



TELL ME ABOUT IT!

UNDERGRADUATE STUDENT SELF-EVALUATION ASSESSMENT OF PUBLIC SPEAKING PERFORMANCE

Fisher EasleySmith, Parker Greene, Shannon Norris-Parish

INTRODUCTION

- ✓ Students in public speaking courses commonly experience high speech anxiety while delivering speeches in a classroom setting.
- ✓ Daly et al. (1989) stated the anxious reaction could be due to students focusing on their speech presentation, and the heightened vulnerability when speaking can cause greater self-focus.
- ✓ Self-evaluations can help relieve some of the psychological distress, as it has a direct influence on performance (Feldman et al., 2014; Hofmann & DiBartolo, 2000).
- ✓ The purpose of this innovative teaching idea was to engage students in a series of self-evaluations after three speeches to reduce speaking anxiety toward future public speaking experiences.

RESULTS TO DATE

- ✓ Students' awareness of their speaking aptitude and delivery style improved throughout the semester, focusing on non-verbal and language techniques.
- ✓ Visual aids, pace, preparation, rhetorical devices, and body language were the most common practices students wished to improve.
- ✓ Students were more critical in evaluating their own speeches, while they credited classmates with more confidence and impact.
- ✓ Students admitted decreasing the time they spent practicing their delivery before each speech due to external factors/procrastination and due to gaining confidence.
- ✓ Most students said they wished they had practiced and memorized their content more prior to the start of their lab sections.
- ✓ Students graded their final two speeches, with the majority rating their scores from a C to low A.
- ✓ **Students noted the repetitive nature of this assignment reinforced their confidence because they knew the course was designed "not to judge their speaking ability, but to improve it."**

HOW IT WORKS

- ✓ Guided by Daly et al.'s (1989) framework, we implemented a self-evaluation assessment in a leadership and oral communication course (n = 102) at New Mexico State University during the 2023 spring semester.
- ✓ Students gave three speeches—an introduction of a keynote speaker, a prepared persuasive speech, and a prepared informative speech—and they also completed a self-assessment at the end of each speech.
- ✓ The assessment included six questions designed for students to assess their thoughts about their speech content, preparation, and delivery.
- ✓ Questions included:
 - Overall: In two sentences, how do you feel that your speech went?
 - Overall: What was your favorite and least favorite part of your speech?
 - How did you prepare for your speech? (Example: practiced with friends, in the mirror, wrote it out, etc.)
 - In two sentences, how did you feel before your speech today?
 - What do you wish you would have done differently?
 - List what verbal and non-verbal cues you used and what emotion(s) you wished to elicit from your audience?
 - What tools did you observe from your fellow classmates that you wish to implement in your next speech?
- ✓ At the end of their second speeches, a final question asked students to assign themselves a letter grade on their speech preparation and speech delivery.

ADVICE TO OTHERS

- ✓ We recommend allowing students to choose from a range of topics and then provide reflection exercises that help them reinforce why they selected their target topics.
- ✓ We recommend providing repetitive, intentional self-reflections on speech preparation and delivery to engage in self-awareness steps needed to improve and boost self-confidence throughout the course.

"...REPETITIVE, INTENTIONAL SELF-REFLECTIONS ON SPEECH PREPARATION AND DELIVERY BOOST SELF-CONFIDENCE IN PUBLIC SPEAKING."



REFERENCES
& EXAMPLE

