with predetermined interview questions in sequence in text, audio, and video format (Langer et al., 2017).

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The applicant views the question for a set period, for example, between 30 and 60 seconds (Guchait et al., 2014; Langer et al., 2017). The applicant then records their video responses to the interview questions in the allotted time frame of two to three minutes per response (Suen et al., 2019; Eike et al., 2016; Guchait et al., 2014). The recruitment agency or employer is notified when the applicant completes the interview (Guchait et al., 2014) and can then connect to the video interview platform to critique the applicant (Hemamou et al., 2019a) at their convenience (Torres & Gregory, 2018; Langer et al., 2017). The applicant's video responses are viewed by multiple decision makers who can rewatch the applicant's responses focusing on questions of importance (Hemamou et al., 2019b; Guchait et al., 2014) and "like, dislike, shortlist candidates, evaluate them on predefined criteria or write comments" (Hemamou et al., 2019, p. 3). Lacking the interpersonal interaction typical of a job interview (Hudak et al., 2019), this interview method creates a "high-stakes" exchange in the screening process (Torres & Mejia, 2017, p. 9).

Emerging Trends in Hiring Practices: The Role of Technology

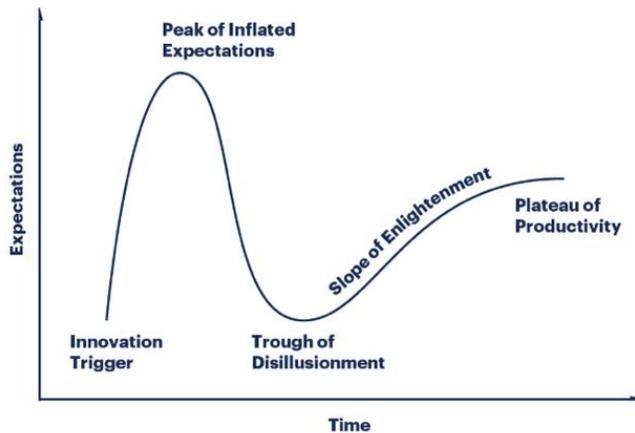
Using AVIs to conduct the first round of interviews (Eike et al., 2016) is a "cutting edge technology-based interviewing phenomenon" (Torres & Mejia, 2017, p. 4) and an emerging trend (Brenner, et al., 2016; Hemamou et al., 2019a; Torres & Gregory, 2018). While it is still "relatively new" (Langer et al., 2017, p. 372), this practice has been in place for over a decade (Toldi, 2010). It is not surprising that using AVIs is only now increasing in popularity (Dutta, 2018; Guchait et al., 2014) and becoming a commonly used tool (Rasipuram & Jayaygopi, 2016; Levashina et al., 2014), as

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technology innovations often follow a nonlinear pattern to adoption as depicted by the Gartner Hype Cycle (See Figure 1).

Figure 1.¹

Gartner Methodologies, “Gartner Hype Cycle,” 2020.



The Gartner Hype Cycle provides industry-specific insights into technology trends from ideation to acceptance and is based on the market adoption curve (Chen & Han, 2019, p. 2). As summarized by Gartner (Gartner, 2017), the Hype Cycle for Human Capital Management (HCM) Technology, “informs application leaders in HR and IT on the latest technological innovations in the HCM market, helping them to prioritize investment by providing insight into the maturity of key applications and technologies” (Gartner, 2017, Summary section).

Asynchronous video interviews, reflected as Video Recruiting, first appeared on the Hype Cycle in 2013 as technology that was On the Rise (Gartner, 2013). Video

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Recruiting reached the peak of the curve, i.e., At the Peak, in 2014 where it remained until 2017 (Gartner, 2014, 2015, 2016, 2017). In 2018 (Gartner, 2018), Video Recruiting progressed down the curve to the Trough of Disillusionment where it remains as of the 2019 Hype Cycle for HCM (Wiles, 2019). While the term Trough of Disillusionment has a negative overtone, this is the position on the curve that is the experimental phase where challenges and obstacles are being recognized and corrected (Brinker, 2018). The goal is for the technology innovation to reach the last stage, the Plateau of Productivity, where it gains public acceptance. Video Recruiting is projected to reach this stage within two to five years (Wiles, 2019) as employers recognize the benefits of using AVIs.

Why Use Asynchronous Video Interviews

The progressive shift to using AVIs in recruitment evolved from the need to streamline the hiring process for recruiters and employers. The most commonly identified advantage of using AVIs is the flexibility it affords. Asynchronous video interviews save time and expense in scheduling, interviewing, and travelling (Torres & Gregory, 2018; Langer et al., 2017; Torres & Mejia, 2017; Guchait et al., 2014). As a result, AVIs make employment opportunities available to a larger number of applicants (Brenner, et al., 2016; Dutta, 2018; Guchait et al., 2014) from a wider geographic area (Torres & Mejia, 2017), increasing the potential of finding the best fit for the job (Dutta, 2018) and reducing turnover (Torres & Mejia, 2017). Asynchronous video interviews are more efficient than the traditional method of interviewing and assessing applicants. Multiple managers (Guchait et al., 2014) can individually assess applicants at their own convenience, reflecting on responses from those of interest (Torres & Gregory, 2018),

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while accelerating through those that do not meet the criteria to advance in the interview process (Eike et al., 2016; Guchait et al., 2014).

Another advantage of AVIs is that they are structured interviews (Torres & Gregory 2018) which contributes to standardization (Langer et al., 2017; Brenner, et al., 2016) by eliminating question variability (Hemamou et al., 2019b; Torres & Gregory 2018; Guchait et al., 2014), reducing individual interviewer biases (Langer et al., 2019; Torres & Mejia, 2017; Guchait et al., 2014), and minimizing the effects of impression management typical of candidates during in-person interviews (Langer et al., 2017, p. 374). Impression management is a “phenomenon” used to “gain control over the interview” including behaviours such as smiling, exaggerating achievements, and flattering or mimicking the interviewer (Langer, 2017, p. 374). Impression management may be reduced; however, Torres & Gregory (2018) reveal that when hiring managers viewed the AVIs of candidates prior to viewing paper resumes, candidates received a more favourable evaluation. Information-rich resume formats like video also contribute to more accurate perceptions of personality than paper-based resumes (Apers & Derous, 2017). Research using “thin-slice judgements” measuring first impressions of candidates on video revealed that skilled recruiters could assess personality profiles with accuracy (Torres & Gregory, 2018, p. 88). An increasing number of companies are looking for the right cultural fit (Dutta, 2018) for their organizations, and using AVIs offer recruiters the opportunity to get a “first personal impression of an applicant” (Langer et al., 2017, p. 379).

Asynchronous video interviews are growing in popularity (Guchait et al., 2014) and “where the future of interviewing is heading” (Guchait et al., 2014, p. 98). Langer et

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al., (2017) named AVIs one of the “rising stars in personnel selection practice” (p. 371), as an increasing number of organizations move toward using AVIs in the selection and hiring process (Guchait et al., 2014). Post-secondary educators need to respond to this evolution in interview modality (Torres & Mejia, 2017) by creating awareness and training for student populations likely to encounter this screening process (Langer et al., 2019) in their job search.

Creating awareness of emerging technologies in hiring practices helps to minimize surprise (Chen & Han, 2019) and reduce negative perceptions that may cause candidates to withdraw from the application process (Langer et al., 2017). Job applicants may have experience with live-stream video interviewing but may not be aware of the pre-recorded context of AVIs (Torres & Mejia, 2017). The college classroom provides the opportunity for a captive student audience for training in the AVI process (Hudak et al., 2018) with its novel challenges such as the expectation of a “high quality performance” of communication skills without the interpersonal interaction typical of job interviews (Eike et al., 2016, pp. 28, 32).

Practicing AVI skills in the classroom environment creates awareness and opportunity for students. While video has been used to assess communication skills for decades, using it in the high stakes (Eike et al., 2016) context of AVI preparation has not. Eike et al., (2016) assert that AVIs play a role in eliminating “weak” candidates (p. 29); consequently, a lack of preparation for AVIs places students at a disadvantage. This creates a need to develop students’ understanding of the process and provide them the opportunity to practice in a safe environment (Hudak et al., 2018). College career development centres (Hudak et al., 2018) and business-related college programs (Guchait

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et al., 2014) already offer interview skills training. Industries that use AVIs, such as the hospitality industry, are advocating for students to receive training in video interviewing within their programs (Guchait et al., 2014) as they become a mandatory step for prospective job applicants (Torres & Mejia, 2017). Interview training enhances students' self-reported abilities and success in securing employment and placements (Hudak et al., 2018); however, being devoid of the interaction typical of in-person job interviews (Eike et al., 2016), the AVI process presents unique challenges and exercises a different skill set reinforcing the need to prepare students (Eike et al., 2016).

Research on Asynchronous Video Interviews

A search of the literature using the preceding definitions and variations of the keyword phrase Asynchronous Video Interviews revealed four major themes: applicant perceptions of AVIs, employer perceptions of AVIs, artificial intelligence in AVIs, and communication skills development in AVIs.

Applicant Perceptions. Several studies involving asynchronous video interviews focus on applicant perceptions (Guchait et al., 2014; Brenner et al., 2016; Basch & Melchers, 2019; Hiemstra et al., 2019; Langer et al., 2017). This is understandable as with any unknown technology or process, service providers and researchers will seek ways to improve the offering to achieve longevity and to make it more useful.

Although this method of interviewing may be new, video interviews have been occurring for over ten years. Toldi (2010, 2011) was one of the first researchers to explore video interviews in the hiring practice. Toldi (2010) received 73 responses to a survey sent to almost 400 job applicants who had engaged in video interviews.

Respondents gave their opinions about their video interview experience, responding to

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questions related to the ability to communicate, procedural fairness, ease of use of technology, and overall favourability towards the practice. While some candidates expressed an inability to communicate naturally without the traditional two-way interaction and some were unfamiliar with webcam technology, overall job applicants responded positively to the experience and considered the process fair. Toldi (2010, 2011) researched the perspective of job applicants but offered useful insight for employers. For example, employers should be mindful of applicant perceptions in the company's hiring practices and how these may affect the company brand or a candidate's decision to withdraw from the interview process. Given the feedback, Toldi (2011) suggested providing resources on the company website with information about the process and how to prepare for it. Toldi (2011) also recommended highlighting the benefits to the candidate, for example, flexibility and having the perspective of multiple decision makers on the interview. Overall, employers should know that candidates viewed video interviews positively and feel encouraged to use them in the hiring process. Toldi (2011) also emphasizes the importance of educating job applicants on this practice and process.

Another study involving applicants' perceptions of AVIs was conducted with 151 undergraduate hospitality management students (Guchait et al., 2014). Participants engaged in a pre-interview questionnaire, an AVI using the HireVue platform, followed by a postquestionnaire. The purpose of this study was to evaluate the AVI process in terms of fairness and overall perceptions. While 80% of the respondents reported a preference for an in-person interview to best present themselves, they considered the process to be fair especially for screening of numerous applicants or when needing to

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interview applicants from long distances. These findings were similar to Toldi's (2010) whereby participants experienced challenges with one-way communication but considered the process fair.

In another study of perceptions of fairness, Langer et al., (2017) explored perceptions comparing the use of synchronous vs asynchronous video interviews to select graduate school applicants with 113 undergraduate and graduate students (Langer et al., 2017). The framework used for this study was Potosky's (2008) four general attributes of administration media presumed to affect assessment outcomes, namely the attributes of social bandwidth, interactivity, high transparency, and surveillance. Langer et al., (2017) predicted that participants would evaluate AVIs lower in fairness compared to synchronous video interviews because of a lack of personal interaction, feelings of "creepiness," and privacy concerns (pp. 373, 374). Participants completed their structured AVIs on a video interview platform (platform not disclosed) with 60 seconds to read the question, 3 minutes to respond to the question, and 15 seconds between each question. For the synchronous interview, participants used the Skype platform (<https://www.skype.com/en/>), and similar to the AVI, there was no opportunity for follow-up questions by the participant or the interviewer. The researchers predicted that AVIs would be viewed as less fair; however, results showed that while participants felt AVIs were moderately "creepier" lacking interpersonal interaction and inducing "slightly more privacy concerns," they were not regarded as less fair (p. 376). This finding was similar to Toldi (2010) and Guchait et al., (2014) whose participants regarded the AVI process as fair but preferred two-way communication during an interview.

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Studies have also considered the role of personality in applicants' attitudes and perceptions of AVIs. Brenner et al., (2016) engaged 106 undergraduate students enrolled in a mix of science and business programs in research using an AVI. Participants completed a Big Five personality assessment along with questionnaires relating to their self-efficacy with computers and job interviews, followed by an AVI (platform not disclosed) and a postquestionnaire about their perceptions. The Big Five personality assessment is used to investigate the relationship between personality and attitudes and includes the personality dimensions of extraversion, emotional stability, agreeableness, conscientiousness, and openness to experience (Barrick & Mount, 1991). The purpose of this study was to determine if differences in personality, self-reported self-efficacy, and perceived ease of use and usefulness affected attitudes towards AVIs. The most significant finding that affected attitudes towards AVIs was on the measures of "ease of use" and "usefulness" irrespective of personality, i.e., personality had less influence on attitudes than how easy to use and useful AVIs were (Brenner et al., 2016, p. 1). Moreover, participants rated AVIs similar to other "non-interactive" techniques used as selection tools for applicants such as personality and cognitive tests (p. 8). Providing resources for applicants that aid them when preparing for AVIs promote positive perceptions for ease of use and usefulness (Toldi, 2010).

The relationship between personality and perceptions of AVIs was also investigated by Hiemstra et al., (2019) in a combined study comparing findings from research participants who had not engaged in an AVI to those of actual job applicants who previously engaged in an AVI. In the first study, 160 participants possessing a bachelor's degree were recruited from the open research participation platform, Amazon

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Mechanical Turk (<https://www.mturk.com/>). In the second study, 103 participants possessing a law degree were recruited through a hiring organization after completing an AVI for a traineeship position. Using media richness theory and the notion of perceived legitimacy as the framework, Hiemstra et al., (2019) hypothesized that both participant sets would consider AVIs as fair selection tools overall and that extroverts would be more favourable to AVIs. Media richness theory (Daft & Lengel, 1986), also referred to as information richness theory, postulates that the more a communication medium can convey a message with clarity, the richer it is; “face-to-face communication” is the richest in information and numerical documents are the least rich (Ishii et al., 2019, p. 125). With evolutions in technology, studies using media richness theory highlight the information richness of video and audio in communication (Maity et al., 2018). AVIs are rich in information providing both audio and visual cues. The notion of perceived legitimacy asserts that the more well-known and used an instrument is, for example, a resume, the more normal, and hence accepted, it is (Hiemstra et al., 2019). There were contrasting findings between the studies in terms of fairness. The non-AVI participants regarded this selection tool as fair; although, not preferable. This finding was similar to Toldi (2010) and Guchait et al., (2014) whereby participants viewed AVIs as fair but not preferable to an in-person interview. By contrast, the traineeship participants who completed a mandatory AVI as part of the selection process viewed them as unfair. This may be because of the high stakes context of the task and the pressure imposed by having only one minute and one opportunity to respond to each question. In terms of personality, the results were similar with both participant groups, i.e., extroverts were more favourable to AVIs, presumably because of a more sociable and expressive disposition.

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This finding differed from Brenner et al., (2016), as perceptions in this study were influenced by how easy to use and useful AVIs were more than extroversion.

In a study using a participant base of educated professionals, Basch and Melchers (2019) recruited working individuals from their social media accounts. Participants were informed about the advantages of AVIs respecting flexibility and standardization and provided feedback about the AVI process and perceptions of fairness. After viewing question samples and screenshots of a simulated AVI from the Viasto video interview platform (<https://www.viasto.com/en/>), the 203 participants, ranging in age between 18 and 65, completed an online questionnaire. The findings suggest that although the older participants of this study were less favourable to the AVI process, sharing the advantages of AVIs contributed positively to participants' perceptions of fairness and perceived usability. These findings align with Toldi's (2010) recommendations to provide information to applicants about the AVI process and benefits to promote favourable perceptions. According to Basch and Melchers (2019), a proactive and transparent approach can indirectly increase the attractiveness of an organization to applicants; however, the perception of employers is also important to investigate.

Employer Perceptions. In a study involving 24 human resources professionals and 51 hospitality management, undergraduate students, Torres & Gregory (2018) compared different perceptions of applicant hirability based on viewing a resume first versus an AVI first. Also considered was the personal appearance of the applicants and the impact this had on assessors' evaluations. In the literature, this is referred to as aesthetic labour. Aesthetic labour relates to desirable physical attributes "as part of job requirements or as an extension of a service experience" (p. 88). Participants recorded

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their AVIs using interviewstream, a video interview platform popular with large organizations and schools. Participants were randomly assigned to either the resume first group or the AVI first group. The results confirmed that applicant aesthetics and personal presentation made a difference in the applicant's evaluation. This finding reinforces the importance of approaching AVIs with the same level of formality as in-person interviews, particularly in client-facing industries like hospitality. Torres & Gregory (2018) found when the HR professionals viewed applicants' AVIs first, they were more favourably evaluated. The researchers surmised that viewing the resume first raised the expectations of the HR professionals, as they already had background information on the candidate. Employers' perceptions of applicants' AVIs and a need for efficiency in hiring processes are also being factored into technology innovations in recruitment.

Artificial Intelligence in AVIs. While AVIs are becoming mainstream (Hudak et al., 2018), another technology innovation influencing video recruitment is artificial intelligence (AI). AI in Talent Acquisition sits at the position of On the Rise on the Gartner Hype Cycle (Wiles, 2019). The predicted time to mainstream adoption is 10-15 years when it will reach the Plateau of Productivity position, i.e., mainstream adoption (Blosch & Fenn, 2018). AVIs are also being used to extract meta-data for predictive technology to aid recruiters in the selection process (Hemamou et al., 2019a).

Exploring efficiency in recruitment using AI, Langer et al., (2019) created a virtual character to act as a responsive interviewer. Participants included 123 undergraduate students who completed survey questions about their perceptions of this highly automated approach to interviews in low versus high stakes contexts. Participants evaluated this interview approach as unfair in high stakes situations. This finding is

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similar to Hiemstra et al., (2019) whereby participants who engaged in a mandatory AVI for a traineeship program, i.e., high stakes, regarded them as unfair. Participants in the Langer et al., (2019) study expressed that computer-generated interviewers should not have power over a human decision maker, and similar to findings of Toldi (2010) and Guchait et al., (2014), social presence and interpersonal interaction were important factors regarding perceptions of fairness.

Efficiency in recruitment using AI was also explored in a study (Hemamou et al., 2019b) that proposed the development of a tool to help recruiters identify candidates as hireable or not hireable. The study examined “influential non verbal social signals” discoverable by deep learning methods (p. 3) and conducted an analysis of both “randomly sampled slices” and “attention slices” taken from 7938 AVIs of candidates applying for 475 sales positions. The researchers hypothesized that a rise in attention relates to behavioural changes and anxiety and are more likely to occur at the beginning or end of a response. The researchers posit that attention slices provide valuable insight into a candidate’s “hireability” and propose the development of a “hierarchical attention model” to capture attention slices and streamline the selection process (Hemamou, et al., 2019a, p. 325).

Developing an AI engine to recognize an applicant’s personality was also researched in an analysis of audio and visual information from 120 AVIs of real job applicants (Suen et al., 2019). Apers and Derous (2017) highlighted that information-rich mediums of communication, for example, video and audio, contribute to more accurate perceptions of personality. Participants in this study (Suen et al., 2019) completed a self-reported personality questionnaire then recorded their AVIs, which included five

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questions designed to assess their communication skills; participants had 3 minutes to respond to each question. The research reported a 90% accuracy rate of candidates' personalities through the AI engine and suggested this process could replace or supplement standard personality assessments, which have gained acceptance as a selection tool (Brenner et al., 2016).

AVIs are a “major development in talent identification” (Bersin & Chamorro-Premuzic, 2019, p. 2). Algorithms are replacing human observation through data-driven sorting of facial expressions, tone of voice, and emotional cues. Artificial intelligence used to passively mine data for consumer information is now being used to predict the suitability of job applicants. Bersin and Chamorro-Premuzic (2019) acknowledge the limitations AVIs and AI present by reinforcing biases “inherent to any interview process” (p. 2). Proactively preparing students for these emerging hiring practices by developing their communication skills for AVIs will set them up for success.

Communication Skills in AVIs. There is a growing body of research exploring applicant and employer perceptions of AVIs and emerging trends incorporating artificial intelligence into human resources processes. Those studies will inform the practice of post-secondary educators responsible for job interview training. However, there is a lack of research using AVIs for the development of communication skills on video specifically to prepare for the AVI process. Two studies were found in the literature; however, neither involved participants from a community college similar to the participants in this study (Hudak et al., 2019; Eike et al., 2016).

In a study using an AVI to assess essential skills and interview readiness, Eike et al., (2016) recruited 38 participants enrolled in an undergraduate fashion merchandising,

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career preparation course. Participants responded to 10 questions using the video interview platform, interviewstream, with a time limit of two minutes per response. Following the AVI, participants completed a questionnaire about their performance and their experience recording an AVI. Campus career services assessed the AVIs, and the researchers coded the feedback based on themes relating to areas for improvement in verbal and non-verbal communication. Regarding verbal communication, assessors found a high frequency of “distracting verbiage,” i.e., fillers; they also identified the need to provide more in-depth responses (p. 31). Regarding non-verbal communication, assessors found a high frequency of a lack of eye contact and a need to project a friendlier demeanour. Regarding the AVI experience, participants responded favourably to experimenting with the video interview platform; most were also agreeable to the use of AVIs, viewing them as convenient and offering the potential of an expedited hiring process. Some participants, however, felt “disconnected” from the employer (p. 32), which was also a finding in previous studies (Toldi, 2010; Guchait et al., 2014). Participants in this study had no prior training or experience using AVIs in either a school or employment context.

In a similar study, two AVIs were used to assess communication skills. Hudak et al., (2019) engaged participants in two AVIs, one prior to receiving instruction on interview strategies and one following instruction. The aim of this study was to compare participants self-reports of communication skills in an AVI before and after receiving instruction on interview strategies. Participants included 76 first and second-year undergraduate students enrolled in a compulsory communications course. Participants recorded an AVI responding to five interview questions using the video interview

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platform, interviewstream, followed by a self-assessment of their verbal and non-verbal communication skills. Eike et al., (2016) also used self-assessment of verbal and non-verbal communication skills. In this study, before recording the second AVI and completing the second self-assessment, participants received approximately two hours of instruction on interview strategies. Having the advantage of experience with the first AVI and training, the researchers investigated whether this combination contributed to greater self-awareness of communication skills and self-perceived improvement in performance. In a review of the first self-assessment, participants expressed that their “personality did not show through” and that eye contact was limited or non-existent (p. 6). Upon review of the participants’ second self-assessment, researchers found that participants expressed a boost in confidence in their abilities and a more positive attitude towards the AVI process because of receiving instruction and the opportunity to practice. These findings were in alignment with previous research using a two-phased, video based self-assessment (Bower et al., 2011) whereby participants reported improved confidence levels and reduced communication anxiety following the second video presentation.

The consistent message in both studies (Eike et al., 2016 and Hudak et al., 2019) is the recommendation to incorporate training into the curriculum and to give students the opportunity to practice. Eike et al., (2016) advocated for offering discipline specific career preparation while Hudak et al., (2019) recommended training in basic communications courses, as they are often interdisciplinary and will reach more students. Both studies suggested including AVI training as an option through career service departments; Eike et al., (2016) also suggested making video equipment available through career services and offering a practice space in school libraries. Both studies

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discuss the value of self-assessment and receiving feedback from others; Eike et al., (2016) asserted that including peer assessment of AVIs will contribute to the realness of the exercise and will encourage students to take the activity seriously.

To summarize, AVIs are pre-recorded video responses to job interview questions used by employers to expand the applicant pool and save time in the hiring process. Research using AVIs focused on perceptions of applicants and reveals that applicants view the process as fair, although not preferable, as an interview method (Guchait et al., 2014; Brenner et al., 2016; Basch & Melchers, 2019; Hiemstra et al., 2019; Langer et al., 2017; Toldi, 2010, 2011). Employers perceived applicants favourably when viewing AVIs prior to viewing resumes, and the personal appearance of applicants affected employers' perceptions (Torres & Gregory, 2018). Research using AI in AVIs to aid recruiters in predicting applicants' hirability is now emerging; however, applicants are not in favour of technology having power over human decision makers (Bersin & Chamorro-Premuzic, 2019; Hemamou et al., 2019a, 2019b; Langer et al., 2019; Suen et al., 2019). Although sparse, research is also now emerging on how to develop communication skills on video to prepare post-secondary students for AVIs (Eike et al., 2016; Hudak et al., 2019). Methods used in previous research to develop communication skills have included peer and self-assessment.

Peer and Self-Assessment

In this section, I discuss the value of engaging students in tasks and assessments that simulate experiences in workplace contexts. I introduce the elements of authentic assessments and how these relate to the AVI process. I then discuss research using peer

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and self-assessment and conclude with a consideration of the benefits of peer and self-assessment.

Experiential Learning

Institutions and post-secondary educators are encouraged to engage students in experiential learning, workplace integrated learning, and authentic assessment tasks to reduce a perceived gap between skills upon graduation and job-readiness. Experiential learning, conceptualized by Kolb (1976), includes a four-stage cycle (p. 21) involving “concrete experiences, reflection, abstraction, and application” (McNamara & McNamara, 2019, p. 210). Students engage in an experience that mirrors a real-world context, reflect on that experience, extract the lessons learned, and apply the takeaways to other contexts in the classroom or in the workplace. Stated another way, “the learner can experience, reflect, think, and act” (McNamara & McNamara, 2019, p. 210). One online platform designed to facilitate experiential learning opportunities for students is Riipen (<https://riipen.com/>). This platform serves as a repository of real-world, short-term projects submitted by companies and non-profit organizations. Projects can be embedded into the curriculum and facilitated and managed by post-secondary educators. These experiential learning projects allow students to “gain hands-on experience, demonstrate employable skills and network with employers” (Riipen, n.d., Integrate Work and Education section). Students can also add these experiences to their resumes. While experiential learning gives students real-world experiences in a classroom context, workplace integrated learning (WIL) engages students in authentic experiences in a workplace context, for example, cooperative education, apprenticeships, and internships (Pretti & Fannon, 2018). Workplace integrated learning contributes to student

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engagement, higher re-enrolment rates, and a better overall academic experience; the skills learned enhance students' self-efficacy and are transferable (Freudenberg et al., 2010). However, preparing students for WIL experiences can present challenges as multiple stakeholders are involved, i.e., students, educational institutions, and community partners. Students need to make connections “between their education, experiences and skills development” (p. 117) and learn how to accurately analyze and persuasively articulate their skills to potential employers (Pretti & Fannon, 2018). Using authentic assessments within the classroom can help to address these challenges.

Authentic Assessment

The construct of authentic assessment proposes that assessment tasks designed for students should be practical, realistic and challenging (Herrington & Herrington, 1998). To expand on this explanation, Darling-Hammond (1994) cites Wiggins' (1989) four basic characteristics of authentic assessment: tasks represent a real-world context, criteria comes from well-articulated performance standards, a public performance of student work is a requirement, and self-assessment is integral to the process.

Real-World Context. The first characteristic of authentic assessment is that tasks should represent performance in the field (Darling-Hammond, 1994). Wiggins (1989) emphasized the need for assessments to relate to actual challenges faced in the workplace whereby employees have to rely on their own problem-solving abilities. McTighe (1997) expanded on this definition by identifying the need for tasks to have interdisciplinary connections. Reeves et al., (2002) included the need for an interdisciplinary perspective among their “Ten Characteristics of Authentic Assessment” (p. 564). Wiggins (1989) encouraged students to ask for clarification and engage in dialogue, and Reeves et al.,

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(2002) highlighted how important collaboration is in assessment. Cumming & Maxwell (1999) discuss the interplay of information gathering, collaboration, negotiation, and theory. All identified factors are complex and represent performance in the field and real-world contexts.

Performance Standards. The second characteristic of authentic assessment is that the assessment criteria must be based on well-articulated performance standards and must evaluate what is essential (Darling-Hammond, 1994). Montgomery (2002) promoted the use of rubrics to identify precise criteria and to inform students of the criteria in advance. In assessment, it is also worthwhile to clarify the meaning of performance. Madaus and O'Dwyer (1999) related authentic assessment to being performance-based; students must produce a portfolio, a product, or a performance, for example, an oral presentation. Herrington and Herrington (1998) drew attention to the tendency to use the terms authentic assessment, performance-based, portfolio, and coursework interchangeably but highlight that authentic assessment, while being performance-based, focuses specifically on real-world contexts.

Public Performance. The third characteristic of authentic assessment is the need for students to present or perform their work publicly (Darling-Hammond, 1994). Although this often meets with resistance from students, performing an exemplary task is at the root of authentic assessment (Wiggins, 1989) and positions students for real-world assessment (Wiggins, 1990). Drawing on the experiences of musicians and athletes, Wiggins (1989) pointed to the high standards of master performers who inspire others. Engaging in a public performance of one's work provides the opportunity for students to learn from each other and attests to the value of students' work.

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Self-Assessment. The fourth characteristic of authentic assessment is the essential role of self-assessment (Darling-Hammond, 1994). Being self-directed and self-motivated requires students to have the “capacity to evaluate their own work against public standards” (p. 23). Wiggins (1989) and Falchikov and Goldfinch (2000) highlighted the importance of understanding the content, expectations, and what is being evaluated when engaging in self-assessment. Montgomery (2002) revealed that rubrics can aid in self-assessment as can peer review. When reviewing another student’s work guided by the expectations presented in a rubric, learners are developing their own ability to self-assess.

Asynchronous video interview assignments are authentic assessments through mimicking a real-world interview context, by engaging students in a public performance of video communication skills, by engaging students in peer and self-assessment of that performance, and by guiding their performance and assessments with pre-defined standards and expectations, i.e., a rubric. Previous research using peer and self-assessment emphasized the benefits this practice affords to students and faculty.

Using Peer and Self-Assessment

A cross-institutional study conducted to “develop and measure core transferable skills” (Joordens et al., 2019, p. 4) highlighted the value of using rubrics in peer assessment. In the first phase of the study, researchers focused on testing whether peer-assessment scores could be predictive of expert assessor scores. The researchers recruited participants from a first-year, post-secondary introductory psychology course. Phase 1 of the study included 200 compositions randomly chosen from 694 participants. Five expert assessors took part in Phase 1, including two teaching assistants, one professor, and two

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assessors trained in using the validated Critical Thinking VALUE rubric developed by the Association of American College and Universities (<https://www.aacu.org/value-rubrics>). Student participants crafted their compositions and uploaded them to the online peer evaluation platform, peerScholar (<https://vision.peerScholar.com>) for anonymous (Joordens et al., 2019) review by six (see Cho, Schunn & Wilson, 2006; Paré & Joordens, 2008) of their peers. Participants used the same Critical Thinking VALUE rubric and received mandatory rubric training via asynchronous video prior to completing the peer assessments. Another component of the peer evaluation process was self-assessment. Participants reflected on each peer assessment they received, rated its usefulness and the tone in which it was presented, and decided whether to revise and resubmit their composition based on the peer feedback. The results revealed that while student participants evaluated the quality of their peers' work higher than expert assessors, there was consistency in which compositions received a higher evaluation. Student participants were "less tough" (p. 26) in their peer evaluations than expert assessors. However, student participants showed evidence of the ability to critically evaluate the quality of a composition. Phase 1 successfully showed that peer assessed scores could reflect expertly assessed scores, albeit with more generosity.

Phase 2 of the study (Joordens et al., 2019) aimed to test the scalability of peer-assessment using rubrics across multiple educational contexts and disciplines and show that "peer assessment provides a valid measure of transferable skills" (p. 9). Participants included 14 professors from 6 post-secondary institutions in Canada, the United States, and the Netherlands, and 621 students enrolled in 20 different courses. Phase 2 focused more on the process of peer assessment as a valid measure of transferable skills and less

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on the tool of measurement, i.e., the Critical Thinking VALUE rubric; therefore, the rubrics and assignments varied between participants. Consistent with Phase 1, peerScholar was used as the online platform for students to conduct peer assessments in course-specific assignments.

Both Phase 1 and Phase 2 included a post peer-assessment questionnaire for student participants comprising six opinion-based questions relating to “the importance of exercising and measuring transferable skills” and if they “endorsed the specific approach” used for the course assignments, i.e., peer assessment (p. 16). Faculty participants completed a questionnaire comprised of nine, opinion-based questions relating to their perceptions of a peer-assessment approach to measure transferable skills and the usability of the tool employed to facilitate the study, i.e., peerScholar. Eighty percent of student participants agreed that “the goals of measuring and documenting skill levels of transferable skills is necessary” and 71% agreed that peer assessment was a good approach (p. 26). Of the 14 faculty participants in Phase 2, 100% agreed that using peer assessment and a rubric was “a good way to teach transferable skills” and 100% agreed that students “learned a great deal more” with this approach (p. 38); furthermore, faculty found the peer-assessment tool, i.e., peerScholar, to be “non-disruptive and easy to implement” (p. 6).

Previous research revealed that peer-assessment scores could be predictive of expert assessor scores when students received training and used a validated rubric. This may benefit faculty who are seeking ways to create efficient and effective assessment processes that involve students in their own learning; furthermore, students and faculty

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agreed on the value of this approach to measure transferable skills. Apart from using a validated rubric to assess peers' skills, there are several other benefits to peer assessment.

Benefits of Peer Assessment

A claim to support peer assessment is that it enhances pedagogy by creating an opportunity for “structured practice” of core learning outcomes (Joordens, 2018, p. 21). Teaching content is only one responsibility of post-secondary educators; reinforcing learned concepts through practice is what will ultimately develop the skills students need (Joordens et al., 2019). Peer assessment facilitates “assessment as learning” (Joordens, 2018, p. 21) and “reflective practice” through scrutiny of peers' work juxtaposed against students' own work, helping to identify gaps between “actual and desired levels of performance” (Gwee & Toh-Heng, 2015, p. 40). Studies have shown that peer assessment using between four and six peers is both reliable and valid (Joordens et al., 2019; Joordens, 2018; see also Cho, Schunn & Wilson, 2006; Paré & Joordens, 2008). This has promising implications for teachers who can confidently use peer assessment to develop and measure transferable skills in their students (Joordens et al., 2019). There are no additional demands on teachers' own time and resources (Joordens, 2018), as “learning is driven by students themselves” (p. 20). This finding contributes to the universality of a peer assessment approach to learning transferable skills whereby it has the potential to work successfully in any educational context (Joordens et al., 2019); concomitantly, implementing technology in the peer assessment process can also enhance pedagogy, particularly when it is engaging, easy to use, and “steeped in real-life problem solving” (Fullan, 2013, p. 4).

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Student driven learning includes active engagement of students and is characterized by Fullan et al., (2017) as a new pedagogy. This new pedagogy includes (a) “real world” experiences that go beyond the classroom; (b) “learning partnerships” among students and teachers; and (c) the use of technology to “accelerate and deepen learning” (p. 60). Studies using peer and self-assessment in combination with technology, for example, peerScholar (Joordens, 2018; Joordens et al., 2019), highlighted how partnerships are formed as students and faculty collaborate in the development of transferable skills. Fullan et al., (2017), referred to “global competencies for deep learning,” also listed among 21st Century Skills (Fullan, 2013, p. 36), which include character, collaboration, communication, citizenship, critical thinking, and creativity (Fullan et al., 2017; Fullan, 2013). Peer assessment contributes to these global competencies in several ways:

- Peer assessment helps students build character: students need to be honest with each other and be resilient in the face of constructive feedback.
- Peer assessment facilitates collaboration: students work synergistically as they engage with one another to accomplish the same goal.
- Peer assessment helps students learn communication skills: students develop the skills of tailoring a message to their peers in an effective and respectful way.
- Peer assessment contributes to citizenship: students learn to embrace diverse values, as they consider the perspectives of their peers and help them solve problems by offering suggestions for improvement.

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- Peer assessment helps students to think critically: students engage in evaluating information and arguments from their peers and offer alternative perspectives and suggestions through constructive feedback.
- Peer assessment contributes to student creativity: students generate and share new ideas with one another.

Student engagement in learning is “critical” (Joordens, 2018, p. 15) and requires a push to get students more involved in their learning as opposed to being passive participants. Fullan (2013) discussed the current state of boredom of most students and said that learning becomes enjoyable when it is engaging, inspires creativity and innovation, is collaborative, and where teachers are mentors in partnership with students. A peer assessment approach to learning engages students in “deeper learning” (Joordens, 2018, p. 18; Joordens et al., 2019, p. 10). When students know their work will be assessed by their peers, they are more likely to be mindful of the quality of their work when creating an assignment and are more likely to view their composition “from an assessment perspective” (Joordens et al., 2019, p. 12). Although being peer-assessed may, at first, be intimidating or embarrassing (Eike et al., 2016), peer assessment aligns well with Wiggins (Darling-Hammond, 1994) criteria for authentic assessment whereby students must assess and self-assess; global competencies also align with Wiggins’ (Darling-Hammond, 1994) criteria for authentic assessment in that both promote real-world contexts for learning.

Additional claims to support peer assessment include the following: (a) it contributes to emotional regulation (Joordens, 2018); (b) it creates an awareness of communication skills (Gwee & Toh-Heng, 2015; Bower et al., 2011); (c) it improves oral

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presentation skills (Gwee & Toh-Heng, 2015; Bower et al., 2011); (d) it facilitates a sense of authority (Bower et al., 2011); (e) it increases self-efficacy (Gwee & Toh-Heng, 2015); (f) it instills confidence (Hudak et al., 2019); (g) it improves interview performance and professional presentation (Eike et al., 2016; Gwee & Toh-Heng, 2015); (h) it facilitates self-awareness and objectivity (Gwee & Toh-Heng, 2015; Bower et al., 2011); (i) it introduces new strategies (Bower et al., 2011); (j) it can be “successful in any discipline area and at any level” (Falchikov & Goldfinch, 2000, p. 317); and (k) students value the process (Hudak et al., 2019; Joordens et al., 2019; Gwee & Toh-Heng, 2015; Bower et al., 2011). The only drawback of peer assessment identified in the research was the tendency for student assessors to overestimate the skills of their peers and the potential for unfavourable peer feedback to negatively affect “rational thought” and hence, learning (Joordens, 2018, p. 19). While there are multiple benefits of peer assessment, self-assessment is also an integral component of authentic assessment and is necessary in the development of self-awareness.

Benefits of Self-Assessment

The most common claim to support self-assessment is that it creates greater self-awareness of communication skills that lead to improvements in performance (Bower et al., 2011; Gwee & Toh-Heng, 2015). Video self-reflection allows students to repeatedly observe their own behaviours (Hudak et al., 2019; Bower et al., 2011; Gwee & Toh-Heng, 2015). Some behaviours require corrective action relating to the “physical aspects of communication,” for example, eye contact and body language (Bower et al., 2011, p. 323) or the need to eliminate distractors, for example, using excessive filler words or mumbling and fidgeting (Eike et al., 2016). Other behaviours require improvement such

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as persuasiveness and speech quality (Hudak et al., 2019) and projecting more professionalism (Eike et al., 2016; Hudak et al., 2019). Bower et al., (2011) showed that pre-service teachers could strategize how to better project a persona of authority through video self-reflection and improve their overall “communication competence” (Bower et al., 2011, pp. 312, 314). Self-assessment also promotes self-regulation, as students recognize their own weaknesses and make unsolicited needed adjustments (Gwee & Toh-Heng, 2015).

Making efforts to understand one’s weaknesses can be instrumental in personal development (Joordens, 2018) and has a practical application. A context in which students can expect to disclose their perceived weaknesses is during a job interview. Interviewees can demonstrate and share the manifestation of self-assessment, for example, when asked about weaknesses, an interviewee could discuss experiences involving self-reflection tasks, and reveal what they learned about their weaknesses and how they took corrective action. Being transparent shows self-awareness and can be a persuasive (Pretti & Fannon, 2018) strategy to secure employment. Eike et al., (2016) asserted that self-reflection of mock video interviews highlighted the need for more in-depth responses to questions and to minimize anxiety and increase confidence when preparing for real interviews (Hudak et al., 2019).

Self-assessment in combination with peer assessment can have “pedagogical power” (Joordens, 2018, p. 14) by allowing students the opportunity to develop both receptive and expressive communication skills through observation, reflection, and correction. While improved performance and communication skills are the most commonly stated benefits of self-assessment, the most important claim of the assessment

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approach to learning is that it empowers students for success in the workplace and in life by giving them the tools to develop transferable skills (Joordens, 2018).

There is a rich body of research that included students from a variety of post-secondary programs documenting how video was used as an assessment tool for communication skills (Cameron & Dickfos, 2014; Mort & Hansen, 2010; Mosley-Wetzel et al., 2017). "Communication skills" are fundamental to interview and workplace success (Rasipuram & Jayagopi, 2016; Robles, 2012). While video was previously used to assess skills intended to transfer to workplace contexts, video-based assessments are now being used to gauge and develop video communication skills directly. Video communication skills, which include on camera presentation and speaking skills, are increasing in importance as hiring practices evolve to include AVIs at the applicant screening stage (Guchait et al., 2014; Torres & Gregory, 2018). Research involving AVIs has focused on applicants' and employers' perceptions and complementary technology innovations, for example, artificial intelligence designed to aid recruiters seeking efficiency in hiring processes (Hemamou et al., 2019; Langer et al., 2019). Although sparse, literature is now emerging on the application of video communication skills in preparation for this interview method (Hudak et al., 2019; Eike et al., 2016). A valuable approach to prepare students for AVIs includes authentic assessments. Assessments that are authentic include peer and self-assessment of a public performance that is representative of a real-world context (Wiggins, 1989), for example, an asynchronous video interview. The following chapter will describe the methods used in this study which incorporated peer and self-assessment into a mock asynchronous video interview to enhance self-awareness of video communication skills.

Methods

Design Philosophy

This research study focused on self-awareness of video communication skills for the purpose of preparing students for asynchronous video interviews. Besides the content of the message communicated, self-awareness in AVIs includes applicants' awareness about how viewers of AVIs may perceive the manner and context in which it is presented. AVIs are rich in information providing both audio and visual cues (Daft & Lengel, 1986). Self-awareness also requires knowledge of the AVI process to be fully prepared and to maximize employment opportunities when presenting oneself in AVIs. The AVI process includes a structured interview (Torres & Gregory, 2018) using pre-determined questions and time-limited answers (Torres & Mejia, 2017). It also includes anonymous assessment whereby applicants may not know who will view their AVIs (Guchait et al., 2014). With these factors in mind, I developed the methodology for this study using a mixed method and grounded theory approach.

John Creswell, author of 28 books on mixed methods research (John W. Creswell, n.d., Bio Section) highlights the value of using a mixed method approach when “the topic is new” or when “the topic has never been addressed with a certain sample or group of people” (Creswell, 2014, p. 23). AVIs are “relatively new” (Langer et al., 2017, p. 372), and during a review of the literature, no research emerged involving participants at the community college level engaged in AVI practice for the development of communication skills on video.

Teddlie and Tashakkori (2012) identified nine “core characteristics” (p. 775) of a mixed methods approach. One of the characteristics, “methodological eclecticism” relates

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to using any of the tools and strategies available to a researcher from the “entire QUAL and QUAN toolboxes” (p. 777). Mixed methods research includes gathering and analyzing both quantitative and qualitative data, and it may use qualitative data to enrich the understanding of the quantitative data (Creswell, 2014). Mixed methods research focuses on solutions to problems as opposed to the methods used and is pragmatic, flexible, and open to all philosophical theories (Creswell, 2014; Teddlie & Tashakkori, 2012). A mixed method approach was used in this study by incorporating prequestionnaire and postquestionnaire data including both Likert and discrete questions (quantitative) and open-ended questions (qualitative), and interview data (qualitative) (Creswell, 2014).

Grounded theory, which is “the discovery of theory from data” (Glaser & Strauss, 2017, p. 1) uses inductive reasoning based on the data to develop theories and practices (Creswell, 2014). Grounded theory comprises the elements of concepts, categories, and propositions (Lunenburg & Irby, 2008). It includes coding data into “conceptual labels” (p. 102) which develop into themes, or categories, and these categories become the “cornerstones of developing theory” (p. 103). Finally, theories develop into propositions that guide action (p. 105). A grounded theory approach was used in this study by observing and documenting the unexpected challenges of the AVI assignment and assessment experience from the perspective of both the participants and the researcher; collating the recommendations of students to draw conclusions based on perceived needs; and coding emerging themes found during the literature review and data analysis in search of strategies to inform the practice of post-secondary educators (Creswell, 2014) and guide action.

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Research was conducted in a sequential order beginning with gathering questionnaire data before and after the assigned AVI task. Participants were asked about their experience with different interview modalities, comfort level both creating videos and appearing in videos, self-perceptions of communication skills and perspectives on self and peer assessment, followed by semi-structured interviews to ascertain perceptions not previously measured and for depth of understanding (Creswell, 2014).

Participants

Twenty-eight participants were recruited from two community college courses: a second-year, second-semester COOP and career preparation course, and a first-year, second-semester business communications course. Table 1 presents an overview of participants in this study.

Table 1

Overview of Participation

| Group | Class Size | | Participants | | Male | | Female | | Age Range | Mean Age |
|-----------------------------|------------|--|--------------|-----|----------|-----|----------|------|-----------|----------|
| | <i>n</i> | | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | | |
| COOP and Career Preparation | 29 | | 15 | 52% | 3 | 20% | 12 | 80% | 18-36 | 22 |
| Business Communications | 43 | | 13 | 30% | | | 13 | 100% | 18-30 | 20 |

COOP and Career Preparation Participants

Twenty-nine students were enrolled in the cooperative education and career preparation class (COOP). Cooperative education programs integrate academic learning with workplace experience (Durham College, n.d., Cooperative Education (coop) section). Sixteen students completed the AVI assignment, and fifteen students consented to participate in the study. Twelve participants were female and three were male.

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Participants were between 18 and 36 years old with a mean age was 22 years old.

Fourteen participants had previous experience with in-person interviews; while only one (1) participant had previous experience with asynchronous video interviews.

Two students who signed the consent form expressed interest in participating in a focus group; however, one student did not respond to scheduling requests, and one student was unable to participate due to scheduling conflicts. No participants engaged in a focus group.

Business Communications Participants

Forty-three students were enrolled in the business communications course (COMM). Thirty-one completed the AVI assignment. Fifteen students consented to participate in the study; however, two students who agreed to participate were excluded from the data analysis: one student did not complete the prequestionnaire or postquestionnaire and did not pass the course, and one student did not submit the AVI assignment. Overall, thirteen students in the COMM class were included in the data analysis. All participants were female between 18 and 30 years old with a mean age of 20 years old. All participants had previous experience with in-person interviews; while only two (2) participants had previous experience with asynchronous video interviews.

Four students who signed the consent form expressed interest in participating in a focus group; however, only two students responded to scheduling requests. Scheduling of the two participants resulted in two separate semi-structured interviews. Table 2 presents an overview of all participants.

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Table 2

Overview of Participants

| Group | Enrolled in Course | Completed PreQ | Completed AVI | Completed PostQ | Participated in Interviews | Signed Informed Consent | Included in Data Analysis |
|--------|-----------------------|-------------------|------------------|--------------------|----------------------------------|-------------------------------|---------------------------------|
| | <i>n</i> | <i>n</i> | <i>n</i> | <i>n</i> | <i>n</i> | <i>n</i> | <i>n</i> |
| COOP | | | | | | | |
| Male | 9 | 7 | 3 | 3 | 0 | 3 | 3 |
| Female | 20 | 19 | 13 | 12 | 0 | 12 | 12 |
| COMM | | | | | | | |
| Male | 4 | 3 | 2 | 4 | 0 | 0 | 0 |
| Female | 39 | 37 | 29 | 30 | 2 | 15 | 13 |

Context

The study was conducted at a community college located in the Durham region in Southeastern Ontario, Canada with a population of approximately 684,000. The college has a student population of approximately 14,000 full-time students enrolled in 140 programs including human resources, hospitality, video production, and formal studies in artificial intelligence. These programs are directly impacted by the current use of asynchronous video interviews in these fields. There is also potential for inter-program collaboration to develop students' skills related to AVIs and video communication skills (see Implications for Practice).

Previous Contexts Using Video-Based Assessments

Students enrolled in business-related programs are required to take two communications courses: one introductory course and one focused on job search strategies. An individual presentation is an evaluation criterion for the introductory course, and a mock interview assignment is an evaluation criterion for the job search

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strategies course. I previously assigned video-based assessments to students in both business communications courses as part of informal research to learn of attitudes, perceptions, and comfort levels using video to complete class assignments. For this research study, I adapted the assignment criteria from each class to an AVI to serve as the foundation for this research study.

Current Study Context

COOP and Career Preparation Course. Students in the COOP course were enrolled in a program that prepares graduates for careers in the hospitality industry where asynchronous video interviews are common practice as discussed in the literature (Torres & Gregory, 2018; Guchait et al., 2014).

Students in the COOP course were required to complete a job search strategy assignment in preparation for job placements with a mock interview as one of the evaluation criteria. Students were assigned an AVI requiring them to respond to different styles of interview questions including a traditional interview question, (e.g., Tell me about yourself.) ; a situational interview question, (e.g., What would you do if...); and a behavioural interview question, (e.g., Tell me about a time when...). The AVI addressed two course learning outcomes: 1) implement effective interviewing skills for a variety of questions; and 2) develop a professional online image and presence [Course Syllabus].

Business Communications Course. Students in the COMM course were enrolled in the Cosmetics Techniques and Management program that prepares graduates to use their creative technical skills in the retail sales and service industry where AVIs are commonly used as discussed in the literature (Hemamou et al., 2019a).

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Students in the COMM course were assigned a video-based, individual presentation in the form of an AVI and were required to respond to a traditional job interview question. Students responded to one interview question aligned with the evaluation criteria requiring students to deliver a short presentation. The AVI question addressed two course learning outcomes: 1) develop strategies for communication success in personal, academic, and career areas; and 2) create interpersonally skilled messages, both oral and written that accurately reflect audience and purpose [Course Syllabus].

Data Collection Tools

Both quantitative and qualitative data were collected from the prequestionnaire and postquestionnaire; while qualitative data were also collected using in-person interviews.

Data for the prequestionnaire and postquestionnaire were collected online using an encrypted university Google Form. An online questionnaire was chosen for two reasons: Class attendance would not impact participation since students could access the questionnaire at their convenience, and data entered digitally through Google Forms allowed for automatic generation of a spreadsheet facilitating greater ease of data manipulation and analysis.

Interview data was collected using an audio recording of in-person, semi-structured interviews, which were transcribed verbatim by the researcher. Interviews were conducted in person for information richness. Face-to-face communication is considered the richest in information providing the most opportunity for clarity of exchanged messages (Ishii et al., 2019). A semi-structured approach to interviews

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allowed for informal dialogue and elaboration on ideas not previously considered by the researcher (Lunenborg & Irby, 2008).

Prequestionnaire

The first data collection tool was a prequestionnaire (see Appendix A). The prequestionnaire was designed to establish a baseline of students' perceptions and experience related to the following four areas: (a) communication competence, (b) experience with different interview contexts, (c) comfort level appearing in and creating videos, and (d) involvement in peer and self-assessment.

The prequestionnaire consisted of 28 questions. The quantitative items included four discrete questions and sixteen, 5-point Likert scale questions. The qualitative items included one open-ended question and three optional comments. Thirteen questions included participant demographics and contextual information to gauge general experience and perceptions. Fifteen prequestionnaire items directly corresponded to questions on the postquestionnaire (see Appendix N).

Postquestionnaire

The second data collection tool was a postquestionnaire (see Appendix B). The postquestionnaire was designed to explore perceptions and learning gains from the AVI assignment related to the following four areas: (a) self-awareness of communication skills, (b) value of peer and self-assessment, (c) attitudes toward AVIs, and (d) self-efficacy related to video and technology.

The postquestionnaire consisted of 33 questions. The quantitative items included two discrete questions and twenty-four, 5-point Likert scale questions. The qualitative items included two optional, open-ended questions; one mandatory, open-ended question;

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and two optional comments. The postquestionnaire included thirteen questions that were designed to evoke more information around potential learning gains (see Appendix N).

Semi-Structured Interviews

The third data collection tool was a semi-structured interview (see Appendix C). The interview questions were designed to elicit a more thorough understanding of participants' perceptions in three areas: (a) peer and self-assessment, (b) video-based assignments, and (c) asynchronous video interviews. No questions directly corresponded to the prequestionnaire and postquestionnaire; however, five questions related to peer and self-assessment, five questions related to video-based assignments, two questions related to asynchronous video interviews, and one question was for general commentary.

Procedure

Students in the COOP and COMM courses completed the prequestionnaire during computer lab time within the first week of classes. The prequestionnaire was administered prior to students' awareness of the AVI assignment to gauge baseline knowledge, experience, and perceptions. Both groups were assigned an AVI task and completed it at different times during the term according to the schedule defined by the respective course outline. Both groups used the online assessment platform, peerScholar (<https://vision.peerscholar.com/>), for peer and self-assessment. Both groups completed the postquestionnaire following the AVI task and were permitted to complete the postquestionnaire up to the final week of the course to maximize return rates. Semi-structured interviews were conducted two weeks after final marks were released to minimize potential conflicts of interest.

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peerScholar

The peerScholar platform was developed by Steve Joordens and Dwayne Paré of the Advanced Learning Technologies Lab at the University of Toronto, Scarborough (peerScholar, n.d., Vision Summary) and is used for peer and self-assessment. Joordens et al., (2019) describe peerScholar as a “learning management platform that combines peer assessment with two other evidence-based educational practices: self-assessments and the formative use of feedback” (p. 7). The peerScholar platform also aids in developing core transferable skills such as critical thinking, expressive communication and receptive communication (peerScholar, n.d., Rebalancing Educational Priorities section).

The peerScholar platform was chosen for three reasons. Firstly, I had experience using peerScholar for assessment of students’ written communication skills and recognized the potential value of using the platform to assess video communication skills. Secondly, the peer assessment phase of peerScholar is completed anonymously, which mimics the AVI process whereby video interviews are critiqued by viewers unknown to the job applicant. Finally, peerScholar meets the four criteria of technology (Fullan, 2013) asserted to “accelerate and deepen learning” of communication and critical thinking skills (Fullan et al., 2017, p. 60). According to Fullan (2013) technology must be irresistibly engaging for students and teachers, easy to use and efficient, technologically ubiquitous, and steeped in real-life problem solving. The peerScholar platform satisfies the four criteria in the following ways:

- peerScholar engages students in peer and self-assessment, which contributes to accountability and motivation to produce a quality product. Assignments are

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completed in three stages including creation, assessment, and reflection, which further reinforces engagement.

- peerScholar has many of the same features and icons students are familiar with from commonly used software programs, (e.g., Microsoft's Office 365 and Google's G Suite), which makes it easy to learn and simple to use.
- peerScholar has a responsive design, which makes it available for students to navigate on any device and at their own convenience.
- peerScholar places the student in the role of the assessor, which may impact evaluation outcomes, i.e., grades, and the development of core transferable skills such as communication and critical thinking.

While peerScholar was used for peer and self-assessment of AVIs, the data collected on the platform were not used in the data analysis (see Limitations and Future Research).

Consent

Students enrolled in the COOP and COMM courses were invited to participate in the research study at the end of the term. Consent was sought during the final week of classes for two reasons: the assigned tasks represented the routine learning and assessment for both classes and had no bearing on the students' agreement to participate; and the request to participate at the end of the course minimized the potential for conflicts of interest while completing the tasks, for example, fear of receiving a reduced final grade or displeasing the researcher. To further minimize concerns around conflicts of interest, I was not present during the informed consent process. Two faculty members, who had not taught the students during that term, distributed and explained the research participation packages to their respective groups using the verbal script provided (see

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Appendix D). The research participation package included the following items: (a) an invitation to be included in the research study (see Appendix E), (b) a Letter of Informed Consent (see Appendix E), and (c) an invitation to participate in a one-hour focus group (see Appendix F). The contents were placed in a sealed envelope by the faculty member and were kept in their possession until final grades were released.

Procedure: COOP Course

As part of the interview simulation assignment in the course, participants recorded one, three to six-minute video including a response to three job interview questions: one traditional, one situational, and one behavioural (see Appendix M). Students had the option to engage in an in-person interview or an AVI. An in-person interview was presented as an alternative to the AVI task for three reasons: (a) an interview simulation was identified on the course outline as a requirement of the course in preparation for real placement interviews, (b) a video-based interview simulation was not identified on the course outline as a requirement, (c) it was more appropriate for some students to practice their interview skills in an in-person context based on their expected placement. The assignment was completed sequentially over a six-week period, with instructions outlined in four primary stages: Preparation, The Script, The Video, and The Assessments (see Appendix M).

Preparation

In Stage 1, students prepared for the assignment by reading the article *Video interviewing and its impact on recruiting* (Sellers, 2014). Sellers (2014) offers an introduction to AVIs and a concise overview of how they work and how they are perceived. Next, the COOP group registered for an account on the peerScholar platform,

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which was a requirement of the AVI task. Students received in-class instruction on how to use the peerScholar platform.

The Script

In Stage 2, students read the job interview scenario provided and responded to three interview questions with a written response. The written response was used as the script for their video interview. Students responded to the following three interview questions:

Traditional Question. “As a company, we are very interested in finding employees that will integrate well into our culture through their commitment to integrity, excellence, and teamwork. Please tell us about yourself including what strengths you bring to the company and what you are looking for in your work environment.”

Situational Question. “You have developed a personal friendship with a co-worker. You often spend your free time together and have introduced each other to your families and other friends. In conversation with your co-worker, they confide in you that they have been passing along sales leads to a friend outside of the company who works for a competitor. They divulge that this is a strategy to double their chances of collecting commission; whoever closes the ‘shared’ sale will give a portion of the commission to the other person. Your co-worker says it’s been very lucrative so far and invites you to get involved. How would you handle this situation?”

Behavioural Question. “Please describe a time when you had to rearrange your priorities or make a personal sacrifice in order to get a job done. What was the outcome and was it worth the sacrifice? Why or why not?”

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The questions were designed to give students the opportunity to practice critical thinking skills in response to different interview questions.

The Video

In Stage 3, students recorded their script on video in a three to six-minute timeframe using either a mobile phone, computer webcam, or standalone camera. They uploaded the video to their personal YouTube channel as an unlisted video. Students received training on how to upload a video and adjust the privacy settings on YouTube using the same Google Gmail account used to access the prequestionnaire; training was received during one hour of class time. Students then uploaded the YouTube link to the Create phase on the peerScholar platform. The Create phase is where students compose or upload a completed assignment (Joordens, 2018). Students received in-class instruction on how to upload the video link to the Create phase on peerScholar. Students also received instruction on job interview skills according to the requirements of the course outline; however, they did not receive training on how to record a video. Video training was not provided for two reasons: (a) the need to establish a baseline from which to consider learning gains, and (b) a real AVI invitation would not include video training.

After the submission deadline, the Create phase closed, and students were no longer able to upload the link. Once the Create phase closed, the Assess phase opened.

The Assessments

In Stage 4, students completed the Assess and Reflect phases on peerScholar and received participation marks as part of the routine evaluation criteria for the course.

Assess Phase. The Assess phase is where students are given access to view and anonymously assess the assignments of randomly assigned peers (Joordens et. al, 2019).

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For the Assess phase, students provided anonymous feedback to five of their peers according to the posted rubric and answered two open-ended questions (see Appendix K). The feedback related to their peers' expressive communication skills according to the same 10-item, 5-point Likert scale found in Question 10 of the prequestionnaire and Question 17 of the postquestionnaire (see Appendix A and B). The two open-ended questions asked peer assessors to identify one weakness and one strength in their peers' communication skills. After assessing their peers' videos, students engaged in self-assessment of their own AVI using the same 10-item, 5-point Likert scale along with three open-ended questions (See Appendix K). The three open-ended questions asked the student to self-reflect on one weakness, one strength, and one useful peer suggestion related to their own communication skills. Students had two weeks to complete the Assess phase compared to 24 hours with the COMM group. This allowance was made for two reasons: (a) two weeks were allocated for mock interviews in the course outline allowing more flexibility with deadlines, and (b) the week following the close of the Create phase, i.e., when the video was due, students had a Reading week. Once the Assess phase closed, the Reflect phase opened.

Reflect Phase. The Reflect phase is where students are given access to the feedback they received from their peers and are asked to evaluate its usefulness through self-reflection (Joordens et. al, 2019). For the Reflect phase, students responded to two, 3-point Likert scale questions for each of their peers' assessments (see Appendix L). The first question asked students to rate how useful the feedback was in helping them improve their communication skills. The second question asked students to rate how the feedback made them feel about their communication skills on video. Students were given one week

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to complete the Reflect phase. Once the Reflect phase closed, students completed the postquestionnaire.

Postquestionnaire

Students responded to the postquestionnaire one week after completing the AVI assignment and received a participation mark as part of the routine evaluation criteria for the course.

Semi-Structured Interviews

No students participated in a semi-structured interview. Although two students expressed an interest in participating in a focus group at the time of signing the letter of informed consent, one student did not respond to scheduling requests, and one student was unable to participate due to scheduling conflicts.

Table 3 presents the step-by-step process followed by the COOP group.

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Table 3

Procedure for COOP Participants

| Step | Procedure | Timing |
|------|---|----------------|
| 1 | Students completed the prequestionnaire (see Appendix A) and received a participation mark. | Week 1 |
| 2 | Students were introduced to the AVI assignment (see Appendix M). | Week 4 |
| 3 | Students read an AVI-related article (Seller, 2014). | Week 4 |
| 4 | Students registered for a peerScholar account. | Week 4 |
| 5 | Students received instruction on how to use peerScholar. | Week 4 |
| 6 | Students received instruction on how to upload a video to YouTube. | Week 4 |
| 7 | Students received instruction on job interview skills | Week 5 |
| 8 | Researcher opened the peerScholar Create phase. | Week 5 |
| 9 | Students uploaded YouTube video links to peerScholar Create Phase. | Week 5 |
| 10 | Researcher closed the peerScholar Create Phase. | Week 6 – Day 1 |
| 11 | Researcher opened the peerScholar Assess Phase. | Week 6 – Day 1 |
| 12 | Students engaged in peer and self-assessment and received a participation mark. | Week 6 |
| 13 | Researcher closed the peerScholar Assess Phase. | Week 7 – Day 1 |
| 14 | Researcher opened the peerScholar Reflect Phase. | Week 7 – Day 1 |
| 15 | Students engaged in self-reflection and received a participation mark. | Week 7 |
| 16 | Researcher closed the peerScholar Reflect Phase. | Week 7 – Day 5 |
| 17 | Students completed the postquestionnaire and received a participation mark. | Week 8 |
| 18 | Students were invited to participate in research study. | Week 14 |

Procedure: COMM Course

As part of the individual presentation assignment in the course, participants recorded a three to five-minute video response to one traditional job interview question. The context of a job interview was chosen for this assignment for two reasons: (a) to increase participation in the research study while providing a valuable, real-world learning experience for students, and (b) to provide students with a practical take-away from the course through preparing a tangible response to a commonly asked interview question. The assignment was completed sequentially over the course of five weeks, and instructions were outlined in four primary stages: Preparation, The Script, The Video, and The Assessments (see Appendix I).

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Preparation

In Stage 1, students prepared for the assignment by reading the same article as the group in the COOP course: *Video interviewing and its impact on recruiting* (Sellers, 2014). Following this introduction to AVIs, students completed the prequestionnaire (see Appendix A). A participation mark was earned for completing the prequestionnaire as part of routine evaluation criteria for the course.

The Script

In Stage 2, students read the scenario provided and responded to a traditional job interview question including a written response. Students used their written response as the script for their video interview. The job interview scenario provided context for their response and expanded on the standard question “Tell me about yourself”:

As a company, we are very interested in finding employees that will integrate well into our culture through their commitment to integrity, excellence, and teamwork. Please tell us about yourself including what inspires you, what impact you hope to have, what strengths you bring to the company, and what you are looking for in your work environment.

The question was designed to give students the opportunity to practice responding to a typical job interview question.

The Video

In Stage 3, students recorded their script on video in a three to five-minute timeframe using either a mobile phone, computer webcam, or standalone camera. They uploaded the video to their personal YouTube channel as an unlisted video. Students received training on how to upload a video and adjust the privacy settings on YouTube

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using the same Google Gmail account used to access the prequestionnaire; training was provided during one hour of class time. Students also received instruction on oral presentation skills according to the requirements of the course outline; however, they did not receive training on how to record a video. Video training was not provided for two reasons: (a) the need to establish a baseline from which to consider learning gains, and (b) a real AVI invitation would not include video training.

The Assessments

In Stage 4, students completed three phases on the peerScholar platform: Create, Assess, and Reflect. Students created a peerScholar account and received training during one hour of class time. Students received a participation mark for creating an account and for completing all three phases on peerScholar as part of the routine evaluation criteria for the course.

Create Phase. Students uploaded the YouTube link to their AVI to the Create phase on peerScholar. After the submission deadline, the Create phase closed, and students were no longer able to upload the link. Once the Create phase closed, the Assess phase opened.

Assess Phase. For the Assess phase, students followed the identical process as described under “Assess Phase” for the COOP group with the exception of the allotted time to complete the phase. Students had 24 hours to complete the Assess phase, which included one hour of class time during the computer lab portion of the weekly schedule. Once the Assess phase closed, the Reflect phase opened.

Reflect Phase. For the Reflect phase, COMM students followed the identical process as described under the “Reflect Phase” for the COOP group. Students were given

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72 hours to complete the Reflect phase. Once the Reflect phase closed, students completed the postquestionnaire.

Postquestionnaire

Students responded to the postquestionnaire after completing the AVI assignment. The postquestionnaire was designed to explore perceptions and learning gains from the AVI experience related to self-awareness of communication skills, the value of peer and self-assessment, attitudes toward AVIs, and self-efficacy related to video and technology. Students received a participation mark for completing the postquestionnaire as part of routine evaluation criteria for the course.

Semi-Structured Interviews

Semi-structured interviews were conducted two weeks after the final marks were released. Although the letter of consent requested participation in a focus group, few students volunteered to participate. Instead of a focus group, two students participated in semi-structured interviews. The same questions were used for the semi-structured interviews that were written for the focus group. The questions were designed to elicit a deeper understanding of participants' perceptions in the areas of peer and self-assessment, video-based assignments, and asynchronous video interviews. The audio from the interviews was recorded and transcribed verbatim by the researcher for data analysis. The two interviews overlapped; consequently, participants signed a confidentiality agreement (see Appendix G). The agreement included a request for permission to audio record the interviews. Participants received a \$10 gift card and light refreshments during the interviews.

Table 4 presents the step-by-step process followed by the COMM group.

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Table 4

Procedure for COMM Participants

| Step | Procedure | Timing |
|------|---|--------------------------------|
| 1 | Students read an AVI-related article (Sellers, 2014). | Week 1 |
| 2 | Students completed the prequestionnaire (see Appendix A) and a received participation mark. | Week 1 |
| 3 | Students registered for a peerScholar account and received a participation mark. | Week 2 |
| 4 | Students were introduced to the AVI assignment. | Week 3 |
| 5 | Students received instruction on oral presentation skills. | Week 3 |
| 6 | Students received instruction on how to use peerScholar. | Week 3 |
| 7 | Students received instruction on how to upload a video to YouTube. | Week 3 |
| 8 | Researcher opened the peerScholar Create Phase. | Week 3 |
| 9 | Students uploaded YouTube video links to peerScholar Create Phase. | Week 3 |
| 10 | Researcher closed the peerScholar Create Phase. | Week 4 – Day 1 |
| 11 | Researcher opened the peerScholar Assess Phase. | Week 4 – Day 1 |
| 12 | Students engaged in peer and self-assessment and received a participation mark. | Week 4 – Day 1 |
| 13 | Researcher closed the peerScholar Assess Phase. | Week 4 – Day 2 |
| 14 | Researcher opened the peerScholar Reflect Phase. | Week 4 – Day 2 |
| 15 | Students engaged in self-reflection and received a participation mark. | Week 4 – Day 2 |
| 16 | Researcher closed the peerScholar Reflect Phase. | Week 4 – Day 4 |
| 17 | Students completed the postquestionnaire and received a participation mark. | Week 5 |
| 18 | Students were invited to participate in research study. | Week 14 |
| 19 | Students participated in semi-structure interviews (see Appendix C). | After final marks were posted. |

Thank You Letters

A thank you letter was sent to all participants using the email address provided on the letters of consent, two weeks after the semi-structured interviews were conducted (see Appendix H). The thank you letter assured participants that their privacy and confidentiality would be respected and informed participants that they would be notified through email when the study was complete and the results were available to view.

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Data Analysis

Quantitative data analysis included: (a) dependent t-tests to compare prequestionnaire and postquestionnaire results from 5-item Likert scales; (b) independent t-tests to compare the COOP and COMM groups' results from 5-item Likert scales; (c) correlational analysis for measures of attitudes from 5-item Likert scales; and (d) frequency tables for categorical data. Microsoft Excel was used to complete the quantitative data analysis.

Qualitative data analysis included an inductive approach to coding data (Thomas, 2006) whereby themes emerged from open-ended comments from the prequestionnaire and postquestionnaire and interview data. Categories were created from themes with shared characteristics. Coding was completed using tables in Microsoft Word (see Appendix P).

Table 5 presents an overview of the research questions and the corresponding data sources used to analyze each research question.

Table 5

Overview of Data Collection Analysis

| Research Question | Data Source | Source Question |
|--|---------------------|----------------------------|
| 1. Does asynchronous video interview practice relate to self-awareness of video communication skills? | Prequestionnaire | 5, 17, 15, 25, 26, 27 |
| | Postquestionnaire | 3, 4, 5, 9, 10, 25 |
| | Interview questions | 5, 9, 10, 11 |
| 2. Does peer assessment of asynchronous video interviews relate to self-awareness of video communication skills? | Prequestionnaire | 12, 13, 16 |
| | Postquestionnaire | 19, 20, 21, 22 |
| | Interview questions | 2, 3, 4, 7, 8 |
| 3. How can using asynchronous video interviews help post-secondary educators develop students' video communication skills? | Prequestionnaire | 20, 22, 24 |
| | Postquestionnaire | 11, 27, 28, 29, 30, 31, 32 |
| | Interview questions | 1, 6, 11, 12 |

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Table 6 presents a summary of the cross-reference table used for data analysis based on the main categories in this research study. See Appendix N for the complete table including the source questions.

Table 6

Cross Reference of PreQ and PostQ and Interview Questions

| | PreQ # | PostQ # | | Related Interview Q# |
|---------------------------|--------|----------------------|----------------|----------------------|
| | | Corresponding PostQ# | Related PostQ# | |
| Communication skills | 4 | | | |
| | 6 | | | |
| | 7 | | | |
| | 8 | 15 | 12, 13 | |
| | 9 | 16 | | |
| | 10 | 17 | 14 | |
| | 11 | 18 | | |
| Peer and self-assessment | 12 | 19 | 20 | 2, 3 |
| | 13 | 21 | 22 | 4, 7, 8 |
| | 16 | | | |
| | 14 | | 23, 24 | |
| | 17 | | | |
| | 15 | 25 | | |
| | 18 | 26 | | |
| Video & technology skills | 20 | 28 | | |
| | 21 | | | |
| | 22 | 27 | | |
| | 19 | | | |
| | 24 | 30 | 11, 29 | 1, 6 |
| | 23 | | | |
| | | 31 | | 12 |
| | 32 | | 11 | |
| Work & AVI attitudes | 28 | | 33 | 13 |
| | 5 | 4 | 3, 5, 9, 10 | |
| | 25 | 6 | | 5, 9 |
| | 26 | 7 | | |
| | 27 | 8 | | |
| | | | 10 | |

Note: see Appendix N for complete table with source questions

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Results

Introduction

The purpose of this study was to determine if using an asynchronous video interview assignment in a communications and a career preparation course would increase students' self-awareness of communication skills. The quantitative results are organized according to the three research questions, followed by the qualitative results that are organized according to optional comments from the prequestionnaire and postquestionnaire and themes that emerged from the interview data:

RQ1. Does asynchronous video interview practice relate to self-awareness of video communication skills?

RQ2. Does peer assessment of asynchronous video interviews relate to self-awareness of video communication skills?

RQ3. How can using asynchronous video interviews help post-secondary educators develop students' video communication skills?

RQ1: Communication Skills

In this section, I present (a) perceptions of the importance of communication skills, (b) self-perceptions and self-confidence in abilities with communication skills, and (c) perceptions of learning gains in self-awareness and self-confidence with communication skills.

Perceptions of Importance

Participants were asked to rate perceptions of the importance of communication skills in the workplace and in a job interview (Appendix A, Question 6 and 7). A 5-item

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Likert scale was used to measure responses ranging from 1 (*not at all important*) to 5 (*extremely important*).

An independent t-test was used to compare responses of the COOP and the COMM group (see Table 7). There were no statistically significant differences between the two groups.

Table 7

Prequestionnaire Ratings of Perceived Importance of Comm. Skills

| Context | All participants | | COOP | | COMM | | COOP - COMM | df | t | p |
|---------------|------------------|------|------|------|------|------|-------------|----|-------|----|
| | M | SD | M | SD | M | SD | | | | |
| Workplace | 4.89 | 0.31 | 4.93 | 0.26 | 4.85 | 0.38 | 0.09 | 26 | 0.72 | NS |
| Job Interview | | | | | | | | | | |
| Speaking | 4.61 | 0.88 | 4.8 | 0.56 | 4.38 | 1.12 | 0.42 | 26 | 1.27 | NS |
| Presenting | 4.32 | 0.77 | 4.27 | 0.59 | 4.38 | 0.96 | -0.12 | 26 | -0.40 | NS |
| Body Language | 4.43 | 0.88 | 4.47 | 0.83 | 4.38 | 0.96 | 0.08 | 26 | 0.24 | NS |

Self-Perceptions and Self-Confidence in Abilities

Prequestionnaire and postquestionnaire results of communication skills are presented in Table 8 in the following areas: Self-perceptions of abilities, Predicted peer perceptions of abilities, and Self-confidence in abilities. Dependent t-tests were conducted to compare prequestionnaire and postquestionnaire results for participants who completed both the prequestionnaire (Appendix A, Questions 8 - 10) and the postquestionnaire (Appendix B, Questions 15 - 17). A 5-item Likert scale was used to measure responses ranging from 1 (*non-existent*) to 5 (*excellent*). There were no significant differences for the measure of Body Language for both Self-Perceptions of Abilities ($t = -2.11, p < .05$) and Predicted Peer Perceptions of Abilities ($t = -2.32, p < .05$). There was statistical significance with Self-confidence in Abilities to Show

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Enthusiasm ($t = -2.31, p < .05$), Use Eye Contact ($t = -2.51, p < .05$), Use a Variety of Facial Expressions ($t = -2.31, p < .05$), and Use Hand Gestures and Body Movement ($t = -2.21, p < .05$)

Table 8

Combined PreQ and PostQ Ratings of Communication Skills

| Variable | PreQ | | PostQ | | Post - Pre | df | t (26) | p |
|---|------|------|-------|------|------------|----|--------|-------|
| | M | SD | M | SD | | | | |
| Self-perceptions of abilities | | | | | | | | |
| Speaking | 4.42 | 0.50 | 4.23 | 0.65 | -0.19 | 25 | -1.15 | NS |
| Presenting | 4.08 | 0.69 | 3.85 | 0.88 | -0.23 | 25 | -1.24 | NS |
| Body language | 4.15 | 0.73 | 3.65 | 1.06 | -0.50 | 25 | -2.11 | <.05* |
| Predicted peer perceptions of abilities | | | | | | | | |
| Speaking | 4.46 | 0.65 | 4.19 | 0.69 | -0.27 | 25 | -1.66 | NS |
| Presenting | 4.15 | 0.92 | 3.88 | 0.82 | -0.27 | 25 | -1.16 | NS |
| Body language | 4.12 | 0.82 | 3.54 | 1.03 | -0.58 | 25 | -2.32 | <.05* |
| Self-confidence in abilities | | | | | | | | |
| Express yourself clearly | 4 | 0.94 | 4.08 | 0.98 | 0.08 | 25 | 0.30 | NS |
| Show enthusiasm | 4.31 | 0.79 | 3.81 | 1.06 | -0.50 | 25 | -2.31 | <.05* |
| Appear relaxed | 3.42 | 1.06 | 3.54 | 1.14 | 0.12 | 25 | 0.50 | NS |
| Appear friendly | 4.5 | 0.81 | 4.35 | 0.75 | -0.15 | 25 | -0.85 | NS |
| Appear confident | 3.85 | 0.83 | 3.73 | 0.92 | -0.12 | 25 | -0.49 | NS |
| Use eye contact | 4.23 | 0.91 | 3.65 | 1.16 | -0.58 | 25 | -2.51 | <.05* |
| Use a variety of facial expressions | 4.04 | 0.87 | 3.54 | 1.03 | -0.50 | 25 | -2.31 | <.05* |
| Use hand gestures and body movement | 4.15 | 0.97 | 3.46 | 1.07 | -0.69 | 25 | -2.21 | <.05* |
| Speak at a good pace | 4.04 | 0.92 | 4.23 | 0.82 | 0.19 | 25 | 0.79 | NS |
| Speak at a good volume | 4.46 | 0.86 | 4.31 | 0.88 | -0.15 | 25 | -0.81 | NS |

* $p < 0.05$

There was a significance difference within the COOP group for Predicted Peer Perceptions of Speaking Ability (see Appendix O, Table 1). Ratings on the prequestionnaire reflected an expectation of receiving a rating of Excellent from peers while the post questionnaire reflected an expectation of receiving a rating of Satisfactory

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($M_{pre} = 4.43$, $M_{post} = 4.07$; $t = -2.69$, $p < .05$). There was a significant difference within the COMM group for the measure of Self-Confidence in Ability to Use Hand Gestures and Body Movement (see Appendix O, Table 2). Ratings on the prequestionnaire reflected a higher rating in Self-Confidence in Ability while the postquestionnaire reflected a decline in self-confidence ($M_{pre} = 4.42$, $M_{post} = 3.42$, $t = -2.57$, $p < .05$). The mean difference (-1.00) reflects a statistically significant difference in self-confidence in the COMM group on this measure. There was a different pattern of changes found between the two groups.

Perceptions of Learning Gains in Self-Awareness and Self-Confidence

Table 9 presents postquestionnaire results of perceptions of learning gains in self-awareness and self-confidence (Appendix B, Question 12 - 14). Perceptions of self-awareness of strengths and weaknesses were measured using a 5-item Likert scale ranging from 1 (*I am no more aware*) to 5 (*I am much more aware*). Independent t-tests were conducted to compare responses of the COOP and COMM groups. There were no significant differences. The ratings for self-awareness of strengths ($M_{COOP} = 4.14$, $M_{COMM} = 4.08$) exceeded self-awareness of weaknesses ($M_{COOP} = 4$, $M_{COMM} = 3.83$) for both groups. Perceptions of self-confidence was measured using a 5-item Likert scale ranging from 1 (*I am no more confident*) to 5 (*I am much more confident*). An independent t-test did not find a significant difference between the COOP and COMM groups ($M_{COOP} = 3.86$, $M_{COMM} = 3.5$).

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Table 9

Post-Assignment Self-Awareness and Self-Confidence of Comm. Skills

| Variable | All participants | | COOP | | COMM | | Mean difference | df | t | p |
|------------------------------|------------------|------|------|------|------|------|-----------------|----|------|----|
| | M | SD | M | SD | M | SD | | | | |
| Self-awareness of strengths | 4.12 | 0.71 | 4.14 | 0.66 | 4.08 | 0.79 | 0.06 | 24 | 0.21 | NS |
| Self-awareness of weaknesses | 3.92 | 0.84 | 4 | 0.68 | 3.83 | 1.03 | 0.17 | 24 | 0.49 | NS |
| Self-confidence | 3.69 | 1.05 | 3.86 | 0.77 | 3.5 | 1.31 | 0.36 | 24 | 0.86 | NS |

RQ2: Peer-Assessment

In this section, I present (a) prequestionnaire perceptions of helpfulness and comfortableness with peer and self-assessment, (b) postquestionnaire perceptions of helpfulness and comfortableness with peer and self-assessment, (c) postquestionnaire comfortableness with anonymous versus non-anonymous peer assessment, and (d) postquestionnaire behavioural expectations with non-anonymous peer assessment.

Perceptions of Helpfulness and Comfortableness with Assessment

P questionnaire. Presented in Table 10 are the prequestionnaire results of perceived helpfulness of giving and receiving feedback and comfortableness with self-assessment and peer-assessment (Appendix A, Questions 12 - 15). Perceptions of helpfulness was measured using a 5-item Likert scale ranging from 1 (*it would not be helpful at all*) to 5 (*it would be very helpful*). Independent t-tests were used to compare participant groups' perceptions of helpfulness when giving feedback ($M_{COOP} = 4.27$, $M_{COMM} = 4.23$) and when receiving feedback ($M_{COOP} = 4.53$, $M_{COMM} = 4.38$). There were no significant differences. A 5-item Likert scale was used to measure comfortableness ranging from 1 (*very uncomfortable*) to 5 (*very comfortable*). Independent t-tests were

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used to compare participant groups' ratings of comfortableness with self-assessment ($M_{\text{COOP}} = 3.93$, $M_{\text{COMM}} = 4$) and peer assessment ($M_{\text{COOP}} = 3.8$, $M_{\text{COMM}} = 3.46$). There were no significant differences.

Table 10

PreQ Helpfulness and Comfortableness with Peer and Self-Assessment

| PreQ Variable | All participants | | COOP | | COMM | | COOP - COMM | df | t | p |
|-----------------------|------------------|------|------|------|------|------|-------------|----|------|----|
| | M | SD | M | SD | M | SD | | | | |
| Perceived helpfulness | | | | | | | | | | |
| Feedback given | 4.25 | 0.93 | 4.27 | 0.88 | 4.23 | 1.01 | 0.04 | 26 | 0.10 | NS |
| Feedback received | 4.46 | 0.84 | 4.53 | 0.74 | 4.38 | 0.96 | 0.15 | 26 | 0.46 | NS |
| Comfortableness | | | | | | | | | | |
| Self-assessment | 4 | 0.82 | 3.93 | 0.85 | 4 | 0.82 | 0 | 26 | 0 | NS |
| Peer assessment | 3.64 | 0.87 | 3.8 | 0.56 | 3.46 | 1.13 | 0.34 | 26 | 1.03 | NS |

Postquestionnaire. Table 11 presents postquestionnaire results of perceived helpfulness of giving and receiving feedback, comfortableness with self-assessment, and comfortableness with anonymous and non-anonymous peer assessment (Appendix B, Question 19, 21, and 23 – 25). Independent t-tests were used to compare participant groups' ratings of perceived helpfulness of feedback given ($M_{\text{COOP}} = 4.14$, $M_{\text{COMM}} = 3.83$) and feedback received ($M_{\text{COOP}} = 4.21$, $M_{\text{COMM}} = 3.83$). There were no significant differences. Independent t-tests were used to compare participant groups' ratings of comfortableness with self-assessment ($M_{\text{COOP}} = 4$, $M_{\text{COMM}} = 3.58$), anonymous peer assessment ($M_{\text{COOP}} = 4.43$, $M_{\text{COMM}} = 3.75$), and non-anonymous peer assessment ($M_{\text{COOP}} = 3.79$, $M_{\text{COMM}} = 3$). There were no significant differences. Dependent t-tests were conducted to compare participants prequestionnaire and postquestionnaire results for perceived helpfulness of giving peer feedback ($M_{\text{pre}} = 4.23$, $M_{\text{post}} = 4$) and receiving peer feedback ($M_{\text{pre}} = 4.5$, $M_{\text{post}} = 3.96$). There were no significant differences. A dependent t-

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test was conducted to compare participants prequestionnaire and postquestionnaire results for comfortableness with self-assessment ($M_{pre} = 4$, $M_{post} = 3.81$). There were no significant differences.

Table 11

PostQ Helpfulness and Comfortableness with Peer and Self-Assessment

| PostQ Variable | All participants | | COOP | | COMM | | COOP - COMM | df | t | p |
|-----------------------|------------------|------|------|------|------|------|-------------|----|------|----|
| | M | SD | M | SD | M | SD | | | | |
| Perceived helpfulness | | | | | | | | | | |
| Feedback given | 4 | 0.98 | 4.14 | 0.86 | 3.83 | 1.11 | 0.31 | 24 | 0.80 | NS |
| Feedback received | 3.96 | 1.18 | 4.21 | 1.12 | 3.67 | 1.23 | 0.55 | 24 | 1.19 | NS |
| Comfortableness | | | | | | | | | | |
| Self-assessment | 3.81 | 0.98 | 4 | 0.96 | 3.58 | 1.00 | 0.42 | 24 | 1.08 | NS |
| Peer, anonymous | 4.12 | 0.91 | 4.43 | 0.51 | 3.75 | 1.14 | 0.68 | 24 | 2.01 | NS |
| Peer, non-anonymous | 3.42 | 1.27 | 3.79 | 0.89 | 3 | 1.54 | 0.79 | 24 | 1.62 | NS |

Comfortableness with Anonymous vs. Non-Anonymous Peer Assessment

Presented in Table 12 are the results of dependent t-tests conducted to compare postquestionnaire ratings of comfortableness with anonymous versus non-anonymous peer assessment (Appendix B, Question 23 and 24). There was a significant difference for the aggregated results ($M_{anon} = 4.12$, $M_{non} = 3.42$, $t = 2.88$, $p = <.05$) and for the COOP group results ($M_{anon} = 4.43$, $M_{non} = 3.79$, $t = 2.39$, $p = <.05$). Results reflect a higher degree of comfortableness with anonymous peer assessment.

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Table 12

PostQ Comfortableness with Anonymous vs Non-anon. Peer Assessment

| PostQ Variable | Anonymous | | Non-anonymous | | Anon-Non | df | t | p |
|------------------|-----------|------|---------------|------|----------|----|------|-------|
| | M | SD | M | SD | | | | |
| All participants | 4.12 | 0.91 | 3.42 | 1.27 | 0.69 | 25 | 2.88 | <.05* |
| COOP group | 4.43 | 0.51 | 3.79 | 0.89 | 0.64 | 13 | 2.39 | <.05* |
| COMM group | 3.75 | 1.14 | 3 | 1.54 | 0.75 | 11 | 1.75 | NS |

* $p < 0.05$

Behavioural Expectations with Non-Anonymous Peer Assessment

Table 13 presents the results of dependent t-tests conducted to compare behavioural expectations with non-anonymous peer assessment (Appendix B, Question 20 and 22). A 5-item Likert scale was used to measure expectations of whether feedback given and feedback received would be identical if peer assessment was non-anonymous: 1 (*no way*) to 5 (*yes, definitely*). There was a significant difference for the aggregated results ($M_{\text{given}} = 3.69$, $M_{\text{received}} = 2.92$, $t = 2.65$, $p = <.05$) and for the COOP group results ($M_{\text{given}} = 3.93$, $M_{\text{received}} = 3.07$, $t = 2.37$, $p = <.05$). Results indicate a higher expectation to give identical feedback with non-anonymous peer assessment and a lower expectation to receive identical feedback with non-anonymous peer assessment.

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Table 13

Non-Anonymous Behavioural Expectations of Peer Feedback

| Variable | Feedback given | | Feedback received | | Given - Received | <i>df</i> | <i>t</i> | <i>p</i> |
|------------------|----------------|-----------|-------------------|-----------|------------------|-----------|----------|----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | | |
| All participants | 3.69 | 1.16 | 2.92 | 1.26 | 0.77 | 25 | 2.65 | <.05* |
| COOP group | 3.93 | 1.00 | 3.07 | 1.14 | 0.86 | 13 | 2.37 | <.05* |
| COMM group | 3.42 | 1.31 | 2.75 | 1.42 | 0.67 | 11 | 1.38 | NS |

* $p < 0.05$

RQ3: Asynchronous Video Interviews

In this section, I will present participants' (a) work and job interview experience, (b) attitudes towards engaging in asynchronous video interviews, (c) confidence levels recording videos with a phone and a webcam, (d) confidence levels using video for class assignments, and (e) technology learning gains and recommended training.

Work Experience and Job Interview Experience

The prequestionnaire responses regarding work and job interview experience (Appendix A, Question 4 and 5), and postquestionnaire responses regarding preferred job interview format (Appendix B, Question 10) are presented in Table 14. Participants were asked to choose all items that applied to them. Participants had part-time work experience (86%), full time work experience (57%), no previous paid work experience (4%), and unpaid work experience as a volunteer (64%). Participants had experience being interviewed by one person (96%), by a panel of two or more interviewers (50%), by telephone (50%), by two-way live video interview (21%), and by asynchronous video interview (11%). Sixty-seven percent of the participants who had experience with AVIs were in the COMM group. Participants' postquestionnaire results included a preference for being interviewed by one person (85%), by a panel of two or

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more interviewers (19%), by telephone (50%), by two-way live video interview (38%), and by asynchronous video interview (35%).

Table 14

Work and Interview Experience and Preferences

| Work and interview experience and preferences | Responses* | |
|--|------------|----|
| | <i>n</i> | % |
| PreQ Work experience | | |
| I have had a part time job at some point in my life | 24 | 86 |
| I have had a full-time job at some point in my life | 16 | 57 |
| I have not yet had a part time or full-time job | 1 | 4 |
| I have had unpaid experience as a volunteer in my community | 18 | 64 |
| PreQ Interview experience | | |
| In person with one interviewer | 27 | 96 |
| In person with a panel of two or more interviewers | 14 | 50 |
| Telephone Interview | 14 | 50 |
| Two-way live video interview, (e.g., Skype) | 6 | 21 |
| One-way pre-recorded video interview, i.e., asynchronous video interview | 3 | 11 |
| PostQ Preferred interview format | | |
| In person with one interviewer | 22 | 85 |
| In person with a panel of two or more interviewers | 5 | 19 |
| Telephone Interview | 13 | 50 |
| Two-way live video interview, (e.g., Skype) | 10 | 38 |
| One-way pre-recorded video interview, i.e., asynchronous video interview | 9 | 35 |

*Participants chose all items that applied to them resulting in multiple responses

Attitudes Toward Engaging in Asynchronous Video Interviews

Table 15 presents the results of prequestionnaire and postquestionnaire ratings of attitudes towards engaging in asynchronous video interviews (Appendix A, Questions 25 – 27; Appendix B, Questions 6 – 8). A 5-item Likert scale was used to measure attitudes:

- cognitive attitudes: 1 (*I would think it's weird*) to 5 (*I would think it's cool*)
- affective attitudes: 1 (*I would feel anxious*) to 5 (*I would feel excited*)
- behavioural attitudes: 1 (*I would decline the interview*) to 5 (*I would start preparing right away*)

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Dependent t-tests were used to compare prequestionnaire and postquestionnaire responses of cognitive attitudes of all participants ($M_{pre} = 3.23$, $M_{post} = 3.58$), the COOP group ($M_{pre} = 3.57$, $M_{post} = 3.71$), and the COMM group ($M_{pre} = 2.83$, $M_{post} = 3.42$).

Dependent t-tests were used to compare pre and post questionnaire responses of affective attitudes of all participants ($M_{pre} = 2.77$, $M_{post} = 2.92$), the COOP group ($M_{pre} = 3.57$, $M_{post} = 3.29$), and the COMM group ($M_{pre} = 1.83$, $M_{post} = 2.50$). Dependent t-tests were used to compare pre and post questionnaire responses of behavioural attitudes of all participants ($M_{pre} = 3.62$, $M_{post} = 3.92$), the COOP group ($M_{pre} = 4.14$, $M_{post} = 4.07$), and the COMM group ($M_{pre} = 3$, $M_{post} = 3.75$). There were no significant differences.

Table 15

PreQ and PostQ Attitudes Toward Engaging in AVIs

| Attitude | PreQ | | PostQ | | PostQ- PreQ | df | t | p | |
|------------------|------|------|-------|------|-------------|----|-------|----|--|
| | M | SD | M | SD | | | | | |
| Cognitive | | | | | | | | | |
| All participants | 3.23 | 1.24 | 3.58 | 0.81 | 0.35 | 25 | 1.30 | NS | |
| COOP | 3.57 | 1.22 | 3.71 | 0.73 | 0.14 | 13 | 0.46 | NS | |
| COMM | 2.83 | 1.19 | 3.42 | 0.90 | 0.58 | 11 | 1.29 | NS | |
| Affective | | | | | | | | | |
| All participants | 2.77 | 1.48 | 2.92 | 1.23 | -0.15 | 25 | -0.47 | NS | |
| COOP | 3.57 | 1.16 | 3.29 | 1.27 | -0.29 | 13 | -0.89 | NS | |
| COMM | 1.83 | 1.27 | 2.50 | 1.09 | -0.67 | 11 | -1.15 | NS | |
| Behavioural | | | | | | | | | |
| All participants | 3.62 | 1.30 | 3.92 | 0.89 | 0.31 | 25 | 1.03 | NS | |
| COOP | 4.14 | 0.86 | 4.07 | 0.73 | -0.07 | 13 | -0.22 | NS | |
| COMM | 3 | 1.48 | 3.75 | 1.06 | 0.75 | 11 | 1.47 | NS | |

* $p < 0.05$

The results of independent t-tests used to compare the COOP and the COMM groups' prequestionnaire and postquestionnaire attitudes toward engaging in AVIs are presented in Table 16. Independent t-tests were used to compare prequestionnaire

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cognitive attitudes ($M_{\text{COOP}} = 3.40$, $M_{\text{COMM}} = 2.92$), affective attitudes ($M_{\text{COOP}} = 3.40$, $M_{\text{COMM}} = 1.85$), and behavioural attitudes ($M_{\text{COOP}} = 4.07$, $M_{\text{COMM}} = 3.08$). There was a significant difference between the groups' prequestionnaire affective attitudes ($t = 3.25$, $p = <.05$). The mean difference reflects a lower affective attitude for the COMM group. There was a significant difference between the groups' prequestionnaire behavioural attitudes ($t = 2.45$, $p = <.05$). The results reflect a lower behavioural attitude for the COMM group on this measure. Independent t-tests were used to compare postquestionnaire cognitive attitudes ($M_{\text{COOP}} = 3.71$, $M_{\text{COMM}} = 3.42$), affective attitudes ($M_{\text{COOP}} = 3.29$, $M_{\text{COMM}} = 2.50$), and behavioural attitudes ($M_{\text{COOP}} = 4.07$, $M_{\text{COMM}} = 3.75$). There were no significant differences.

Table 16

Comparison of Groups' Attitudes Toward Engaging in AVIs

| Variable | All participants | | COOP | | COMM | | COOP - COMM | df | t | p |
|-----------------|------------------|------|------|------|------|------|-------------|----|------|-------|
| | M | SD | M | SD | M | SD | | | | |
| PreQ attitudes | | | | | | | | | | |
| Cognitive | 3.18 | 1.28 | 3.40 | 1.35 | 2.92 | 1.19 | 0.48 | 26 | 0.98 | NS |
| Affective | 2.68 | 1.47 | 3.40 | 1.30 | 1.85 | 1.21 | 1.55 | 26 | 3.25 | <.05* |
| Behavioural | 3.61 | 1.26 | 4.07 | 0.88 | 3.08 | 1.44 | 0.99 | 26 | 2.22 | <.05* |
| PostQ attitudes | | | | | | | | | | |
| Cognitive | 3.58 | 0.81 | 3.71 | 0.73 | 3.42 | 0.90 | 0.30 | 24 | 0.93 | NS |
| Affective | 2.92 | 1.23 | 3.29 | 1.27 | 2.50 | 1.09 | 0.79 | 24 | 1.68 | NS |
| Behavioural | 3.92 | 0.89 | 4.07 | 0.73 | 3.75 | 1.06 | 0.32 | 24 | 0.91 | NS |

* $p < 0.05$

Presented in Table 17 are the results of a correlational analysis of cognitive, affective, and behavioural attitudes on the prequestionnaire and the postquestionnaire for both groups. Within the COOP group, there was a significant positive relationship between cognitive and affective attitudes, $r(12) = 0.89$, $p < .05$ on the prequestionnaire

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and a significant positive relationship between cognitive and affective attitudes, $r(12) = 0.85, p < .05$ on the postquestionnaire. Within the COMM group, there was a significant positive relationship between cognitive and affective attitudes, $r(10) = 0.76, p < .05$ and a significant positive relationship between cognitive and behavioural attitudes, $r(10) = 0.57, p < .05$ on the prequestionnaire. There were no significant relationships between attitudes for the COMM group on the postquestionnaire.

Table 17

Attitude Correlations within the COOP and the COMM Groups

| Variable | 1 | 2 | 3 |
|-------------------------|-------|-------|-------|
| PreQ – COOP group | | | |
| 1. Cognitive attitude | -- | 0.89* | 0.21 |
| 2. Affective attitude | 0.89* | -- | 0.22 |
| 3. Behavioural attitude | 0.21 | 0.22 | -- |
| PostQ – COOP group | | | |
| 1. Cognitive attitude | -- | 0.85* | 0.33 |
| 2. Affective attitude | 0.85* | -- | 0.39 |
| 3. Behavioural attitude | 0.33 | 0.39 | -- |
| PreQ – COMM group | | | |
| 1. Cognitive attitude | -- | 0.76* | 0.57* |
| 2. Affective attitude | 0.76* | -- | 0.29 |
| 3. Behavioural attitude | 0.57* | 0.29 | -- |
| PostQ – COMM group | | | |
| 1. Cognitive attitude | -- | 0.42 | 0.07 |
| 2. Affective attitude | 0.42 | -- | 0.20 |
| 3. Behavioural attitude | 0.07 | 0.20 | -- |

* $p < .05$

Familiarity and Easiness of Engaging in Asynchronous Video Interviews

Table 18 presents participants' postquestionnaire ratings of familiarity with AVIs and easiness of engaging in future AVIs after completing the AVI assignment (Appendix B, Questions 3 and 9). A 5-item Likert Scale was used to measure familiarity and easiness:

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- familiarity: 1 (*not at all familiar*) to 5 (*very familiar*)
- easiness: 1 (*not at all easier*) to 5 (*much easier*)

Independent t-tests were used to compare groups' familiarity with AVIs prior to the assignment ($M_{ALL} = 2.12$, $M_{COOP} = 1.71$, $M_{COMM} = 2.58$) and easiness with engaging in future AVIs after completing the assignment ($M_{ALL} = 3.42$, $M_{COOP} = 3.57$, $M_{COMM} = 3.25$). There was a significant difference between groups' familiarity with AVIs prior to completing the assignment. Participants responded to a *Yes/No* question regarding experience with AVIs apart from the assignment and to identify the industry it occurred (Appendix B, Question 4 and 5). The COMM group participants (12%) had previous experience with AVIs apart from the assignment and identified positions in the service and retail industries citing The Source, MAC Cosmetics, and Benefits Cosmetics.

Table 18

Comparison of Groups' Ratings of Familiarity and Easiness

| Variable | All participants | | COOP | | COMM | | COOP - COMM | df | t | p |
|-------------------------|------------------|------|------|------|------|------|-------------|----|-------|--------|
| | M | SD | M | SD | M | SD | | | | |
| Familiarity with AVIs | 2.12 | 1.07 | 1.71 | 0.83 | 2.58 | 1.16 | -0.87 | 24 | -2.22 | < .05* |
| Easiness of future AVIs | 3.42 | 1.10 | 3.57 | 1.16 | 3.25 | 1.06 | 0.32 | 24 | 0.73 | NS |

* $p < 0.05$

Confidence Levels Recording Videos

Recording Videos with a Phone and a Webcam. Prequestionnaire and postquestionnaire results comparing confidence levels recording videos with a phone and a webcam (Appendix A, Questions 20 and 22; Appendix B, Questions 27 and 28) are presented in Table 19. A 5-item Likert scale was used to measure confidence levels ranging from 1 (*not at all confident*) to 5 (*very confident*). Dependent t-tests were used to compare prequestionnaire and postquestionnaire confidence levels recording video with a

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phone for all participants ($M_{pre} = 3.27$, $M_{post} = 3.69$) the COOP group ($M_{pre} = 3.36$, $M_{post} = 3.79$), and the COMM group ($M_{pre} = 3.17$, $M_{post} = 3.58$). There were no significant differences. Dependent t-tests were used to compare prequestionnaire and postquestionnaire confidence levels recording video with a webcam for all participants ($M_{pre} = 2.69$, $M_{post} = 3.19$) the COOP group ($M_{pre} = 3.07$, $M_{post} = 3.57$), and the COMM group ($M_{pre} = 2.25$, $M_{post} = 2.75$). There were no significant differences.

Table 19

PreQ and PostQ Ratings of Confidence Recording Videos

| Confidence | PreQ | | PostQ | | PostQ - PreQ | df | t | p |
|-------------------------------|------|------|-------|------|-----------------|----|------|----|
| | M | SD | M | SD | | | | |
| Recording video with a phone | | | | | | | | |
| All participants | 3.27 | 1.37 | 3.69 | 1.19 | 0.42 | 25 | 1.49 | NS |
| COOP | 3.36 | 1.15 | 3.79 | 1.25 | 0.43 | 13 | 0.92 | NS |
| COMM | 3.17 | 1.64 | 3.58 | 1.16 | 0.42 | 11 | 1.33 | NS |
| Recording video with a webcam | | | | | | | | |
| All participants | 2.69 | 1.23 | 3.19 | 1.39 | 0.50 | 25 | 1.59 | NS |
| COOP | 3.07 | 1.14 | 3.57 | 1.40 | 0.50 | 13 | 1.07 | NS |
| COMM | 2.25 | 1.22 | 2.75 | 1.29 | 0.50 | 11 | 1.15 | NS |

Table 20 presents the prequestionnaire and postquestionnaire results comparing the COOP and the COMM groups' confidence levels recording video with a phone and a webcam. Independent t-tests were used to compare confidence levels recording video with a phone for all participants ($M_{pre} = 3.25$, $M_{post} = 3.58$) the COOP group ($M_{pre} = 3.20$, $M_{post} = 3.71$), and the COMM group ($M_{pre} = 3.31$, $M_{post} = 3.42$). There were no significant differences. Independent t-tests were used to compare confidence levels recording video with a webcam for all participants ($M_{pre} = 2.68$, $M_{post} = 3.35$) the COOP group ($M_{pre} = 3.93$, $M_{post} = 3.29$), and the COMM group ($M_{pre} = 2.38$, $M_{post} = 3.42$). There were no

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significant differences. Independent t-tests were used to compare prequestionnaire confidence levels recording video with a phone versus a webcam for the COOP group ($M_{\text{phone}} = 3.36$, $M_{\text{webcam}} = 3.07$) and for the COMM group ($M_{\text{phone}} = 3.17$, $M_{\text{webcam}} = 2.25$). There were no significance differences. Independent t-tests were used to compare postquestionnaire confidence levels recording video with a phone versus a webcam for the COOP group ($M_{\text{phone}} = 3.79$, $M_{\text{webcam}} = 3.57$) and for the COMM group ($M_{\text{phone}} = 3.58$, $M_{\text{webcam}} = 2.75$). There were no significance differences.

Table 20

Comparison of Groups' Ratings of Confidence Recording Videos

| Confidence | All | | COOP | | COMM | | COOP - COMM | df | t | p |
|------------------|--------------|------|------|------|------|------|----------------|----|-------|----|
| | Participants | | M | SD | M | SD | | | | |
| | M | SD | | | | | | | | |
| PreQ confidence | | | | | | | | | | |
| Phone | 3.25 | 1.43 | 3.20 | 1.26 | 3.31 | 1.65 | -0.11 | 26 | -0.20 | NS |
| Webcam | 2.68 | 1.25 | 2.93 | 1.22 | 2.38 | 1.26 | 0.55 | 26 | 1.17 | NS |
| PostQ confidence | | | | | | | | | | |
| Phone | 3.58 | 0.81 | 3.71 | 0.73 | 3.42 | 0.90 | 0.30 | 24 | 0.93 | NS |
| Webcam | 3.35 | 1.09 | 3.29 | 1.27 | 3.42 | 0.90 | -0.13 | 24 | -0.30 | NS |

Recording Videos for Class Assignments. Results comparing the COOP and the COMM groups' confidence levels recording videos for class assignments and affective attitudes towards future AVI assignments are presented in Table 21. A 5-item Likert scale was used to measure confidence and affective attitudes:

- confidence levels: 1 (*not at all confident*) to 5 (*very confident*)
- affective attitudes: 1 (*I would feel anxious*) to 5 (*I would feel excited*)

Independent t-tests were used to compare prequestionnaire ratings of confidence recording videos of the self ($M_{\text{ALL}} = 3.25$, $M_{\text{COOP}} = 3.20$, $M_{\text{COMM}} = 3.31$) and recording

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videos of others ($M_{ALL} = 4.43$, $M_{COOP} = 4.47$, $M_{COMM} = 4.38$). There were no significant differences. Independent t-tests were used to compare prequestionnaire ratings of confidence recording videos in participants' personal life ($M_{ALL} = 3.07$, $M_{COOP} = 2.93$, $M_{COMM} = 3.23$) and recording videos for class assignments ($M_{ALL} = 3.50$, $M_{COOP} = 4.07$, $M_{COMM} = 2.85$). There was a significant difference between the COOP and COMM groups' confidence levels recording videos for class assignments ($t = 2.71$, $p = <.05$). The mean difference (1.22) reflects a lower confidence rating for the COMM group on this measure.

Independent t-tests were used to compare postquestionnaire ratings of confidence levels with recording videos for future AVI assignments ($M_{ALL} = 3.5$, $M_{COOP} = 3.79$, $M_{COMM} = 3.17$) and other future video assignments ($M_{ALL} = 3.46$, $M_{COOP} = 3.71$, $M_{COMM} = 3.17$). An independent t-test was used to measure the two groups' affective attitudes of engaging in future AVI assignments ($M_{ALL} = 2.88$, $M_{COOP} = 3.21$, $M_{COMM} = 2.50$). There were no significant differences for either measure.

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Table 21

Contextual Confidence and Affective Attitude Recording Videos

| Confidence | All participants | | COOP | | COMM | | COOP - COMM | df | t | p |
|--------------------------|------------------|------|------|------|------|------|-------------|----|-------|-------|
| | M | SD | M | SD | M | SD | | | | |
| | PreQ confidence | | | | | | | | | |
| Recording self | 3.25 | 1.43 | 3.20 | 1.26 | 3.31 | 1.65 | -0.11 | 26 | -0.20 | NS |
| Recording others | 4.43 | 0.74 | 4.47 | 0.64 | 4.38 | 0.87 | 0.08 | 26 | 0.29 | NS |
| Personal life | 3.07 | 1.33 | 2.93 | 1.39 | 3.23 | 1.30 | -0.30 | 26 | -0.58 | NS |
| Class assignments | 3.50 | 1.32 | 4.07 | 1.28 | 2.85 | 1.07 | 1.22 | 26 | 2.71 | <.05* |
| PostQ confidence | | | | | | | | | | |
| AVI assignments | 3.5 | 1.10 | 3.79 | 1.05 | 3.17 | 1.11 | 0.62 | 24 | 1.46 | NS |
| Other assignments | 3.46 | 1.03 | 3.71 | 0.99 | 3.17 | 1.03 | 0.55 | 24 | 1.38 | NS |
| PostQ affective attitude | | | | | | | | | | |
| AVI assignments | 2.88 | 1.18 | 3.21 | 1.05 | 2.50 | 1.24 | 0.71 | 24 | 1.59 | NS |

* $p < 0.05$

Table 22 presents the results of independent t-tests used to compare confidence levels recording videos of oneself compared to recording videos of others. A 5-item Likert scale was used to measure responses ranging from 1 (*not at all confident*) to 5 (*very confident*). There were significant differences for the aggregated results ($M_{\text{self}} = 3.25$, $M_{\text{others}} = 4.43$, $t = -3.87$, $p = <.05$), the COOP group ($M_{\text{self}} = 3.20$, $M_{\text{others}} = 4.47$, $t = -3.46$, $p = <.05$), and the COMM group ($M_{\text{self}} = 3.31$, $M_{\text{others}} = 4.38$, $t = -2.08$, $p = <.05$). The mean differences for the aggregated results (-1.18), the COOP group (-1.27), and the COMM group (-1.08) reflect higher confidence levels recording videos of others.

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Table 22

PreQ Confidence Levels Recording Videos of Oneself vs Others

| PreQ Confidence | Recording self | | Recording others | | Self - Others | <i>df</i> | <i>t</i> | <i>p</i> |
|------------------|----------------|-----------|------------------|-----------|---------------|-----------|----------|----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | | |
| Recording videos | | | | | | | | |
| All participants | 3.25 | 1.43 | 4.43 | 0.74 | -1.18 | 54 | -3.87 | <.05* |
| COOP group | 3.20 | 1.26 | 4.47 | 0.64 | -1.27 | 28 | -3.46 | <.05* |
| COMM group | 3.31 | 1.65 | 4.38 | 0.87 | -1.08 | 24 | -2.08 | <.05* |

**p* < 0.05

Technology Learning Gains and Recommended Training

Technology Learning Gains. Categories identified from self-reported learning gains with technology and the frequency of mentions in each category (Appendix B, Question 31) are presented in Table 23. Participants' (34.6%) responses included more than one learning gain. Participants reported learning how to edit videos (19.2%), present on camera (19.2%), use online programs (15.4%), use a webcam (11.5%), and record videos (11.5%); participants also engaged in self-discovery (7.7%). Fifteen-point-four percent stated they had no learning gains, and 15.4% responded with "N/A."

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Table 23

Technology Learning Gains from Engaging in the AVI assignment

| Learning gains | Example quote | Frequency, <i>n</i> (%) |
|--------------------------------|---|----------------------------|
| Editing videos | “I’ve learned how to use a video editing software ... just on my phone. It was pretty easy!” | 5 (19.2) |
| Presenting on camera | “Proper lighting, room acoustics, voice volume and tone, eye contact, editing and putting together videos.” | 5 (19.2) |
| Using online software programs | “I’ve learned how to upload videos onto youtube and use a website where I can review my peers.” | 4 (15.4) |
| No learning gains | “There was not much, all I did was turn my phone sideways ...” | 4 (15.4) |
| No response | “N/A” | 4 (15.4) |
| Using a webcam | “How to set up my webcam.” | 3 (11.5) |
| Recording videos | “How to record proper Video, the placement of camera.” | 3 (11.5) |
| Self-discovery | “i am good with technology” | 2 (7.7) |

Based on their AVI assignment experience, participants shared their recommendations for future training.

Recommended Training. Participants were asked to identify the type of future training that would benefit them the most (Appendix B, Question 32). Participants ranked five choices in order of importance between first and fifth choice. First choice included presentation skills training (35%), on camera coaching (26%), setup training (17%), technology hardware training (13%), and technology software training (9%). Three participants (11.5%) did not identify a first choice (see Table 24).

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Table 24

Future Training Preferences in Order of Importance

| Training* | 1 st | | 2 nd | | 3 rd | | 4 th | | 5 th | |
|------------------------------|-----------------|----|-----------------|----|-----------------|----|-----------------|----|-----------------|----|
| | <i>n</i> | % |
| On camera coaching | 6 | 26 | 9 | 39 | 4 | 17 | 2 | 8 | 5 | 21 |
| Technology hardware training | 3 | 13 | 7 | 30 | 1 | 4 | 10 | 42 | 5 | 21 |
| Technology software training | 2 | 9 | 2 | 9 | 7 | 30 | 6 | 25 | 9 | 38 |
| Setup training | 4 | 17 | 10 | 43 | 7 | 30 | 2 | 8 | 3 | 13 |
| Presentation skills training | 8 | 35 | 5 | 22 | 7 | 30 | 4 | 17 | 2 | 8 |

*See Appendix B, Question 32 for descriptions

Additional training recommendations were offered in the qualitative data from the postquestionnaire and interviews.

Qualitative Results from Questionnaire Data

The following section presents the collated responses to the optional comments from the prequestionnaire and postquestionnaire from the COOP and COMM groups combined. From the prequestionnaire, comments shared related to types of video recording devices used, difficulty with technology, perceptions about using technology, self-awareness related to communication skills, and perceptions and attitudes towards AVIs. From the postquestionnaire, comments shared related to AVI experience, feedback about the AVI assignment, the effect of the AVI assignment on confidence, and the benefits of peer assessment.

Prequestionnaire

Eleven participants from the COOP and COMM groups combined included optional comments on the prequestionnaire (Appendix A, Questions 11, 18, 28). Eight comments related to the types of video recording devices used besides a phone or a webcam. Responses included a camera, a video camera, a GoPro, and a tablet. One comment from the COMM group related to difficulty with technology, “My webcam and

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mic on my laptop don't work," and a comment from the COOP group related to their perceptions using technology, "I like recording others but not recording myself too much because it is alot [*sic*] of work and I used to be in Media and Communication Studies, so it was alot [*sic*] of work." Two separate responses from a participant in the COOP group related to self-awareness, "My interviewing skills need alot [*sic*] of work and presenting to a group of people," and "I'm usually not sure about myself." One comment from the COOP group related to perceptions and attitudes towards AVIs, "Although the idea of recording myself for an interview makes me nervous, it is kind of exciting to see new ways of the interview process as the years go on. It is kind of an anxious yet excited feeling."

Postquestionnaire comments enriched the qualitative data through comments related to the overall AVI assignment experience.

Postquestionnaire

Eight participants from the COOP and COMM groups combined included optional comments on the postquestionnaire (Appendix B, Questions 18, 26, 33). Three comments from the COMM group related to the industry of their previous AVI experience and included, "The Source," "Benefit Cosmetics," and "MAC." Two comments included feedback about the AVI assignment, "I didn't get feedback that night" (COMM group), and "I would have liked if we could have more time to make the video to make it better so we can use it for future interviews. And we could have more duration time in the video to about 10 minutes instead of 3-6 so we can express ourselves more" (COOP group). Two comments related to the effect of the AVI assignment on confidence, "it made me more confident" (COOP group), and "I feel much more

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confidence in my own abilities now” (COMM group). Two comments from the COMM were feedback about the AVI assignment including, “I enjoyed this assignment,” and

I appreciate you gave us the opportunity to practice this. A lot of people may not understand the importance, and as uncomfortable as it made me to do this, I think it's necessary for the future of job interviews. So getting a chance to practice this in a safe environment was beneficial and I know people will eventually appreciate this as well. So thank you!

One comment from the COOP group related to the benefits of peer assessment:

I'd say that it was very helpful that multiple peers suggested that I use ... hand gestures and body movements when speaking. It was also suggested that I allow more of my personality to show when talking. These are both useful because they were skills I was unaware that I lacked.

Interview data further enriched the qualitative results through a deeper reflection by interview participants relating to confidence, perceptions, challenges, and recommendations after engaging in the AVI assignment.

Qualitative Results from Interview Data

In this section, I present the collated responses of participant interviews organized according to categories that emerged from themes in the data: (a) the role of confidence in AVI behaviours, (b) perceived challenges with AVIs, (c) the role of peer assessment in self-awareness, and (d) recommendations for post-secondary educators. Interview participants included two females from the COMM group; their names have been replaced with the pseudonyms Corrine and Nancy, to maintain confidentiality.

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The Role of Confidence in AVI Behaviours

Confidence was a theme that emerged in the interview and was incorporated into the categories of lack of confidence on camera, the importance of confidence, and the importance of self-confidence.

Lack of Confidence on Camera. Corrine referred to challenges appearing on camera. Quotes describing these challenges included Corrine's personal perspectives, "I'm someone who doesn't like hearing myself or seeing myself in a video, so I try to avoid [them] as much as possible," and "I can deal with how I look. Makeup ... gives me a little bit more confidence, but I just never liked the way that I sound on video." Corrine also referred to challenges that may be experienced by others appearing on camera, "Some people just are not comfortable on camera ... it takes a lot of time and effort to become comfortable taking videos on camera and be able to talk to that camera without feeling really awkward ... they could be just completely uncomfortable taking a video of themselves or ... they don't have that self-confidence."

While Corrine referred to experiencing a lack of confidence on camera, Nancy highlighted the importance of confidence and how peer assessment may help.

Importance of Confidence. Nancy referred to the importance of confidence and difficulties with confidence, stating, "I feel like [confidence] is the main thing that dictates how well you're going to perform." Nancy also commented on the importance of confidence when presenting oneself, "Wherever they are, I think people should be able to present themselves with confidence ... I feel like a lot of people aren't confident ... confidence is a really big thing."

Nancy also referred to her peer assessment experience and confidence, "When I

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gave them their little critiques, I like specified ... if you did this you might seem like you have more confidence, and having confidence is key.”

While awareness that confidence is important, having self-confidence in ones’ abilities is also important.

Importance of Self-Confidence. Corrine and Nancy referred to the importance of having confidence in yourself. Corrine’s personal perspective related to self-confidence and the perceptions of others, “It’s more like confidence and having confidence in yourself ... because my perception of myself could be different from what other people see me as, so that’s my challenge.” Nancy discussed the relationship between experience and self-confidence on camera, “If you look into TV shows, look into celebrity stories ... the ones with the most confidence are the ones who are on camera more ... if you don’t feel like you can do it, likelihood of you doing it is way lower so ... you got to be confident in yourself and know you can do it.”

Beyond confidence, Corrine and Nancy shared their perceptions about challenges associated with asynchronous video interviews.

Perceived Challenges with AVIs

Perceived challenges with AVIs was another category that emerged from the interview data related to challenges with recording self-facing videos, challenges with how one is perceived in videos, personal challenges that may prevent some from engaging in AVIs, lack of awareness of expectations, and challenges with one-way communication.

Challenges Recording Self-Facing Videos. The first challenge related to difficulties talking directly to the camera. Corrine mentioned, “It takes a lot of learning

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and practice to learn to talk to a camera instead of a person ... it's just overall hard to keep eye contact to the camera even though you know that that's where the person is ... going to be." Corrine expanded stating, "unless you have experience with it ... it's really hard to pay attention ... to a camera while you're talking even if there's nobody else in the room." Corrine highlighted another challenge with recording self-facing videos, i.e., talking to your own image on the screen, "If you have a phone or like a screen you see yourself so you're talking to yourself instead of where the lens is."

Challenges with Perceptions. Another challenge related to the notion that people will behave differently in a video interview. Corrine shared her perspective on challenges with being misperceived by peers while engaging in peer assessment of AVIs:

When you go to do a formal video you change like if you were to go from hanging out with your friends, to an interview ... those are two very different people ... with your friends ... you be could be like outgoing ... more relaxed ... very funny and making jokes, and then when you go to an interview you are very professional, and you hold yourself differently and you talk differently.

Corrine suggested that these challenges of being misperceived by peers may be a contributing factor in some students' refusal to engage in the AVI assignment. Corrine shared the following comment:

It could be that they don't want others to see them ... they don't know how they're gonna be perceived by others in the class ... it's hard to tell like a person's personality from a video, and if you don't know somebody in your class very well then they might see that video and perceive your personality off of that.

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Corrine added that this challenge may also prevent some applicants from accepting an AVI for a job, “You don’t know whether they’re a female or male or like what age gap they are from you, so you don’t know how they’re going to perceive you or their views on certain things.” Corrine also offered her perspective on the challenge of perceiving someone accurately in a video interview:

It’s really hard to know what a person is gonna be like just from seeing a video ... it’s really hard to judge someone off of a video like you can’t tell, especially when it’s like an interview video, what they’re actually going to be like because they’re trying to portray themselves as professional.

Personal Challenges. Nancy and Corrine also referred to personal challenges that may hold some students back from engaging in an AVI or AVI assignment. Nancy proposed, “Lots of people are disabled ... unable to do the things ... I wonder what the possibility is that you could like call them and request not to ... I feel like this could really solve a big problem.” While Corrine offered her perspective on why some may decline an AVI, “People can do it or not do it for completely different reasons and ... some people ... have different communication skills or some people have certain disabilities that hold you back a bit.”

Lack of Awareness of Expectations. Another challenge introduced was being unaware or unprepared for what is expected during an AVI. Nancy shared her experience with an AVI, “I had a lot of anxiety ... I have no idea what I’m heading into. I was ... Googling ... what are questions that are normally on online interviews.” Nancy elaborated on her experience:

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I've done online interviews ... but like it's scary 'cause you're just like I don't know what I'm doing ... I'm just going into it and like they give you a question ... [it] goes by and you're just like what the heck so ... I feel like people see it ... like you have one minute, say whatever about yourself ... they're just like what am I supposed to do? What do I say?

Challenges with One-Way Communication. The challenge of engaging in one-way communication was also mentioned, including a lack of interpersonal interaction resulting in the inability to adapt behaviours based on cues from the interviewer. Corrine shared the following comment:

When you're communicating face-to-face ... I tend to feel like the energy from the person that is interviewing me, so I can tell like when I'm having a conversation ... if I'm taking a step forward ... I'm able to get them to feel a little more comfortable which makes me feel comfortable ... in the video you can't do that.

Corrine added, "With interviews that are now being done on camera, you need to know how like to communicate when you don't have somebody else speaking with you ... that's really difficult."

Corrine and Nancy offered solutions to the challenge of one-way communication and lack of awareness of expectations. Corrine asserted, "I feel like having a video could be, and is probably, a good idea but to also have an interview where you have the people come in ... sit down with them, and talk to them." While Nancy commented, "if you have the information beforehand, I feel like it's a pretty valid opportunity, but if it's on the

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spot questionnaire things, I feel like that's really intimidating and limits peoples' potential."

While several challenges were introduced, peer and self-assessment were reflected upon in positive terms encouraging confidence and self-awareness.

The Role of Peer Assessment in Self-Awareness

The effect of peer assessment on self-awareness was another category that emerged from themes in the interview data and included self-confidence gained through peer assessment, the result of self-reflection through peer assessment, self-awareness discoveries related to giving peer feedback, and the value of receiving peer feedback.

Self-Confidence through Peer Assessment. Nancy referred to gains in self-confidence from engaging in peer assessment:

[Peer assessment] ...encouraged me to continue being confident in myself ... I was watching them and I was like I really hope they improve but I feel very confident in how I performed ... I know there's room for improvement obviously ... but like from watching them I'm like oh I'm in a good place in the game.

Self-Reflection through Peer Assessment. Participants reflected on their own AVI behaviours and how they could be perceived through engaging in peer assessment.

Corrine shared how seeing her peers' videos introduced different content ideas:

Just by seeing ... what others do during their videos ... I'm like should I add certain things into it? Should I not put it in? So, when watching them, you're kind of like, okay, so this is where other people are going with it.

Nancy reflected on her own behaviour while assessing her peers' AVIs and highlighted the importance of treating an AVI assignment like a real AVI:

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I know watching some videos, I go with mine, I just like pretended I had all this interest in this job ... but like I noticed in one or two of them it was like they were doing a project ... it wasn't them trying to get a job or an interview... not showing any interest ... not putting any initiative into it.

Self-Awareness through Peer Feedback. Apart from learning through observing what others did in their AVIs, Corrine and Nancy also shared what they learned about themselves through assessing their peers. Corrine shared how she finds it difficult to give negative feedback, "People tend to ... be really good so I have issues like saying negative things ... I like to tell people positive things so when giving feedback it's really hard for me to say where something went wrong." Nancy learned that she is good at giving constructive feedback, "I'm very good at critiquing people and seeing ... the weaknesses and how they can construct it into something better ... I'd be really good at ... motivating people to be better."

Value of Peer Feedback. Besides gains in self-confidence and self-awareness Corrine and Nancy also had positive perceptions of receiving constructive peer feedback. Corrine shared that she wants feedback that is helpful even if the feedback is negative, "even if they are negative things, you know that they're going to contribute to helping you do better at what you're trying to accomplish. ... I like feedback, so I like knowing what I'm doing correct and what I'm not." Corrine added, "knowing what was good about it is always good to know, but I like to know more where I went wrong with things ... what needs to be improved in order to better what I'm doing." Nancy pointed out the potential value of receiving peer feedback from multiple peers through engaging in more than one assignment, "It would be good if ... you just kind of do the same assignment and

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with different peers ... you can see your improvement, and you can see, wow, they think I'm doing better, teacher thinks I'm doing better, I think I'm doing better, and I feel like that would be good."

While participants shared what they learned about themselves and others through the AVI assignment, they also shared what would help them and their peers with future AVI assignments.

Recommendations for Post-Secondary Educators

Corrine and Nancy offered suggestions for how post-secondary educators could help students with AVIs in three different ways, including explaining the process and providing the opportunity to practice, giving clearly defined expectations, and instructing in smaller groups. Corrine asserted that opportunities to practice are important:

All you can really do is like explain what happens ... you can't really prepare because everyone's different, so you can't prepare everyone's needs at the same way, which is really hard if you're trying to prepare them, but like just ... getting them to practice it or like attempt it ... that's really all you can do.

Nancy expressed the importance of giving clearly defined expectations of the AVI process to increase confidence and be successful:

A lot of people don't know the expectation so like when they were doing it they're like I don't know how to do this. I don't know what they're expecting from me. I hope this is fine. And then they try their hardest to do it but like they're not confident in what they're doing because they don't know if it's right. They don't know if it's gonna be good.

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Corrine recommended smaller group instruction to aid in understanding AVI assignment expectations and accommodating everyone's needs:

It would also probably be beneficial if you did it in like smaller groups so you could work with them ... it's a lot harder to work with bigger groups and be able to explain everything to them when some people don't understand and some people are far ahead.

Results from the quantitative and qualitative data revealed diverse and significant findings in the areas of communication skills, peer-assessment, and asynchronous video interviews. The next chapter will discuss these findings in detail.

Discussion

Overview

The purpose of this study was to explore the relationship between participation in an asynchronous video interview assignment and self-awareness of video communication skills. This chapter includes findings from previous studies that used video-based assignments to assess communication skills, findings from the literature about perceptions of peer assessment, and findings from previous studies that used AVI assignments to assess communication skills. This chapter connects previous findings to the results of this study, discusses the limitations of this study, and makes recommendations for future researchers and practitioners.

This discussion will be guided by an exploration of the following research questions:

- RQ1. Does asynchronous video interview practice relate to self-awareness of video communication skills?
- RQ2. Does peer assessment of asynchronous video interviews relate to self-awareness of video communication skills?
- RQ3. How can using asynchronous video interviews help post-secondary educators develop students' video communication skills?

In this study, the relationship between participation in an AVI assignment and self-awareness of video communication skills revealed six key findings among the three main themes of communication skills, peer assessment, and asynchronous video interviews. These findings included the following: students reported inflated self-perceptions and self-confidence in abilities prior to peer and self-assessment and had

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difficulty with non-verbal communication skills; students were more comfortable with anonymous versus non-anonymous peer feedback and reported a desire for peer feedback that is helpful; students' affective attitudes had a significant positive relationship to their cognitive attitudes, and they were more confident recording videos of others versus videos of themselves.

Interpretation of Findings

Communication Skills

In this study, students reflected on the importance of communication skills in the workplace and in a job interview due to their stated importance in the research (Cameron & Dickfos, 2014; Chen et al., 2014; Rasipuram & Jayagopi, 2016; Robles, 2012; Watkins & McKeown, 2018; Zick et al., 2007) and the perceived gap between employers' expectations and college graduates' performance of these skills (Brink & Costigan, 2015; Brumwell et al., 2018; Cameron & Dickfos, 2014; Freudentberg et al., 2010).

There were no significance differences between groups on the measures of importance of communication skills in the workplace or in a job interview. However, students from both groups gave a high rating to the importance of communications skills in both contexts as reflected in the reported means. Therefore, a lack of self-awareness may be a contributing factor to the first key finding that students had inflated self-perceptions and self-confidence in abilities prior to peer and self-assessment.

Self-Perceptions and Self-Confidence in Abilities

Results of this study support previous research which found students overestimate their communication skills in self-assessments (Mort & Hansen, 2010). In this study, the tendency to overestimate abilities and confidence on the prequestionnaire may suggest

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that AVI practice contributed to greater self-awareness of communication skills and an increased awareness of areas for improvement. This was represented in postquestionnaire results that were more objective as a result of self-reflection.

In this study, there was a significant difference between the prequestionnaire and postquestionnaire for the aggregated results of the combined groups on several measures: (a) self-perceptions in ability to use body language while communicating; (b) predicted peer perceptions of ability to use body language while communicating; (c) self-confidence in ability to use eye contact; (d) self-confidence in ability to show enthusiasm; (e) self-confidence in ability to use a variety of facial expressions; and (f) self-confidence in ability to use hand gestures and body movement. When considering the two groups independently, the COMM group showed a significant difference between the prequestionnaire and postquestionnaire on the measure of self-confidence in their ability to use hand gestures and body movement, and the COOP group showed a significant difference between the prequestionnaire and postquestionnaire on the measure of how they predicted their peers would rate their speaking ability. For all the above measures of self-perception of abilities and self-confidence in abilities, students rated themselves higher on the prequestionnaire than on the postquestionnaire.

A possible reason for a lack of self-awareness is the tendency for students to receive praise more often than they receive critical feedback (Austin & Gregory, 2007) and the tendency for people to believe their abilities are above average, expressed as the “above-average effect” in an “applause society” (Austin & Gregory, 2007, p. 6; Kruger, 1999, p. 221; Mort & Hansen, 2010, p.4). While there may be a general lack of self-awareness, qualitative prequestionnaire data suggest that some students recognized their

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weaknesses; for example, one student from the COOP group commented, “My interviewing skills need a lot of work and presenting to a group of people.” Weaknesses also include difficulty with non-verbal communication skills.

Non-Verbal Communication Skills

The significant differences found between the prequestionnaire and postquestionnaire highlighted the primary aspect of communication skills that students had difficulty with: non-verbal communication. Previous research revealed similar findings (Bower et al., 2011; Eike et al., 2016; Hudak et al., 2019).

Body Language. According to assessors of video interviews, interviewees need to project a more upbeat demeanour (Eike et al., 2016) and enhance physical aspects of communication, i.e., body language, to engage the audience (Bower, 2011). Hand gestures and body movement better engage the viewer and keep their attention for longer periods of time (Think Marketing, 2020). Expert video content creators recommend frequent use of hand gestures while recording videos to engage the audience and to signal openness (Think Marketing, 2020). In colloquial terms, the camera is said to *eat energy*, so presenters need to be more expressive while recording videos than they are in everyday conversation (Costa, 2020). Another recommendation is to stand while recording a video, as it encourages gesturing and projects more energy. When seated, people have a tendency to rest their hands on their lap or on the table; standing takes away this option and forces a person to be conscious of what they are doing with their hands (Primal Video, 2018).

Qualitative data from the postquestionnaire included a comment from the COOP group about the usefulness of multiple peer suggestions to use more hand gestures and

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body movements when speaking; the student stated they were unaware they lacked these communication skills. Interview data explained challenges with expressiveness on video. Corrine commented that during a job interview, she guides her expressive communication according to the energy she feels from the person interviewing her. In an AVI, the absence of two-way communication can affect a person's physical expressiveness.

Eye Contact. Difficulty with eye contact on video was a common finding in a review of the literature from the perspectives of both the assessor and the participant after self-assessment of video communication skills (Bower et al., 2011; Eike et al., 2016; Hudak et al., 2019). In this study, there was a significant difference between the prequestionnaire and postquestionnaire results on the measure of eye contact for the aggregated results of both groups. Qualitative data found on the postquestionnaire included a comment from the COOP group acknowledging the need for more eye contact. Interview data included a comment from Corrine about the difficulty of keeping eye contact with a camera. Corrine admitted, "It takes a lot of learning and practice to talk to a camera instead of a person ... it's just overall hard to keep eye contact to the camera even though you know that's where the person is potentially ... going to be." Corrine explained why eye contact with a camera may be difficult, "If you have a phone, or like a screen, you see yourself, so you're talking to yourself instead of where the lens is."

The tendency to look at one's own face while recording a self-facing video is not abnormal or narcissistic. It feels awkward to talk to an inanimate object, for example, a camera lens, and it feels awkward to engage in one-sided expressive communication in a context that typically involves reciprocal communication, for example, a job interview. This was also a finding in previous research. Participants in one study commented on

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how unnatural it felt to communicate in the absence of two-way interaction (Toldi, 2010), and participants in another study referred to the lack of interpersonal interaction as “creepy” (Langer, 2017, p. 377). Anecdotally, when we see a person talking to themselves, it appears to be odd behaviour unless it is apparent that they are talking on a mobile device. Looking at oneself while recording self-facing videos is likely done subconsciously to relieve some awkwardness; furthermore, this behaviour could be viewed the same way as when practicing a presentation in front of a mirror which is a common practice that can contribute to self-correction of presentation skills. To combat the tendency to look at oneself while recording self-facing videos, one recommendation is to place a large sticky note or a piece of paper over the screen of your device while leaving the camera lens exposed. Another recommendation is to place a sticky note with a smiling face behind the camera lens to remind yourself where to look and to remember to smile (Fischer, 2020). Covering the screen during an AVI may not be possible as the interviewee would not want to block the question and the response timer, but this approach could be useful when practicing video communication skills to develop the habit of maintaining eye contact with the camera lens.

Verbal Communication Skills

Speaking Ability. While most difficulties were related to non-verbal communication skills, there was a significant difference between the prequestionnaire and postquestionnaire results on the measure of how the COOP group predicted their peers would rate their speaking ability. Students predicted an excellent rating on the prequestionnaire and a satisfactory rating on the postquestionnaire. An explanation for this result may be the nature of the course. The course material for the COOP group

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focused on job search skills, including interview preparation; students may have been more attuned to critically evaluating their peers' speaking skills than the COMM group.

Qualitative data from the postquestionnaire included a comment from the COOP group that reflected learning gains with speaking ability in tone of voice and volume. Previous research reflected similar findings. Difficulty with speaking ability was evident in speakers' tone of voice, pitch, and excessive use of filler words (distractors) and mumbling. A lack of preparation, a lack of confidence, and inexperience may be the cause (Eike et al., 2016). A review of the literature also revealed the need for improvement in persuasiveness and speech quality (Hudak et al., 2019). Interview data revealed that difficulty with speaking ability in an AVI may be attributed to challenges with one-way communication as expressed by Corrine, "With interviews that are now being done on camera, you need to know how ... to communicate when you don't have somebody else speaking with you ... that's really difficult." Developing skills in speaking ability, speech quality, and tone of voice matter considering current research in being conducted to develop algorithms to replace human observation based on elements such as facial expression, tone of voice and emotional cues (Bersin & Chamorro-Premuzic, 2019).

With the trend towards using AVIs in the hiring process, it is more important than ever for students to get feedback on their communication skills before their job search. Practicing these skills in a low stakes environment with their peers will develop the habit of recognizing good communication skills in others and self-correcting weaknesses before engaging in the high stakes context of an authentic AVI (Eike et al., 2016; Hiemstra et al., 2019; Torres & Mejia, 2017).

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Peer Assessment

Students engaged in anonymous peer assessment of each other's AVIs. This was done to mimic an authentic AVI experience in which the candidates are unaware of who will view and critique their video interviews (Hemamou, 2019b; Guchait et al., 2014; Torres & Gregory, 2018). The two key findings in this study related to peer assessment were that students were open to receiving peer feedback as long as it was helpful, and students were more comfortable with anonymous versus non-anonymous peer feedback.

Students Want Peer Feedback that is Helpful

An interesting finding in this study was how open students were to receiving peer feedback as reported on the prequestionnaire. I anticipated that students would be reluctant to peer feedback given the common fear of being judged or misunderstood by their peers. In fact, some students within the COMM group refused to take part in the assignment and others within the COOP groups opted out of the AVI option. Interview data included comments from Corrine that offered insight into why some may have refused, "It could be that they don't want others to see them ... they don't know how they're gonna be perceived by others in the class ... if you don't know somebody in your class very well then they might see that video and perceive your personality off of that." Corrine suggested that there is a difference between who we are in a job interview and who we are in person, "With your friends ... you could be like outgoing ... more relaxed ... very funny and making jokes, and then when you go to an interview ... you hold yourself differently and you talk differently." Previous research found that peer assessment can be intimidating and embarrassing (Eike et al., 2016) and that unfavourable peer feedback can have a negative impact on how students feel about

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themselves (Nichol & Macfarlane-Dick, 2006; Heen, 2015, 9:27); furthermore, critical feedback can make a person feel like they are being attacked (Joordens, 2019, 13:02). Besides the personal reasons of the few students who opted out of the AVI assignment, most students expected peer feedback to be helpful.

Helpfulness. On the prequestionnaire, students were asked if they thought peer feedback would be helpful. While there was no statistical significance between the groups, the reported means of both the COOP group and the COMM group suggests that they expected peer feedback to be helpful. Interestingly, students expected the feedback they would receive from their peers to be more helpful than the feedback they would give to their peers. On the postquestionnaire, the results reflected a decline in perceptions of helpfulness for both groups for both measures of giving and receiving peer feedback. However, the mean difference of 0.31 between the COOP and COMM group for perceptions of helpfulness giving feedback and the mean difference of 0.55 between groups for the measure for perceptions of helpfulness receiving feedback were not statistically significant. There are several possible explanations for the gap between students' expectation of helpfulness on the prequestionnaire and experience of helpfulness as reflected on the postquestionnaire.

Limitations. Some students reported having technical difficulties and could not open their peers' videos. One instance included a comment from a student in the COMM group who stated, "I didn't get feedback that night." This individual student's peer assessors reported that they could not give feedback because they could not open this student's video. A potential solution to fix technical difficulties would be to have students upload a test video and troubleshoot issues prior to uploading their assignment video.

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Another reason for a reported decline in perceptions of helpfulness may be task fatigue, i.e., students became disinterested in completing all required assignment tasks which affected the results. There was a lack of engagement in the final phase of the assignment, the Reflect phase, when students reflected on the feedback they received from their peers and rated its usefulness (see Appendix L). Only 36% of the students in the COMM group who took part in this study responded to the prompts in the Reflect phase as compared to 93% of the students who responded from the COOP group. This may account for the mean difference of 0.55 between the COOP and the COMM group on the postquestionnaire for the measure of perceived helpfulness of feedback received; although, this difference was not statistically significant. It is worth mentioning that while a participation grade was associated with completing the Reflect phase of the assignment, this appeared to have little impact on some students' interest in completing the task.

Another feasible reason for the reported decline in perceptions of helpfulness may be that students did not consider the feedback they received to be helpful. A reason for this may relate to the tendency for students to be lenient in their assessments of their peers. Interview data revealed a comment by Corrine, "I like to tell people positive things, so when giving feedback, it's really hard for me to say where something went wrong." Previous research reflects this finding suggesting students are "less tough" (p. 26) than expert assessors in evaluating their peers (Joordens et al., 2019). However, feedback that is not constructive is not helpful.

Value of Peer Feedback. Interview data revealed comments from Corrine that would suggest students want constructive feedback. She shared, "... knowing what was good about it is always good to know, but I like to know more where I went wrong with

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things ... even if they are negative things, you know that they're going to contribute to helping you do better at what you're trying to accomplish." Qualitative data from the postquestionnaire suggests that some students found peer feedback to be helpful when it was specific. A student from the COOP group commented, "It was very helpful that multiple peers suggested that I use more hand gestures and body movements when speaking. It was also suggested that I allow more of my personality to show when talking. These are both useful because they were skills I was unaware that I lacked." Students also reported that viewing peers' videos was helpful. For example, during the interview, Corrine stated that viewing her peers' videos encouraged her to reflect on the content of her AVI and consider whether or not she should include her peers' content ideas in her own video. Interview data also revealed that some students appreciated the opportunity to give their peers helpful feedback. Nancy commented, "I'm very good at critiquing people and seeing ... the weaknesses and how they can construct it into something better. I'd be really good at ... motivating people to be better." Nancy also highlighted how peer assessment was personally helpful, "it encouraged me to continue being confident in myself ... I know there's room for improvement obviously ... but like from watching them, I'm like, oh, I'm in a good place in the game." Nancy also brought attention to a possible contributing factor to the decline in perceptions of helpfulness, "I noticed in one or two of them it was like they were doing a project ... it wasn't them trying to get a job or an interview ... not showing any interest ... not putting any initiative into it." If some students were apathetic to the AVI assignment, including the peer assessment task, this may have affected their perceptions of the helpfulness of both giving and receiving peer feedback.

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Implications. The preceding observations may benefit post-secondary educators who are considering introducing peer assessment into their practice. In this study, students did not receive structured training in peer assessment prior to the AVI assignment, which may have affected their abilities and confidence in giving constructive feedback (Falchikov & Goldfinch, 2000). In this study, students had only one opportunity to engage in peer assessment, which centred on the AVI assignment. However, learning to give effective feedback that will benefit peers takes training and repeated, structured practice (Joordens, 2019; 13:26; Falchikov & Goldfinch, 2000). Learning to accept and use constructive feedback is “core to interpersonal growth” and can be a predictor of success in a student’s career and life (Joordens, 2019, 14:33). Promoting these benefits to students and providing structured training, including preparing them for the emotional components involved in giving and receiving feedback, may encourage greater commitment and participation from students beyond the benefits of offering participation marks.

Greater Comfort with Anonymous Peer Feedback

While students were open to giving and receiving peer feedback, the results suggest that students prefer to give peer feedback anonymously. There was a significant difference on the postquestionnaire comparing comfort levels with anonymous versus non-anonymous peer assessment for the aggregated results of the combined groups. When considering the two groups independently, there was a significant difference in the COOP group but not the COMM group. However, the results for the COMM group reflected the same pattern, i.e., a preference for giving peer feedback anonymously. While there were no significant differences between groups when comparing

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comfortableness with anonymous versus non-anonymous peer feedback, I was curious if there would be a difference when comparing the two variables themselves. I conducted an analysis using dependent t-tests and discovered there were significant differences. Future research could expand on the underlying reasons for this; however, based on the preceding discussion, a conceivable reason for the results may relate to a lack of training in peer assessment leading to a lack of confidence giving feedback, resulting in a preference to assess peers anonymously.

Behavioural Expectations. There was a significant difference on the postquestionnaire when comparing behavioural expectations of giving and receiving non-anonymous peer feedback. Students were asked if they would give the exact same feedback to their peers if the feedback were not anonymous and if they would expect to receive the exact same feedback from their peers if the feedback were not anonymous. Results indicate that students expected their own behaviour to reflect giving identical feedback with non-anonymous peer assessment but a lower expectation of receiving identical feedback from their peers with non-anonymous peer assessment. There was a significant difference for the aggregated results of the combined groups and within the COOP group. While there was no significant difference within the COMM group on this measure; the results reflected the same pattern of behavioural expectations, i.e., they expected their peers would be less likely than themselves to give the exact same feedback if it were not anonymous. This finding was another unintended discovery in this study. There were no significant differences between groups when comparing behavioural expectations; however, I was interested to see if an analysis comparing the two variables themselves would reveal significant differences. This interest stemmed from

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undergraduate level studies in psychology, which triggered my memory for concepts related to attribution errors and biases. Future research could further investigate the underlying reasons for these behavioural expectations; however, one explanation may relate to the “above average effect” which can be “greater when people compare themselves with an unfamiliar person” (Kruger, 1999, p. 223). Another explanation may be a lack of trust among peers.

Limitations. A higher expectation for receiving transparent peer feedback when given anonymously suggests the need for practitioners to establish an environment of trust and familiarity prior to introducing peer assessment, for example, through collaborative activities that allow for regular peer interaction. In this study, the AVI assignment was administered early in the session for both groups, which may have affected the level of trust established between peers and within the classroom. A counter argument could be that we trust certain people less once we get to know them. The COOP group was in their second year of studies and had more time to develop peer relationships, yet there was a significant difference for behavioural expectations of their peers within the COOP group and not within the COMM group who were in their first year of studies.

Implications. Despite a possible relationship to issues with trust, anonymous peer feedback has its benefits. With feedback given anonymously, the receiver can be more objective about the feedback and consider its accuracy irrespective of the origin of the feedback. When giving feedback, anonymity can be helpful in avoiding biases, for example, being unduly generous in the assessments of a friend’s assignment or perhaps even with some teachers who may use the practice of grading students’ assignments

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anonymously. In this study, the AVI assignment was video-based resulting in a one-sided anonymity, i.e., peers knew who they were assessing, but the peer being assessed did not know who gave the feedback. It may be helpful for practitioners to be aware of the three triggers that may affect how students accept peer feedback according to Heen (2015): truth triggers, relationship triggers, and identity triggers (6:40 – 7:45). Truth triggers relate to how accurately we perceive the feedback based on our self-perceptions; relationship triggers relate to who is giving the feedback and the value we place on their opinion; and identity triggers relate to the emotional reaction we have to feedback based on our own self-concept. Anonymous peer assessment may reduce the impact of relationship triggers, i.e., negative feedback from someone we don't particularly like may cause us to ignore valuable feedback; conversely, negative feedback from someone whose opinion we value can leave us feeling dejected. Future research could investigate the relationship between feedback triggers and anonymous versus non-anonymous peer feedback.

Whether giving feedback anonymously or non-anonymously, students value the process and there are multiple benefits as revealed in previous research (Bower et al., 2011; Eike et al., 2016; Gwee & Toh-Heng, 2015; Hudak et al., 2019; Joordens, 2018). In order for peer feedback to contribute to self-awareness of communication skills, constructive feedback guided by structured training and practice in the peer assessment process is a must. Structured training and practice should create an awareness and understanding of the potential impediments to accepting feedback, promote the value of peer feedback in terms of future success, and develop the self-confidence of students in their role as peer assessors.

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Asynchronous Video Interviews

In this study, the context for exploring self-awareness of communication skills was an asynchronous video interview assignment. Because this method of interviewing is an emerging trend, students were asked about their familiarity and attitudes towards AVIs. Results suggest affective attitudes had a significant positive relationship to cognitive attitudes, and students are more confident recording videos of others rather than self-facing videos.

Familiarity with AVIs

Students were asked how familiar they were with AVIs prior to engaging in the AVI assignment. There was a significant difference between the two groups' familiarity. The COMM group reported more familiarity than the COOP group; two of the three students who stated on the prequestionnaire that they had previous experience with an AVI were in the COMM group. This was surprising to me considering the COOP group was one year ahead of the COMM group, and all students in the COOP group were in either the event management or hospitality program; AVIs are already commonplace in the hospitality industry (Guchait et al., 2014, Torres & Gregory, 2018; Torres & Mejia, 2017). In fact, at a 2013 hospitality industry conference, hospitality industry leaders advocated for the need to "educate/train the hospitality management students in schools for video interviewing" (Guchait et al., 2014, p. 99). However, students' familiarity with AVIs may have more to do with the jobs they are applying for than their program of study, as students often pursue part-time jobs in retail sales, for example, at shopping malls, which is another common context where AVIs are in use. The positions identified by those who had experience with AVIs included roles with a technology accessory

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retailer and two cosmetics retailers. Previous research identified multiple hospitality and retail companies using AVIs, (e.g., Disney, Marriott, Hilton, Radisson, Pizza Hut, and Taco Bell) (Torres & Mejia, 2017, p. 5). Interview data included a comment from Corrine who shared that she applied for a job at McDonald's via Snapchat, "You'd send in a video and you could apply with a friend ... to McDonald's through Snapchat." While McDonald's did not use a formal AVI platform, they used a video-based application process to attract talent.

Familiarity with a job interview method influences how accepting applicants are of the method. Further to Corrine's comment above, when asked why she thought McDonald's used Snapchat to interview applicants, Corrine responded:

Snapchat and social media are so big with younger generations that it's a lot easier to reach people that way, and we tend to feel a little more comfortable on Snapchat because it is something that we've been on for so long that we kind of understand how it works ... and it's more relaxed ... it's not a formal video

Previous research shows that, "The more familiar an applicant is with a certain selection procedure, the more legitimate the procedure will appear" (Brockner et al., 2001); and applicants familiar with the AVI process rated this method similarly to other selection tools in terms of fairness, for example, personality and cognitive tests (Basch & Melchers, 2019; Brenner, 2016). Anecdotally, while completing the writing of my thesis, a fellow graduate student shared that they declined a job interview with a leading online retailer because it was an AVI; they shared that they wished they were familiar with AVIs prior to being offered the interview as this may have affected their decision to apply for the position. This anecdotal account aligns with previous research that recommends

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creating awareness of this hiring practice to minimize surprise and reduce negative perceptions that may cause applicants to withdraw from the application process (Anderson, 2011; Chen & Han, 2019; Langer et al., 2017). In this study, qualitative data from the postquestionnaire attested to the value of familiarizing students with the AVI process. A student from the COOP group shared the following:

I appreciate you gave us the opportunity to practice this. A lot of people may not understand the importance, and as uncomfortable as it made me to do this, I think it's necessary for the future of job interviews. So getting a chance to practice this in a safe environment was beneficial and I know people will eventually appreciate this as well. So thank you!

Familiarity can also influence preferences. On the postquestionnaire, students stated their preferred interview methods. Thirty-five percent of students chose an AVI as one of their preferred interview methods, including seven students from the COOP group and two from the COMM group. Noteworthy is that none of the original three students from the prequestionnaire who said they had previous AVI experience were among the nine students. Stated differently, nine students who had no previous AVI experience now consider it as one of their preferred interview methods.

Attitudes Toward AVIs

Students shared their cognitive, affective, and behavioural attitudes towards engaging in AVIs. Cognitive responses ranged from thinking AVIs were “weird” to “cool,” affective responses ranged from feeling “anxious” to “excited,” and behavioural responses ranged from declining the interview to preparing right away for the interview.

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Cognitive Attitudes. There were no significant differences between the prequestionnaire and postquestionnaire for either group on the measure of cognitive attitudes. There was a mean difference of 0.58 between the prequestionnaire and postquestionnaire results for the combined groups; however, this was not statistically significant. Interview data included Corrine’s thoughts on video interviews, “having a video could be, and is probably, a good idea” but she also suggested an in-person interview. Interview data included a comment from Nancy who referred to AVIs as “a pretty valid opportunity” but she also suggested that applicants be given information about the interview beforehand as opposed to being questioned on the spot, stating, “that’s really intimidating and limits peoples’ potential.” Nancy also commented on making AVIs optional, “I wonder what the possibility is that you could like call them and request not to ... I feel like this could really solve a big problem.” These comments align with previous research on perceptions of fairness regarding the practice of using AVIs in the hiring process (Basch & Melchers, 2019; Guchait et al., 2014; Hiemstra, 2019; Langer et al., 2017; Langer et al. 2019; Toldi, 2010). How informed participants were about AVIs and how easy the platform was to use influenced perceptions of fairness (Basch & Melchers, 2019). Perceptions of fairness were also affected by whether or not the AVI was optional or required (Hiemstra, 2019) and whether or not an in-person component would also be offered (Langer et al., 2019). Interview data included a comment from Corrine that gives a reason why some applicants consider an in-person option important:

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When you're communicating face-to-face ... I tend to feel like the energy from the person that is interviewing me ... I'm able to get them to feel a little more comfortable which makes me feel comfortable ... in the video you can't do that. Corrine also suggested that job candidates will behave differently in an AVI, "It's really hard to judge someone off of a video like you can't tell, especially when it's like an interview video, what they're actually going to be like because they're trying to portray themselves as professional." Challenges with one-way communication, such as being unable to interact with the interviewer and the potential for being judged inaccurately, reinforce the importance of educating students about the AVI process and training them in video communication skills (Eike et al., 2016; Hudak et al., 2019; Toldi, 2011).

Affective Attitudes. On the prequestionnaire, there was a significant difference between the COOP and the COMM group on the measure of affective attitudes. The mean difference of 1.55 indicated greater feelings of expected anxiety by the COMM group. The different course content between the two groups may have influenced this finding. While the students in the COMM group were enrolled in a communications course, the students in the COOP group were enrolled in a career preparation course. This may have contributed to results that suggested more excitement towards engaging in an AVI by the COOP group. In fact, the prequestionnaire included the following comment from a student in the COOP group, "Although the idea of recording myself for an interview makes me nervous, it is kind of exciting to see new ways of the interview process as the years go on. It is kind of an anxious yet excited feeling." This comment aligns with the findings of a significant positive relationship between cognitive and affective attitudes on both the prequestionnaire and postquestionnaire for the COOP

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group. The positive relationship between cognitive and affective attitudes suggests that the more positive students' thoughts were about engaging in AVIs, the more positive students' feelings were towards engaging in AVIs. The COMM group reported the same pattern of results on the prequestionnaire, i.e., positive thoughts had a relationship to positive feelings; furthermore, qualitative data from the postquestionnaire included a comment from a student in the COMM group, "I enjoyed this assignment."

Easiness of Engaging in AVIs. Affective attitudes towards AVIs may also be influenced by how easy students perceive the AVI process to be. Previous research revealed that ease of use affected attitudes towards AVIs (Brenner et al., 2019). Interview data included a comment from Nancy about her previous experience with an AVI:

I had a lot of anxiety like I have no idea what I'm heading into. I've done online interviews ... but like it's scary 'cause you're just like I don't know what I'm doing ... I'm just going into it and like they give you a question ... [it] goes by and you're just like what the heck ... like you have one minute, say whatever about yourself ... what am I supposed to do? What do I say?

Time constraints with viewing and responding to AVI questions are common practice as reflected in the literature (Eike et al., 2016; Guchait et al., 2014; Langer et al., 2017; Suen, Hung, & Lin, 2019). However, these time constraints may contribute to feelings of anxiety and be limiting. Qualitative postquestionnaire data reflected the following opinion from a student within the COOP group about the time constraint in the AVI assignment, "I would have liked if we ... could have more duration time in the video to about 10 minutes instead of 3-6 so we can express ourselves more." This is a reasonable suggestion from the perspective of an interviewee; however, more time in responses may

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be counterproductive to one of the stated benefits of AVIs from the perspective of employers, i.e., saving time in the selection process (Torres & Gregory, 2018; Langer et al., 2017; Torres & Mejia, 2017; Guchait et al., 2014).

On the postquestionnaire, students indicated if they would find it easier to engage in an AVI after completing the assignment. There was no significant difference between the two groups on this measure. However, I suspected students would report higher ratings for easiness than reported. One possible explanation is that students' affective attitudes may influence how easy they perceive the AVI process to be, i.e., if AVIs make students feel anxious, it may be reasonable to assume that they don't consider the process easy. I observed that the aggregated mean of 3.35 for the combined groups on the measure of affective attitudes was not dissimilar to the aggregated mean of 3.42 for the combined groups on the measure of easiness; however, these were not statistically significant findings. Another explanation for the lower than expected results may be that most students in this study had no previous experience with the AVIs; this assignment was their first attempt at the AVI process. Future research could investigate the relationship between engaging in multiple AVIs and affective attitudes and perceptions of easiness.

Behavioural Attitudes. On the prequestionnaire, there was a significant difference between the two groups on the measure of behavioural attitudes. The mean difference of 0.99 between the COOP and the COMM group reflected a greater likelihood that the COOP group would prepare right away if asked to engage in an AVI. The behavioural attitude of the COOP group was in alignment with their prequestionnaire affective attitude that suggested more excitement towards engaging in an

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AVI compared to the COMM group. Similar to the reason offered for the difference in affective attitudes between groups, the employment-based course content may have influenced the COOP group's behavioural attitudes on the prequestionnaire. Within the COMM group, there was a significant positive relationship between cognitive and behavioural attitudes on the prequestionnaire. This result suggests that the more positively the students in the COMM group thought about engaging in an AVI, the more likely they would be to prepare immediately if invited to participate in one. These assumptions may appear obvious and logical, i.e., the more positively a person thinks about a behaviour, the more likely they are to feel positively about that behaviour. However, a person's thoughts, feelings, and actions do not always align, a phenomenon theorized as cognitive dissonance (Festinger, 1957; Harmon-Jones & Mills, 2019). Previous research reported extroverts as more open to AVIs because of their outgoing nature; however, when considering perceptions of fairness, both extroverts and introverts reported similar cognitive attitudes (Hiemstra et al., 2019).

Understanding that students' attitudes will not always be in alignment, I was interested in analyzing the relationship between attitudes, particularly, the relationship between affective attitudes and behavioural attitudes in the following two ways: 1) would there be a relationship between a positive affective attitude and a negative behavioural attitude, i.e., would students feel excitement towards AVIs but decline to participate in one?; and 2) would there be a relationship between a negative affective attitude and a positive behavioural attitude, i.e., would students feel anxiety towards AVIs but still participate in one? There were no significant relationships on these measures in this study; however, qualitative data from earlier quotes in this section show that while AVIs

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may make some students nervous and uncomfortable, they are still willing to take part in one. This may relate to the high stakes context, i.e., the potential for employment as highlighted in the literature (Eike et al., 2016; Hiemstra et al., 2019; Langer et al., 2019; Torres & Mejia, 2017). It may be helpful for practitioners to understand the attitudes that influence students' willingness to participate in AVIs both in a classroom and a job search context to proactively address concerns. Future research could investigate the relationship between affective and behavioural attitudes with a larger participant sample of actual job applicants who may have experienced a conflict between their thoughts, feelings, and actions towards AVIs.

Confidence

Other factors that may influence students' attitudes towards participating in AVIs is their confidence using video technology, confidence recording self-facing videos, and confidence recording videos for class assignments.

Confidence with Video Technology. Qualitative data from the prequestionnaire indicated that students had experience using a variety of devices to record videos including a video camera, a GoPro (www.gopro.com/en/ca/), a camera, and a tablet. One student in the COOP group shared that they used a DSLR camera to record videos while completing studies in a media and communications program. Students were asked about video recording devices to gauge their general experience with video technology. There were no significant differences between the prequestionnaire and postquestionnaire results for either group. However, the mean difference of 0.43 for the COOP group and 0.42 for the COMM group suggested an increase in confidence using a phone to record videos, and the mean difference of 0.5 for the COOP group and 0.5 for the COMM group

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suggests an increase in confidence levels using a webcam to record videos. A comparison of confidence levels between using a phone and using a webcam reflected a mean difference of 0.58 on the prequestionnaire and 0.5 on the postquestionnaire suggesting students were more confidence using a phone than a webcam to record videos; however, these results were not statistically significant. Understanding students' confidence levels using these devices are important considering AVI platforms are web-based applications that require applicants to use a personal device with an internet connection and a camera, for example, a phone, a laptop or desktop computer, and a tablet to record their AVIs. Although, in this study, students were not limited to using a phone or a webcam because the purpose of the study was to research self-awareness of communication skills, so there was flexibility with the video technology they used.

Confidence Recording Self-Facing Videos. There was a significant difference between confidence levels recording videos of oneself versus recording videos of others for both groups on the prequestionnaire. For example, in the interview with Corrine, she shared, "I'm someone who doesn't like hearing myself or seeing myself in a video, so I try to avoid [them] as much as possible." Corrine added, "It takes a lot of time and effort to become comfortable taking videos on camera and be able to talk to that camera without feeling awkward because you're in a room by yourself talking to a camera." While Nancy commented on the challenges of having confidence on camera:

If you look into TV shows, look into celebrity stories ... the ones with the most confidence are the ones who are on camera more ... if you don't feel like you can do it, likelihood of you doing it is way lower so ... you got to be confident in yourself and know you can do it.

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Nancy also shared the perspective that confidence is “the main thing that dictates how well you’re going to perform” but also asserted that “a lot of people aren’t confident.” This aligns with a comment on the prequestionnaire by a student from the COOP group who admitted, “I’m usually not sure about myself.” Corrine who offered an explanation for a lack of confidence during her interview, “my perception of myself could be different from what other people see me as, so that’s a challenge.” Lack of confidence may originate from a wide range of reasons that may include a fear of being judged or being perceived in a way that is contrary to what they intended. Qualitative responses on the postquestionnaire indicated an increase in confidence for some students after completing the AVI assignment. In response to the open-ended question, *Is there any other information that you would like to share about the video interview assignment or the process?* (Appendix B, Question 33), one student from the COMM group stated, “I feel more confident in my own abilities,” and a student from the COOP group stated, “it made me more confident.” Interview data also suggested gains in self-confidence from viewing peers’ AVIs. Nancy commented that viewing her peers’ videos encouraged her to be more confident in herself, stating, “I feel very confident in how I performed.” A gain in confidence is consistent with previous research that found that students’ confidence improved when they watched their videos stating that they appeared more confident in the video than they felt while being recorded (Cameron & Dickfos, 2014).

Confidence Recording Video-Based Assignments. There was a significant difference between the two groups’ reported confidence levels in recording videos for class assignments on the prequestionnaire. The COOP group reflected higher confidence levels than the COMM group. An explanation for this result may be that students in the

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COOP group were in their second year of studies, which may have contributed to greater confidence with class assignments. Interestingly, this result did not transfer to the COOP groups' reported confidence levels recording videos in their personal life. While not statistically significant, I observed an opposite confidence pattern between groups. The COOP group reflected lower confidence levels than the COMM group in recording videos in their personal life and higher confidence levels recording videos for class assignments; conversely, the COMM group reflected higher confidence levels than the COOP group recording videos in their personal life and lower confidence levels than the COOP group recording videos for class assignments. The different results may suggest that context influences confidence levels in recording videos. Moreover, qualitative data from the prequestionnaire included a comment from a student in the COOP group about the work involved, "I like recording others but not recording myself too much because it is alot [*sic*] of work."

Learning Gains

The AVI assignment in this study required students to exercise skills in multiple areas: creating a self-facing video using an appropriate background; presenting themselves on camera while applying the standard conventions of oral presentations, for example, effective use of verbal and non-verbal communication; and navigating multiple steps in using online platforms including YouTube, Google Forms, and peerScholar. The assignment also required students to submit a written response to interview questions using the college's learning management system. The final step in the assignment was to complete the postquestionnaire where students were asked about technology skills they learned through completing the assignment. Their responses included themes related to

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recording videos, editing videos, using online software programs, and using a webcam. Other themes that emerged were learning gains with self-discovery and presenting on camera. Two students identified learning gains with self-discovery, for example, a student from the COMM group shared, “I am good with technology.” Five students identified learning gains with presenting on camera, besides other learning gains, for example, one student in the COOP group included “proper lighting, room acoustics, voice volume and tone, eye contact, editing and putting together videos” among their learning gains. No students had previous experience with peerScholar, the peer assessment platform used in this research. Accordingly, a more detailed account from students about learning gains would have included 26 references to learning how to use peerScholar. Anecdotal accounts from class discussions about experience using YouTube reflected a general lack of practical knowledge for uploading videos to YouTube and changing the privacy settings of YouTube videos. Therefore, a more detailed account from students about learning gains would have included more references to learning gains using YouTube. Although this was a required question on the postquestionnaire, eight students including four from the COOP group and four from the COMM group did not share any learning gains. A potential reason for the lack of data from this question may relate to task fatigue. As previously mentioned, there were multiple steps in completing this assignment; students may have become apathetic in their responses during this last stage of the assignment.

Student Recommended Training

Students were asked to rank future training preferences in order of importance for the following five categories based on the different facets of the AVI assignment:

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1. on camera coaching, (e.g., tips on what to wear, how to appear friendly and sound more natural)
2. technology hardware training, (e.g., how to use a camera phone and/or webcam properly, how to get the best sound)
3. technology software training, (e.g., how to use online tools like YouTube)
4. setup training, (e.g., what background to use, what lighting is best, how to position the camera)
5. presentation skills training, (e.g., posture, eye contact, gesturing, voice projections).

Students were directed to select one training preference per ranked choice. However, students did not follow these instructions. Only 23 students selected a training preference as a 1st choice while they made 33 selections for 2nd choice. Only 24 students made a 4th and 5th choice while all students selected a 3rd choice (see Table 24 of the Results chapter). A collective look at the top three choices reflected a preference for setup training, presentation skills training, and on camera coaching; however, there was not a specific future training preference dominant in students' choices. This pattern of responses may indicate that students considered the suggested future training options to be of similar importance. The results also may reflect task fatigue whereby some students did not carefully read the instructions before choosing their responses. Another possibility is poor question design; clarity is important in assessment practices.

Interview data revealed suggestions to support students with AVIs including providing multiple opportunities to practice and to instruct in smaller groups. Nancy offered the following recommendation:

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It would be good if ...you just kind of do the same assignment and with different peers ... you can see your improvement, and you can see, wow, they think I'm doing better, teacher thinks I'm doing better, I think I'm doing better, and I feel like that would be good.

Nancy's comment aligns with previous research that advocates for students to engage in structured and repeated practice to develop competency (Eike et al., 2016; Hudak et al., 2019; Joordens, 2018; Joordens, 2019). Previous research also shows that students who engaged in a two-part video-based assignment reported an increase in confidence after the second video (Bower et al., 2011; Hudak et al., 2019).

Corrine offered similar feedback suggesting small group instruction:

It would also probably be beneficial if you did it in like smaller groups so you could work with them ... it's a lot harder to work with bigger groups and be able to explain everything to them when some people don't understand and some people are far ahead.

Opportunities to provide small group instruction may be to offer training through career development centres and to provide video equipment and practice space in school libraries (Eike et al., 2016; Hudak et al., 2019).

While assessing students' AVIs, I logged my own observations about what detracted from the content of students' videos. I categorized these observations according to three types of distractors: video quality distractors, environmental distractors, and presentation distractors. While these distractors were not pervasive in all students' AVIs, my observations may benefit practitioners who are creating course materials to develop students' video communication skills. I included these observations as Appendix Q.

Implications for Practice

Many communications courses include a job search skills component but lack course learning outcomes that include the development of video communication skills to prepare for AVIs. Research on AVIs is limited and processes to initiate and implement employment-focused video communication skills still need to be developed (Eike et al., 2016; Hudak et al., 2019). A plausible reason for the gap in employment-related communications curriculum is a lack of awareness of AVIs and how they may affect students' job search experience. Previous research on the adoption of technology innovations reveal that technology innovations can take more than ten years to reach mainstream adoption (Chen & Han, 2019; Gartner, n.d.; Wiles, 2019;). Asynchronous video interviews, referred to as Video Recruiting on the Gartner Hype Cycle, will reach mainstream adoption within two to five years (Wiles, 2019). However, there is a financial cost associated with using AVI platforms which may inhibit businesses from embracing the practice. If businesses have not embraced the practice, this may impact the perceived importance and response of local community colleges who rely on industry professionals to inform program reviews.

This study contributes to the awareness of an emerging trend in the hiring process and presents potential growth opportunities for college students. This study also brought an awareness of AVIs to an expanded audience through participation in a Canadian Marketing Association video series introducing asynchronous video interviews to post-secondary students (CMA NXT, 2020). While previous research focused on perceptions of AVIs (Basch & Melchers, 2019; Brenner et al., 2016; Guchait et al., 2014; Hiemstra et al., 2019; Langer et al., 2017; Torres & Gregory, 2018), this study focused on self-

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awareness of communication skills through AVI practice. This research brought awareness to students about AVIs and gave them the opportunity to practice their video communication skills in a low stakes environment. The results provided insights for post-secondary educators into students' attitudes and self-confidence with video communication skills and video technology and what future training they would consider helpful. It also explained common areas of weakness with video communication skills, for example, non-verbal communication, and offered post-secondary educators recommendations to consider when developing course content. This study introduced a validated (Paré & Joordens, 2009) peer and self-assessment tool, peerScholar, which also offers a viable option for closely mimicking the anonymous assessment process of AVIs. The results highlighted that students want helpful peer feedback and prefer to give peer feedback anonymously.

Potential opportunities also exist for community colleges by being at the forefront of AVI training through implementing video communication skills into communications curriculum and by providing AVI recording spaces in career development centres, libraries, and other video production rooms on campus. Community colleges that offer programming in artificial intelligence may also want to consider research and development projects into the role of artificial intelligence in AVIs (Bersin & Chamorro-Premuzic, 2019; Hemamou et al., 2019b; Suen et al., 2019). Artificial intelligence in AVIs, referred to as AI in Talent Acquisition on the Gartner Hype Cycle, is predicted to reach mainstream adoption in 10-15 years at the time of this writing (Blosch & Fenn, 2018; Wiles, 2019). This study also brought attention to the industries using AVIs, in particular the retail and hospitality industries, reinforcing the importance for community

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colleges to train students in hospitality programs in this interview method (Guchait et al., 2014, Torres & Gregory, 2018; Torres & Mejia, 2017). This study also highlighted the multiple facets of video communication skills and the potential for colleges to offer specialized training and inter-program collaborations. For example, community colleges may consider starting inter-program collaborations that invite expertise and insights from post-secondary educators teaching human resources, video production, artificial intelligence, communications, and cooperative education. These collaborations may open opportunities for students to work together on capstone projects based around employment-related video communication skills. For example, a collaboration between career preparation and human resources students could include AVI training for career preparation students and AVI assessment practice for human resources students. A collaboration between communications and video production students could include the development of video communication skills for communication students and video production practice for media students by creating video resumes for students' LinkedIn profiles or online portfolios. Engaging students in collaborative projects will also allow them to practice their communication and networking skills contributing to an enhanced college experience and success in the workplace (Robles, 2012).

Limitations and Future Research

The most significant limitation of this study was the inability to use the data from peerScholar in the data analysis. At the time of completing the application for the research ethics board (REB), the college I was teaching for knew little about peerScholar. Considering peerScholar collects student data, seeking research ethics approval would have delayed the application process and the start date of the study, which was

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constrained to the timeline of the impending semester. As the instructor of the two courses used in this study, I continued to use the tool for peer and self-assessment as part of the AVI assignment; however, I could not include the qualitative data from students' peerScholar feedback, which was robust. A further limitation was the inability to cross-reference the 10-item, Self-confidence in Abilities matrixes from the prequestionnaire (Appendix A, Question 10) and the postquestionnaire (Appendix B, Question 17) with results of the same 10-item matrixes on peerScholar used for peer assessment (Appendix J) and self-assessment (Appendix K). This data would have contributed to the depth of the quantitative results and allowed for a more thorough analysis of self-awareness. Despite these limitations, the results from the Self-confidence in Abilities matrixes revealed several statistically significant findings in this study. Although not a direct consequence of this study, peerScholar is now offered as an assessment tool at the community college used for this research; therefore, future research would include a request to the REB to use data from peerScholar.

Another limitation of this study was the method used to obtain informed consent resulted in few students agreeing to participate in the study. During the last week of classes, I revealed the details of this study and requested students' participation. Considering the AVI assignment represented the routine learning and assessment process for students in the two classes, an agreement to participate in this study had no bearing on the assignment itself; this approach reduced the potential for conflicts of interest. However, of the 72 students enrolled between the two classes, only 26 students were present during their last class to sign the consent forms. This resulted in lower than expected participation. Of the 26 students who gave informed consent, only four students

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volunteered to take part in a focus group, and only two committed to scheduling requests resulting in two separate interviews instead of a focus group. In future research, I would seek informed consent through an online process and offer a synchronous video interview option for focus groups and/or interviews.

The small number of participants also limited the generalizability of the results. Of the 26 participants, all were able-bodied, community college students with an average age of 21, and included primarily Caucasian females, and only four males and two international students. Future research should include a larger and more diverse participant base representative of current college populations, including those who may have limited access to technology. The effects of few participants further amplified another limitation found in this study, which was a low engagement with some assignment tasks needed for qualitative analysis. There were multiple steps in the process of completing the AVI assignment, which may have led to task fatigue and apathy when responding to open-ended questions that required deeper thought. In future research, I would consider engaging students in class or group discussions following completion of the assignment and compile their feedback for future qualitative analysis.

While the study revealed multiple statistically significant findings, the single-assignment method used limited the study's potential for more robust and meaningful results. Participants engaged in only one AVI and did not receive training in video communication skills or peer assessment prior to the assignment. I intentionally designed the assignment this way to expose students to a more authentic AVI experience where no training is provided prior to an interview. However, in future research, I would engage students in two AVI assignments with training in between, including how to

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communicate in videos and how to engage in helpful peer feedback. A two-phased assignment would likely contribute to more meaningful results related to self-awareness of communication skills, as found in previous research (Hudak et al., 2019).

An additional limitation in this study was the lack of a validated rubric. I could not locate a validated rubric related to video communication skills in the education community or in the literature apart from rubrics for oral communication skills and oral presentation skills (www.aacu.org/value-rubrics; Schreiber et al., 2012; Spitzberg & Adams, 2007). Future research could include the development of a validated rubric for video communication skills with a focus on employment-based video interviews.

In this study, there were two unintended results related to peer assessment that could be investigated with future research. First, there was a significant difference between anonymous versus non anonymous peer feedback, and second, there was a significant difference between behavioural expectations when giving non-anonymous peer feedback versus receiving non-anonymous peer feedback. Explanations included a lack of training in peer assessment for the first result and a lack of trust in fellow peers for the second result. Future research could expand on the underlying reasons for preferring to give feedback anonymously and why students believe that peers would be less transparent when giving non-anonymous peer feedback than they would be themselves. Future research could also investigate the relationship between feedback triggers, i.e., truth, relationship, and identity (Heen, 2015) and anonymous versus non-anonymous peer feedback.

Conclusion

Asynchronous video interview practice contributes to self-awareness of video communication skills and highlights the skills community college students need to develop to prepare for their job search upon graduation.

Community colleges are preparing students for the workplace. In the workplace, communication skills are among the most important skills, and these are first demonstrated to potential employers during the interview process. Video technology has facilitated an expanded applicant pool unrestricted by geography, creating increased competition for positions and reinforcing the need to make a favourable first impression during an interview. First impressions are made through the hiring practice of using asynchronous video interviews in the screening process. Videos are rich in information (Daft & Lengel, 1986; Ishii et al., 2019); consequently, job applicants need to be aware of how the visual and audio cues in their AVIs, in addition to the content and its delivery, may be perceived in this high stakes context (Hiemstra et al., 2019; Langer et al., 2017; Torres & Mejia, 2017). Asynchronous video interviews have been an emerging trend for over a decade accounting for previous research that focused on the perceptions of applicants and employers (Basch & Melchers, 2019; Brenner et al., 2016; Guchait et al., 2014; Hiemstra et al., 2019; Langer et al., 2017; Toldi, 2011). As this interview method approaches mainstream adoption (Hudak et al., 2018) and becomes a mandatory step for job applicants (Torres & Mejia, 2017), literature is emerging on how to prepare applicants to communicate effectively in AVIs; however, research in this area is scarce. This study contributes to the existing body of research by investigating a potential relationship between AVI practice and self-awareness of video communication skills and

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the potential relationship between peer assessment and self-awareness of video communication skills. This study also endeavours to inform the practice of post-secondary educators by highlighting areas that represents salient challenges for students and by making recommendations based on the literature, students' self-perceived training needs, and the researcher's personal observations. I undertook these initiatives using an AVI assignment in combination with anonymous peer assessment in a community college communications course and a career preparation course.

The results of this study reveal that students have difficulty using body language and making eye contact with the camera while communicating on video for the purpose of an authentic assessment task for a college course. Students also overestimate their abilities with communication skills prior to engaging in video self-assessment. Lower rated self-reports following self-assessment suggest that students became more self-aware of their communication skills with AVI practice. Peer assessment of students' AVIs contribute to self-awareness of video communication skills for some students, as evidenced by qualitative data. Comments showed an appreciation for constructive peer feedback and the personal value found in viewing peers' videos through discovering content ideas and feeling more self-confident in their own abilities. The full potential of peer assessment was not realized because of the limitations of this study. Students lacked experience and did not receive training in peer assessment prior to completing the AVI assignment, and some qualitative data was not permitted in the analysis; consequently, the quantitative results appear to suggest peers did not find peer assessment as helpful as they expected. However, students showed an openness to receiving peer feedback and an expectation that it would be helpful. Therefore, future research should define what

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constitutes helpful peer feedback presented in a professional manner and provide structured training prior to engaging in peer assessment as is recommended in the literature (Eike et al., 2016; Hudak et al., 2019; Joordens, 2018; Joordens, 2019). Two unexpected and significant findings in this study were that students prefer to provide anonymous versus non-anonymous peer feedback, and students believe their peers would be less likely than themselves to give the exact same feedback if it were non-anonymous. While beyond the scope of this paper, these findings present interesting topics for future research.

Asynchronous video interviews require video communication skills which include on camera communication and presentation skills besides the digital technology skills needed to record self-facing videos. Even among a generation of social media savvy students referred to as “digital natives” (Prensky, 2010), it would be erroneous to conclude that this skill set is pre-existing. Many students are still developing competencies, for example, confidence, which influence whether or not they use various technology. In this study, students reported lower confidence levels recording self-facing videos versus recording videos of others citing a lack of confidence and uncomfortableness on camera. Context influences confidence levels, as some students reported more confidence recording videos in their personal life than for class assignments. Students also reported more confidence recording videos with a phone than a webcam. This finding is relevant, as the device used to record an AVI can affect the video quality and impact how the presentation is perceived. While the results reflect increases in students’ confidence following the AVI assignment; their attitudes also influenced their AVI experience, in particular, their affective attitudes. Students

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anticipated anxiety with engaging in AVIs and reported lower than expected results for affective attitudes and easiness of engaging in AVIs following the assignment. The limitations of this study may have influenced these findings, as most students had no previous experience with AVIs and did not receive training prior to completing the assignment. Results for behavioural attitudes indicate that while AVIs may make some students nervous and uncomfortable, they are still willing to participate in one.

Communication skills are fundamental to the non-technical stage of the interview process. With contemporary methods of interviewing shifting towards video, job applicants who lack video communication skills are at a disadvantage. Video communication skills include competency with digital technology in addition to on camera communication and presentation skills. Considering the diverse skill set required to engage in asynchronous video interviews that go beyond the quality of responses to interview questions, offering training in video communication skills would benefit students and position them for success in their job search.

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Appendices

Appendix A – Prequestionnaire

January 2019 - Questionnaire

Please respond to the questions found below. You will receive In Process marks for your participation in this questionnaire. Thank you.

* Required

1. What is your name? *

2. What is your 9-Digit Banner# (Student ID)? *

3. What is your age? (leave blank if you would prefer not to say)

Work Experience

4. What is your work experience? Select all that apply to you. *

Check all that apply.

- I have had a part time job at some point in my life
- I have had a full time job at some point in my life
- I have not yet had a part time or full time job
- I have unpaid experience as a volunteer in my community

5. Do you have experience with the following types of job interviews? Select all that apply to you. *

Check all that apply.

- In person with one interviewer
- In person with a panel of two or more interviewers
- Telephone interview
- Two-way live video interview, e.g. Skype
- One-way pre-recorded interview, e.g. you were asked to record and send a video file or you were given a link to record a video

Communication Skills

Please answer the following questions based on the context of the workplace. If you have not had paid work experience, use your volunteer or community experience as a reference point instead.

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6. In your opinion, how important are communication skills in the workplace? *

Mark only one oval.

| | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all important | <input type="radio"/> | Extremely important |

7. In the context of the workplace, how would you rate the importance of each of the following communication skills? *

Check all that apply.

| | Not at all important | Somewhat important | I'm not sure | Important | Extremely important |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Writing | <input type="checkbox"/> |
| Speaking | <input type="checkbox"/> |
| Listening | <input type="checkbox"/> |
| Presenting | <input type="checkbox"/> |
| Body Language | <input type="checkbox"/> |

8. In the context of the workplace, how would you rate your own communication skills? *

Check all that apply.

| | Non-existent | Unsatisfactory | I'm not sure | Satisfactory | Excellent |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Writing | <input type="checkbox"/> |
| Speaking | <input type="checkbox"/> |
| Listening | <input type="checkbox"/> |
| Presenting | <input type="checkbox"/> |
| Body Language | <input type="checkbox"/> |

9. In the context of the workplace, how do you think others would rate your communication skills? *

Check all that apply.

| | Non-existent | Unsatisfactory | I'm not sure | Satisfactory | Excellent |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Writing | <input type="checkbox"/> |
| Speaking | <input type="checkbox"/> |
| Listening | <input type="checkbox"/> |
| Presenting | <input type="checkbox"/> |
| Body Language | <input type="checkbox"/> |

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10. In the context of a job interview, how confident are you in your ability to *

Check all that apply.

| | Not at all confident | Somewhat confident | I'm not sure | Mostly confident | Very confident |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Express yourself clearly | <input type="checkbox"/> |
| Show enthusiasm | <input type="checkbox"/> |
| Appear relaxed | <input type="checkbox"/> |
| Appear friendly | <input type="checkbox"/> |
| Appear confident | <input type="checkbox"/> |
| Use eye contact | <input type="checkbox"/> |
| Use a variety of facial expressions | <input type="checkbox"/> |
| Use hand gestures and body movement | <input type="checkbox"/> |
| Speak at a good pace | <input type="checkbox"/> |
| Speak at a good volume | <input type="checkbox"/> |

11. Optional comments :

Peer and Self Assessment

The following questions are asking for your opinion about peer and self assessment within the context of the course.

12. In the context of a class assignment, do you think it would be helpful to give your peers feedback about how you perceive their communication skills? *

Mark only one oval.

1 2 3 4 5

It would not be helpful at all It would be very helpful

13. In the context of a class assignment, do you think it would be helpful to receive feedback from your peers about how they perceive your communication skills? *

Mark only one oval.

1 2 3 4 5

It would not be helpful at all It would be very helpful

14. If you were asked to assess your PEERS' communication skills in the context of a class assignment, how would you feel? *

Mark only one oval.

1 2 3 4 5

Very uncomfortable Very comfortable

ASYNCHRONOUS VIDEO INTERVIEWS

15. If you were asked to assess YOUR own communication skills in the context of a class assignment, how would you feel? *

Mark only one oval.

1 2 3 4 5

Very uncomfortable Very comfortable

16. Have you ever been asked to evaluate or give feedback about a classmate's assignment? *

Mark only one oval.

- Yes
 No
 I don't remember

17. Have you ever been asked to evaluate or give feedback about your own assignment? *

Mark only one oval.

- Yes
 No
 I don't remember

18. Optional comments:

Video Use

The following questions relate to your comfort level and attitudes about using video.

19. How confident are you being in videos in your personal life, for instance, on social media or YouTube? *

Mark only one oval.

1 2 3 4 5

Not at all confident Very confident

20. How confident are you about using your phone to record videos of yourself? *

Mark only one oval.

1 2 3 4 5

Not at all confident Very confident

21. How confident are you about using your phone to record videos of others? *

Mark only one oval.

1 2 3 4 5

Not at all confident Very confident

ASYNCHRONOUS VIDEO INTERVIEWS

22. **How confident are you about using the webcam on your computer to record videos of yourself? ***

Mark only one oval.

1 2 3 4 5

Not at all confident Very confident

23. **Do you use any other device to record videos of yourself or others? (optional)**

24. **How confident are you being in videos for school-related projects? ***

Mark only one oval.

1 2 3 4 5

Not at all confident Very confident

25. **What would you think if you were asked to record a video for a job interview? ***

Mark only one oval.

1 2 3 4 5

I would think it is weird I would think it is cool

26. **How would you feel if you were asked to record a video for a job interview? ***

Mark only one oval.

1 2 3 4 5

I would feel anxious I would feel excited

27. **How would you react if you were asked to record a video for a job interview? ***

Mark only one oval.

1 2 3 4 5

I would decline the interview I would start preparing right away

28. **Optional comments:**

Appendix B – Postquestionnaire

12/27/2019

April 2019 - Career Preparation Questionnaire

April 2019 - Career Preparation Questionnaire

Please respond to the questions found below. You will receive In Process marks for your participation in this questionnaire. Thank you.

* Required

1. What is your name? *

2. What is your 9-Digit Banner# (Student ID)? *

Asynchronous Video Interviews

The following questions relate to your experience with the asynchronous video interview assignment.

3. Before taking this course, how familiar were you with asynchronous video interviews? *

Mark only one oval.

| | | | | | | |
|---------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all familiar | <input type="radio"/> | Very familiar |

4. Apart from the job interview assignment in this course, have you ever recorded an asynchronous video interview as part of the job interview process? *

Mark only one oval.

Yes
 No

5. If you answered yes, what was the job and the industry? (optional)

6. At this point in time, what would you think if you were asked to record a video for a job interview? *

Mark only one oval.

| | | | | | | |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I would think it's weird | <input type="radio"/> | I would think it's cool |

ASYNCHRONOUS VIDEO INTERVIEWS

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April 2019 - Career Preparation Questionnaire

7. **At this point in time, how would you feel if you were asked to record a video for a job interview? ***

Mark only one oval.

| | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I would feel anxious | <input type="radio"/> | I would feel excited |

8. **At this point in time, how would you react if you were asked to record a video for a job interview? ***

Mark only one oval.

| | | | | | | |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I would decline the interview | <input type="radio"/> | I would start preparing right away |

9. **In general, after completing the video interview assignment, would you find it easier to engage in an asynchronous video interview? ***

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all easier | <input type="radio"/> | Much easier |

10. **At this point in time, what type of job interview would you prefer? Select all that apply. ***

Check all that apply.

- In person with one interviewer
- In person with a panel of two or more interviewers
- Telephone interview
- Two-way live video interview, e.g. Skype
- Asynchronous video interview

11. **If you were asked to do another video interview assignment, how would you feel? ***

Mark only one oval.

| | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I would feel anxious | <input type="radio"/> | I would feel excited |

Communication Skills

Please answer the following questions based on your experience with the asynchronous video interview assignment.

ASYNCHRONOUS VIDEO INTERVIEWS

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April 2019 - Career Preparation Questionnaire

12. After completing the video interview assignment, would you say you are more aware of your strengths when it comes to communication skills? *

Mark only one oval.

| | | | | | | |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| 1 | 2 | 3 | 4 | 5 | | |
| I am no more aware | <input type="radio"/> | I am much more aware |

13. After completing the video interview assignment, would you say you are more aware of your weaknesses when it comes to communication skills? *

Mark only one oval.

| | | | | | | |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| 1 | 2 | 3 | 4 | 5 | | |
| I am no more aware | <input type="radio"/> | I am much more aware |

14. After completing the video interview assignment, do you feel more confident about your communication skills? *

Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| 1 | 2 | 3 | 4 | 5 | | |
| I am no more confident | <input type="radio"/> | I am much more confident |

15. After completing the video interview assignment, how would you rate your own communication skills? *

Check all that apply.

| | Non-existent | Unsatisfactory | I'm not sure | Satisfactory | Excellent |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Speaking | <input type="checkbox"/> |
| Presenting | <input type="checkbox"/> |
| Body Language | <input type="checkbox"/> |

16. After completing the video interview assignment, how do you think others would rate your communication skills? *

Check all that apply.

| | Non-existent | Unsatisfactory | I'm not sure | Satisfactory | Excellent |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Speaking | <input type="checkbox"/> |
| Presenting | <input type="checkbox"/> |
| Body Language | <input type="checkbox"/> |

ASYNCHRONOUS VIDEO INTERVIEWS

12/27/2019

April 2019 - Career Preparation Questionnaire

17. After completing the video interview assignment, how confident are you in your ability to *
Check all that apply.

| | Not at all confident | Somewhat confident | I'm not sure | Mostly confident | Very confident |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Express yourself clearly | <input type="checkbox"/> |
| Show enthusiasm | <input type="checkbox"/> |
| Appear relaxed | <input type="checkbox"/> |
| Appear friendly | <input type="checkbox"/> |
| Appear confident | <input type="checkbox"/> |
| Use eye contact | <input type="checkbox"/> |
| Use a variety of facial expressions | <input type="checkbox"/> |
| Use hand gestures and body movement | <input type="checkbox"/> |
| Speak at a good pace | <input type="checkbox"/> |
| Speak at a good volume | <input type="checkbox"/> |

18. Optional comments :

Peer and Self Assessment

Please answer the following questions based on your experience with peer and self-assessment of the asynchronous video interview assignment. Recall that you assessed each peer anonymously, i.e. your peers did not know that it was you giving them feedback.

19. In your opinion, do you think the feedback you gave to your peers about their communication skills was helpful to them? *

Mark only one oval.

| | | | | | | |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I don't think it was at all helpful | <input type="radio"/> | I think it was very helpful |

20. Would you give the exact same feedback to your peers if your feedback was NOT anonymous? *

Mark only one oval.

| | | | | | | |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| No way | <input type="radio"/> | Yes definitely |

21. In your opinion, do you think the feedback you received from your peers about your communication skills was helpful to you? *

Mark only one oval.

| | | | | | | |
|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| It was not at all helpful | <input type="radio"/> | It was very helpful |

ASYNCHRONOUS VIDEO INTERVIEWS

12/27/2019

April 2019 - Career Preparation Questionnaire

22. Do you think you would have received the exact same feedback from your peers if their feedback was NOT anonymous? *

Mark only one oval.

| | | | | | | |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| No way | <input type="radio"/> | Yes definitely |

23. If you were asked to ANONYMOUSLY assess your peers' communication skills in the context of a video interview assignment again, how would you feel? *

Mark only one oval.

| | | | | | | |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I'd feel very uncomfortable | <input type="radio"/> | I'd feel very comfortable |

24. If you were asked to assess your peers' communication skills in the context of a video interview assignment again, but your identity would be KNOWN, how would you feel? *

Mark only one oval.

| | | | | | | |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I'd feel very uncomfortable | <input type="radio"/> | I'd feel very comfortable |

25. If you were asked to assess your own communication skills in the context of a video interview assignment again, how would you feel? *

Mark only one oval.

| | | | | | | |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| I'd feel very uncomfortable | <input type="radio"/> | I'd feel very comfortable |

26. Optional comments:

Video & Technology Skills

The following questions are based on your opinions about using video and technology to complete future assignments.

27. How confident are you using a webcam to record yourself on video? *

Mark only one oval.

| | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all confident | <input type="radio"/> | Very confident |

ASYNCHRONOUS VIDEO INTERVIEWS

12/27/2019

April 2019 - Career Preparation Questionnaire

28. How confident are you using a phone to record yourself on video? *

Mark only one oval.

| | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all confident | <input type="radio"/> | Very confident |

29. How confident are you in creating a video interview assignment for a future course? *

Mark only one oval.

| | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all confident | <input type="radio"/> | Very confident |

30. Apart from a video interview assignment, how confident are you in creating a video for another assignment? *

Mark only one oval.

| | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| | 1 | 2 | 3 | 4 | 5 | |
| | <input type="radio"/> | |

31. What technology skills did you have to learn in the process of completing the video interview assignment? *

32. In order of importance to you, what type of future training would benefit you the most? Please do not select the same answer more than once, e.g. only choose 1st once. *

Mark only one oval per row.

| | 1st | 2nd | 3rd | 4th | 5th |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| On camera coaching, e.g. tips on what to wear, how to appear friendly and sound more natural | <input type="radio"/> |
| Technology hardware training, e.g. how to use a camera phone and/or webcam properly, how to get the best sound | <input type="radio"/> |
| Technology software training, e.g. how to use online tools like YouTube | <input type="radio"/> |
| Setup training, e.g. what background to use, what lighting is best, how to position the camera | <input type="radio"/> |
| Presentation skills training, e.g. posture, eye contact, gesturing, voice projection | <input type="radio"/> |

ASYNCHRONOUS VIDEO INTERVIEWS

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April 2019 - Career Preparation Questionnaire

33. Is there any other information that you would like to share about the video interview assignment or the process?

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ASYNCHRONOUS VIDEO INTERVIEWS

Appendix C – Semi-Structured Interview Questions

Title of Research: How can using asynchronous video interviews in career preparation courses prepare college students for the job interview process?

Interview Questions

1. Did you enjoy creating video as part of a class assignment?
2. What did you learn about yourself while giving feedback on peerScholar?
3. What did you learn about others' communication skills through the video interview assignment?
4. How did/could watching your peers' videos help you?
5. Do you think it is important to know how to effectively communicate on video? Explain.
6. Did using video (as opposed to f2f) affect your ability to communicate? Explain.
7. How useful was the peer assessment you received with respect to helping you to improve your communication skills on video?
8. How did the peer feedback you received make you feel about your communication skills on video?
9. What is your overall opinion of using asynchronous video interviews in the hiring process?
10. If you were a hiring manager, what would impact your decision to hire someone based on their asynchronous video interview?
11. In your opinion, how can colleges best prepare students for asynchronous video interviews?
12. Did you experience any specific challenges when creating your video? RQ4
 - a. Finding a location
 - b. Having the needed technology
 - c. Having access to internet
 - d. Having appropriate clothing to wear
13. Is there anything you would like to add that has not already been discussed? Re:
 - a. Asynchronous video interviews
 - b. Peer or self-assessment
 - c. Video use
 - d. Communication skills

Kimberley Black
Master of Education, Candidate
University of Ontario Institute of Technology

Appendix D – Verbal Script for Informed Consent

As you all know, Kimberley is completing a master's degree in Education through the University of Ontario Institute of Technology. To satisfy the requirements of her master's degree, she is completing primary research. The title of her research project is *How can using asynchronous video interviews in career preparation courses prepare college students for the job interview process?*

Purpose

The purpose of this study is to determine the value of using asynchronous video interviews, along with peer and self-assessment within career preparation classes in order to create greater self-awareness of and improve communication skills. Asynchronous video interviews have become commonplace in the initial stages of the hiring process creating a need to develop oral communication and presentation skills in the context of video.

Part A

1. During the first week of this course, you completed an online questionnaire inquiring about your thoughts relating to your strengths and challenges with communication skills and your comfort level with video. You received participation marks for this task.
2. As part of the job interview assessment assigned in this course, you recorded a video interview and were asked to assess and evaluate yourself and your peers' communication skills. You received participation marks for completing the self and peer assessments.
3. During the final week of this course, you completed an online questionnaire inquiring about your thoughts and feelings toward asynchronous video interviews, the use of peer and self-assessment, your current perceptions of your communication skills, and your current comfort level using video in a classroom context. You received participation marks for completing this questionnaire.

The tasks mentioned above were part of the routine learning and assessment process for this course and have no bearing on your agreement to participate in this research.

Part B - Request

You are now being asked for three considerations:

1. Permission for Kimberley to anonymously include the results and feedback from your two online questionnaires in the summary of my research.
2. Participation in a 1-hour focus group discussion with Kimberley during the month of May, 2019 to gain further insights into your thoughts and feelings about using video interviews as an assessment tool to create self-awareness and to improve

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communication skills. If you decide to participate in the focus group, you will be provided with refreshments as well as a \$10 gift card in exchange for approximately one hour of your time.

3. Permission for Kimberley to anonymously include your feedback from the focus group in the summary of my research. Although your data will not be anonymous to Kimberley or the focus group participants, your name and identity will not be used at any point in the final report.

Your agreement to participate will not impact your final mark for this course, and Kimberley will not know if you decided to participate until after your final mark has been released. The signed letter of consent will be kept in a sealed envelope and will be stored in a locked file in the office of Dr. Ann LeSage, Kimberley's research supervisor, until final marks have been released on DC Connect.

Right to Withdraw:

Your participation is voluntary. The information that is shared will be held in strict confidence and discussed only with the research team.

If you withdraw from this research project, your course grade will not be affected. If you withdraw from the research project at any time, any data that you have contributed will be removed from the study and you need not offer any reason for doing making this request.

Removal from Study:

If, at any time, you wish to withdraw your participation from this study, please send this request to Kimberley in an email at kimberleyann.black@uoit.net.

- Use the email subject line: Withdrawal.
- In the body of the email state, "I wish to withdraw my participation from your research study".

No further information is required.

If you wish to withdraw from this study after your participation in the focus group, you may request that all data collected be destroyed. If you instruct Kimberley to destroy all of your data, it will be deleted immediately including any questionnaire data and audio recordings from the focus group. You will not be asked to return the \$10 gift card.

On the final page of the Letter of Informed Consent, you will see the heading: Consent to Participate. Please take a moment to read the four points and please check off the box that best represents your answer. Please also print, sign, and date the bottom. Are there any questions?

Thank you in advance for considering Kimberley's request.

Appendix E – Letter of Informed Consent

Title of Research Study: How can using asynchronous video interviews in career preparation courses prepare college students for the job interview process?

You are invited to participate in a research study entitled How can using asynchronous video interviews in career preparation courses prepare college students for the job interview process? This study has been reviewed the University of Ontario Institute of Technology Research Ethics Board #3492 and originally approved on January 30, 2019.

Please read this consent form carefully, and feel free to ask the Researcher any questions that you might have about the study. If you have any questions about your rights as a participant in this study, please contact the Research Ethics Coordinator at 905 721 8668 ext. 3693 or researchethics@uoit.ca.

Researcher(s): Kimberley Black

Principal Investigator: Kimberley Black

Faculty Supervisor: Dr. Ann LeSage, Dr. Diana Petrarca

Departmental and institutional affiliation(s): Faculty of Education

Contact number(s)/email: kimberleyann.black@uoit.net

External Funder/Sponsor: none

Purpose and Procedure:

Purpose

The purpose of this research is to explore the value of using an asynchronous video interview assignment in a career preparation course to enhance self-awareness of communication skills, prepare students for the emerging trend of asynchronous video interviews in the hiring process, and consider opportunities to enhance the practice of educators' by incorporating the development of communication skills on video.

Procedure – Part A - Complete

4. During the first week of this course, you completed an online questionnaire inquiring about your thoughts relating to your strengths and challenges with communication skills and your comfort level with video.
 - As a part of your *In Process* grade within this course, you received participation marks for completing this questionnaire.
5. As part of the job interview assessment assigned in this course, you recorded a video interview and were asked to assess and evaluate yourself and your peers' communication skills..
 - As a part of your *In Process* grade within this course, you received participation marks for completing the self and peer assessments.

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6. During the final week of this course, you completed an online questionnaire inquiring about your thoughts and feelings toward asynchronous video interviews, the use of peer and self-assessment, your current perceptions of your communication skills, and your current comfort level using video in a classroom context.
 - As a part of your *In Process* grade within this course, you received participation marks for completing this questionnaire.

The tasks mentioned above were part of the routine learning and assessment process for this course and have no bearing on your agreement to participate in this research.

Procedure – Part B - Request

You are now being asked for three considerations:

4. Permission for the researcher to anonymously include the results and feedback from your two online questionnaires in the summary of the research.
5. Participation in a 1 hour focus group discussion with the researcher, to gain further insights into your thoughts and feelings about using video as a tool to communicate and as an assessment tool to create self-awareness and to improve communication skills.
 - The focus group will take place at a location on the Durham College campus during the month of May, 2019.
 - On the day of the focus group, you will be provided with refreshments as well as a \$10 gift card in exchange for approximately one hour of your time.
6. Permission for the researcher to anonymously include your feedback from the focus group in the summary of the research.

Your agreement to participate will not impact your final mark for this course and will not be known to the researcher until your final mark has been released. This signed letter of consent will be kept in a sealed envelope and will be stored in a locked file in the office of Dr. Ann LeSage until final marks have been released on DC Connect.

Potential Benefits:

Your participation in this study will potentially benefit future students of Durham College by providing them with the opportunity to improve their confidence with communication skills and better prepare them for the contemporary interview process of video interviews.

Potential Risk or Discomforts:

There are no known risks for participating in this research.

Storage of Data:

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Questionnaire data was inputted using the Google Forms application and has been stored in the encrypted Google Drive belonging to the University of Ontario Institute of Technology.

Focus group data will be inputted and will be stored on the encrypted Google Drive belonging to the University of Ontario Institute of Technology using the Google Docs application.

Following the completion of my master's thesis in December, 2019, all data will be kept for a period of 5 years at which time it will be permanently deleted from the Google Drive, including your name and banner number, questionnaire responses, and focus group feedback.

Confidentiality:

The information collected from your questionnaires was your name, banner number, and responses. This is standard procedure within the context of the course in order to assign participation marks toward your *In Process* grade. If you agree to participate in this research, your responses will also be used as part of the summary of my research. Your identity will remain anonymous.

The information collected from your focus group participation will be your name and banner number for the purpose of cross-referencing, as well as your responses to the focus group questions. Your responses will be used for the purpose of gaining an in-depth understanding of your thoughts, feelings, and opinions about using video in a classroom context as a presentation medium and as a communication tool. Although your data will not be anonymous to me or the focus group participants, your name and identity will not be used at any point in the final report. Both your identity and your responses will remain anonymous in the summary of my research.

Your privacy shall be respected. No information about your identity will be shared or published without your permission, unless required by law. Confidentiality will be provided to the fullest extent possible by law, professional practice, and ethical codes of conduct. Please note that confidentiality cannot be guaranteed while data are in transit over the Internet.

Right to Withdraw:

Your participation is voluntary, and you can answer only those questions that you are comfortable with answering. The information that is shared will be held in strict confidence and discussed only with the research team.

If you withdraw from this research project, your course grade will not be affected. If you withdraw from the research project at any time, any data that you have contributed will

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be removed from the study and you need not offer any reason for doing making this request.

You will be given information that is relevant to your decision to continue or withdraw from participation.

Removal from Study:

If, at anytime, you wish to withdraw your participation from this study, please send this request in an email to Kimberley Black at kimberleyann.black@uoit.net .

- Use the email subject line: Withdrawal.
- In the body of the email state, “I wish to withdraw my participation from your research study”.

No further information is required.

If you wish to withdraw from this study after your participation in the focus group, you may request that all data collected be destroyed. If you instruct that all of your data be destroyed, any questionnaire data and audio recordings from the focus group will be deleted immediately. You will not be asked to return the \$10 gift card.

Conflict of Interest:

Your agreement to participate will not impact your final mark for this course and will not be known to me until your final mark has been released. This signed letter of consent will be kept in a sealed enveloped and will be stored in a locked file in the office of Dr. Ann LeSage until final marks have been released on DC Connect.

Compensation:

On the day of the focus group, you will be provided with refreshments as well as a \$10 gift card in exchange for approximately one hour of your time. Please note: In order to receive compensation, you must be present at the focus group on the day designated by the researcher.

Debriefing and Dissemination of Results:

You will be informed through email upon completion of this study and will have the opportunity to view an electronic copy of the researcher’s completed thesis to read the results.

Participant Concerns and Reporting:

If you have any questions concerning the research study or experience any discomfort related to the study, please contact the researcher, Kimberley Black, at 905-721-3181 or kimberleyann.black@uoit.net.

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Any questions regarding your rights as a participant, complaints or adverse events may be addressed to Research Ethics Board through the Research Ethics Coordinator – researchethics@uoit.ca or 905.721.8668 x. 3693.

By consenting, you do not waive any rights to legal recourse in the event of research-related harm.

This study has been reviewed and approved by the Durham College Research Ethics Board (file #173-1819).

Consent to Participate:

1. I have read the consent form and understand the study being described;
2. I have had an opportunity to ask questions and my questions have been answered. I am free to ask questions about the study in the future;
3. I freely consent to participate in the research study, understanding that I may discontinue participation at any time without penalty. A copy of this Consent Form has been made available to me.
4. Please indicate to what extent you would be willing to participate by checking only ONE box below:
 - Questionnaires Only:
 - I consent to the researcher using my questionnaires, but I am NOT interested in participating in the focus group.
 - Focus Group and Questionnaires:
 - I consent to the researcher using my questionnaires.
 - I consent to participate in a 1-hour focus group in exchange for \$10.
 - I consent to be audio-recorded during the 1-hour focus group.
 - I understand that I can refrain from answering any question without penalty.
 - I consent to the researcher using the information I share in the focus group.
 - I do NOT consent to the researcher using the information from my questionnaires, and I am NOT interested in participating in this research study.

(Name of Participant)

(Date)

(Signature of Participant)/

(Signature of Researcher)

Appendix F – Focus Group Participation Form

Request: Focus Group Participation

Please complete this form if you are interested in participating in a one-hour focus group during the month of May.

- *The focus group will take place on a Durham College campus.*
- *You will receive a \$10 gift card for your participation.*
- *Light refreshments will be provided on the day of the focus group.*

Thank you for your willingness to participate in a focus group to discuss your thoughts and feelings about using video interviews as an evaluation tool to improve communication skills as well as using self and peer assessment to increase self-awareness of communication skills.

The focus group will take place on campus during the month of May, 2019. Please indicate your preferred email address where you can be reached once the focus group has been scheduled.

After final marks for the Winter session have been released, I will be in contact at the email address provided with the scheduled date, time, and location of the focus group. In order to receive the \$10 gift card, you must be available and present on the scheduled day of the focus group.

Contact Information:

| | |
|---------------------------------|--|
| Name | |
| Banner# | |
| Email (please write clearly) | |
| Signature | |
| Comments: (optional) | |

Thank you in advance for your participation!

Kimberley

Appendix H – Thank You Letter

Kimberley Black
Master of Education, Candidate
University of Ontario Institute of Technology
2000 Simcoe St. N.
Oshawa, ON L1H 7K4

[Date]

Dear [Participant],

Thank you for participating in my research study: How can using asynchronous video interviews in career preparation courses prepare college students for the job interview process?

By participating in this study, you provided valuable feedback that educators can use to help Ontario college students improve their communication skills in preparation for the workforce, in particular video interviews.

At this time, I would like to confirm that your privacy shall be respected. No information about your identity will be shared or published without your permission, unless required by law. Confidentiality will be provided to the fullest extent possible by law, professional practice, and ethical codes of conduct. Both your identity and your responses will remain anonymous in the summary of my research.

Upon completion of this research project, you will receive an email invitation to view the results and recommendations from this study based on your input and contribution.

Thank you again for your valuable time and participation.

Sincerely,

Kimberley Black
Kimberleyann.black@uoit.net

Appendix I – Assignment Instructions COMM Group

COMM 2204

Durham College
Winter 2019
Kimberley Black

A3 Video Interview

Due: Week 4 - Multiple Due Dates **Value:** 10% **In Process:** 6%

Overview

Communication skills are regarded as one of the most important skills needed in the workplace (Robles, 2012). In this digital age, being able to effectively communicate on video has become increasingly important. In fact, an emerging trend in the hiring process is the use of asynchronous video interviews as a screening tool. Asynchronous video interviews are pre-recorded responses to job interview questions later viewed by multiple decision makers.

For this assignment, you will have the opportunity to practice your communication skills over video. You will also have the opportunity to provide helpful feedback to your peers and assess your own communication skills in preparation for this emerging trend in the hiring process.

Outcomes

1. **Course Learning Outcome: CL01** - Develop strategies for communication success in personal, academic, and career areas. **CL03** - Create interpersonally skilled messages, both oral and written, that accurately reflect audience and purpose.
2. **Essential Employability Skills Outcome: EES1** - Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. **EES6** - Locate, select, organize, and document information using appropriate technology and information systems. **EES8** - Show respect for the diverse opinions, values, belief systems, and contribution of others.

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STEP 2: The Script

1. Read the scenario and the question above
2. Type out your response in sentence/paragraph form
 - a. There are no formatting guidelines for the script beyond complete sentences
 - b. The script is meant to help you outline your thoughts and prepare for your video
3. Submit your written response to the assignment folder on DC Connect
 - a. Due Wednesday, January 30th @11:59pm

STEP 3: The Video

1. Using your phone or the webcam on your computer, record your 3 - 5 minute video response (see Rubric below for criteria)
2. Upload your video to your YouTube channel as UNLISTED
 - a. Be sure to complete this step before moving on to The Assessments

STEP 4: The Assessments (*In Process* marks - 5%)

1. In the [Create Phase](#) on peerScholar, share the YouTube link or embed code to your video
 - a. Due Wednesday, January 30th @11:59pm
 - b. The Create Phase will close at 12:00am
2. In the [Assess Phase](#) on peerScholar provide helpful feedback to five of your peers by answering the questions provided
 - a. Due Thursday, January 31st @11:59pm
 - b. The Assess Phase will close at 12:00am
3. In the [Reflect Phase](#) on peerScholar, reflect on the feedback you've been given and respond to the questions provided
 - a. Due Sunday, February 3rd @11:59pm

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b. The Reflect Phase will close at 12:00am

The Rubric

| | 1 | 2 | 3 | 4 |
|---------------|---|---|---|---|
| Script | Submission made late and was not in sentence format | Submission was late but was in sentence format | Submission made by January 30th but was not in sentence format | Submission made by January 30th and was in sentence format |
| Video Content | Response was inadequate and did not answer most of the question | Response was adequate but was missing one or more components of the question | Response was thorough but was missing at least one component of the question | Response was thorough and answered all components of the question: inspiration, impact, strengths, and desired work environment |
| Video Length | Video was less than 1 minute or more than 5 minutes | Video was less than 2 minutes | Video was less than 3 minutes | Video was between 3 - 5 minutes long |
| Communication | Appeared to lack confidence by not making eye contact, not smiling, and not gesturing | Appeared somewhat confident but neglected to either make eye contact, smile, or gesture | Appeared somewhat confident by mostly looking directly into the camera, smiling at least once, and gesturing at least one | Appeared confident by looking directly into the camera, smiling more than once, and gesturing often while talking |
| Posture | Video was shot looking down | Video was shot looking down | Video was shot in either a | Video was shot in either a |

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| | | | | |
|---------------|--|--|--|---|
| | into the camera (nostril shot) and student was slouching | into the camera (nostril shot) but student posture was adequate | standing or sitting position looking directly into the camera but student was slouching or leaning | standing or sitting position looking directly into the camera and student had excellent posture |
| Video Quality | Video shook and/or was out of focus the entire time | Video shook and was out of focus often | Video shook and was out of focus at times | Video did not shake and focus was excellent throughout |
| Sound Quality | Sound was poor making it hard to hear and understand the student | Student can be heard and understood clearly but there is a lot of background noise | Student can be heard and understood clearly but there is some background noise | Student can be heard and understood clearly and there is no background noise |
| Background | Inappropriate background with a lot of distractors and/or background noise | Somewhat appropriate background but with some distractors and/or some background noise | Clean and appropriate background but at least one distractor or background noise | Clean and appropriate background with no distractors or background noises |
| Total | | | | /32 |

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Appendix J – peerScholar Assess Phase – Peer Assessment

Review your peer's video interview and select your response. In your opinion, did your peer:

| | Not really | Somewhat | I'm not sure | Mostly | Very |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Express themselves clearly | <input type="radio"/> |
| Show enthusiasm | <input type="radio"/> |
| Appear relaxed | <input type="radio"/> |
| Appear friendly | <input type="radio"/> |
| Appear confident | <input type="radio"/> |
| Use enough eye contact | <input type="radio"/> |
| Use a variety of facial expressions | <input type="radio"/> |
| Use hand gestures while talking | <input type="radio"/> |
| Speak at a good pace | <input type="radio"/> |
| Speak at a good volume | <input type="radio"/> |

Editing Comment Criterion ✕

B i U A:

What is one thing that your peer did very well in their video interview with respect to communication skills? What should they continue to do and/or what did you learn from them?

32 Words

Preview

What is one thing that your peer did very well in their video interview with respect to communication skills? What should they continue to do and/or what did you learn from them?

Comment
A comment will appear here...

Save

Editing Comment Criterion ✕

B i U A:

What is one thing your peer could do to improve their communication skills on video? What suggestion would you make about HOW to improve in this area?

27 Words

Preview

What is one thing your peer could do to improve their communication skills on video? What suggestion would you make about HOW to improve in this area?

Comment
A comment will appear here...

Save

Appendix K – peerScholar Assess Phase – Self Assessment

Upon reflection of your video presentation, do you feel that you:

|  | Not really | Somewhat | I'm not sure | Mostly | Very |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Expressed yourself clearly | <input type="radio"/> |
| Showed enthusiasm | <input type="radio"/> |
| Appeared relaxed | <input type="radio"/> |
| Appeared friendly | <input type="radio"/> |
| Appeared confident | <input type="radio"/> |
| Used eye contact | <input type="radio"/> |
| Used a variety of facial expressions | <input type="radio"/> |
| Used hand gestures and body movement | <input type="radio"/> |
| Spoke at a good pace | <input type="radio"/> |
| Spoke at a good volume | <input type="radio"/> |

 Editing Comment Criterion
✕

B *i* U **A:**

What is one thing you feel you did very well in your video interview with respect to communication skills?

19 Words

Preview

What is one thing you feel you did very well in your video interview with respect to communication skills?

Comment
A comment will appear here...

Save

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Editing Comment Criterion ×

B *i* U **A:**

What is one thing you feel you could do to improve your communication skills on video?

16 Words

Preview

What is one thing you feel you could do to improve your communication skills on video?

Comment
A comment will appear here...

Save

Editing Comment Criterion ×

B *i* U **A:**

What is one peer suggestion you found useful about how to improve your communication skills on video?

17 Words

Preview

What is one peer suggestion you found useful about how to improve your communication skills on video?

Comment
A comment will appear here...

Save

Appendix L – peerScholar Reflect Phase – Self Assessment

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 **Editing Select Criterion** ✕

B *i* U **A:**

How useful is this peer's assessment with respect to helping you to improve your communication skills on video?

18 Words

[Edit Values](#) 

- Option 1
Not Useful 
- Option 2
Somewhat Useful 
- Option 3
Very Useful 



Preview

How useful is this peer's assessment with respect to helping you to improve your communication skills on video?



Not Useful

Somewhat Useful

Very Useful

Save

 **Editing Select Criterion** ✕

B *i* U **A:**

How did this peer's feedback make you feel about your communication skills on video?

14 Words

[Edit Values](#) 

- Option 1
More confident 
- Option 2
Less confident 
- Option 3
Neither more nor less confident 



Preview

How did this peer's feedback make you feel about your communication skills on video?



More confident

Less confident

Neither more nor less confident

Save

Appendix M – Assignment Instructions COOP Group

COOP 1000

Durham College
Winter 2019
Kimberley Black

Mock Video Interview

Due: Week 6 & 7 - Three Phases

Overview

Communication skills are regarded as one of the most important skills needed in the workplace. In this digital age, being able to effectively communicate on video has become increasingly important. In fact, an emerging trend in the hiring process is the use of asynchronous video interviews as a screening tool. Asynchronous video interviews are pre-recorded responses to job interview questions that are later viewed by multiple decision makers.

For this assignment, you will have the opportunity to practice your communication and interview skills over video. You will also have the opportunity to provide helpful feedback to your peers and assess your own communication skills in preparation for this emerging trend in the hiring process.

Outcomes

1. **Course Learning Outcome: CL01** - Implement effective interviewing skills for a variety of questions and identify appropriate references. **CL03** - Assess online identity and develop a professional online image and presence.
2. **Essential Employability Skills Outcome: EES1** - Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. **EES6** - Locate, select, organize, and document information using appropriate technology and information systems.

2

STEP 1: Preparation

1. Read the article posted on DC Connect in Week 4:
 - a. *Video interviewing and its impact on recruiting* posted on DC Connect
2. Register for peerScholar
 - a. [CLICK HERE](#) to register for peerScholar
 - b. Using peerScholar is a requirement of this assignment
 - c. *How to use peerScholar will be explained during class in Week 5*

The Scenario

You recently graduated from Durham College and have been applying for several positions in your field. You just received an email with great news: you made it to the first round of interviews for the position you really want! If you make it to the second round of interviews, the company will fly you out to their head office to interview with various members of the leadership team.

Considering the client-facing nature of the role and the importance of effective communication skills, your first round of interviews will be in the form of an **asynchronous video interview**. The company has selected three questions for you to answer. Fortunately, receiving the question in advance will allow you time to prepare your responses carefully.

The Questions

1. Traditional Question

As a company, we are very interested in finding employees that will integrate well into our culture through their commitment to integrity, excellence, and teamwork. Please tell us about yourself including what strengths you bring to the company and what you are looking for in your work environment.

3

2. Situational Question

You have developed a personal friendship with a coworker. You often spend your free time together and have introduced each other to your families and other friends. In conversation with your coworker, they confide in you that they have been passing along sales leads to a friend outside of the company who works for a competitor. They divulge that this is a strategy to double their chances of collecting commission; whoever closes the 'shared' sale will give a portion of the commission to the other person. Your coworker says it's been very lucrative so far and invites you to get involved. How would you handle this situation?

3. Behavioural Question

Please describe a time when you had to rearrange your priorities or make a personal sacrifice in order to get a job done. What was the outcome and was it worth the sacrifice? Why or why not?

Your video response needs to be recorded using either your phone or the webcam on your computer and should be between **3 - 6 minutes** in length.



4

STEP 2: The Script

1. Read the scenario and the questions above
2. Type out your responses in sentence/paragraph form
 - a. There are no formatting guidelines for the script other than complete sentences
 - b. The script is meant to help you outline your thoughts and prepare for your video
3. Submit your script to the assignment folder on DC Connect
 - a. Due Tuesday, February 12th @10:00 am

STEP 3: The Video

1. Using your phone or the webcam on your computer, record your 3 - 6 minute video response (see Rubric for criteria)
2. Upload your video to your YouTube channel as UNLISTED
 - a. Be sure to complete this step before moving on to the next step
3. In the [Create Phase](#) on peerScholar, share the YouTube link or embed code to your video
 - a. Due Tuesday, February 12th @ 11:59 pm
 - b. The Create Phase will close at 12:00 am

STEP 4: The Assessments

1. In the [Assess Phase](#) on peerScholar, give helpful feedback to five of your peers by answering the questions provided
 - a. Due Tuesday, February 26th @11:59pm
 - b. The Assess Phase will close at 12:00am
2. In the [Reflect Phase](#) on peerScholar, reflect on the feedback you've been given and respond to the questions provided
 - a. Due Monday, March 4th @11:59pm
 - b. The Reflect Phase will close at 12:00am

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Appendix N - Question Cross-Reference Table

| Pre Questionnaire* Baseline Question | Post Questionnaire** | | Semi-Structured Interview*** Related Questions |
|--|--|--|---|
| | Corresponding Question to Pre Questionnaire | Questions Related to Corresponding | |
| Demographic | | | |
| 1. Name | 1. Name | | |
| 2. Student ID | 2. Student ID | | |
| 3. Age | | | |
| Communication Skills | | | |
| 4. What is your work experience? Select all that apply to you. <i>*general question to gauge experience</i> | | | |
| 6. In your opinion, how important are communication skills in the workplace? <i>*general question to gauge perceptions</i> | | | |
| 7. In the context of the workplace, how would you rate the importance of each of the following communication skills? <i>*5 items, same as Q8</i> <i>*general question to gauge perceptions</i> | | | |
| 8. In the context of the workplace, how would you rate your own communication skills? <i>*5 items, same as Q7</i> | 15. After completing the video interview assignment, how would you rate your own communication skills? <i>*3 of 5 items from PreQ</i> | 12. After completing the video interview assignment, would you say you are more aware of your strengths when it comes to communication skills? | |
| | | 13. After completing this video interview assignment, would you say you are more aware of your weaknesses when it comes to communication skills? | |
| 9. In the context of the workplace, how do you think others would rate your communication skills? | 16. After completing the video interview assignment, how do you think others would rate your communication skills? | | |

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| | | |
|---|---|--|
| 10. In the context of a job interview, how confident are you in your ability to *10 Likert-based items | 17. After completing the video interview assignment, how confident are you in your ability to *10 Likert-based items | 14. After completing the video assignment, do you feel more confident about your communication skills? |
| 11. Optional comments | 18. Optional comments | |

Peer and Self-Assessment

| | | | |
|---|---|---|---|
| 12. In the context of a class assignment, do you think it would be helpful to give your peers feedback about how you perceive their communication skills? | 19. In your opinion, do you think the feedback you gave to your peers about their communication skills was helpful to them? | 20. Would you give the exact same feedback to your peers if your feedback was NOT anonymous? | 2. What did you learn about yourself while giving feedback on peerScholar? 3. What did you learn about others' communication skills through the video interview assignment? |
| 13. In the context of a class assignment, do you think it would be helpful to receive feedback from your peers about how they perceive your communication skills? <i>*anonymous vs known not itemized in Pre</i> | 21. In your opinion, do you think the feedback you received from your peers about your communication skills was helpful to you? | 22. Do you think you would have received the exact same feedback from your peers if their feedback was NOT anonymous? | 4. How did watching your peers' videos help you? 7. How useful was the peer assessment you received with respect to helping you to improve our communication skills on video? 8. How did the peer feedback you received make you feel about your communication skills on video? |
| 16. Have you ever been asked to evaluate or give feedback about a classmate's assignment? <i>*general question to gauge experience</i> | | | |

ASYNCHRONOUS VIDEO INTERVIEWS

14. If you were asked to assess your PEERS' communication skills in the context of a class assignment, how would you feel?
**anonymous vs known not itemized in Pre*

23. If you were asked to ANONYMOUSLY assess your peers' communication skills in the context of a video interview assignment again, how would you feel?

24. If you were asked to assess your peers' communication skills in the context of a video interview assignment again, but your identity would be KNOWN, how would you feel?

17. Have you ever been asked to evaluate or give feedback about your own assignment?
**general question to gauge experience*

15. If you were asked to assess YOUR own communication skills in the context of a class assignment, how would you feel?

25. If you were asked to assess your own communication skills in the context of a video interview assignment again, how would you feel?

18. Optional comments – assessment

26. Optional comments – assessment

Video & Technology Skills

20. How confident are you about using your phone to record videos of yourself?

28. How confident are you using a phone to record yourself on video?

21. How confident are you about using your phone to record videos of others?
**general question related to recording video with a phone*

22. How confident are you about using the webcam on your computer to record videos of yourself?

27. How confident are you using a webcam to record yourself on video?

19. How confident are you being in videos in your personal life, for instance, on social media or YouTube?
**general question to gauge comfort level being in videos*

ASYNCHRONOUS VIDEO INTERVIEWS

| | | | |
|---|--|--|---|
| 24. How confident are you being in videos for school related projects? | 30. Apart from a video interview assignment, how confident are you in creating a video for another assignment? | 29. How confident are you in creating a video interview assignment for a future course? 11. If you were asked to do another video interview assignment, how would you feel? | 1. Did you enjoy creating video as part of a class assignment? 6. Did using video, as opposed to face to face, affect your ability to communicate? |
| 23. Do you use any other device to record videos of yourself or others? (optional) <i>*general question to gauge experience with video</i> | | | |
| - only addressed in Post | 31. What technology skills did you have to learn in the process of completing the video interview assignment? | | 12. Did you experience any specific challenges when creating your video? |
| - only addressed in Post | 32. In order of importance to you, what type of future training would benefit you the most? Please do not select the same answer more than once, e.g. only choose 1st once. | | 11. In your opinion, how can college best prepare students for asynchronous video interviews? |
| 28. Optional comments – video | | 33. Optional comments – assignment/general | 13. Is there anything you would like to add that has not already been discussed? |

Work Experience & Asynchronous Video Interviews

| | | | |
|---|---|--|---|
| 5. Do you have experience with the following types of job interviews? Select all that apply to you. | 4. Apart from the job interview assignment in this course, have you ever recorded an asynchronous video interview as part of the job interview process? | 3. Before taking this course, how familiar were you with asynchronous video interviews? 5. If you answered yes, what was the job and the industry? (optional) 9. In general, after completing the video interview assignment, would you find it easier to engage in an asynchronous video interview? 10. At this point in time, what type of job interview would you prefer? Select all that apply. | |
| 25. What would you think if you were asked to record a video for a job interview? | 6. At this point in time, what would you think if you were asked to record a video for a job interview? | | 9. What is your overall opinion of using asynchronous video interviews in the hiring process? |

ASYNCHRONOUS VIDEO INTERVIEWS

| | | |
|--|--|--|
| | | 5. Do you think it is important to know how to effectively communicate on video? |
| 26. How would you feel if you were asked to record a video for a job interview? | 7. At this point in time, how would you feel if you were asked to record a video for a job interview? | |
| 27. How would you react if you were asked to record a video for a job interview? | 8. At this point in time, how would you react if you were asked to record a video for a job interview? | |
| | | 10. If you were a hiring manager, what would impact your decision to hire someone based on their asynchronous video interview? |

* see Appendix A(?)

**see Appendix B(?)

***see Appendix C(?)

Appendix O – Supplementary Tables from Results Chapter

Table 1

COOP Group Pre and Post Questionnaire Ratings of Communication Skills

| Variable | Pre | | Post | | Post - Pre | df | t (14) | p |
|---|------|------|------|------|---------------|----|--------|---------|
| | M | SD | M | SD | | | | |
| Self-perceptions of abilities | | | | | | | | |
| Speaking | 4.29 | 0.47 | 4.14 | 0.77 | -0.14 | 13 | -0.52 | NS |
| Presenting | 4.14 | 0.66 | 4 | 0.78 | -0.14 | 13 | -0.69 | NS |
| Body Language | 4 | 0.68 | 3.86 | 0.77 | -0.14 | 13 | -0.62 | NS |
| Predicted peer perceptions of abilities | | | | | | | | |
| Speaking | 4.43 | 0.65 | 4.07 | 0.62 | -0.36 | 13 | -2.69 | < 0.05* |
| Presenting | 4.29 | 0.99 | 3.86 | 0.53 | -0.43 | 13 | -1.58 | NS |
| Body Language | 3.93 | 0.83 | 3.64 | 0.84 | -0.29 | 13 | -1.30 | NS |
| Self-confidence in ability | | | | | | | | |
| Express yourself clearly | 4 | 0.88 | 4.07 | 0.92 | 0.07 | 13 | 0.27 | NS |
| Show enthusiasm | 4.5 | 0.52 | 3.93 | 1.00 | -0.57 | 13 | -1.96 | NS |
| Appear relaxed | 3.62 | 0.93 | 3.71 | 1.20 | 0.07 | 13 | 0.27 | NS |
| Appear friendly | 4.64 | 0.63 | 4.5 | 0.52 | -0.14 | 13 | -0.69 | NS |
| Appear confident | 4 | 0.68 | 3.86 | 0.86 | -0.14 | 13 | -0.52 | NS |
| Use eye contact | 4.36 | 0.63 | 3.86 | 0.95 | -0.50 | 13 | -1.99 | NS |
| Use a variety of facial expressions | 3.93 | 0.92 | 3.5 | 0.85 | -0.43 | 13 | -1.71 | NS |
| Use hand gestures and body movement | 3.93 | 1.14 | 3.5 | 1.02 | -0.43 | 13 | -0.90 | NS |
| Speak at a good pace | 4 | 1.04 | 4.5 | 0.52 | 0.50 | 13 | 1.61 | NS |
| Speak at a good volume | 4.36 | 0.84 | 4.43 | 0.65 | 0.07 | 13 | 0.27 | NS |

*p < 0.05

ASYNCHRONOUS VIDEO INTERVIEWS

Table 2

COMM Group Pre and Post Questionnaire Ratings of Communication Skills

| Variable | Pre | | Post | | Post - Pre | <i>df</i> | <i>t</i> (12) | <i>p</i> |
|---|----------|-----------|----------|-----------|---------------|-----------|---------------|-----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | | | |
| Self-perceptions of abilities | | | | | | | | |
| Speaking | 4.29 | 0.47 | 4.14 | 0.77 | -0.25 | 13 | -0.52 | <i>NS</i> |
| Presenting | 4.14 | 0.66 | 4 | 0.78 | -0.33 | 13 | -0.69 | <i>NS</i> |
| Body Language | 4 | 0.68 | 3.86 | 0.77 | -0.92 | 13 | -0.62 | <i>NS</i> |
| Predicted peer perceptions of abilities | | | | | | | | |
| Speaking | 4.50 | 0.67 | 4.33 | 0.78 | -0.17 | 11 | -0.52 | <i>NS</i> |
| Presenting | 4 | 0.85 | 3.92 | 1.08 | -0.08 | 11 | -0.21 | <i>NS</i> |
| Body Language | 4.33 | 0.78 | 3.42 | 1.24 | -0.92 | 11 | -1.96 | <i>NS</i> |
| Self-confidence in ability | | | | | | | | |
| Express yourself clearly | 4 | 1.04 | 4.08 | 1.08 | 0.08 | 11 | 0.18 | <i>NS</i> |
| Show enthusiasm | 4.08 | 1.00 | 3.67 | 1.15 | -0.42 | 11 | -1.24 | <i>NS</i> |
| Appear relaxed | 3.17 | 1.19 | 3.33 | 1.07 | 0.17 | 11 | 0.41 | <i>NS</i> |
| Appear friendly | 4.33 | 0.98 | 4.17 | 0.94 | -0.17 | 11 | -0.52 | <i>NS</i> |
| Appear confident | 3.67 | 0.98 | 3.58 | 1.00 | -0.08 | 11 | -0.20 | <i>NS</i> |
| Use eye contact | 4.08 | 1.16 | 3.42 | 1.28 | -0.67 | 11 | -1.61 | <i>NS</i> |
| Use a variety of facial expressions | 4.17 | 0.83 | 3.58 | 1.24 | -0.58 | 11 | -1.54 | <i>NS</i> |
| Use hand gestures and body movement | 4.42 | 0.67 | 3.42 | 1.16 | -1.00 | 11 | -2.57 | <.05* |
| Speak at a good pace | 4.08 | 0.79 | 3.92 | 1.00 | -0.17 | 11 | -0.46 | <i>NS</i> |
| Speak at a good volume | 4.58 | 0.90 | 4.17 | 1.11 | -0.42 | 11 | -1.60 | <i>NS</i> |

**p* < 0.05

Appendix P – Collated Interview Data Organized by Interview Question

Appendix P

Collated & Coded Interview Data Organized by Interview Question

| Interview Questions | Quotes | Themes |
|--|--|---|
| 1. Did you enjoy creating a video as part of a class assignment? (n = 2) | <p>“No ... I’m someone who doesn’t like hearing myself or seeing myself in a video so I try to avoid [them] as much as possible.”</p> <p>“I can deal with how I look ... makeup ... gives me a little bit more confidence but I just never liked the way that I sound on video.”</p> <p>“I really did actually ... I haven’t done it really for any other class so ... you might as well do it and I had a good time doing it.”</p> | <ul style="list-style-type: none"> - Confidence - Positive attitude - Willingness to try - Self-perceptions of appearance - Self-perception of voice |
| 2. What did you learn about yourself while giving feedback on peerScholar? (n = 2) | <p>“I’m a very nice marker.”</p> <p>“... people tend to ... be really good so I have issues like saying negative things ... I like to say tell people positive things so when giving feedback it’s really hard for me to say where something went wrong ... “</p> <p>“I usually have a really hard time finding what went wrong.”</p> <p>“ ... everyone does things differently so ... it’s especially harder when you watched the first one because you’re like this is where my expectations sit and then it’s harder to go back to those expectations once you’ve seen so many more”</p> <p>“ ... I’m very good at critiquing people and seeing ... the weaknesses and how they can construct it into something better ... I’d be really good at ... motivating people to be better”</p> <p>“... when I gave them their little critiques I like specified ... if you did this you might seem like you have more confidence and having confidence is key ... “</p> | <ul style="list-style-type: none"> - Challenges with peer assessment - Difficult to find mistakes - Don’t like to give negative feedback - Adapting expectations - Knowing what to be looking for - Self-competence with peer assessment - Generosity with peer assessment - Confidence |
| 3. What did you learn about others’ communication skills through the video interview assignment? (n = 2) | <p>“ ... it takes a lot of learning and practice to learn to talk to a camera instead of a person ... it’s just overall hard to keep eye contact to the camera even though you know that that’s where the person is potentially ... going to be “</p> | <ul style="list-style-type: none"> - Challenges with presenting to a camera - Difficulty with eye contact - Practice - Learning curve |

ASYNCHRONOUS VIDEO INTERVIEWS

| | | |
|--|---|--|
| | <p>“unless you have experience with it ... it’s really hard to pay attention like to a camera while you’re talking even if there’s nobody else in the room”</p> <p>“ ... if you have a phone or like a screen you see yourself so you’re talking to yourself instead of where the lens is”</p> <p>“a lot of people don’t know the expectation so like when they were doing it they’re like I don’t know how to do this. I don’t know what they’re expecting from me. I hope this is fine. And then they try their hardest to do t but like they’re not confident in what they’re doing because they don’t know if it’s right. They don’t know if it’s gonna be good ...”</p> <p>“I’ve done online interviews ... but like it’s scary ‘cause you’re just like I don’t know what I’m doing ... I’m just going into it and like they give you a question ... goes by and you’re just like what the heck so like I feel like people see it like that like you have one minute say whatever about yourself ...they’re just like what am I supposed to do? What do I say?”</p> <p>“I had a lot of anxiety ... I have no idea what I’m heading into. I was ... googling ... what are questions that are normally on online interviews ...”</p> <p>“...if you like apply for McDonalds ...send you to like a questionnaire ...there were like questions from that ...at least with those you have like a ABC answer but then when you’re taking the video you got like 30 seconds to come up with your answer ...”</p> <p>“They don’t know what they’re supposed to do”</p> | <ul style="list-style-type: none"> - Difficulty paying attention to a camera - Tendency to look at self on screen instead of camera - AVI expectations unclear - Lack of self-efficacy - Lack of self-confidence - Uncertainty - AVIs are scary even with experience - Time limit to answers - Anxiety - Uncertainty - Researched question possibilities before AVI |
| <p>4. How did/could watching your peers’ video help you? (n = 2)</p> | <p>“just by seeing like what others do during their videos ... I’m like should I add certain things into it should I not put it in so when watching them you’re kind of like okay so this is where other people are going with it and especially if you’re like an introvert and you don’t know what to do versus like an extrovert who’s like yeah I can do this ...and introvert is kind of more what are other people doing so that I don’t do something that isn’t common ...”</p> <p>“...encouraged me to continue being confident in myself ... I was watching them and I was like I really hope they improve but I feel very confident in how I performed ... I know there’s room for improvement obviously ... but like from watching them I’m like oh I’m in a good place in the game ...”</p> | <ul style="list-style-type: none"> - See areas for self-improvement through peer assessment - Introvert - Extrovert - Caution - Forethought - Confidence - Self-confidence - Self-awareness - Encouragement - Self-efficacy |

ASYNCHRONOUS VIDEO INTERVIEWS

| | | |
|--|---|--|
| <p>5. Do you think it's important to know how to effectively communicate on video? (n = 2)</p> | <p>"yes ... even social media so social media like Snapchats when you're communicating with friends because sometimes me and my friends will communicate through Snapchats to plan events ...or stuff like that ..."</p> <p>" ... with interviews that are now being done on camera you need to know how like to communicate when you don't have somebody else speaking with you because that's really difficult"</p> <p>"...the mall...in order to apply to them all you have to have is an app but you have to do an online interview that everyone can see in order to find out if you're a good candidate"</p> <p>"...you could apply to McDonald's through Snapchat ...you'd send in a video and you could apply with a friend so you and a friend could be in a Snapchat and apply to McDonalds ... "</p> <p>" ... Snapchat and social media are so big with younger generations so is a lot easier to reach people that way and we tend to feel a little more comfortable on Snapchat ... we kind of understand how it works ... it's more relaxed ... it's not a formal video you're sending in to an employer ... it's a little less formal and more casual ..."</p> <p>" ... when you go to do a formal video you change like if you were to go from hanging out with your friends to an interview ... those are two very different people ... with your friends ... you be could be like outgoing ... more relaxed ... very funny and making jokes and then when you go to an interview you are very professional and you hold yourself differently and you talk differently ... "</p> <p>"I think it's important ...would I put it high on the importance list? No ..."</p> <p>"... I think people should be trained or experienced in just presenting himself. It doesn't matter if it's on video ... if it's in a classroom ...wherever they are I think people should be able to present themselves with confidence ... I feel like a lot of people aren't confident ... confidence is a really big thing ...people need to be ready to talk, be ready to speak up, be ready to identify yourself"</p> <p>" ... I feel like [confidence] is the main thing that dictates how well you're going to perform ... you could get a project ...that was not well researched ... you could get a project that's really well researched ...if you know how to present ...if you're confident you can make both seem good ... "</p> | <ul style="list-style-type: none"> - Social media - Snapchat - Need to communicate well - Video communication - On camera communication - Adapt to talking to a camera instead of a person - Shopping malls use online interviews - McDonalds used Snapchat for applicants - Informal - Relaxed - Formal video - Personality differences - Professionalism - Impression management - Presentation skills - Importance - Confidence - Attention |
|--|---|--|

ASYNCHRONOUS VIDEO INTERVIEWS

| | | |
|---|--|--|
| <p>8. How did the peer feedback you received make you feel about your communication skills on video? (n = 1)</p> | <p>“probably happy because ... even if there are negative things, you know that they’re going to contribute to helping you do better at what you’re trying to accomplish. Like even if people didn’t like where you were going that helps you know that where you were going wasn’t the right way to go, and you should go a different way ... try a different stream ...it’s good. Personally, I like feedback, so I like knowing what I’m doing correct and what I’m not”</p> <p>“ ... knowing what was good about it is always good to know, but I like to know more where I went wrong with things ... what needs to be improved in order to better what I’m doing”</p> | <ul style="list-style-type: none"> - Positive affect from feedback - Negative feedback ok - Help to do better - Prefer tips for improvement |
| <p>9. What is your overall opinion of using asynchronous video interviews in the hiring process? (n = 2)</p> | <p>“I think it can be good ... I feel like you should also have a face-to-face interview as well because hiring someone off of how they portray themselves in video is not ... always what they’re going to be like in a work setting ... they can be professional for five minutes in the video and then they go to work and they are not professional at all, so I feel like having a video could be, and is probably, a good idea but to also have an interview where you have the people come in ... sit down with them and talk to them ...”</p> <p>“ ... if you have the information beforehand, I feel like it’s a pretty valid opportunity, but if it’s on the spot questionnaire things, I feel like that’s really intimidating and limits peoples’ potential ...”</p> <p>“ ... lots of people are disabled ...unable to do the things ... I wonder what the possibility is that you could like call them and request not to ... I feel like this could really solve a big problem”</p> <p>“ ... if you do a video interview, you should also be able to do it in person”</p> | <ul style="list-style-type: none"> - Positive affect towards AVIs - Supplement to face-to-face - Not replace f2f - Impression management - Professional on video - Good if prepared - Information provided in advance - On the spot intimidating - Limit potential - People with disabilities - Flexibility of employers - Option to interview in person |
| <p>10. If you were a hiring manager, what would impact your decision to hire someone based on their asynchronous video interview? (n = 2)</p> | <p>“Well, it’s really hard to know what a person is gonna be like just from seeing a video ... it’s really hard to judge someone off of a video like you can’t tell, especially when it’s like an interview video, what they’re actually going to be like because they’re trying to portray themselves as professional”</p> <p>“ ... some people just are not comfortable on camera but if you can see on their resume that they do really well, then they do really well for a reason, and the video is really hard to judge because some people are comfortable and some people aren’t ... it takes a lot of time and effort to become comfortable taking videos on camera and be able to talk to that camera without feeling really awkward because you’re in a room by yourself talking to a camera”</p> | <ul style="list-style-type: none"> - Professional in video - Impression management - Difficulty judging person from a video - Uncomfortable on camera - Resume good - Takes time to develop on camera confidence - Awkward talking to a camera - Important to sound interested - Tone of voice important - Importance of body language in video |

ASYNCHRONOUS VIDEO INTERVIEWS

| | | |
|--|--|---|
| | <p>“I feel like interest ... you can tell when someone has a genuine interest ... they sound like they’re interested ... you can like hear it in their tone of voice. You can see it in their video body language that they actually are trying ... they actually want to do it “</p> <p>“... I know watching some videos, I go with mine, I just like pretended I had all this interest in this job ... but like I noticed in one or two of them it was like they were doing a project ... it wasn’t them trying to get a job or an interview ... if I were getting those kinds of interviews, I’d be like I don’t want somebody to be working in my place if they’re gonna put this much effort into a video interview ... not showing any interest ... not putting any initiative into ityou can have anxiety and be able to tell that there’s interest ... “</p> | <ul style="list-style-type: none"> - Sincerity and interest come across even if nervous - Need to show enthusiasm - Perceptions of viewers - Need to show initiative - Anxiety but still display interest |
| <p>11. In your opinion, how can college best prepare students for asynchronous video interviews? (n = 2)</p> | <p>“... all you can really do is like explain what happens ... you can’t really prepare because everyone’s different, so you can’t prepare everyone’s needs at the same way, which is really hard if you’re trying to prepare them, but like just ... getting them to practice it or like attempt it ... that’s really all you can do”</p> <p>“I think maybe ... a couple day kind of workshop ... like just a couple days you focus on that, and like you’re done”</p> <p>“It would also probably be beneficial if you did it in like smaller groups so you could work with them ... it’s a lot harder to work with bigger groups and be able to explain everything to them when some people don’t understand and some people are far ahead ... “</p> <p>“less anxiety, too”</p> <p>“... a workshop that’s just three days of doing it for like maybe two or three hours a day ... then that’s all you have to do for the semester for the video instead of like a prolonged learning ... “</p> | <ul style="list-style-type: none"> - Inform students - Explain what happens - Everyone has different needs - Difficult to prepare everyone the same way - Practice it - Attempt it - Workshops to focus on topic - Small groups - Different learning curves - Anxiety levels - Authentic assessment - Hiring managers view videos - Take assignment more seriously - Induce more anxiety - Should be an option not mandatory - Opportunity for those who want the feedback - Refusal to do assignment - Uncomfortable taking videos of self - Lack self-confidence - Perceptions of others - Fear of misjudgement - Difficulty determining personality from a video |
| <p>- <i>If you had to do this assignment again but your video was going to be critiqued by real hiring managers, would it make a difference? (n = 2)</i></p> | <p>“It would make a difference”</p> <p>“It would induce a lot of anxiety ... I think there should be an opportunity”</p> <p>“It could be an opportunity for those that want to go for it ... having more like in-depth critiquing but I also wouldn’t want to like have to ...yes I would want to but I would also be held back ... it would kinda like induce a lot of anxiety”</p> <p>“... if it was an option, that’d be cool”</p> | |

ASYNCHRONOUS VIDEO INTERVIEWS

| | | | |
|-----|--|---|--|
| | | “ ... if they’re professionals, they could definitely pick out things ... “ | <ul style="list-style-type: none"> - Similar fears with AVIs outside of school - Uncertainty about viewer demographic - Uncertainty about viewers’ worldviews - Demographic and worldview impact on viewer perceptions |
| - | <i>Why do you think some students refused to do the assignment?</i> (n = 1) | “ ... they could be just completely uncomfortable taking a video of themselves or ... they don’t have that self-confidence ... or it could be that they don’t want others to see them ... they don’t know how they’re gonna be perceived by others in the class ... it’s hard to tell like a person’s personality from a video, and if you don’t know somebody in your class very well then they might see that video and perceive your personality off of that ... “ | |
| - | <i>Do you think that fear is specific to school?</i> (n = 1) | “It could probably be with jobs because ... you don’t know whether they’re a female or male or like what age gap they are from you, so you don’t know how they’re going to perceive you or their views on certain things” | |
| 12. | Did you experience any specific challenges when creating your video? (n = 2) | <p>“No ... it’s more like confidence and having confidence in yourself, and I think like figuring out what I was supposed to say ... a plan ... it’s easy for me to explain others, but I tend to go to others to explain me ...like hey mom, how do you see me ... what do I seem like to you ... because my perception of myself could be different from what other people see me as, so that’s my challenge”</p> <p>“I don’t think so ... it’s a pretty self-explanatory assignment and I feel like I’m good at interviews ...”</p> | <ul style="list-style-type: none"> - Confidence - Preparation in advance - Self-perceptions different from others’ perceptions - Self-confidence - Assignment expectations |
| 13. | Is there anything you would like to add that has not already been discussed? (n = 2) | <p>“ ... everyone’s got different communication skills all across the board ...”</p> <p>“to keep in mind that ... people can do it or not do it for completely different reasons and ... some people ... have different communication skills or some people have certain disabilities that hold you back a bit ...”</p> <p>“ ... when I’m up and standing and like presenting, sometimes I can be like perfectly fine and like everything’s working out, and sometimes I feel like there are ... heaters surrounding me like I feel like I am ... overheating and ... I’m going to pass out... sometimes like I’m perfect ... as long as I know exactly what to expect ... “</p> <p>“... it would be good if ... maybe for the end assignment ...you just kind of do the same assignment and with different peers ... and just see the improvement ... I feel like doing it just once you just see what they feel once, but doing it again, you can see your improvement, and you can see wow they think I’m doing better, teacher thinks I’m doing</p> | <ul style="list-style-type: none"> - Different communication skills - Different reasons for participating or not - Disabilities can hold back - Confidence levels vary - Difficulty with presenting - Need for flexibility - Importance of clearly defined expectations - Repeat assignment with same group but different peer assessors - See improvement over semester - Develop self-confidence |

ASYNCHRONOUS VIDEO INTERVIEWS

Appendix Q - Personal AVI Observations & Recommendations

Below are my personal observations of what I felt detracted from the content of students' AVIs. These observations were categorized according to three types of distractors: video quality distractors, environmental distractors, and presentation distractors.

Video Quality Distractors

I observed five areas where the video quality detracted from the content including videos that were shaky, blurry, poorly lit, poorly positioned, and grainy.

Shakiness

Videos may be shaky if a student holds their personal device while recording. To correct shakiness, students should avoid holding the phone while recording their AVI. Instead, they may want to prop any handheld devices on a stable surface using available resources, for example, books or boxes, or make a small investment into an inexpensive tripod.

Blurriness

Videos may go out of focus if a student moves abruptly while recording. To prevent videos from going out of focus, students will want to set the autofocus on their smartphone and be mindful that abrupt body movements can create a distracting blur.

Lighting

Poor lighting may make it difficult to see the student. To correct poor lighting, students may want to record their videos in front of a window or in a room with a lot of natural light. If this is not possible, use available resources, for example, a desk light or household lamp, to direct light towards the face. Alternatively, students may want to make a small investment into an inexpensive key light such as a ring light. Students may also want to do background research on the 3-point lighting technique for video lighting setup.

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Positioning

Poor positioning of the camera lens includes recording videos to only show the side of the face, recording videos that expose too much ceiling and expose the nostrils, which may be distracting and unpleasant for the viewer. A student can avoid these distractors by repositioning themselves to look straight into the camera lens. It may also be helpful to avoid placing a laptop on their lap while recording AVIs, or consider elevating the laptop on books so they can better position the camera lens; furthermore, students will also want to avoid shooting their AVIs from the side, i.e., they should face the camera directly.

Graininess

The quality of a webcam affects graininess. The built-in webcam on computers and laptops tend to be of poorer quality than external webcams. It would be best to test the quality of the computer's webcam before using it in an AVI. If the quality is poor, students may want to consider using a different device or make a small investment into an external webcam.

Environmental Distractors

I made two observations where the setting detracted from the content of the AVI, including cluttered and messy environments and overly personalized environments.

Clutter

Messy or cluttered environments may send the message that the student is disorganized or lacks attention to detail, for example, exposed dirty laundry or full laundry baskets, cluttered bookshelves or tabletops. If students do not have access to a distraction-free space, they may want to reserve a study room at the college to record their AVI. Colleges may also want to consider offering alternative spaces to record AVIs, for example, in the library, in career development centres, and in media classrooms setup for video recording.

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Personalized Spaces

Personal spaces that may be distracting and reveal more information than intended, include personal items such as posters, toys, family photos, toiletries, and visible labels on medication bottles. Students may want to temporarily relocate certain items or reposition the camera to avoid having too many personal items appearing in the frame of the video, including visibility of their beds and bathrooms. Another option is to create or invest in an inexpensive backdrop or privacy screen for video recording.

Presentation Distractors

I made six observations where presentation elements detracted from the content including glare from eye-glasses, nervous habits and mannerisms, looking at oneself instead of the camera lens, poor posture, lack of gesturing, and informal clothing.

Eye-Glasses

If a student wears glasses, they will want to be mindful of the light that may be reflected off of their glasses while recording their AVI. In this instance, it may be preferable not to record in front of a window unless there is drapery that diffuses the light, for example, sheers. It may also be helpful to position any lighting so it is not directly in front of the face, for example, ring lights are usually directed at the face, so it may be helpful to direct it slightly to the side.

Nervous Habits

Students will want to be mindful of any mannerisms or nervous habits that may detract from the content such as shaking their leg or foot repeatedly, as this creates a bouncing effect in the video. Students will also want to avoid playing with their hair while recording, for example, twirling it in their fingers. If a student has long hair, they may want to wear it off of their face or position the camera so they are looking straight into the camera lens instead of down towards the

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camera lens, for example, with a laptop webcam, as this may create the need to repeatedly remove hair from the face.

Eye Contact

Looking at oneself while recording videos is a common habit (see Eye Contact under the Communication Skills heading); however, students will want to look directly into the camera lens as much as possible while recording their AVIs. This will help them make more of a personal connection with the viewers of their AVI and may also reflect confidence and experience with video communication skills. Students may find it helpful to place a sticky note close to the camera lens to remind them where they should be looking while recording their AVI.

Posture

There is a tendency to slouch while sitting, which may project informality or a lack of confidence while recording an AVI. If a student is able, it may be helpful to stand while recording their AVI, or at a minimum, avoid sitting on a bed or a couch.

Gesturers

Students who are able may also want to consider standing while recording to make gesturing easier. Alternatively, a student may want to avoid sitting too close to the table or desk while recording to discourage a passive hand position, i.e., resting their hands. A lack of hand gestures while talking may decrease engagement with the viewer and project a lack of enthusiasm. If hand gesturing is difficult for some students, they may want to consider using a variety of facial expressions to convey enthusiasm. This recommendation is applicable to all students.

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Clothing

Students may want to dress for an AVI the same way they would for an in-person job interview. It would be best to avoid dressing informally, for example, athletic wear or pajamas, even in practice contexts such as with AVI assignments, as this may detract from the content. Being dressed for an in-person job interview when recording an AVI may increase the confidence of the student and will project more professionalism to the viewers.