Testing Alternatives: Student Presentations

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Testing Alternatives: Student Presentations

Webinar Norms
- Video off to conserve bandwidth
- Audio muted during presentation
- Questions welcome in Chat

Webinar Recording
- Recording available on OIA website (oia.arizona.edu—Archived Webinars in splash banner)
What are the benefits for students of doing presentation assignments?

Share your ideas in the chat
Benefits for Students

✓ Allows students to practice communication skills
✓ Students have an opportunity to focus on key ideas and infuse their personality
✓ You can gauge students’ depth of understanding
✓ Easier to prepare for than written exams
✓ Academic dishonesty is difficult; students must learn material to present
Student Presentations: Planning Considerations

Synchronous (Zoom live)
- Comfort with the technology
- Student access to internet; picture- and sound-quality variability
- Time-zone differences make planning and presenting complicated
- Limits of class time/class size

Asynchronous (recorded)
- Can use a broad range of technologies (Zoom, Panopto, phone)
- Collaboration possible
- Accommodates time-zone differences
- Can re-start; less prone to technical disasters
- Instructor can access outside class time
Student Presentations: Other Planning Considerations

Individual vs. group?

- Learning goals
- Time-zone limitations
- Internet access for shared recording
- Norms for collaboration and accountability

What will you assess?

- Access to internet and equipment may limit sound and picture quality
- Content is more important than production value
Student Presentations: Student Choice

Give students choices about their presentations.

• Varied prompts (e.g. different topics from the course)
• Presentation type (synchronous or recorded, video or audio)
• Individual or small group (3-5)

Benefits

• Choice promotes higher-order thinking and metacognition.
• Choice discourages inappropriate collaboration and plagiarism.
• Presentation variety more interesting to instructor and other students.
• This semester, choice supports students with varying connectivity.
Student Presentations: Length

How long should presentations be?

• Limit length to keep grading manageable, focus tightly on desired learning outcomes
  • 2-5 minutes, depending on class size
• Give guidelines about where students should spend time
• Sharing your grading rubric when giving assignment makes expectations clear to all

Image by Katarzyna Tyl from Pixabay
Encourage the use of visual aids and examples

- The world is ever more multimodal, and providing these opportunities builds skills needed for future professionals
- Can cut down on time spent explaining details that are better shown visually, keeping the presentation shorter
- Can help show correlation and spur discussion or simplify a complex point
- Provide information to students about the proper use of visuals
Provide information to students about the proper use of visuals

**Contiguity**
- Visuals should be located near the relevant information in *time* and *space*
Student Presentations: Visual Elements

Provide information to students about the proper use of visuals

- Ensure size, font, organization, and color encourage the visibility and attention of relevant information
Student Presentations: Peer Feedback

• Ask students to provide feedback on peers’ presentations.
  • Synchronous presentations—keeps students engaged
  • Asynchronous or synchronous presentations—promotes critical thinking, feedback practice, new learning

• Structure feedback
  • Have students complete grading rubric for each presentation.
  • Ask students to pose a reflective question about one or two other presentations. If presentations synchronous, have presenters answer the questions.
Student Presentations: Assessment

• Always go back to the desired outcomes of the assessment
• Clarity/Coherency == Spelling, grammar, formatting
Use analytic rubrics and share ahead of time with students

- Makes grading faster
- Keeps grading consistent
- Gives students actual feedback
- Reduces questions about grades
## Student Presentations: Assessment – Rubric Example

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>EXCELLENT</th>
<th>ACCEPTABLE</th>
<th>MARGINAL</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
<td>Presentation is organized with a high degree of effectiveness. Supporting material vividly contributes to overall effectiveness.</td>
<td>Presentation is effectively organized in most sections. Adequate supporting material supports the speaker's position.</td>
<td>Presentation is organized with some effectiveness. Supporting material is inadequate in some cases.</td>
<td>The speaker seems to have no clear plan for the presentation. Supporting material is insufficient.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>10 points</th>
<th>8 points</th>
<th>5 points</th>
<th>2 points</th>
</tr>
</thead>
</table>
Student Presentations: Assessment – Rubric Recommendations

- Be specific on criteria
- Use 4 levels
- Do not use and/or
- Do not provide point ranges, but instead set points
Resources

Visual Elements
• Basic Visual Design: https://tinyurl.com/yaykk7ne
• Principles of Multimedia: https://tinyurl.com/y5fwzvfh

Assessment - Rubrics
• Creating a strong rubric: https://tinyurl.com/ybsmqhba
• Example Oral Presentation rubric: https://tinyurl.com/9uy8wen

OIA
https://oia.arizona.edu