**Assignment Instructor Notes**

*Professional Communications OER: Presentations*



## **Question Bank**

The presentation module includes a large question bank covering each chapter of the eText. Some of these questions may have been used within the eText “Check Your Understand” or in the slide decks however the number of questions that remain unused is significant.

These questions can be used for formal and informal evaluation and in a variety of assessment instruments such as quizzes, exams, review exercises and so on. Correct answers are identified within each question. The format of questions allows for them to be added to LMS activities with little effort.

More details on the question bank can be found within it.

## **Presentation - Scoring Feedback**

This Peer Feedback Scoring Guide is not associated with any one particular module activity. It has been designed for use by students who have been assigned practice presentation activities in preparation for their final graded presentation. Feel free to adapt this guide by adding elements to it or removing those that may not be relevant to your use.

Students use this scoring guide to provide constructive feedback to a speaker on their presentation. The criteria included align with major elements outlined in the module eText. Note that this is not meant to be a grading rubric. In other words, students are not grading or assessing the presenter but rather providing feedback based on their impression of how well he/she has addressed the criteria (*Presence, Language, Organization, Subject Mastery, Visual Aids*) outlined in the scoring criteria table. There is also a section in the table to indicate their overall impression of the presentation.

This scoring rubric is to provide commentary or feedback to a presenter on his/her presentation. This can be used informally in a peer presentation activity or submitted with a video of a presenter to solicit feedback.

This scoring rubric is not meant to be used as a formal evaluation tool since it may not be as complete as an instructor would want. Rather, its main application is to accompany formative assessment activities.

The scoring criteria attempts to focus on only the major elements of a presentation as presented in the eText.

## **Presentation - Summative Assignment Grading Rubric**

The emphasis for this assessment is on the development of an effective plan, the preparation and the delivery of verbal presentations. Integrated skills such as planning, appropriate use of vocabulary, integration of verbal and nonverbal techniques, speaking voice and audience engagement strategies are key factors.

It is suggested that the grading rubric be made available to students to help guide their efforts.

Success Attributes

* *Verbal Communication* - the ability to express oneself clearly orally and in conversation with others
* *Presentation* - the ability to plan and deliver a presentation that makes an impact on audiences

This assessment rubric includes three sections, each of which is designed to evaluate different aspects of a presentation. These sections can be used independently or together, depending on the requirements related to a presentation assignment or instructor preference. The rubric is tied to the module summative assignment however it could be used in whole or in part with other presentation activities.

1. The “Content Section” criteria addresses quality issues related to the information presented and how it is structured. Information needs to be accurate, easily understood and factual. The structure of the information should flow predictably, forming a logical pathway to the conclusion.
2. The “Presenter & Delivery Section” criteria addresses personal attributes and characteristics of a speaker and how effectively they are used in providing a compelling presentation.
3. The “Group Presentation Section” criteria addresses dynamics between two or more members sharing in the delivery of a single presentation. This section focuses only on interchanges between presenters. Assessing each presenter is done using the Presenter & Delivery Section of this rubric.

***Note:*** *this third section only applies when the presentation has been assigned as a team activity. It should not be used in conjunction with individual student presentations.*

The content and presenter sections of the rubric include “Success Identifiers”. These will guide students in developing and presenting a quality product. These success identifiers could be removed or modified as necessary however you are encouraged to leave them available to students.

Correlation to Module Competencies/Outcomes

* Demonstrate the effective use of key interpersonal communication skills in professional presentations.
* Execute a communication strategy to deliver an effective presentation following accepted standards of public speaking.
* Demonstrate the effective integration of communication and presentation techniques in the delivery of professional presentations.

## **Presentation Module Summative Assignment**

This assignment was planned for use as a summative assessment of the module. It includes requirements from several of the module eText sections and chapters.

Focus for the scenarios is on developing a presentation plan using the process and suggested template outlined in the eText for guidance. Scenarios focus on workplace related situations and cover a wide variety of topics. All will require that students perform some basic research on their topic. Some topics may appear to be technical or at a high level however this is not the case. The requirements to be presented on for each scenario are manageable and do not require advanced knowledge of the subject. A common understanding should be sufficient.

It is recommended to provide the associated grading rubric to students along with the assignment to help guide their work. Actual points for each rubric criteria and element can be added as appropriate to your grading scheme.

The rubric has been designed to be adaptable. It includes three main sections: content (information being presented); Presenter (the person delivering the presentation); Group (in the case of team presentations).

Having the rubric designed in sections allows you to divide the assignment if you wish. For example you could modify it where students work through it in stages such as plan and develop their presentation and submit their work, which could be evaluated on the basis of quality as outlined in the rubric criteria.

The Presenter section could be assessed by you only, the instructor, or by fellow students, or both. This would be done watching the presentation as usual.

The Group section of the rubric is short and focuses on criteria related to group dynamics or interpersonal skills only. The quality of each group presenter could be evaluated using the Presenter rubric section.