

Using brief presentations to assess project work

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Assessment



- Following a process of enquiry, there is a need to **collate and report** what has been found.
- Typically a **written** piece of work is used, essay, report, poster etc
- A **presentation** is another process to consider...

Presentation



- Students frequently **see presentations**, usually in the form of lectures supported by PowerPoint slides.
- In their professional lives they will have to make **short presentations** to colleagues, meetings, clients etc

Individuals or groups?



- A presentation can be set as a group task, but it is difficult to make sure **everyone** in the team contributes equally.
- But...If we are to hear **individual** presentations surely there will be **too little time**?

Short presentations



- A lengthy presentation tests **endurance** of all concerned so how short can a presentation be...and still be useful?
- The 5 minute presentation...

The 5min presentation



- Realistic brief:
 1. You are asked to make presentation to the Managing Director of your company outlining the **key findings** of your recent research (eg a previously submitted written report etc)
 2. Conclude with your recommended **next actions** for the company
 3. Be prepared to answer a a few **brief questions** on your presentation

Timing

Presentations can be run at **15 minute** intervals:

- 5 mins: presentation



- 5 mins: questions



- 2 mins: for both markers to confer and agree marks



- 3 mins: for changeover and set up



Simple rules



- Everyone is issued with a time slot to attend:
- ‘Arrive no later than 9.50am, your presentation will be at 10.00’
- ‘Wait in room no123 to be called through to the adjacent presentation room124’
- Bring presentations on a USB data stick (state software/hardware setup)
- No shows and late arrivals get zero marks
- The presentation will be stopped at 5mins

Marking- the cynical view!



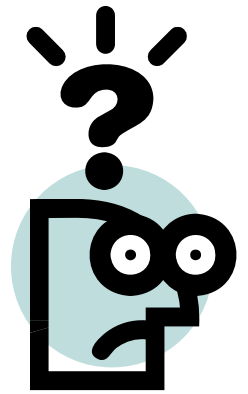
- Without **marking criteria** the tendency is to say it was 'OK ...as far as presentations go'
- Everyone who **turns up** at least passes and the very best get high 60's %
- This is not helpful!

Marking criteria



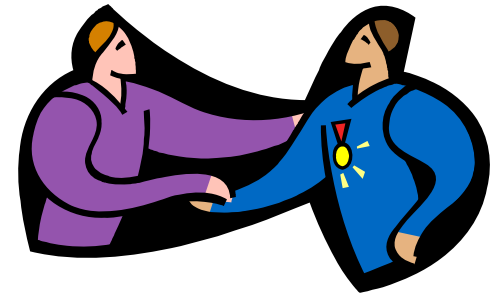
- Make a specific mark sheet **tailored to the assignment task.**
- Look for **specific things** to be done rather than a vague, warm feeling that it was reasonable or alright

Handling questions



- Award marks for how well **questions are handled**- this is unrehearsed and you see their true understanding of the material being revealed to you
- Do you need to ask questions to **clarify confusing points**?
- Have they got you so interested that you **ask searching questions**?

Feedback



- An immediate verbal ‘ the graph on cost implications was very good’ is **highly rewarding for students.**
- Try not to criticise too harshly!
- **Avoid starting a conversation** or worse a negotiation!
- Allow collection of final marks sheets the **day after**

Possible variations



- **Auto-running** PowerPoint presentations submitted on CD with a 'brochure' explaining how to view the presentation
- - **advantage:** freedom from time constraint, and copy of material for audit etc.
- - **disadvantage:** no question can be asked and you don't know if the work is truly that of the individual student.

Possible variations



- **Video** the presentation to keep an auditable copy for external examiner to see.
- Students could **view** the presentations to learn from the experience of others.
- Students could **submit** their own video clips of their presentations for marking.

Problems...



- How **awful** would a presentation need to be to fail?
- How **brilliant** should a presentation be to get 80%?
- What about **attacks of nerves**, stuttering etc?
- What about **equipment failure**?
- How do those with **English** as a second language manage the assessment?



Questions?

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