

College	
Name & Role	Christine, Lecturer
Unit Name(s) & Code(s)	F84E 35 Presentation Skills
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Learners

Description & Common Characteristics etc.

- The groups each contain 24 learners. The groups are diverse with regard to age and gender. All have completed a level 7 qualification and most have work experience.

The Context

Target Outcomes, Knowledge and/or Skills, Performance Criteria, Evidence Requirements

Outcome 1 – EVALUATE A SELECTION OF BUSINESS PRESENTATION METHODS APPROPRIATE TO DIFFERENT PRESENTATION SCENARIOS.

Outcome 1 Knowledge and/or Skills

- (a) Presentation software
- (b) Business presentation methods
- (c) Evaluating

Outcome 1 Evidence Requirements

- Describe the content, purpose, audience and type of location for three different presentation scenarios
- Identify and evaluate two business presentation methods for each scenario covering at least six different presentation methods overall.
- Evaluate and justify the selection of business presentation methods for each scenario

Existing approaches to assessment for the Unit(s)

- Essay based on case study.

Staff experience/expertise in technology-enhanced assessment

- Staff will have a good level of IT skills but familiarity with Moodle may be variable.

The Solution

Description

- Using a forum for students to upload their student presentations (this is a new approach) and using peer assessment methods as a formative pre-assessment task.
- Create Moodle Quiz with different question types including matching

Assessment Type:

- Formative and Summative

Rationale

- Learners undertake many essay-based assessments and find this one laborious. This would make the assessment process more engaging for learners.

Technology & Delivery Setting

- Computer lab

Resources and Tools Required

- Moodle

What the Tutor Does and ICT skills required

- Upload the assessment quiz information and check answers. Set up the forums.

Tutor would need to be familiar with Moodle environment.

What the Students Do (and ICT skills required)

- Participate in the forum and upload their work
- Provide responses to different question types, which would require the use of keyboard and mouse skills and familiarity with Moodle environment.

Outcomes

Implementation and effectiveness

Took longer than anticipated – see reflections below

Student feedback

Due to delays described below had not been tested at time of writing. Students do like quiz style assessment

Reflections & Changes

These assessment changes were explored:

In Presentation skills they are using a forum for students to upload their student presentations (this is the new approach) and using peer assessment methods as a kind of formative pre-assessment task. They have developed a rubric to help the students assess each others work and they have asked the learning technologist to help set that up in Moodle for this assessment.

So that is covering 2 of the 3 knowledge and skills associated with the unit - getting them to do their presentation design, getting them to do the evaluation of others and their own presentation design and presentation methods.

They have been creating quizzes for this unit, the learning technologist is looking at that for them – problem has been the gap between initial training at the workshop and doing it – you forget a lot – they have been worried about making it look good. They wanted to try to make an audio commentary about the presentation scenarios to help the students get an overview of the readings they have to do about the scenarios (a way of helping the students with the assessment) – but waiting for the learning technologist to help them with that. Creating the quiz themselves they have found to be frustrating, despite the training at workshops, its like starting all over:

“But after a few goes it gets easier - its time really, you need to use it regularly to be able to do things successfully. Its not particularly user friendly when you go into set up a quiz and there are just so many settings! It’s complicated! Such as setting up allowing students to rate other students and I had to go into the permissions, and I mean there’s a huge, huge list of permissions! But there’s all these different things to think about.”

Summing Up

- Using forums and quizzes was new to both lecturers
- Using an assignment Dropbox was new to one lecturer

- Rubrics were very popular with both lecturers – they could see the benefits straight away.
- They have used the SOLAR online open assessment resources for students on NC personal finance classes and liked that a lot because:
 - Being open access meant no hassle setting up class cohorts in the SOLAR closed system
 - The students got instant feedback - they really liked that
 - The students became quite competitive – that drove their learning
- In comparison the accounting industry training seems to be more advanced in its use of e-assessment and technology generally
- Time is still the biggest obstacle, the project workshops were good but the gap between them and putting things into practice was too long
- They like the idea of lecturers collaborating to create e-assessments – after all that is what the SQA does to create paper assessments
- It would be best to collaborate on individual units not whole subject areas
- Changing habits is a big thing