

Colbourne College

Oral Presentation – Observation Report

UNIT #:

TITLE:

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| <p>DATE:</p> | <p>STUDENT:</p> |
| <p>Name Of Main Assessor:</p> | <p>ID #:</p> |
| <p>Methodology:</p> <p>Opening Remarks by the Main Assessor</p> <p>The candidate answers questions posed by members of the committee following an oral presentation surrounding his/her:</p> <ul style="list-style-type: none"> • Role as a researcher-practitioner • Business case outline • Rationale for the study • Research and business case objectives • Learning outcomes (ACs 1.1. - • Post-study recommendations and implementations (linked to the unit learning objectives and Assessment Criteria) • Personal learning theory • Future study/learning goals • Interviewers Questions <p>After the committee members have completed their questioning, others present may pose questions or comments.</p> <p>At the conclusion of the defense, the committee will withdraw, make a decision with regard to the acceptability of the paper and its defense, and report its decision to the candidate within 48 hours.</p> <p>At least 2 of the 3 members of the defense committee panel must approve the decision.</p> <p>The decision (through the observation report) is passed on to the Registrar and the Primary Marker. When the defense committee has approved a defense, the students are assured that they have met all requirements for the unit and the term paper.</p> <p>PREPARATION <u>The following items MUST be available to the Defense Panel before the session begins:</u></p> <ul style="list-style-type: none"> • Syllabus: Course Content • Assessment Criteria Mark Sheet (Front Sheet) • Observation Report And Score Sheets <ol style="list-style-type: none"> 1. Assessment Criteria Front Sheet 2. Oral Presentation Rubric 3. Oral Presentation Evaluation • Notepads • Pens and/or pencils • Computer • Internet Access <p>STUDENT ACCESS</p> <ul style="list-style-type: none"> • Computer • Internet Access • Projector | <p>Criteria:</p> <p>A defense presents evidence of contribution to a term paper by the student. The defense is an oral presentation.</p> <p>This viva-voce defense is essentially an interview with one main assessor and other invited assessors. However the student’s final defense of the term paper will be open to the public and all members of the academic community and family and friends.</p> <p>Students should check with their program advisor for the final deadline for their term paper defense.</p> <p>Students are required to enter details of their term defense, such as time, date, and location, online at the college’s website through the iTutor paper.</p> <p>LEARNING OUTCOME DEMONSTRATION</p> <ul style="list-style-type: none"> • You must demonstrate knowledge, understanding and mastery of the learning objectives/outcomes of the unit. • You must be to apply the concepts and theories discussing to the business case you are studying. • You must use PowerPoint to present your item delivering. <p>FORMAT Graduate presentation is 20 – 25 Minutes. Undergraduate presentation is 10 - 15 Minutes.</p> <p>TIP</p> <p>The most important thing to do for any presentation is to study the assessment criteria (ACs) and practice so that;</p> <ul style="list-style-type: none"> • You know the course unit material inside out • You know how long it takes • You can refine the presentation <p>DEALING WITH NERVES</p> <ul style="list-style-type: none"> • Deliberately slow down, and give yourself time to breathe. • Try to remember the question, and come back to the point. • Once you have answered, stop talking! <p>Remember that the examiners expect you to be a bit nervous, and they will help you through if necessary. It is OK to ask them to repeat or clarify a question. It is OK to pause to think. It is OK to take a sip of water if you need to!</p> <p>You can practice on your own and with an audience, and you should do both if possible. Practicing on your own and speaking out loud to an empty room may feel silly, but overcoming that discomfort is good preparation for the discomfort of facing an actual audience. Practicing with an audience of peers is then a good way of getting feedback and finding out what questions people ask.</p> <p>Read through your term paper, read up on the key points (concepts and themes) on the course outline, practice your presentation, and trust that whatever happens you will be OK. <i>Ultimately...</i> Success or failure is determined mainly by what you know. If your preparation is effective, your term paper is completed, and you actually did the work, it is highly unlikely that a nervous performance in your defense will lead to failure.</p> <p style="text-align: right;">Good luck!</p> |

Oral Presentation Rubric

Oral Communication: Expressing ideas clearly when communicating orally

Levels of Achievement

| <i>Criteria</i> | <i>Distinction</i> | <i>Merit</i> | <i>Pass</i> | <i>Referred</i> |
|---|---|---|--|---|
| Organization | Presentation is clear, logical and organized. Listener can follow line of reasoning. | Presentation is generally clear and well organized. A few minor points may be confusing. | Listener can follow presentation with effort. Some arguments are not clear. Organization seems haphazard. | Logic of arguments is not made clear. Listeners are confused. |
| Style | Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is NOT reading of a paper. Speaker is clearly comfortable in front of a group and can be heard by all. | Level of presentation is generally appropriate. Pacing is sometimes too fast or slow. The presenter seems slightly uncomfortable at times, and the audience occasionally has trouble hearing the presenter. | Aspects of the presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read. | Presentation consistently is too elementary or too sophisticated for the audience. Information is read to audience. Presenter is obviously anxious and cannot be heard. |
| Use of Communication Aids (transparencies, slides, posters, handouts, computer generated material, etc.) | Communication aids enhance the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Information is organized to maximize audience understanding. Details are minimized so that main points stand out. | Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids. | Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners may be confused. | No communication aids are used, or they are so poorly prepared that they detract from the presentation. |
| Content Depth | Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Listeners gain insights. | For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included. | Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation | No reference is made to literature of theory. Listeners gain no new insights. |

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| <p>Content Accuracy</p> | <p>Information (names, facts, etc.) included in the presentation is consistently accurate.</p> | <p>No significant errors are made. Listeners recognize any error to be the result of nervousness or oversight.</p> | <p>Enough errors are made to distract a knowledgeable listener, but some information is accurate. The presentation is useful if the listener can determine what information is reliable.</p> | <p>Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information. Listeners may have been misled.</p> |
| <p>Use of Language: Grammar and Word Choice</p> | <p>Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning.</p> | <p>For the most part, sentences are complete and grammatical, and they flow together easily. With few exceptions, words are chosen for their precise meaning.</p> | <p>Listeners can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/halting, and/or vocabulary is somewhat limited or inappropriate.</p> | <p>Listeners are so distracted by the presenter's apparent difficulty with grammar and appropriate vocabulary that they cannot focus on the ideas presented.</p> |
| <p>Use of Language: Freedom from Bias (e.g., Sexism, Racism, Agism, Heterosexism, etc.</p> | <p>Both oral language and body language are free from bias.</p> | <p>Oral language and body language are free from bias with one or two exceptions.</p> | <p>Oral language and/or body language includes some significant bias. Listeners may be offended.</p> | <p>Oral language and/or body language frequently reflects bias. Some, if not all, listeners will probably be offended.</p> |

Use the **Evaluation Sheet** following this rubric as a guide for grading the oral presentation.

Oral Presentation Evaluation

Student/s Name _____

Use the Oral Presentation Rubric to complete the review sheet

| | <i>4.00</i> | <i>3.00</i> | <i>2.00</i> | <i>1.00</i> |
|----------------------------------|-------------|-------------|-------------|-------------|
| Organization | Distinction | Merit | Pass | Referred |
| Comments: | | | | |
| Style | Distinction | Merit | Pass | Referred |
| Comments: | | | | |
| Use of Communication Aids | Distinction | Merit | Pass | Referred |
| Comments: | | | | |
| Content Depth | Distinction | Merit | Pass | Referred |
| Comments: | | | | |
| Content Accuracy | Distinction | Merit | Pass | Referred |
| Comments: | | | | |
| Grammar and Word Choice | Distinction | Merit | Pass | Referred |
| Comments: | | | | |
| Freedom from Bias | Distinction | Merit | Pass | Referred |
| Comments: | | | | |

Student/s Final Grade: _____

Name of Reviewer: _____

Verifier: _____

Signature of Reviewer: _____

Date: _____

FEEDBACK SHEET

 This Feedback Form MUST ALWAYS BE USED to evaluate the Student/s performance AND WITH THE Assignment Front Sheet for the Unit Assessing.

Markers are required to prepare a Substantive Feedback on the assessment of the oral presentation vis-a-vis individual Assessment Criteria (ACs) Evaluating

UNIT Name And Number:

ASSESSOR:

ACs Assessing:

STUDENT:

Student/s Final Grade: _____

Name of Assessor: _____

Verifier: _____

Signature of Assessor: _____

Date: _____