

Guide to Preparation of Assessed Group Presentation

Introduction

This guide is designed to help you with your assessed group presentation. It will offer advice and guidance and set out your responsibilities in groupwork activities.

Groupwork is an important part of teaching and learning on BA History and should enable you to develop both a deeper learning of your subject as well as valuable transferable skills for future employment.

About this guide

The guide will include advice on the following issues;

- 1.Planning for effective group work:
Identifying tasks
- Identifying skills
- Dealing with problems
- Your responsibilities

2. Presentation Structure and Delivery

3. Assessment Criteria

4. Feedback from staff

1. PLANNING FOR EFFECTIVE GROUPWORK

1.1 At the first meeting:

Obtain Contact Details

It is useful for all group members to exchange names, email addresses and academic backgrounds at the beginning of the first meeting to facilitate effective communication between group members. Every member should have a copy of these contact details - this should be completed at the first meeting.

Identify tasks

Before you decide how to divide up the tasks that need to be completed for the presentation group members should read around the topic first and

identify their particular interests. If a group is unsure as to the scope of the task it is advisable to talk to your seminar tutor.

Identify skills/interests and plan and allocate tasks

A few tips or points to consider at the outset;

- Do members of the group have any particular skills or experience that could benefit the group?
- Does anyone have a particular interest or skill that they would like to pursue/acquire?
- What if two members of the group have a preference for a particular task or activity or there is a particular area which no-one wishes to cover?

(NEGOTIATION is a key skill in group activity. Rather than pull names from a hat which may leave a group member(s) feeling less committed it is better to consider ways of co-operation. For example can the tasks be redefined to make allocation fairer or can two members work together on the most popular or a less popular activity?)

- When the tasks are being allocated do they appear equitable and manageable in the time frame? Does anyone appear to have more to do? If so how can this be adjusted?
- Set clear goals/objectives and a date for the next meeting.
- Allocate one member to keep the record of who is doing what and when.

1.2 Subsequent group meetings

- Always record attendance and review group progress
- Are the tasks/objectives of the group still realistic? Do they need to be modified/adjusted?
- Are there any problems? Can the group sort these out? Does the group need to consult their tutor for advice?
- Record any changes to tasks/objectives
- Plan and practice the presentation
- Arrange any visual material i.e. handouts, flip charts, overheads required in good time for the presentation

1.3 How to cope with possible problems/difficulties

What if?

Someone is not attending:

Always make sure
tasks/responsibilities are agreed and
recorded at the start

Try to contact the particular group member to ask why (there may be a mitigating circumstance).

If the person does not respond to contact, do not allow the situation to drag on but contact your seminar tutor as soon as possible.

If contact is made try to focus on the problem rather than on the individual.

The task looks too enormous:

Look at the question again. Is the group being too ambitious?

Can the task be better organised/allocated.

Consult your seminar tutor for advice

1.4 Your responsibilities

1. We recommend that **each group meets up at least twice** prior to the presentation
2. It is your responsibility to turn up to group meetings. If you have a problem and cannot attend you must let someone in your group know.
3. If you have a serious problem which affects your being able to participate in group work it is essential to see your seminar tutor immediately.
4. Students who do not attend group meetings and fail to contribute to the preparatory work for the presentation (without mitigating circumstances) will be penalised. Even if they attend the presentation they can only obtain a maximum mark of 40 (i.e. not the overall group mark). Failure to attend will result in a mark of 0.

5. It is important to make clear that there are also responsibilities by the rest of the seminar members to the presenting group. A group presentation is not an opportunity for the non-presenters to have a week off. You will be expected to have prepared for the topic and consequently to the post-presentation discussion.

6. It is also expected that students will arrive on time and not leave the room during a group's presentation. Late arrivals and interruptions can be very off-putting for the presenting group.

7. It is a group's responsibility to ensure that the log sheet is fully completed and handed in to the seminar tutor after the presentation.

2. PRESENTATION STRUCTURE AND DELIVERY

Aims:

A good presentation will identify and discuss the main issues/arguments surrounding the topic. Don't assume you have to cover everything. The key to a good presentation is selectivity. A focus on the main areas of debate should encourage the whole group to enter into discussion following the presentation. Although the presenting group will lead the post-presentation discussion, this will not be part of the assessment process.

Once you have identified the key themes/ ideas/arguments you wish to put across and collected the appropriate empirical evidence, here are a few steps to help you organise, structure and deliver your presentation:-

Structure:

Decide on a logical order and arrange the sequence in which the group will present

Now consider how you are going to present - what visual aids you may want to prepare

Simple and well laid out visual aids can be used to good effect to open a presentation, to emphasise key points, present statistical data, to make comparisons and introduce new concepts.

They can increase audience retention by up to five times.

Decide how you are going to open the presentation and how you are going to bridge it or link it together between the various presenters.

Clearly outline what you are going to cover in the introduction. Say it in the body of the presentation and follow with a conclusion.

The conclusion is a very important part of a presentation and should recap the main points and message/arguments you want to get across.

Finally

REHEARSE IT TOGETHER AND CHECK THE TIMING OF YOUR PRESENTATION

DELIVERY

If you have your talk written on cards in note form - there will be more chance to look up and make eye contact with the audience. Don't have your talk written as an essay

Speak slowly and clearly

Make eye contact with your audience

Try not to read your talk - try not to overload your talk with masses of information

If using visual aids remember to face and talk to the audience not the visual aid and to keep visual aids covered till you need them.

If you would like further advice on any of the above points, do not hesitate to seek advice from your seminar tutor.

3. ASSESSMENT CRITERIA

The presentation assessment comprises;

60% subject content

- Advice/guidance will be given by your seminar tutor on the relevant issues, debates, reading etc. applicable for each topic. Of course, the final content of the presentation is the responsibility of each group.

40% for the structure, coherence and quality of delivery

- See (2) above for guidance

4. FEEDBACK

Verbal feedback will be given to groups after the presentation. This will be followed up by written feedback together with the mark awarded to the group.