BEST PRACTICES FOR PRESENTATIONS

Synchronous and Asynchronous Options

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LAND ACKNOWLEDGEMENT

While we are coming together today in a virtual space, it is important to recognize the physical space that connects us and brings us together. The University of Guelph and its campuses are situated on the treaty lands of the Mississaugas of the Credit. We understand that these lands are connected by the Dish with One Spoon Wampum and continue to be home to diverse communities of First Nations, Inuit and Métis Peoples. By acknowledging the land, we reaffirm our commitment to decolonization and reconciliation with Indigenous peoples and our responsibility to the land on which we live, learn, and play.
AGENDA

• Pedagogy & student presentations
• Synchronous or asynchronous?
• Synchronous tools
  – Tools for delivery
  – Tools for Instructor & TA feedback
  – Tools for peer feedback
• Asynchronous tools
  – Tools for creation & delivery
  – Tools for instructor & TA feedback
  – Tools for peer feedback
• Where to find support?
• Open Q & A
PEDAGOGY & STUDENT PRESENTATIONS

Why have students do presentations?
Alright class, it’s presentation time!

When the teacher asks who is presenting next.

From https://sayingimages.com/funny-school-memes/
**Goal of Student Presentations**

- Many students see presentations (individual or group) as a barrier that must be overcome.
- Some students experience a high level of anxiety being in front of their peers.
- Group presentations don’t always go smoothly with unequal distribution of work and differences of opinion.
- But opportunities to present are crucial to help students development important work-related skills as well as their knowledge and understanding of course materials.
**Benefits for the Presenter(s)**

- Development of their oral presentation skills
- Learn how to put material in their own words in a way their peers can understand
- Make decisions about which material is the most crucial to cover to stay within a time limit
- Group presentation support students in their development of crucial teamwork skills
- Provide students with a more authentic way to demonstrate their knowledge and apply it as compared to a traditional high-stakes exam
GETTING THE AUDIENCE INVOLVED

• On its own, students may not see the benefit of learning from their peers and not pay as much attention as they would when the instructor is at the front the class.
• Accompanying presentations with a peer review component can help students to stay focused & pay closer attention.
• Providing students with a grading form or rubric can help them provide high quality feedback than freeform feedback.
• Consider providing students with a small percentage towards their final grade for completing peer reviews (e.g., 3-5%)
SYNCHRONOUS OR ASYNCHRONOUS

Selecting a delivery method
WHICH OPTION IS BEST?

When you are selecting the delivery method for a class presentation, we encourage you to consider the following questions:

1. What are the learning objectives underlying this assignment?
2. What type of feedback are you looking for students to provide their peers?
3. Which technologies can support the delivery method the best?
Synchronous Presentations

• Oral communication skills are valuable to employers & the classroom is a relatively safe space.
  – Consider having a class conversation around expected behaviours & ground rules for providing peer feedback
  – Presentations can be anxiety producing & some student may require accommodation

• More options for interactivity during and shortly after the presentation
  – Ask the audience a question, run a poll, etc.
  – Peers can ask questions to the presenter(s) in the moment (or shortly after)
ASYNCHRONOUS PRESENTATIONS

• Less pressure and focus on the communication skills component. A student can rehearse, do multiple takes, and experiment before the final submission. But...
  – Sometimes the first take is the best take!
  – It can be strange to hear & see yourself recorded.
• More time allow for analysis and reflection before providing feedback.
  – Not sure what a student said? You can review the presentation again to make sure.
• Allows students to engage with the material at a time that works best for them
  – E.g., work commitments, time zone differences, etc.
TOOLS TO SUPPORT SYNCHRONOUS PRESENTATIONS
Tools for Synchronous Presentations

Here we will consider tools that:

• Support delivery of presentations
  – Zoom
  – Microsoft Teams

• Support instructor/TA feedback
  – Dropbox
  – Rubrics

• Support peer feedback
  – Microsoft Forms
  – Qualtrics
  – PEAR
DELIVERY – ZOOM & MICROSOFT TEAMS

- Both Zoom & Microsoft Teams can support students delivering in-class presentation through their screen share features
- Important considerations include:
  - Do students need additional permissions to screen share based on meeting settings?
  - For a group presentation will one student share & change slides for the entire group?
  - Does the presentation require sharing audio or video?
INSTRUCTOR/TA FEEDBACK

CourseLink Dropbox & Rubrics can be used together to provide students with feedback on a presentation

- But I thought Dropbox was just for submitted assignments?
- Dropbox has an “observed in person” option with in-class presentations in mind
- Rubrics can be associated with a Dropbox folder to support the grading process
- Benefits
  - Sync grades and feedback directly with the Grades tool
  - Save feedback in draft form or publish as ready depending on your presentation schedule
INSTRUCTOR/TA FEEDBACK - DROPBOX

- Assignment type: individual or group
- Submission type: observed in person
- Marked as completed: automatically on due date/evaluation
INSTRUCTOR/TA FEEDBACK - RUBRICS

- Adding a rubric is found under Evaluation & Feedback
- Create a new rubric or add an existing one
- Check your rubric total & score out of match!
INSTRUCTOR/TA FEEDBACK - PROCESS

- When it comes time to evaluate the student/group, select Evaluation beside their name
- Use the sliders to select a level for each criterion
- Provide criterion and/or overall feedback
- Audio & video feedback options available
PEER FEEDBACK – MICROSOFT FORMS

The Basics on O365 Forms

• Accessible by students, instructors, and staff using your central login and password
  – www.office.com/launch/forms
• Create forms to collect information in an organized/intentional manner
• Create simple quizzes for simple, quick self assessment
• Question types include: MC, Text, Rating, Ranking, Likert, and File Upload
• Access to form can be restricted by SSO (U of G only)
• Collect data & share back in class or online via a link
Can view a summary of all results or flip through individual responses

Results can be downloaded as an Excel file for further analysis
  • Formatted as table to allow for quick sorting & filters
  • E.g., view all results for Group 2
PEER FEEDBACK – QUALTRICS

The basics of Qualtrics

• Accessible by students, instructors, and staff using your central login and password
  – https://www.lib.uoguelph.ca/working-data/data-collection-surveys

• Create surveys to collect data in an organized manner

• Question types include:
  – Multiple choice, text, matrix table, slider, rank order, and more!

• Access to from can be restricted by email or SSO

• Collect data & share reports back to students, as needed
**Peer Feedback - Qualtrics**

- Results can be filtered within Qualtrics to generate reports for each group
- Multiple visualization options for displaying numeric results
- Text results visualization can include word clouds
PEAR FEEDBACK – PEAR

The basics of PEAR

- Have students evaluate their peers’ presentations or performances using PEAR and a grading form you design
- PEAR requires a file submission for review, file size is limited (use after a live performance for review, have students submit a presentation/supporting file)
- Grades can be exported directly to CourseLink
- Groups can be imported to PEAR from CourseLink
Interested in learning more about PEAR?

- Take a bite out of the peer review process with PEAR
  - [https://opened.uoguelph.ca/instructor-resources/instructional-technology-webinar-series#PEAR](https://opened.uoguelph.ca/instructor-resources/instructional-technology-webinar-series#PEAR)
  - Recording & presentation slides now available!

- Leveraging PEAR and CourseLink groups for peer assessment
  - [https://opened.uoguelph.ca/instructor-resources/instructional-technology-webinar-series#Group](https://opened.uoguelph.ca/instructor-resources/instructional-technology-webinar-series#Group)
  - Today at 11 AM!
TOOLS TO SUPPORT ASYNCHRONOUS PRESENTATIONS
TOOLS FOR ASYNCHRONOUS PRESENTATIONS

Here we will consider tools that:

• Support creation & delivery of presentations
  – Video Assignments (create & deliver)
  – Dropbox & PEAR (deliver)
  – WeVideo & iMovie (create)

• Support instructor/TA feedback
  – Video Assignments
  – Dropbox & Rubrics
  – PEAR

• Support peer feedback
  – Video Assignments
  – PEAR
CREATE & DELIVER – VIDEO ASSIGNMENTS

• A CourseLink integration from Bongo
• Students can submit an individual or group recorded performance/presentation, associated files, etc.
• Students can record within Video Assignments or upload a video recorded from another platform
• Supports multiple video file formats with maximum upload of 20 GB
• For group presentations, individual students can record their components & then merge the videos together to create one final video file.
• Note: Video Assignments must be added to Content to be accessed by students!
CREATE & DELIVER – VIDEO ASSIGNMENTS

Want to learn more about Video Assignments?

• Video Assignments – Remote Teaching Workshop
  – [https://opened.uoguelph.ca/instructor-resources/remote-teaching-workshop-series#Workshop7](https://opened.uoguelph.ca/instructor-resources/remote-teaching-workshop-series#Workshop7)
  – Focuses on the individual and group assignment types most likely to be used for asynchronous presentations

• Bongo Support Site – Instructors & Designers
  – More information on assignment creation
CREATE & DELIVER - DROPBOX

- Dropbox can support the submission of a limit number of video file formats with a maximum upload size of 1 GB
- **File submission**
  - Video files: MP4, M4V, AVI, and MOV
  - Students could also submit copies of PowerPoint slides (PPT, PPTX or PDF)
- **Text submission**
  - E.g., submit link to Microsoft Stream or YouTube video
CREATE & DELIVER - PEAR

• PEAR requires a file submission for review & file size/type is limited
  – PEAR does not support video files so a little bit of creativity is needed for the submission phase
  – Submission could include a copy of slide deck and/or a link (provided in a word doc/PDF) to Stream/YouTube

• Benefits of PEAR
  – Take full advantage of the fulsome peer assessment system
  – Grades can be exported directly to CourseLink
  – Groups can be imported to PEAR from CourseLink
CREATE & DELIVER – WEVIDEO & iMOVIE

WeVideo

- Library-support tool for students to create and edit videos
- Free version supports 5 minutes of publishing time per month & 1 GB cloud storage
- Related workshops
  - Create videos with WeVideo
  - WeVideo in the Classroom

iMovie

- A MacOS/iOS tool for the creation of videos
  - Relatively user friendly & easy to learn
- Available at the Library Media Studio (by appointment)
INSTRUCTOR/TA FEEDBACK – VIDEO ASSIGNMENTS

- Student progress through the assignment & the instructional team evaluations can be tracked
- Individual assignments have a graphical dashboard to visualize the entire class
- **Note:** For group assignments, all group members must have at least viewed the assignment to receive the grade & feedback
1. Instructor/TA view the submission
2. Option to leave time stamped comments while viewing or at the very end
3. Review any peer evaluations that have been competed
4. Completion of the grading rubric
The same process exists for a file/text submission as an assignment observed in person

**Note:** Inline annotations available for PowerPoint files
INSTRUCTOR/TA FEEDBACK - PEAR

- The core function of PEAR is to provide a way for students (groups or individuals) to submit a file that can then be reviewed by their peers
- Instructors can also provide students with feedback
- There are various options, but two stages allow for a student to provide feedback to another student
  - Instructor review of the initial submission
  - Instructor evaluation of the peer review
  - Instructor review of the final submission
PEER FEEDBACK – VIDEO ASSIGNMENTS

• Two options for dividing up reviews
  – Automatic (system selected) *recommended*
  – Manual (student selected)

• Submissions and reviews can be anonymous

• Reviews can be done using a 5-star ranking or the same rubric as the instructor evaluation

• Reviewer can also leave time-stamped comments
Peer Feedback – Video Assignments

1. View the submission
2. Provide time stamped comments as feedback
3. Complete the rubric
PEER FEEDBACK - PEAR

• The core function of PEAR is to provide a way for students (groups or individuals) to submit a file that can then be reviewed by their peers.

• There are various options, but two stages allow for a student to provide feedback to another student:
  – Peer review of the initial submission
  – Student evaluation of the peer review

• Submission and reviews can be anonymous (recommended).

• The number of peer reviews required is set by the instructor.

• Reviews can be performed using a PEAR grading form that can include a quantitative score, which can be exported to CourseLink.
WHERE TO FIND SUPPORT?
ITS SUPPORTS

• The ITS team can help you select the best tool to meet your pedagogical goals and assist with its implementation
• Summer Drop-ins
  – Tuesday, July 12th, 2:00 to 4:00 PM
  – Thursday, July 22nd, 2:00 to 4:00 PM
• Consultation Request
  – bit.ly/UG-ITS-Consult
• Email:
  – insttech@uoguelph.ca
**CourseLink Support**

- CourseLink Support is your first line of support for technical assistance with any CourseLink tools & integrations
- Email: courselink@uoguelph.ca
- Phone
  - 519-824-4120 x56939
  - 1-866-275-1478 (CAN/US)
- Hours
  - Mon thru Fri: 8:30 AM to 8:30 PM
  - Saturday/Holidays: 10:00 AM to 4:00 PM
  - Sunday: 12:00 PM to 6:00 PM

Open Q & A