

How to Use and Evaluate Student Speaking & Oral Presentations in the Classroom



Resources for Faculty

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Speaking, Arguing, & Writing (SAW) Program

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Designing Speaking Assignments: What are your goals & objectives?

A. Setting Goals and Objectives:

Determining your **goals and objectives** for using a speaking assignment in a class will help you determine which **methods** to use and **how to evaluate** your students. You must first define your goals for the process and then choose a method that will most effectively meet them.

Sample Goals:

Regarding content, goals for oral presentations include:

- Create understanding about....
- Demonstrating.....
- Convincing the audience of....
- Moving the audience to action....

Regarding presentational aspects of an assignment, goals for presentations include:

- Learning to organize information in a coherent manner.
- Developing an effective thesis for an oral presentation.
- Practicing the use of logical and emotional appeals to persuade an audience.
- Practicing the use of voice, gesture and bodily action to convey meaning.
- Understanding the importance of transitions in adding coherence to a speech.
- Preparing an effective introduction and conclusion for a presentation.
- Creating an effective and useful speaking outline and notes.
- Developing experience and confidence in one's presentational skills.
- Becoming a “local expert” in a subject..

B. Group versus Individual Presentations:

Group Presentations – There are substantial benefits to assigning presentations in groups. Groups encourage teamwork and help students get feedback from each throughout the process of developing the presentation. Groups can prepare presentations during or outside of class. Instructors should set standards for allocating the work so everyone knows what to expect: How long is each member expected to speak? How do you want the subject matter divided?

Individual Presentations – The benefits of individual presentations include helping students to gain confidence while speaking on their own in front of a large group, or to take personal responsibility for critically understanding and responding to questions. In the process, students become localized “experts” on certain subjects.

Classroom Discussion as a Speaking Tool

A. Classroom Speaking Activities:

Snowballing

One way to make a discussion developmental and increasingly inclusive is to use a process called “snowballing” or “pyramiding.” Students begin this activity by responding to a handout of questions or issues as individuals. First, they gather their thoughts on these questions in private reflection and jot down any notes. After five minutes of solitary thought, paired students begin a dialogue on the questions. After another five minutes, combine two groups to form a group of four. After ten more minutes, merge them into groups of eight. After twenty additional minutes, two groups merge again, and the process continues in twenty-minute intervals until the whole class has been brought together (Brookfield and Preskill 1999:110-111).

Stand Where You Stand

This is another highly structured activity that encourages students to think critically, argue persuasively, and listen carefully to other points of view. It gives students practice in developing well-supported arguments, but it also challenges them to listen closely for the strengths of opposing views. A unique benefit is that it gets people to move around the room—literally—to experience physically where they stand on a particular issue. Here’s how the exercise works:

1. While studying a controversial issue, students read four essays as homework. Two of the readings support a particular idea or viewpoint while two oppose it.
2. When the students gather in class, share with them a claim that reflects one side or the other in these essays. For example: “Formal education is a waste of time and resources in non-industrialized societies.”
3. Students individually decide whether they agree or disagree with this claim and spend ten minutes writing down their position and their rationale for it, citing arguments, evidence, and quotes from the essays provided.
4. The teacher displays four large signs around the room, reading STRONGLY AGREE, AGREE, DISAGREE, and STRONGLY DISAGREE.
5. Students stand in front of the sign that most closely reflects their position on the claim.
6. Students at each station take turns orally presenting arguments that support and justify the stance they have taken.
7. Students are then invited to move to another sign if the arguments they hear from peers at that sign persuade them that a different view is more accurate or defensible.
8. Students end the exercise by spending fifteen minutes discussing as a whole group how the activity altered their perspectives on the issue.

B. MHC Faculty's Creative Use of Speaking Assignments:

It takes time for students to develop and deliver oral work, so much so that it is easy to get disheartened over loss of class time. However, much of the work can be done outside of class, especially if you organize your class into small groups that are charged to work collaboratively developing projects.

1. **Conduct a "staged debate:"** Holly Hanson (History/African and African American Studies) had her students work carefully with an article by Robert Kaplan on Africa, an article that most students found somewhat offensive. Then a colleague visited her class as Robert Kaplan. Students had to argue with him about his position. This required them not only to clarify their understanding of his position but also their reasons for disagreement.
2. **Use oral exams:** Oral exams get students' attention, whether the exam accounts for a small or large part of their grades. Eleanor Townsley (Sociology/Gender Studies) uses the following format for oral exams: She tells students ahead of time that in her first question she will ask what her second question should be, and that her second question will ask about the answer to the first. This process will allow students to begin in an area where they are prepared. Professor Townsley tells students that the answer to the first question will count, as well as the answer to the second. The student is thus required to suggest a serious question. The exam proceeds from there, with some common questions for all students, but other questions geared toward exploring how deeply a particular student has understood an area of interest. Experience with this sort of format suggests that it allows you to discover very quickly the areas that a student doesn't understand. You then have no need to linger there, and can spend most of the exam time in areas the student knows best, probing how far and deep her understanding extends. As a bonus, the student comes away with the sense that she has had a chance to show what she knows and that the exam has been fair. Evaluations of this format suggest that despite a good bit of anxiety coming in; students like the oral exam, prepare extensively, and believe that it was a good learning experience.
3. **Put on a conference, a summit, a crisis meeting:** Eva Paus (Economics) organizes a conference for her Economic Development seminar. Students take on roles and are required to argue within those roles. One student might be the chair of the International Monetary Fund, another the president of the target country, a third the head of the largest labor union. Students must research the problem, the interests of their character, the interests and likely responses of others. Professor Paus has a Speaking Mentor to work with students in the development of this project. Students prepare their briefs, the presentation format, and the debate itself, at the SAW Center. The format makes it possible for students to understand the relationships among issues to a depth that would not be likely in a more traditional format.
4. **Try "pre-discussing" important topics or themes:** In one intriguing study, before any material on the topic of osmosis was presented, students talked for ten minutes exploring guesses about how it might work. These students had a much better understanding of the subject than the control group when tested several months after the same class and lab material had been given to both groups. This sort of "pre-activation" would seem to have broad applicability. It seems to work best in contexts where no one in the group fully understands the issue.
5. **Conduct role-linked discussions:** Along with the reading assignment that provides the basis for the discussion, hand out descriptions of "roles." These roles could be organizational positions (i.e., Chair of the IMF, president of a labor union, ecologist, lumberjack, stockholder, town citizen). Alternately there might be argument positions (i.e., supports abortion on demand for any reason, supports abortion in the first trimester, links abortion to viability, opposes abortion except to save the mother's life) or even actual people (i.e., Eleanor Smeal, Pat Buchanan, George W. Bush). At the start of class, deal roles from a deck of cards, and then require each student to conduct the discussion from the point of view of the character/role. This requires each student to read more critically because they must consider the material from multiple points of view before the student comes to class. Professor Holly Hanson (History/African and African American Studies) has used this method to good effect.

6. **Spend some time teaching students how to have productive discussions:** Think about spending some time teaching students how to have a productive discussion. For example, intervene to insist that remarks be responsive to what has preceded, that they give evidence and argument rather than just sharing their feelings, and that they move the discussion forward. As students get the idea, you may find yourself intervening less, and discussion becoming a much better use of class time.
7. **Stage re-creations or dramas:** Students might be required to appear in character in a literature, history, or psychology course. In some cases, this might venture toward a staged debate if the students will also need to argue a specific position. In other cases, dramatic elements might be emphasized. Student roles might be tied to specific people, to class hierarchies, to occupation, political interest, or perhaps constrained in other ways.
8. **Stage a trial:** This works best in a small class. Professor John Fox (Complex Organizations) has had students conduct a trial in an early income tax case. The format could be applied to almost any field, from biology to French. With teams of attorneys, a judge, witnesses (both expert and others), and a jury, there is wide leeway for bringing students into sharp engagement with the issues. In Professor Fox's case, he served as the judge, though in other situations a student could take that role.
9. **Conduct a symposium:** Students can conduct a symposium around a central concern of the course. Professor Rachel Fink (Biology) uses this as the culminating project for her embryology course. Students research their own topics (each one develops an expertise in a sub-area), prepare abstracts that are published in a program, and assemble a formal presentation that is delivered at the symposium. Students also turn in a paper, which is appropriately different from the oral presentation. One year, Professor Fink ran the symposium jointly with a course being taught at Smith College and reported that our students both learned enormously and were notably impressive.
10. **Constrain discussion and questions in ways that will move the material forward:** You might prohibit students' reporting how they feel, insisting that they say what they think, and then that they give reasons or evidence supporting their views. You might require some students to comment only from a specified point of view. You might introduce a requirement that after any conclusion is drawn, the class linger briefly to identify the premises (including those not articulated) and whether the conclusion actually follows from them. Once you start thinking along these lines, you will think of other ways that you can introduce constraints on the structure of questions, comments, and discussion, that will help you move forward, and that will enhance learning.

C. Small Group Work:

Educators agree that when students work in small groups, they tend to understand the subject matter more thoroughly. Small group work transforms the students into supportive learning teams; the group keeps students energized, motivated and provides support to complete complex tasks. Group work helps students explain, summarize, apply, analyze, synthesize, and evaluate the subject matter. For example, students may answer questions about the content, develop examples, solve a problem, or summarize main points of the readings. Group work also helps students practice essential social, problem solving and communication skills necessary for success in the workplace. In addition, groups serve as forums where students can personalize their learning experiences and identify and correct misconceptions and knowledge gaps. Planning and organization are necessary for groups to be productive.

1. Before the Group Work: Planning

- Place students in appropriate groups. Keep the group small; limit it to four to five members. There are several methods to placing students in groups:
 - a. Designate the groups yourself by using a 1, 2, 3 numbering system. Students often will want to work only with their friends.
 - b. Assess students' personalities before you assign groups. Placing two very outgoing students in one group may be problematic.
 - c. Assign new groups frequently so that students will interact with everyone in the class. Sometimes students who are in one group too long become quite comfortable with each other and will chat rather than complete their tasks.
- Use assignments that require group interaction. For example, if assignments are too easy, one member may complete it on behalf of the group.
- Explain the purpose of the group work. Why are you asking the students to work together? What will they gain from the group work?
- Explain the assignment clearly and provide a handout.
- Indicate what specific learning outcome you are expecting from the group. For example, groups hand in written answers to questions, groups present an oral summary of their discussion to the class, and groups list main arguments on an overhead transparency.
- State a time limit for the group work. Time allocated to group work depends on the nature of the task.
- Assign roles within the groups to encourage equal participation. For example, reporter, note taker, timekeeper, and facilitator.

2. During the Group Work: Implementation

- Circulate among the groups to check on student progress. This gives you the opportunity to assess the extent to which students understand the material. What content is clear to them? What questions do they have?
- Sit in on group discussions. You can get to know your students better by listening in on the group, asking and answering questions, providing direction and clarification, and praising students for their work. When you join the group, it can also help motivate students to complete the task in a timely fashion.
- Remind students of the time remaining to complete the task. Check with groups to see whether they need more time. Be flexible.

3. After the Group Work: Report and Reflection

- Bring the class together and ask groups to share their work. Highlight main issues learned from the groups; possibly use the board or the overhead projector to summarize. Provide feedback on both the content and the group process.
- Reflect on the group work and student learning and incorporate what you have learned into your planning for the next class.

Preparing Students for Public Speaking

Present criteria for evaluation when giving out the assignments, so students know what to prepare for. Set **time guidelines** and ask students to practice on their own to make sure they fit within the appropriate time limits.

A. Running an In-Class Workshop on Speaking:

Going over the criteria for evaluation as a class and engaging students in active critique of a presentation can help them improve their own presentation skills. Here's one way to run an in-class workshop on public speaking.

1. **Hand out copies** of a criteria form.
2. **Discuss** the criteria on the form so that the language becomes meaningful to everyone.
3. **Show a video** of a sample presentation (perhaps of a student from a previous year).
4. Show how you would apply the criteria by **giving examples**.
5. Ask students to write an **assessment** of the sample according to the full criteria.
6. **Discuss** the responses as a class. Allow students to lead but fill in their gaps.

Running an in-class workshop gives you a chance to clarify the criteria and even aspects of the assignment if that proves necessary.

B. Resources at the Speaking, Arguing, and Writing (SAW) Center

Peer Assistants at the SAW Center are trained through the Interdepartmental 212 course, "Peer Mentoring," as well as through ongoing enrichment workshops. They are available by appointment to help students organize their presentations and hone their speaking skills. Appointments are 50 minutes long. Assistants offer consultation at any stage of the speaking and research process. For example, if the student comes prepared to give her speech, she can practice the speech once to get comfortable, and then the assistant videotapes her performing. The student and SAW Assistant then view the video, and the student discusses her concerns regarding the content and the delivery of the speech. The SAW Assistant provides additional feedback and suggestions in response to the student's concerns. If desired, the student can perform the speech on video again and watch their improvement.

Invite students to call **538-2651** to make an appointment or stop by the SAW Center, located on the **4th floor South Mezzanine of the Williston Library**.

C. Using Technology and Visual Aids:

Visual Aids give the audience direct sensory contact with the speech; this is important as some people are visual learners. Decide in advance whether or not to include PowerPoint, video clips, overheads, or other multimedia aids as a requirement. Setting up equipment will take additional time and special advance arrangements may be necessary to reserve needed equipment.

Technology resources and workshops at Mount Holyoke College: <http://www.mtholyoke.edu/lits>

Multimedia presentations should only be used if there are compelling reasons to do so. If the media enable students to explain something that they cannot explain without visual or auditory assistance, they can use them. They should not use multimedia as a substitute or a distraction from their own interaction with the audience. Use multimedia visual aids to:

- Attract the audience.
- Organize, simplify and make concrete main points.
- Aid in audience memory.
- Convey something that cannot effectively be verbally described.

Images/Text

- Choose visuals (e.g. slides, pod-casts, photographs, paintings, graphs) that will reproduce sharply.
- Make sure the visuals are large enough to be clearly visible to your audience.
- Font size should be readable from a distance (44-50-point for titles; 30-34-point for subheads).
- Use bulleted or numbered point rather than paragraph style text.
- Citations should be listed on one slide at the end.

Color/Appearance

- Create a clear contrast between any print text/illustration and the background.
- Use color as a cue to guide the eye to important information or to make correlations in a chart or graph.
- Use animation to highlight or demonstrate a process.

Delivery Tips for Students:

- Talk to your audience rather than to the media; avoid turning your back to the audience.
- Concentrate on maintaining eye contact with your audience.
- Avoid putting the aid directly behind you; instead place it to one side of you.
- Display the aid only when you are ready to discuss it. When finished, remove it, or cover it.
- Use presentation-software, such as PowerPoint®, for illustrating your talking points; do not read the text of the slides to your audience.
- Know your equipment; check the multimedia in the room in which you will be giving the speech to make sure all technology is working properly.
- Practice your presentation with your multimedia aids. The speaker should be able to effectively and smoothly interact with the aid to minimize distractions.
- Do not distribute materials during your speech. If you have prepared handouts, distribute them before or after your speech.

D. Preparing Notes for Speaking:

While several of these reminders might strike you as obvious, speakers often ignore them when preparing presentations. Remind students to:

1. **Use an outline format for their notes:**
An outline helps them visually recall the structure of the talk. Placing numerals and letters by the various points in the talk also helps them distinguish main points from subordinate ones. If they indent supporting points, the outline will be easier to read while they are speaking.
2. **Keep the outline as brief as possible:**
Too much detail on the notes encourages them to read to the audience. When this happens, students cannot maintain eye contact with their listeners and they will lose any sense of conversation with their audience.
3. **Place visual cues on the outline if necessary:**
A good speaking outline includes the content of the talk as well as reminders about how the speaker wishes to proceed. She might mark certain sections of notes where she wishes to pause, or to speak more slowly or loudly to achieve emphasis. She might remind herself about when to use a visual aid. Perhaps she wants to pause at a particular spot to ask the audience for questions.
4. **Make speaking notes legible:**
Under the stress of speaking before a group, the speaker may suddenly be unable to decipher her own writing. She will need to be able to read her notes at a distance; they need to be clear and large enough for her to do so easily.
5. **Practice speaking with the notes prepared:**
That's the only way to tell for sure if their notes will make sense to them at the time they will be giving the final presentation.

Evaluating Speaking and Presentations

A. Selecting Methods of Evaluation: Oral vs. Written?

Remember your **goals and objectives** when deciding how to evaluate the speaking and oral presentations of your students. Make sure your methods match up with your priorities.

Oral Evaluations – These may be given after each presentation, or to all speakers at the end of class. Student speakers receive **immediate feedback**, and **teachable moments** become part of the schedule. However, oral evaluations **may be forgotten or misinterpreted** by speakers in the "let-down" after the presentation performance.

Written Evaluations – These can be helpful by **providing a record of response** for each speaker, and it encourages those responding to be more **thoughtful and deliberate**. Using **evaluation forms** rather than free-form comments facilitates **consistency** in feedback and **application of the full criteria** from speaker to speaker, but can also inhibit creative listening by being so standardized. You may **combine oral and written responses** by, for example, using both student/peer oral feedback and faculty written feedback.

B. Peer Assessment:

Peer assessments of presentations can cover both content and delivery. For students giving oral presentations, peer response provides students with assistance in the following areas:

- Each student has a better idea of how effectively they reached their audience.
- Students learn from each other's presentation skills.
- Students are encouraged to be active listeners for the full class.

Written Peer Evaluation

Students write a free-form paragraph response on what worked well and what needs improvement. Follow up with a handout that covers all areas of content and delivery. There is a sample handout in this packet.

Oral In-Class Peer Evaluation

- Collectively establish class ground rules for peer responses. Student participation facilitates a shared process that allows students to feel safe to make and receive more in-depth critiques. Also, set time limits and make enforcement a collective responsibility.
- Require that students take notes during the presentation on content and delivery.
- After the presentation, the speaker should be the first to share. She should begin with what she thinks went well, then discuss what she would do differently, and conclude with what she would like assessments of.
- Open up the class to responses, beginning with reactions to the speaker's stated concerns.
- Continue with responses first on what went well and then suggestions. You may want to break this section into content and delivery to get enough comments on each.

When students are giving in-class speeches and oral presentations, including peer responses in the evaluation will:

- Give each student a better idea of how effectively they reached their audience.
- Assist students in learning from each other's presentation skills.
- Encourage active listening from the full class.

C. Tips for Evaluating Presentations:

Planning For Evaluation

- Decide on a method for **signaling speakers** when there is **one minute left** and when they are **out of time**. Tell the class about this method before presentations begin. Try to avoid catching a student by surprise.
- Establish **class rules** for audience behavior in advance, including: whether or not to enter or exit the room after a presentation has started, avoid talking during a presentation, turning off cell phones during presentations, and offering guidelines for question/answer periods.
- Plan and distribute a **schedule** for presentations at least a week in advance. Methods for scheduling presentations include volunteer sign-ups, drawing dates, assigning dates.
- You may want to assign different students each class meeting to be responsible for either giving feedback to speakers or asking a question of the speaker.

Presentation Day

- Use a stopwatch to time presentations.
- Seat yourself to the back and to one side of the audience. Presenters tend to focus on the evaluator and not establish eye contact with other audience members.

Evaluation

- Find something positive to say about each presentation. Remember, in some lists of phobias more people are afraid of giving a speech than they are of dying.
- Making brief notes on the evaluation sheet can help identify a thesis, main points, and key supporting materials.
- Make your basic evaluation during class, unless you have a video-recording of the presentation. The more presentations you hear, the easier it is to confuse them.

After Class

- Ask for the speakers to hand in their outline when they have completed the presentation. After class, compare the preparation or speaker's outline with your notes made during the speech. This helps refine your evaluation, and measure their level of preparation. Small differences are expected.

Oral Presentation Evaluation Form

Speaker _____ Topic _____ Time _____

| <i>Delivery</i> | Excellent | Good | Needs Improvement |
|--|-----------|------|-------------------|
| Introduction clear and interesting | 3 | 2 | 1 |
| Related topic to audience | 3 | 2 | 1 |
| Used standard English grammar | 3 | 2 | 1 |
| Communicated sincerity & enthusiasm | 3 | 2 | 1 |
| Maintained strong eye-contact | 3 | 2 | 1 |
| Avoided distracting mannerisms | 3 | 2 | 1 |
| Presented visual aids well | 3 | 2 | 1 |
| Seemed knowledgeable & confident | 3 | 2 | 1 |
| Ended on a strong note | 3 | 2 | 1 |
| Completed speech within time limit | 3 | 2 | 1 |
| | 3 | 2 | 1 |
| <i>Content</i> | 3 | 2 | 1 |
| Clear thesis | 3 | 2 | 1 |
| Main points well-organized | 3 | 2 | 1 |
| Used supporting evidence & examples | 3 | 2 | 1 |
| | 3 | 2 | 1 |
| <i>Written Work</i> | 3 | 2 | 1 |
| Outline well-written and complete | 3 | 2 | 1 |
| Bibliography included in proper format | 3 | 2 | 1 |

Additional Comments:

Grading Sheet for Persuasive Speech

Speaker _____ Topic _____ Time _____

Rating: E-excellent G-good A-average F-fair P-poor

AUDIENCE ANALYSIS/TOPIC CHOICE Comments

| | | | | | |
|--------------------------------|---|---|---|---|---|
| Interesting and creative topic | E | G | A | F | P |
| Proper tone of speech | E | G | A | F | P |

INTRODUCTION

| | | | | | |
|-----------------------------------|---|---|---|---|---|
| Captures audience's attention | E | G | A | F | P |
| Establishes credibility/ethos | E | G | A | F | P |
| Relate topic to audience interest | E | G | A | F | P |

BODY

| | | | | | |
|--------------------------------------|---|---|---|---|---|
| Main points explained | E | G | A | F | P |
| Main points well organized | E | G | A | F | P |
| Main points well supported | E | G | A | F | P |
| Clearly identified problem | E | G | A | F | P |
| Proposed solutions to satisfy need | E | G | A | F | P |
| Identify and request specific action | E | G | A | F | P |

ORGANIZATION

| | | | | | |
|-----------------------------------|---|---|---|---|---|
| Clear transitions | E | G | A | F | P |
| Clear organizational pattern | E | G | A | F | P |
| Credible source material included | E | G | A | F | P |
| Appropriate sources for topic | E | G | A | F | P |

LANGUAGE

| | | | | | |
|--------------------------------|---|---|---|---|---|
| Clear, concise | E | G | A | F | P |
| Creative, culturally sensitive | E | G | A | F | P |

DELIVERY

| | | | | | |
|------------------------------|---|---|---|---|---|
| Adequate eye contact | E | G | A | F | P |
| Appropriate gestures | E | G | A | F | P |
| Vocal variety and expression | E | G | A | F | P |
| Avoided nervous mannerisms | E | G | A | F | P |
| Generally effective | E | G | A | F | P |

CONCLUSION

| | | | | | |
|--------------------------------|---|---|---|---|---|
| Reviewed major points | E | G | A | F | P |
| Memorable, creative conclusion | E | G | A | F | P |

Speaking, Arguing, & Writing (SAW) Program

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Peer Evaluation – Presentations

Speaker: _____ Topic _____ Time _____

CONTENT

Comments on introduction (Captures attention? Clear topic?) :

Comments on body/main points (Clear argument? Convincing?) :

Comments on organization (Flow? Order? Logic?) :

Comments on conclusion (Reviewed major points? Memorable?):

DELIVERY

Comments on speaking (Clear and concise? Expressive?):

Comments on body language (Eye contact? Gestures? Nervous mannerisms?):

Evaluating Group Presentations: Questions to Consider

1. Content

- Did the group communicate an understandable amount of information about the topic without overwhelming the audience with excessive detail?
- Did the group use a variety of supporting materials to develop their main points?
- Did the group select and present points of major importance to the topic?
- Did group members appear conversant with and knowledgeable about the subjects presented?
- Did the group fulfill time expectations?
- Did the group meet the requirements of the assignment as specified?

2. Organization

- Did the group have an effective plan for the whole presentation?
- Did the presentation have a clear introduction, body and conclusion?
- Did each part of the presentation achieve the anticipated goals?
- Did each group member develop their part of the presentation in an orderly fashion?
- Did the presenters stick to their designated topic?
- Did the presenters develop points systematically and in sufficient detail?
- Did presenters use transitions and other oral organizing devices?
- Did the group make all the necessary physical arrangements so that the room was prepared in advance for the audience?

3. Oral Communication

- Did presenters speak from brief notes rather than from complete texts?
- Did presenters speak audibly and energetically?
- Did presenters avoid physical and vocal distractions while speaking?
- Did the group appear interested in, and committed to, the audience?
- Did the group employ communication approaches which attempted to invite audience involvement in the presentation?
- Did the group try to be creative in their approach to the topic (by using visual aids, demonstrations, simulations, etc)?

4. Role Performance

- Did the members assume presentation tasks that were roughly equally distributed?
- Did each presenter accomplish their specific responsibilities?

Student's Self-Reflective Critique

After your oral presentation you will be asked to watch your videotaped speech and respond to the following questions. Think about what you did preparing for the speech, and then reflect on what happened during the delivery of your speech. I would like you to use the insights gained from your experiences to inform the planning of subsequent speeches. Your reflections should be typed.

1. How did I prepare for my oral presentation (e.g., research, outline, delivery)?
2. What actually happened as I presented the speech?
3. Did I need to adapt during the oral presentation? What did I do to adapt?
4. Did my preparation/adaptation help? What? How? Did anything else help?
5. Did my preparation/adaptation NOT help? What? How? Was anything else unhelpful?
6. How do I want to prepare for my next speech? What will I change? What will I keep?

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