

PRESENTATION:

WHAT IS A PRESENTATION?

Presentation is the process of showing and explaining the content of a topic to an audience or a group of audiences. It is often used to assess student learning from individual or group research projects. In the recent times, presentation is no longer just about oral presentation but also visuals. Paper, white board or Powerpoint presentation are sample tools to aid the visual part of the presentation. Peer and tutor assessment can be used as part of the grading process, this would allow open-mindedness particularly if the topic or presentation style generates subjective opinions or different views.

STRUCTURE OF PRESENTATION

Presentation assessment usually consists of a topic for the student to research, discuss and present. Question and Answer session is usually included after the presentation. This measures the ability to respond, think under pressure and manage discussion. Sometimes it is in this part of the presentation, the student shows his/her in-depth knowledge of the topic and the presentation skills.

A good presentation is usually expected to consist of an

- Introduction/ Aims/Objectives
- Major points and ideas explained and summarized
- Results/Related points/Issues/or others depending on the topic
- Conclusion – future work
- The presentation should be present in the time allowed.

Y	Declarative	CHARACTERISTICS
Y	Functioning	
	Timely to Set	
	Timely to Answer	
	Timely to Correct	
	Timely to provide Feedback	
	Suitable for Large Class	
Y	Can substitute with Computers	
	Passive	
Y	Active	
	Process Oriented Method	
Y	Product Oriented Method	

Y	Yes
P	Possibly

Above shows the general characteristics of the assessment method and the type of skills that are *typically* assessed by the method. Both Blooms' taxonomy and Biggs' Solo taxonomy are indicated.

Y	Knowledge	Blooms Level of Taxonomy	MEASURABLE QUANTITIES	
Y	Comprehension			
Y	Application of Knowledge			
	Analysis			
	Synthesis			
	Evaluative Skills			
Y	Pre-structural	Quantitative		SOLO Taxonomy
Y	Uni-structural			
Y	Multi-Structural			
	Relational Level	Qualitative		OTHER QUANTITIES
	Extended Abstract Level			
	Leadership			
Y	Life long Skills			
P	Creative skills			
	Writing Skills			
P	Team Work			
	Communication Skills			
Y	Presentation Skills			
	Memorizing Skills			
	Practical/ Physical Skills			
Y	Think under pressure			
Y	Project Management			
	Time management			

ADVANTAGES OF PRESENTATION

- Humans tend to remember actions and behaviors easier than reading, writing and listening, by observing others peers presenting, it will help to reflect on oneself and avoid repeating others' wrongdoings and at the same time, work on others' good qualities.
- Presentation is an effective method to improve students at public speaking.
- Presentation is often part of the overall assessment for a research thesis, it helps to give detailed summary of the research project to the assessors and also allow the assessors to Q&A the student with an immediate response at a more in-depth level which they may not find in the thesis report.

DISADVANTAGES OF PRESENTATION

- Presentation does not take a long time to mark but it does take relative amount of time for the students to present during contact hours, thus this is usually not the best method for a large class.
- It is important for the assessors to state the assessment criteria explicitly, the students need to know if the content of the material is part of the criteria and/or the method of presenting is part of the criteria. If students are to be assessed on different aspects other than the content, they should be given the opportunity to learn about those aspects and practice them before being assessed on them.
- If the skills of live presentation are not relevant to the learning outcomes, presentation may not be a suitable assessment method.
- Students may overspend their time on flashy animation and other software high-tech sound effects, and not on the actual knowledge contents. Tutor and peer assessors may also be affected by these effects and overlook the meaningful ideas behind the topic.

HOW TO DESIGN GOOD PRESENTATION ASSESSMENTS?

- Ensure the students know what the primary objective of the presentation assessment is.
- Tell them how long the presentation will be, and let them know if there is time for Q&A.
- Let students know the assessment criteria and marking scheme, the students should also be aware who is going to assess them – tutor, peers and/or self? And if peers or self are going to assess, would the weightings be the same as the tutor.
- Prepare a structured marking sheet for all assessors.

GRADING STANDARDS

There are many different criteria grading standards, to design the best grading standards for your presentation assessment, you must keep in mind the learning outcomes of the assessment. Entertaining; relevant and useful; knowledgeable; involved the audience; well organized; well prepared; easy to understand; confident are all factors that determine a good presentation.

A generic presentation grading standard can be divided into 5 parts:

ASSESSMENT CRITERIA	COMMENTS
Planning and Organisation	
<ul style="list-style-type: none"> • Introduction • Main Body • Conclusion 	Was it easy to follow? Was there a clear introduction and conclusion?
Contents	
<ul style="list-style-type: none"> • Background Information 	Was the presentation informative?

<ul style="list-style-type: none"> • Focus • Purpose • Preview of content • Introduction of main ideas • Development • Organisational language • Summary • Recommendations 	<p>Did it have a clear focus? Was it well researched? Did the speaker make effective use of notes, without relying on them too heavily?</p>
Presentation Skills	
<ul style="list-style-type: none"> • Eye contact • Posture and gesture • Mannerisms • Self-image – Language – Clarity • Speed 	<p>Did the speaker maintain eye contact with the audiences? Did the speaker give the audiences' time to take notes as needed? Did the speaker repeat the main ideas more than once? Did the speaker make effective use of pauses, gestures, change in pace and pitch? Did the speaker involve the audience – for example, hold the audiences' attention throughout? Did the speaker show enthusiasm and confidence? Has the speaker rehearsed?</p>
Use of Visual Aids	
<ul style="list-style-type: none"> • Appropriate use • Well prepared and organized of Visual Aids • Quality • Grammar/Spelling mistakes 	<p>Did the speaker use the visual aids appropriately (not overused)? Did the speaker make effective use of handouts, overheads and/or the blackboard? Were the writings clear and large enough? Were the visual aids well prepared prior to the presentation?</p>
Timing	
<ul style="list-style-type: none"> • Length of presentation • Length of Q&A 	<p>Did the speaker use the time allocated appropriately? Did the speaker leave time for Q&A?</p>

WEB REFERENCES AND RESOURCES:

Presentation Assessment

Institute for Interactive media and Learning, University of Technology Sydney
http://www.iml.uts.edu.au/assessment/types/class_present/index.html

Science Education Resource Center, Carleton College
<http://serc.carleton.edu/introgeo/campusbased/presentation.html>

Pearson Prentice Hall
http://www.phschool.com/professional_development/assessment/rub_oral_presentation.html

The English Centre, Hong Kong University
http://ec.hku.hk/cs/1503/oral_presentation_assessment.htm

Student Subsection, Education Section, American Fisheries Society
http://snec-fisheries.org/docs/scoring_criteria.pdf



Tips for Students Presenting

Communication Department, Cape Breton University
<http://faculty.uccb.ns.ca/pmacintyre/apics/presentationtips.htm>

“9 Tips for Student Presentations”, About.com
http://presentationsoft.about.com/od/classrooms/tp/student_tips.htm

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