Developing student engagement within the oral presentation assessment process

Jenny Douglas
j.l.douglas@leeds.ac.uk

Introduction/Background

• Students continuously receive feedback throughout degree but rarely provide it to others.
• Previous experience: lack of engagement during oral presentation assessments
• Evidence: PF increases student engagement and participation during oral presentations (Cushing et al., 2011).
• PF can improve assessment authenticity (LEAF, 2018).
• Regular peer feedback (PF) used within audiology departments

Method

• Formative PF implemented within Y2 summative oral presentation.
• PF was anonymous & researcher blind (Arnold et al., 2019)
• PF comments aligned with the summative presentation marking grid.
• Online questionnaire used – Likert scale and open-ended questions (Bell, 2018).
• Questionnaire completed immediately after each presentation group.
• Designed to gain viewpoint as both provider and receiver of feedback.

Results

• 16 responses to the questionnaire (17 students in cohort)
• Positive outcomes for engagement within the assessment (see figure 1)
• Students expressed a level of confidence giving PF
• Students indicated a clear benefit to PF

Confidence surrounding feedback* (% = strongly agree or agree)

Skills Understanding
Feedback received helped identify the strongest areas in their own presentation

Content of Feedback
Students felt confident knowing what to provide feedback on

Honest Feedback
Students felt confident providing honest feedback

Student Reflection
Feedback received reflected their own.

Engagement in summative assessment (figure 1)

Qu. 1: ‘I paid more attention to the other student presentations’
Qu. 2: ‘A feedback template helped me understand the presentation marking scheme’
Qu. 3: ‘helped identify key strengths in my own presentation skills.’

Perceived benefits of providing PF on future practice**

“It allows to know our strengths and weaknesses”
“know how to implement changes for next time”
“More confident of my understanding of marking”
“honest opinions can be given, and advice can be properly explained if needed.”

Limitations

• *No baseline of confidence to compare against
• **Clarity of questions limited ability for responses to answer research questions.

Additional outcome

• Consideration of PFs influence on student motivation.
• 50/50 whether students considered altering their presentation content due to receiving PF
  + ”I knew the subjects I would receive feedback on, so it motivated me to do well in them”
  − ”My motivation was more for my grade/results, I was less concerned about feedback from peers”

Discussion: were the research questions answered?

1. Yes: increased concentration during peer presentations + awareness of marking criteria via PF template.
2. Partially: some level of confidence giving PF + awareness of benefits for future presentations but not future clinical practice.

Considerations for my future practice

• Student preparation: develop a PF ‘practice’ activity to develop confidence in providing honest and valuable feedback (Stenburg et al., 2021).
• Study has influenced my own clinical practice when developing a new peer review format.