

MUNI
CJV

Presentations Revisited – Are Students Actually Improving?

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Background

- B2 level
- VB036 English II
- VB001 English Exam

What We Evaluate

‘Students deliver a 5-minute presentation on an IT topic of their choice in front of an audience using visuals. Remember that a good presentation has some sort of a claim or argument. Consider the difference between “Basic Information on Self-Driving Cars” vs. “Why Self-Driving Cars Will NOT Revolutionize Driving”. Avoid giving a simple overview on a particular topic.’



4 Group 1



↓ Group 2



↑ Group 3

↓ Group





Group 1

Group 2





Group 3



Group 4

Questions: Time Constraints

How much class time (and how many classes) do you have for practicing presentations?

How should presentations be practiced in such a limited time?

Questions: Student Background

Do you know your students?

In which semester do they usually take your courses?

What is the attrition rate of that year? Do the students have a course/exam they need to pass otherwise they cannot complete their studies?

Questions: Student Background (Cont.)

- What do your students know? What should they know at the end of the studies?
- What do your students believe they will have to present in their professional careers?
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What do they will have to present in their professional careers?

Students at FI MU

- Various studies (Rademacher, Valia, and Knudson; Scaffidi) show that graduating (computer science) students lack in "personal skills (oral and written communication, teamwork, active listening etc.)".
- **Our experience of deficiencies in the student's presentation skills:** inability to formulate a clear message, no use of signposting language, lack of eye contact and interactivity, flat intonation and pronunciation problems in general, poor introduction into the topic, total ignorance of conclusion and absence of the final message.

Questions: Criteria

What assessment criteria do you use and why?

Should we evaluate body language? Passion? Good timing?

Presentation Criteria

DRESS CODE

GOOD CONTENT

CLEAR STRUCTURE (2PTS – STRUCTURE + CONCLUDING,
NOT SUMMARIZING!)

USAGE OF SIGN POSTING

CORRECT USAGE OF ENGLISH (3PTS)

RELEVANT RANGE OF VOCABULARY

FLUENCY

CORRECT PRONUNCIATION (AVOIDING IRRITATING
MISTAKES)

STRESS AND INTONATION

QUALITY AND LANGUAGE OF VISUALS

EYE CONTACT

PROPER BODY LANGUAGE

OVERALL IMPRESSION (FUN, PASSION, EXPERTISE,
EFFORT...)

REFERENCES

GOOD TIMING

HANDLING THE Q&A SESSION

ASKING QUESTIONS

Presentation Criteria V. 2

DRESS CODE

GOOD CONTENT

CLEAR STRUCTURE (3PTS – INTRODUCTION, STRUCTURE + CONCLUDING, NOT SUMMARIZING!)

USAGE OF SIGN POSTING

CORRECT USAGE OF ENGLISH (2PTS)

RELEVANT RANGE OF VOCABULARY

FLUENCY

CORRECT PRONUNCIATION (AVOIDING IRRITATING MISTAKES)

STRESS AND INTONATION

QUALITY AND LANGUAGE OF VISUALS (2PTS)

EYE CONTACT, PROPER BODY LANGUAGE

OVERALL IMPRESSION (FUN, PASSION, EXPERTISE, EFFORT...)

REFERENCES

GOOD TIMING

HANDLING THE Q&A SESSION

ASKING QUESTIONS

Presentation Criteria V. 3

~~DRESS CODE~~

GOOD CONTENT

CLEAR STRUCTURE (3PTS – INTRODUCTION, STRUCTURE + CONCLUDING, NOT SUMMARIZING!)

USAGE OF SIGN POSTING

CORRECT USAGE OF ENGLISH (3PTS)

RELEVANT RANGE OF VOCABULARY

FLUENCY

CORRECT PRONUNCIATION (AVOIDING IRRITATING MISTAKES)

STRESS AND INTONATION

QUALITY AND LANGUAGE OF VISUALS (2PTS)

EYE CONTACT, PROPER BODY LANGUAGE

OVERALL IMPRESSION (FUN, PASSION, EXPERTISE, EFFORT, DRESS CODE...)

REFERENCES

GOOD TIMING

HANDLING THE Q&A SESSION

ASKING QUESTIONS

Questions: Presentations a Soft Skill?

Is giving a presentation a soft skill or a language skill?

Feedback as a learning tool I

- VB036: English II – 6 sessions per semester
- Class agenda: presentation skills, discussion skills, language skills
- What are the learning opportunities we can exploit?

Feedback as a learning tool II

- **Presentation criteria** - starting point
- **Feedback** – skill to be developed to avoid triviality
- good to provide your students with language scaffolding
- Feedback is **constructive**: praise and suggest improvement
- Class feedback vs. individual feedback

Positive start	Addressing problems	Future actions
I really appreciate that you have.../ I really liked/enjoyed ... /I like the way you ...	I noticed you had some troubles with ...	What do you propose as the next step ...?
One thing that stands out for me ...	I can see some difficulties occurring in	If I were you I would .../ You could ...
It's great to see that you ...	Am I correct in saying that you struggle with ... ?	What would you like to develop/focus on ... ?
You have shown us	Would you agree that you hesitate to/tend to/rely (too much) on/struggle with	I believe you could ...
Thank you for ...	Where I think you have room for improvement ...	Have you considered ... ?
You've provided good/strong evidence of ...	Would you say it is difficult for you to?	What could you do about ... ?
Well done for ... /Good job./ Excellent.	When you presented, I noticed.../At several points during the presentation I noticed ...	How do you feel about ...?

Class feedback

- student focuses on a skill/presentation aspect they want to learn about
- share their comments in small groups (liked/want to remember/want to use).
- suggest improvement – specific course of action.

Individual feedback

- After the presentation
- Focused self-learning process – agency/social agency – authentic tasks with new understanding

Reflection and its focus: the relevance of planning, critical thinking, time management, problem-solving, researching one's target audience, preparing visuals and script, anticipating questions, formulating the key message and developing arguments

Procedure I

- Set of questions:
 - What went well during your presentation? What are you happy about?
 - What did you learn about yourself during the preparation of the presentation? And during the execution?
 - What could have been better concerning your presentation? How could you make it better next time? What do you want to remember from the experience (both preparation and execution) and how do you want to use it?
 - Did you use any strategies or methods when researching, preparing and giving the presentation? Did they work well? Are there any other methods or strategies you could have employed? Are there any methods or strategies you will use in the future?

Procedure II

- Teacher feedback – often refers to language and pron issues
- Recording – student reflects at home on their presentation skills and language issues mentioned by the teacher
- Output - written reflection

Student feedback

- "... I am surprised I learned so many things in so few classes ..."

Questions: Feedback

- How do you give feedback to your students?
- Do you/could you use it as a learning tool?
- Do you use any strategies how to make it a learning tool?

Sources

- Grahame, Kathryn Schulte and Leila Keyvani Someh. "GIFTS: Preparing First Year Engineering Students for a Career where Communication Skills Matter!" (2018).
- Radermacher, Alex et al. "Investigating the skill gap between graduating students and industry expectations." Companion Proceedings of the 36th International Conference on Software Engineering (2014).
- Scaffidi, Christopher. "Employers' Needs for Computer Science, Information Technology and Software Engineering Skills Among New Graduates." (2018).