Enhancing management students' professional presentation skills through self & peer assessment

Calibrating judgement using the 3D presentation framework

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Summary

Oral communication skills are a key attribute sought by employers recruiting business graduates (Estrada-Worthington 2015; Jackson 2014) and assessing and developing these skills has become a key focus of management courses in universities (Du-Babcock 2006). However, despite this focus employers and researchers have highlighted gaps in the professional communication capabilities of many business graduates, including a lack of understanding regarding what effective oral communication is (DuPre & Williams 2011; Jackson 2014; Kinash *et al.* 2016). Section 1 of the report situates the research within the broader context of developing key skills in business graduates and provides an overview of the importance of oral communication skills within the Australian business environment. It presents a review of academic and practitioner literature that positions the need for an integrated approach to teaching and assessing oral communication skills within a university environment. Current methods for assessing oral communication skills are outlined and the potential for self and peer assessment to address limitations in current practice are discussed.

Self and peer assessment have been shown to help students to identify an appropriate standard of performance, develop the capacity to judge themselves and determine areas for improvement (De Grez *et al.* 2012; Dochy *et al.* 1999; Hancock & Freeman 2015; Magin & Helmore 2001, Patri 2002; Race 2001). This report introduces a framework for developing oral presentation skills based on a structured and comprehensive method for students to reflect upon and assess their oral communication skills by calibrating judgement regarding their oral communication skills. This framework advances a method of providing formative feedback for the development of oral communication skills which also provides the opportunity for students to calibrate self-assessment of performance against feedback from instructors and peers. Section 2 of the report reports on a pilot project which developed a suite of presentation self and peer assessment tools developed to facilitate formative self and peer assessment. These tools and supporting resources (provided as an appendix to this report) were tested within an embedded and optional use environment. Student feedback on the resources was gathered to (a) refine the resources for future use and (b) identify any barriers or resistance to their use and ways of overcoming these (MacAlpine 1999; Patton 2012). Results from the pilot study suggest that using self and peer assessment tools can help to calibrate student judgement on standards of oral communication. The tools developed for this study provided students with a stronger understanding of communication standards and structured feedback on their current presentation skills and areas for development. The tools also provided users with the opportunity to give as well as receive feedback through a systematic approach to self and peer assessment. This study finds that to be most effective self and peer assessment needs to be supported by the Instructor, integrated into the curriculum, and learning appropriately scaffolded.

Section 3 discusses the benefits of and need to calibrate student judgement on standards of oral communication. The potential application of each tool for teaching within business and management is explained. It is concluded that these self and peer assessment resources are suitable for use in any management subject with specified learning outcomes relating to the need to communicate professionally through oral presentations and can be used by management educators in their teaching to calibrate students' judgement around professional communication standards and develop their reflective capacities and skills in providing peer feedback.

Enhancing professional presentation skills

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Oral communication as a key graduate attribute

Graduate employability is a core issue for the Australian higher education sector and communication skills is one of the most critical graduate attributes sought by Australian employers (GCA). The 2014 Graduate Careers Council Australia's Graduate Outlook Survey of 241 employers identified communication skills as the number one selection criteria used by graduate employers, with poor communication skills being the least desirable graduate attribute. Studies have highlighted the need for Universities to develop graduates with both discipline specific skill and more generic attributes required in a work setting (de la Harpe & David 2012; Paglis 2013), and this has been further reinforced in a number of industry reports that discuss graduate employability and skills of the future, where again communication skills feature prominently (Bennett *et al.* 2016; Kinash *et al.* 2015; KPMG 2014).

Oral communication includes the ability for graduates to give and receive feedback, participate in meetings and verbally communicate with others in a business context (Jackson & Chapman 2012; Jackson 2014). It is a dynamic and interactive process where meaning and understanding is exchanged, through gestures and body language, inflexions, and expressions that contextualise the spoken words, where verbal, para-verbal and non-verbal language is applied (Popescu 2013). Public speaking is a crucial component of oral communication in business (Jackson & Chapman 2012; Paglis 2013). Public speaking involves an oral presentation where communication is to an audience. It encompasses the ability to plan and present ideas fluently and clearly, usually within a defined time period, and the ability to vary the tone, pitch and pace of the presentation, to illicit the desired response from the audience (Wisker 1994). Presenters need not only have knowledge of the topic being presented, but must also have a strong command of language and the ability to succinctly organise and express their thoughts (Aryadoust 2015; Bodie 2010). Aryadoust (2015) identifies three primary skills in giving presentation: verbal communication skills; non-verbal communication skills; and, content and organisation.

Successful presentations require verbal communication skills that assist the audience to understand the presentation. Voice tone, pitch and volume all contribute to effective delivery, as does speaking at a pace that is well matched to both the audience and the content of the presentation. Research has shown that presenters with strong grammatical knowledge and a rich vocabulary are able to express their thoughts more coherently and are generally perceived to be more competent and proficient (Aryadoust 2015; Christ 1994; Luoma; 2004). The ability to deliver content that is logically organised and flows coherently is also an important component of oral communication. The use of 'signposts' (Whetten & Cameron 2011) or 'discourse markers' (Arydoust 2015) to indicate movement between topics in the content contributes to audience comprehension. Combining oral communication with visual cues such as text, pictures and non-verbal communication further assists the audience to understand the message and improves the audience's perception of the presenter (Aryadoust 2105; Marcovitz 2004). Non-verbal cues interpreted by the audience include facial expressions, eye contact with the audience, gestures and body language (Aryadoust 2015).

In the practitioner literature there are a number of frameworks and models based around the 'Ps' of professional presentations. Typologies typically range from 4 to 8 Ps and include factors such as preparation, planning, PowerPoint™, practice, projection, pace, pitch and pause (see for example Baker 2013). Within the management literature Whetten and Cameron's (2011) 'Five S' approach to effective presentations is among the most well-known.

The Five S Approach to Effective Presentations
1. The creation of a presentation strategy that includes identifying the purpose of the presentation and tailoring the content to the situational context and the audience's likely receptivity.
2. Developing a structure that organises the content, grabs the audience's attention and guides them logically to a conclusion. Structure includes the use of signposts.
3. Using visual aids, materials and evidence to support points and assist the audience to process and retain the information presented.
4. Adopting a style of delivery that enhances the message, through the use of eye contact, gestures, movement, voice intonation and expression. Style is developed through practice.
5. Supplementing the presentation content with adequate responses to questions.

Importantly, in this framework oral communication is dynamic. It requires the ability to adapt the communication or presentation style to the situation (Whetten & Cameron 2011), which makes the development and measurement of this skill perhaps more complex and imprecise than the training and assessment of discipline specific technical skills. It is because presentation skills are transferable to so many situations and contexts that they are an essential graduate attribute.

Drivers for developing graduate professional communication skills

Considerable change in contemporary workplaces has prompted employers to seek graduates who can collaborate and work in teams, problem solve and think critically (Campbell & Kresyman 2015; de la Harpe & David 2012; Jackson 2014). Communication remains one of the most important skills sought after by employers (Campbell & Kresyman 2015; GCA 2014; Jackson 2014; Sulphey 2015), and consequently dominates discussions on the employability skills of graduates. In Australia employers have consistently ranked communication skills as more important than academic results when recruiting graduates for positions (GCA 2014; 2013; 2012). In an environment of declining graduate employment (GCA 2014), the development of attributes valued by employers becomes an imperative for higher education institutions.

Communication encompasses skills in both written and oral expression. This report focusses on oral communication which has been widely identified as a core attribute required for graduates seeking employment in various fields, including information systems (Isaias & Issa 2014), accounting (Barratt *et al.* 2011), science (Aryadoust 2015; Basturk 2008; Mercer & Mathews 2015), engineering (Perdigones *et al.* 2009), entrepreneurial studies (Bell 2015) and business (Caza *et al.* 2015). Oral communication is a skill transferrable across work settings, and is frequently listed in skills frameworks as the top skill sought by employers (GCA 2014; Jackson 2014; Sulphey 2015), yet it is also cited as the skill most lacking in graduates today (Jackson 2014; Jackson & Chapman 2012; Paglis 2012). Oral communication however, is necessary not just for assuring future employment, but it is a skill that contributes to academic performance (Aryadoust 2015). In addition, studies have shown that strong oral communication skills can enhance an individual's relationship awareness, cultural sensitivity, and conflict management (Campbell & Kresyman 2015; Whetten & Cameron 2011). Improving oral communication skills can also contribute to the development of self-confidence and self-achievement, and in the context of employment, career progression (Du-Babcock 2006; Isaias & Issa 2014; Popescu 2013).

Oral communication is used daily in most work environments. Even before commencing employment, graduates are often required to participate in rigorous recruitment and selection processes that test their communication skills through multiple job interviews and frequently a formal presentation (Addams & Allred 2015). Once employed, communicating with others is an ongoing requirement. Oral communication skills are applied in team based and one-on-one settings, in meetings, in project work, customer interactions and stakeholder negotiations, to name just a few situations. Public speaking and the ability to present to an audience has also become a common feature of many work roles (Jackson & Chapman 2012; Whetten & Cameron 2011). Yet a gap remains between employer and graduate perceptions of the standards of oral communication skills required (Jackson 2014). Consequently, the development of oral communication skills in graduates has become an area of increasing focus in higher education and the Australian Qualification Framework (AQF), the national policy for regulated qualifications in Australian education explicitly includes learning outcomes associated with professional communication at undergraduate and postgraduate levels.[1]

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[1] AQF Level 7 Bachelor Degree requires that graduates will have communication skills to present a clear, coherent ad independent exposition of knowledge and ideas. AQF Level 11 Postgraduate requires that graduates will have communication skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences.

Developing presentation skills: Instruction or osmosis?

Although the development of managerial skills, including oral communication, has become a regular part of management school curriculum, teaching these skills is not straightforward. Managerial work is complex and fast-moving requiring skills to be applied in agile and context specific ways. Those that critique the inclusion of generic skill building into higher education coursework, argue that these complexities cannot be sufficiently accounted for (Paglis 2012). Teaching oral communication skills presents unique challenges and assessing public speaking is often viewed as a high-risk activity which has the potential to increase student discomfort or stress levels (Aryadoust 2015; Huxham *et al.* 2012). As a result many students seek to avoid or resist participating in oral presentations (Paglis 2012; Turner *et al.* 2013). These challenges may be further exacerbated for international students, or students with disabilities. For these students pronunciation or verbal delivery expectations may be a significant obstacle, or particular aspects of presenting to an audience, such as the requirement to make eye contact may be socially or culturally confronting (CADQ 2013). Developing these skills in any student also requires time, and practice, modelling and feedback (Paglis 2012) and an understanding of the diversity of student need. The progressive nature of skill development thus needs to be considered in curriculum development (Mercer & Mathews 2015).

To address these challenges a number of approaches have been adopted by higher education institutions. Business schools in particular have tended to take an experiential or active learning approach to graduate skill development, underpinned by Kolb's (1984) experiential learning theory (Bell 2015). In these activities, students are active participants in their own skill development (Brady 2013). Some of these approaches integrate communication skills with other graduate employability skills such as teamwork or decision-making. For example, in-basket exercises, team projects, simulations or role-plays (Isaias & Issa 2014; Jackson 2013). Other approaches move beyond the classroom to incorporate student internships or work-integrated learning (Caza *et al.* 2015). Most commonly, oral presentations are used as a form of developing and assessing oral communication skills (Bell, 2015; Jackson 2014; Isaias & Issa 2014). Students are typically required to give an oral presentation to the class on a topic related to the discipline subject (Suñol *et al.* 2015). Presentations can be formal or informal, and completed as an individual, in pairs, or in a group (Suñol *et al.* 2015; Wisker 1994). Where used as a form of assessment, students are usually marked in one of two ways; on their individual contribution, or as a collective group where each individual in the group receives the same mark.

The literature on oral communication and presentations focusses heavily on the assessment of these skills with limited discussion on the methods and effectiveness of various approaches to teaching communication itself. Here it is argued that incorporating the development of oral communication skills into university curriculum requires those skills to be taught, practiced and then assessed. This process necessitates the provision of feedback to students and, based on experiential learning theory (Kolb 1984), opportunities for student reflection (Bell 2015), yet extends beyond mere assessment of the skills. Students are also more likely to participate in managerial skill development activities that are embedded in the curriculum and supported with opportunities to practice the skills (Barratt, Hanlon & Rankin 2011). In this report we present a framework that facilitates student reflection through multiple sources of formative feedback and provides a method for calibrating students' perceptions of their skill level against required standards prior to assessment. This report further argues that the development of oral communication skills requires a pedagogy that scaffolds and supports students to understand and then achieve the required standard of oral presentation.

Assessing oral communication skills

Higher education research into the development of oral presentation skills places particular emphasis on assessment and often neglects the curriculum design intended to scaffold the development of these skills. This may be because assessment practices linked to presentations are often seen as challenging for educators because they are often highly context-specific and deemed to be inauthentic by some students (Jackson 2014; Paglis 2013). Oral communication skills are frequently assessed through individual or group presentations undertaken in class, where both content and delivery form part of the criteria upon which students are evaluated (Suñol *et al.* 2015). The relative importance of each component of the presentation, and the criteria upon which it is assessed should be established and communicated to students early in the semester. For example, the focus of the assessment may be on the students' ability to research and critically analyse a subject-related topic or on their ability to visually communicate a message, or on their verbal communication or, the weighting might be equally distributed (CADQ 2013; Wisker 1994). The assessment aim should then be constructively aligned with pedagogical practice that includes regular feedback (Isaias & Issa 2014; Propescu 2013).

The assessment of oral presentation skills in particular can considered subjective (Huxham, Campbell & Westwood 2012) and influenced by rater bias or inexperience (Paglis 2013). The establishment of a marking rubric or checklist that specifies the criteria against which marks will be assigned is critical in establishing and clearly communicating the standards that will be assessed. However, there is strong evidence that students often do not understand the defined criteria and that their perceptions of the required standards are often inconsistent with those of the assessor (Boud *et al.* 2013). Further, there is evidence that even within teaching teams there is often a lack of agreement about standards and marking criteria (Cathcart & Neale 2012).

Three forms of evaluation are commonly used in the development of oral communication skills: self-assessment; peer assessment; and instructor assessment. Within the higher education context, each may be used as a method of assessment, but frequently they are adopted as a technique for providing formative feedback to students prior to the final oral assessment.

Self assessment

The process of self-assessment actively involves students in their own development through self-reflection and the requirement to make judgements about their own learning and development (Boud 1995; Dochy *et al.* 1999). Engaging in self-assessment develops autonomous learners, and helps students to understand the process of assessment (Langan *et al.* 2008; Murphy & Barry 2016). Prior studies have demonstrated that those students who participate in self-assessment are likely to achieve high grades (Dochy *et al.* 1999; Lopez & Kossack 2007). While students appear to value the self-reflection that forms natural component of self-assessment (Murphy & Barry 2016), self assessment can be a challenge for many students (Langan *et al.* 2008).

The application of self-assessment requires consideration of students' self-perceptions and the influence of social context, gender and prior experience with assessments (Langan *et al.* 2008). A number of studies, for example, have demonstrated that females and higher performing students tend to underestimate their own performance when self-assessing, whereas lower performing students tend of over-rate their skills (Dochy *et al.* 1999; Aryadoust 2015). This phenomena has been attributed to the self-awareness of students – their

confidence and modesty levels, personal expectations and accompanying anxiety regarding performance (Aryadoust 2015; DeLong 2011), but it has also been recognised as a potential indication that students do not fully understand the level of academic performance expected (Langan *et al.* 2008). Students who have had very little prior experience giving oral presentations, and who also may have had little opportunity to observe professional presenters in context, may find it particularly difficult to define and therefore self-assess the standard of oral communication required. So, while the benefits of self-assessment have been well articulated, for self-assessment to be most effective in supporting student learning, students need to have existing standards defined (and preferably modelled), and have an opportunity to reflect on and use the criteria. Skills in self-observation need to be developed. The learning gained through self-assessment is also boosted if coupled with peer assessment or instructor feedback (Dochy *et al.* 1999).

Peer assessment

Peer assessment involves a process where students rate and provide feedback on the performance of their peers against established criteria (Dochy *et al.* 1999). The benefits of peer assessment in oral presentations are twofold. The person being assessed receives feedback on how their audience of peers perceive their presentation skills, and the peer providing the feedback also learns through observing others and comparing their performance to the assessment criteria (Aryadoust 2015; Basturk 2008; Dochy *et al.* 1999). In this way peer assessment provides all participants with a frame of reference for their own oral communication skills. As an active learning model, peer assessment empowers students, encourages self-awareness and fair and objective judgement of skills (Dochy *et al.* 1999; Langan *et al.* 2008; MacAlpine 1999), as well as developing other professional attributes such as critical analysis and the ability to give and receive feedback (Dollisso & Koundinya 2011; Magin & Helmore 2001). Students themselves have noted that peer assessment of oral presentations can be an engaging and effective method of formative feedback (Araydoust 2015; De Grez *et al.* 2012). Peer assessment of oral presentations turns the audience into an active participant, and thus retains the focus of all students on learning the skills of oral communication. Importantly, as Topping (2009) notes, students can be less intimidated by the individualized (and timely) feedback offered through peer-assessment, than through instructor feedback.

The literature on peer assessment has been dominated by research on summative peer assessment where the peers award actual marks, which count towards the final results. Peer assessment is seen by some as problematic who have noted that the quality of peer assessments can be influenced by peer relationships with some studies showing that students tend to give higher marks to their peers (Dollisso & Koundinya 2011; Magin & Helmore 2001). This potential for bias is particularly the case where peer-assessment is not anonymous (Langan *et al.* 2005). The lack of student proficiency in oral communication has been cited as another limitation of peer assessments (Magin & Helmore 2001). If students do not have an adequate benchmark for performance, how can they adequately assess whether that required standard has been achieved? Consequently there can be a negative effect on the quality of feedback provided to students by their peers, rather than promoting learning, peer assessment can constrain it. Similarly, students asked to rate their peers may lack confidence in their skills of assessment or may find the process of providing feedback confrontational (Cheng & Warren 2005). Developing the competence and experience of student peer-assessors is therefore crucial in making it part of a valuable learning activities with the potential for mutual benefit for both the assessor and the assessed.

Instructor assessment

The most traditional form of assessment, instructor led evaluation continues to dominate higher education. This is to be expected given it is the instructor that usually establishes and delivers the course curriculum, sets the assessments and defines the grading criteria. Instructors are also generally more experienced at both presenting and assessing, so less susceptible to bias when assessing oral presentations (Dollisso & Koundinya 2011; Magin & Helmore 2001). Indeed, instructor assessments have been found to be more reliable than self or peer assessments alone (Langan *et al.* 2008; Magin & Helmore 2001). For summative assessments in oral presentation skills, instructor assessment provides a cost-effective, consistent and fair approach to student assessment.

Where formative development of oral presentation skills is the aim, however, there can be a number of benefits of looking beyond the Instructor for feedback on skill development. Firstly, presenting to the Instructor may be intimidating for many students and students who experience higher levels of anxiety while developing their skills may be less receptive to feedback. Formative feedback is often constrained by time and resources and therefore relying on the instructor alone also increases the burden on a single individual. Furthermore, drawing in multiple perspectives and critiques broadens the insight available to students and better prepares them for authentic professional presentation contexts.

Calibrating learner perceptions using a feedback triad

Each form of assessment—instructor, peer and self—has limited application and is subject to questions of accuracy and reliability. Numerous studies have shown however that the reliability of assessment tools is improved through the use of multiple raters or a combination of feedback sources (Aryadoust 2015; Caza *et al.* 2015; Paglis 2013). For example, De Grez *et al.* (2012), found that despite some differences between Instructor ratings and the ratings students gave themselves or their peers, coupling self- and peer assessment with instructor rating improves student perception of the value of the process and provides for greater levels of formative feedback. Further, the inclusion of self or peer assessment in curriculum design increases student engagement (Langan *et al.* 2008).

Combining self, peer and instructor assessment into the curriculum as a means of providing formative feedback prior to summative assessment has many merits. As a process of developing oral communication skills, feedback from multiple sources helps students to understand how different audience members receive their message and may highlight common identified areas for improvement. When comparable results are reported by the instructor, by peers and are identified by the student themselves, the student comes closer to understanding the gaps that exist between their current oral communication skills and the required standard (De Grez *et al.* 2012). This process allows students to more fully understand the assessment criteria by giving them a chance to practice, reflect on their practice against the criteria, and reflect on the perceptions of others regarding their performance against the criteria. By participating in peer assessment, students have the opportunity to reflect on their performance in comparison to others, and they also become more familiar with the criteria and standards for grading oral presentations. They have an opportunity to compare their self- assessment ratings against those of their peers, and importantly against those of their instructor (and ultimate assessor). Students thus gain a much deeper understanding of what the criteria for assessment means in practice, and greater awareness of their current skill level.

As shown in figure 1, this triadic approach progressively aligns student expectations with those of the assessor (most often an instructor) and peers and results in the calibration of student judgement on communication standards. Calibration of this nature also contributes to the development of students who can appreciate and adapt to conflicting opinions (Pope 2005).

Figure 1. 3D model for calibrated judgement

Piloting the presentation skills self and peer assessment tools

Piloting the presentation skills self and peer assessment tools

To realise the pedagogical potential of calibration, students need support to engage in the assessment and feedback process. In order to assess, students need to first understand the task and the assessment criteria. They also need support in how to assess and provide feedback. This report proposes two methods for supporting students to develop their oral communication skills, while calibrating their judgement on key standards of competency. The first method is a teaching intervention designed to provide specific content on oral presentation skills. The second covers resources specifically designed to help students participate in self and peer assessment. Both interventions aimed to raise student awareness of the expected standard of oral communication for assessment and to become more familiar with the marking rubrics and standards that the assessors will judge performance against.

Piloting self and peer assessment

Two units in which students were required to give an oral presentation as part of their summative assessment were selected to pilot the self and peer assessment tools. Historic performance data for both units indicated that many students were failing to meet the appropriate standard of communication needed to perform well in this task. In order to address this weakness, both subjects implemented self- and peer assessment as a way of providing formative developmental feedback to students in the run-up to the summative presentations. Developed by the researchers, the self and peer assessment tools were optional resources that did not form part of the summative assessment for the subjects but were mapped against and aligned with the marking rubric that the teaching team would use to mark the summative presentations.

This project included the design, implementation and evaluation of tools for self-assessment and peer assessment of oral communication skills in business management students. The study was conducted under QUT ethical clearance number: 1600000788. QUT Business School has a key focus on graduate employability and communication skills have been embedded in the curriculum and mapped across assessments at undergraduate and postgraduate levels. Table 1 outlines the characteristics of the two pilot sites.

Table 1. Units in which the self and peer assessment tools were piloted

Use of self & peer assessment tools	Pilot Study 1	Pilot Study 2
	Optional use (accessed through Blackboard site)	Embedded
Unit	MGN310 Sustainability in a changing environment	MGN446 Business in Australia
Level	Undergraduate (3rd year)	Postgraduate
Degree	Bachelor of Business (management major)	Master of International Business
Unit description	This unit provides students with an opportunity to investigate selected and critical issues in the relationship between business activity and the imperative of creating sustainable futures. The unit draws on interdisciplinary sources to encourage the development of a systemic view that incorporates global, corporate, and personal levels of analysis. The unit prepares participants to make a significant contribution to the sustainable development of organisations and society.	This unit introduces international students to the business environment in Australia. Students examine the geographical, historical, socio-cultural, political, regulatory, demographic, economic, legal, locational and other factors that have influenced, or still impinge upon, doing business in Australia in the current international environment.
Communication-related Learning Outcome	Use written and oral communication skills to present knowledge, ideas and analysis of sustainability issues and change management strategies	Communicate effectively and professionally in oral and written forms in a business context.
Assessment Type	10 minute individual presentation weighted at 40% of total unit mark Presentation skills component weighted at 20% total unit mark	15-minute individual presentation weighted at 40% of total unit mark Presentation skills component weighted at 30% total unit mark
Self Assessment Tool used	3D Presentation Skills Self Assessment Tool (Appendix A)	5S Aligned Presentation Skills Self Assessment Tool (Appendix C)
Peer Assessment Tool used	3D Presentation Skills Peer Assessment Tool (Appendix B)	5S Aligned Presentation Skills Peer Assessment Tool (Appendix D)
Teaching Activities	Face-to-face lectures on unit content (no lectures on professional communication skills) 1 x 2-hour face-to-face tutorial on presentation skills Optional use of self and peer assessment tools available via unit Blackboard site	5 x online videos on professional communication skills (Appendix E) 3 x 3-hour face-to-face workshops including use of the self and peer assessment tools
Students	200 (mix of domestic and international students)	48 (international students)

Pilot Study 1: Optional self and peer assessment

The undergraduate unit *Sustainability in a changing environment* is designed to provide students with an opportunity to investigate selected and critical issues in the relationship between business activity and the imperative of creating sustainable futures. The presentation task is based on an analysis of a chosen case study and the development and communication of a stakeholder management strategy. Half of the available marks are allocated to communication skills rather than content knowledge.

Teaching oral presentation skills. One two-hour tutorial was devoted to discussing the presentation assessment criteria and requirements and presentation skills more generally.

Practising presentation skills with self and peer assessment. Presentation skills were not formally practiced within the tutorials. The *3D Presentation Skills Self Assessment Tool* (Appendix A) was provided online as an optional activity to be undertaken between scheduled face-to-face tutorials. The *3D Presentation Skills Self Assessment Tool* was adapted from the requirements of the unit of competency *BSBCMM401 Make a presentation* from the BSB Business Services Training package (Industry Skills Council 2016). Elements of the unit of competency were categorised under three elements and designed using a 5 point Likert scale (strongly disagree through to strongly agree) so that students could rate performance against each statement. Tips for improving performance were generated by calculating the number of incidences of each rating level for each of the three elements of professional presentations: design, develop, and deliver. In preparation of the assessment students were also encouraged to practice their presentations with peers, outside the classroom environment, and to make use of the *3D Presentation Skills Peer Assessment Tool* (Appendix B) to receive feedback from peers, family and friends.

Summative assessment. Students were required to demonstrate their presentation skills in a summative assessment in weeks 6, 7, and 8 of the semester. Presentations were held in tutorial, in front of an audience of peers and their tutor. The unit coordinator attended and co-graded presentations delivered in week 6 to conduct live moderation. Presentations were ten minutes duration and were marked using a marking rubric that was aligned with the *3D Presentation Skills Self Assessment Tool*. Results and feedback were provided to students in week 9.

Pilot Study 2: Embedded self and peer assessment

The postgraduate unit *Business in Australia* is designed to introduce International students to the Australian business context and explores material on economics, politics, culture, technology, law and the environment. The presentation task is based on an analysis of a chosen Australian industry and two thirds of the available marks were for communication skills rather than content knowledge. The curriculum included teaching the principles of professional communication, giving students the opportunity to practise presenting and finally assessing their presentation skills.

Teaching Oral Presentation skills. Prior to assessment, students were provided with resources created to teach them presentation skills. A series of online mini-lectures were developed based on the 5S Framework developed by Whetten & Cameron (2011). These lectures were made available to all students through the Learning Management System (Blackboard). The lectures were co-designed and delivered by two of the authors of this report both of whom in addition to teaching experience had substantial experience in presenting to corporate executives and industry audiences both in Australia and internationally. The content of each

lecture was informed by scholarly research, and real world experience and supporting examples. Each lecture was a created as a discrete module targeted to a different element of a professional presentation. The modularised approach enabled students to undertake self-paced, targeted learning based on their skill development need. Additionally, students were able to watch, play and pause the videos as often as they required. The videos were specifically designed to model the standard of presentation required, so also included a segment where poor presentation skills were illustrated highlight the often subtle differences in body language or delivery. In addition to making the online videos available to students the teaching team also referenced them during workshops and other online lectures as a way of promoting the idea that they were aligned with the curriculum and would be valuable to learners.

Practising presentation skills with self and peer assessment. As a method of formative feedback and reflection, students were provided with resources to complete a self and peer assessment of their oral communication skills during weeks 1–8 of the semester. A modified version of the 3D Self Assessment Tool was created which was aligned with Whetten and Cameron's (2011) 5S framework (Appendix C). This was further developed into a peer assessment tool (Appendix D) which included open text boxes for students to identify the key strengths and the key areas for improvement. The tools were closely aligned with the marking rubric that would be used for the summative assessment. The tools were introduced in the first workshop and the Instructor explained the content and outlined how they would be used for formative development in future workshops. Students were told that the primary purpose for using the tools was to improve their understanding of professional presentation standards and to develop their capacity to judge their own performance and highlight areas to improve. Students were also invited to use the tools in their own time as they started designing and preparing for their summative assessments in weeks 9 and 10 of the semester. In particular they were encouraged to complete the self-assessment tool immediately as a way of identifying key areas that they needed to focus on in the forthcoming weeks.

In the second workshop students were assigned to study groups, which were designed to be mutually supporting groups of students who could share resources, and provide critique and advice to each other as they explored a chosen industry. Assessment was individual, but groups would present in the same time-slot and were encouraged to work together in the lead up to the summative presentation task. For the next 3 workshops students were asked to present a 1 minute introduction to their topic while the Instructor and their peers used the peer assessment tool to provide feedback on their communication skills. The Instructor assigned topics (based each week on the curriculum content) and reminded students when it was their turn to present. At the end of each presentation the class was given a few minutes to write down their feedback using the template which was then handed to the presenter. Initially students were reluctant to engage with this process but steps were taken to create an environment where they felt confident that the process was formative and constructive. This was done by sharing stories about the presentation failures the teaching team had experienced as a way of shaping the view that everyone can improve with the right support. Similarly the Instructor shared stories about feedback they had received (good and bad) and the impact it had on their sense of identity and skills development. The class were introduced to the idea of feed forward and the learner-focused model of feedback that was used in the subject (Cathcart *et al.* 2014) and were encouraged to use a similar model in the open-text comments they provided to peers.

After each student presentation verbal feedback was provided by the Instructor; the tone used was positive and constructive. That is not to say that weaknesses were not identified, but they were done so in a

supportive and focused way to model the style of feedback we wanted the students to provide to each other. Student confidence and ease with this approach was apparent and by the second workshop students were joining in the oral feedback session and adding their own comments. Significantly this part of the class also became an important way of opening up dialogue about assessment standards and the marking rubric, for example how slow/fast speech needed to be for different cultural contexts. Over the three workshops every student in the class presented at least once and received instructor and peer feedback.

Summative assessment. Students were required to demonstrate their presentation skills in a final, summative assessment in weeks 9 and 10 of the semester. Presentations were held in class time, in front of an audience of peers, the unit coordinator and a guest from industry. Presentations were marked by the unit coordinator using a marking rubric that was fully aligned with that used in the Self and Peer Assessment Resource Kit. Results and feedback were given to students within 7 days.

Results from the pilots

To assess the utility of the self and peer assessment tools and the extent to which curriculum embeddedness impacted use a paper-based 14 question survey was distributed to students in each of the two pilot subjects. Students were asked to comment on the utility and value of the resources and provide feedback for ongoing improvement of the resources. Student responses to the survey were anonymous. QUT ethics processes were adopted and the study was confirmed as meeting the requirements of the National Statement on Ethical Conduct in Human Research (Ethics approval number: 1600000788). 64 students responded to the survey and a response rate of 25.8% was achieved. Respondent demographics are summarised in table 2.

Table 2. Survey respondent demographics

	Male	Female	English as first language	English as a second language	Unknown	Aboriginal &/or Torres Strait Islander	Total
Pilot 1: Option use of tools	13	11	15	7	2	1	25
Pilot 2: Embedded use of tools	14	25	4	32	3	0	39
Total	27	36	19	39	5	1	64

Respondent confidence in their oral communication skills

Respondents were asked to rate their confidence across a number of presentation competencies at the beginning (time 1) and end of the semester (time 2) using a five-point Likert scale (1 – not confident; 5 – highly confident). The results from this study show a significant increase in respondents' confidence with their presentation skills between the beginning of the semester and at the end of the semester.

Table 3 shows the mean confidence score across a number of presentation skills dimensions at the start of the semester (pre intervention) compared to the mean confidence score at the end of the semester (post intervention). It is observed that confidence levels increased across all dimensions, and the increase across all dimensions except "*presenting in a professional context*" was statistically significant ($p<0.05$). The largest increase in pre and post interventional confidence levels was in "*structuring a professional presentation*".

Table 3. Respondent confidence pre and post intervention

Question	Time 1 Mean (/5)	Time 2 Mean (/5)	Sig.
Presenting in front of an audience	2.953	3.828	.000
Presenting in a professional context	3.531	3.812	.571
Structuring a professional presentation	3.349	4.698	.042
Creating a strong visual theme on PowerPoint™/Prezi™	3.2381	3.8413	.000
Using other types of visual aids	2.7742	3.3065	.000
Using persuasive language to build an argument	3.111	3.888	.000
Speaking without notes	3.0313	3.7344	.000
Speaking at a measured pace and pausing for emphasis	2.937	3.671	.000
Varying volume and tone to add interest	3.062	3.6875	.000
Making consistent eye contact with the audience	3.3125	4.0313	.000
Keeping to a time limit	3.250	3.859	.000
Strategies to engage an audience	2.953	3.578	.000
Judging my own performance using the marking criteria	3.095	3.587	.010
Using feedback from peers to enhance my performance	3.065	3.901	.000
Giving constructive feedback to my peers on their presentation skills	3.177	4.00	.000

Figure 2 indicates that at the start of the semester respondent confidence levels were quite low (below 3.531 across every skills dimension). Respondents were least confident with using other types of visual aids (such as images and videos) and reported lacking confidence in speaking at a measured pace and pausing for emphasis, implementing strategies to engage an audience and more generally presenting in front of an audience.

Post intervention confidence levels were reported to have increased across all dimensions. The highest confidence levels were in structuring a professional presentation, followed by making eye contact with the audience, and also in giving feedback to peers. The most improvement in confidence levels occurred in structuring a professional presentation and presenting in front of an audience. However, there was also a notable increase in confidence levels relating to both giving and receiving feedback. The pattern of improved confidence levels remained consistent across both post graduate and undergraduate groups.
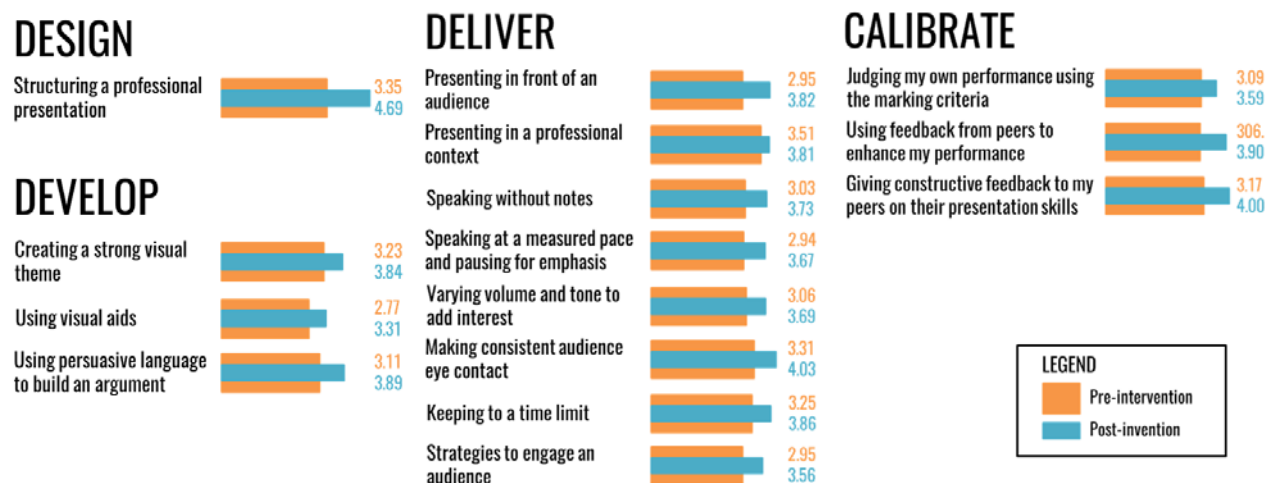

Figure 2. Respondent confidence pre and post intervention

Respondent opinions regarding the most important factor in delivering a good presentation

As shown in Table 4, respondents most frequently identified *structuring* a professional presentation as the most important factor in delivering a good presentation, followed by *strategies* to engage an audience and eye contact. In the unit in which the use of the tools was embedded and supported through instruction, this was reflected in the viewing statistics for the supporting videos (Appendix E) which showed that the most frequently viewed video related to structuring a professional presentation. This was the area that respondents also experienced the greatest increase in confidence levels.

Table 4. Respondent opinions regarding the most important factor in delivering a good presentation

	Frequency	Embedded use of tools	Optional use of tools
Structuring a professional presentation	9	4	5
Creating a strong visual theme on PowerPoint™/Prezi™	2	1	1
Using other types of visual aids	0	0	0
Using persuasive language to build an argument	4	2	2
Speaking without notes	2	2	0
Speaking at a measured pace and pausing for emphasis	3	1	2
Varying volume and tone to add interest	3	3	0
Making consistent eye contact with the audience	6	4	2
Keeping to a time limit	1	1	0
Using strategies to engage an audience	8	5	3
Total	38	23	15

Use of self and peer assessment tools

As shown in Table 5, of the 64 respondents who completed the survey more than half (52%) reported having used both a Self Assessment Tool and a Peer Assessment Tool. One-fifth of respondents (21%) reported using none of the assessment tools available to them. There was a clear difference in tool use among respondents based on the manner in which they were exposed to the tools. There was a significantly higher rate of use of both tools among respondents where the assessment tools were formally integrated into workshop activities. The majority of these respondents reported using both a self and peer assessment tool (72%), while roughly equal numbers reported using either a self assessment or peer assessment tool (16% and 13% respectively).

Where the tools were introduced but not explicitly used in class time usage rates were significantly lower with more than half of the respondents (56%) reporting using neither tool. Where the tool was not explicitly embedded roughly equal numbers of respondents reported using only a self assessment tool (24%) or using both a peer and self assessment tool (20%). This finding appears to support the view that unless learners are exposed to the tools in class in a structured way, taught how to use them and provided opportunities to use them under supervision, many learners will not choose to independently engage with tools provided. In the case of the unit in which tool use was optional, despite the tools being promoted in lectures, tutorials and hosted on the blackboard site, ten of the respondents who used neither tool reported that they were unaware of the availability of the tools.

Table 5. Use of Self Assessment Tool and Peer Assessment Tool

	Assessment tool used				Total
	Self assessment only	Peer assessment only	Both self and peer assessment	Neither tool used	
Embedded	6 (15%)	5 (13%)	28 (72%)	0	39
Optional	6 (24%)	0	5 (20%)	14 (56%)	25
Total	12	5	33	14	64

Respondent perceptions of the Presentation Skills Self Assessment Tool

A total of 45 respondents reported having used a Self Assessment Tool. Most of these respondents (89%, n=40) reported that the use of the Self Assessment Tool helped them identify areas for improvement and helped (78%, n=35) them to reflect on aspects of their presentation skills that they had not previously considered. It also helped with improving the content and design (73%, n=33) and preparation and planning (82%, n=37) for their presentation and their overall delivery (82%) (37). Notably, respondents also felt that the use of the Self Assessment Tool helped them understand what was required to perform well in the assessment (89%, n=40). While one third of respondents were not sure if the tool helped them achieve a higher mark, the majority (67%, n=30) believed that it did, explaining how the list of requirements provided clarity about the skills that were expected and the areas that required further development. As one respondent noted: *"It helped me to understand what is expected of me to get a good mark"*. Qualitative comments from respondents who had used the Self Assessment Tool indicated that the most common reason for choosing this form of self-assessment was to improve their presentation skills or to identify areas of weakness in their current presentation skills. Most respondents (82%) who had used the Self Assessment Tool said they would also recommend the tool to others.

Respondent perceptions of the Presentation Skills Peer Assessment Tool

Of the 38 respondents who reported using a Peer Assessment Tool, approximately three-fifths (60%, n=23) used it to both receive feedback from their peers and also provide feedback to peers on their presentation. The majority of respondents who reported using the Peer Assessment Tool (91%, n=29) used the tool to provide feedback, while 97% (31) used the tool to receive feedback. Some students chose to use a tool to receive feedback, but did not choose to provide feedback to their peers (21%, n=8). This reluctance to use a Peer Assessment Tool to provide feedback may suggest discomfort with providing feedback to others, a factor likely to have been exacerbated by the cultural diversity in the postgraduate class and that fact that feedback had to be provided either orally, or by handing the completed peer assessment template to the presenter.

Using a Peer Assessment Tool to provide feedback. Respondents who reported using a Peer Assessment Tool to provide feedback reported that they generally found the experience positive; they felt the tool helped them to provide feedback to others (84%, n=32), that it was less confronting that other forms of peer feedback (74%, n=28), and that they were able to provide more specific and constructive feedback than without the Peer Assessment Tool (79%, n=30). Respondents generally believed that it was a helpful way for students to receive feedback (84%, n=32). Importantly, using the Peer Assessment Tool to provide feedback to others also assisted those providing the feedback to reflect on and improve their own presentation (79%, n=30), and to better understand what was required to perform well in the assessment (79%, n=30). This aligns with the literature

on peer assessment where the evidence points to key benefits from providing feedback as well as receiving it (Willey & Gardiner 2010).

Using a Peer Assessment Tool to receive feedback. As shown in figure 3, the majority of respondents (76%, n=31) that had used a Peer Assessment Tool to receive peer feedback reported it to be a positive experience and that the tool was either helpful or extremely helpful in this process.
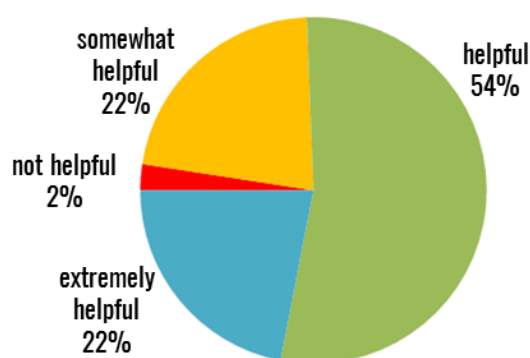
Figure 3. Helpfulness of the Peer Assessment Tool in receiving feedback

Respondents indicated that receiving feedback via the Peer Assessment Tool helped them to identify areas for improvement (89%, n=34); reflect on things they hadn't previously considered (79%, n=30); and to improve their presentation skills across a number of dimensions including presentation planning (84%, n=32), presentation content and design (71%, n=27) and presentation delivery (84%, n=32). The majority of respondents also reported using the Peer Assessment Tool as a less confronting way of receiving feedback (74%, n=28) and felt that the use of the tool had helped them to understand what was required to perform well in the assessment (79%, n=30). The majority of respondents (71%, n=27) believed that using the Peer Assessment Tool to receive feedback helped them to achieve a better instructor mark for their presentation (71%, n=27).

Calibrating student judgement of presentation skills

Calibrating student judgement of presentation skills

Marking rubrics are an important tool for defining the criteria against which students will be assessed, however students' understanding of those criteria is often lacking or inconsistent with that of the Instructor (Boud *et al.* 2013), because there is an inherent assumption "that all potentially salient properties are known in advance" (Sadler 2013, 8). The Presentation Skills Self Assessment Tools and Presentation Skills Peer Assessment Tools developed in this project were designed and applied to calibrate student perceptions of their oral communication skills in an effort to provide students with a greater understanding of the expected standards embedded within the marking criteria and more closely align student perceptions of their skill level with the observations of others. Implementing structured calibration processes improves the judgement of those involved in assessment (Sadler 2013) and in this case, also sought to raise student self-awareness and self-efficacy. The assessment of oral communication skills is often considered to be highly subjective, and oral communication standards vary considerably from one context to the next, so variances in student understanding of those standards is to be expected. Calibration thus becomes an important process for contextualising the assessment requirements and aligning student expectations with those of the Instructor.

The results from this study demonstrate that students largely saw benefit in the processes of self and peer assessment, and that together the tools supported students in the development of their oral communication skills and assisted students to understand what was required to perform well in the assessment. Significantly, by creating opportunities for both self and peer assessment students were able to reflect on their own performance, but then benchmark and calibrate that view based on feedback from peers and the instructor.

As evidenced by the following quote, many respondents reported that the feedback provided by peers using the Peer Assessment Tool was constructive and useful in refining their presentations: "*After receiving feedback from my [peers] I adjusted this in my assignment process*". However, although many respondents reported highly valuing the opinions of their some expressed dissatisfaction with the quantity or quality of feedback received from their peers, indicating that additional skills development in the area of providing constructive feedback may be required. Within this study, there was evidence of a nascent understanding of the importance of calibrating judgement and the utility of combining self, peer and instructor assessment to do so. For example, one survey respondent explained how they used both a Self Assessment Tool and Peer Assessment Tool to compare their own perceptions of their oral communication skills with those of their peers, indicating that

for them this was an important way of calibrating their judgement with that of their peers: *"I want to see how I view myself vs how my peers view my performance."*

By designing the self and peer assessment tools to reflect the assessment criteria, students were given greater clarity about the criteria against which they would be marked by the Instructor, and by participating in assessment themselves (either through self-assessment or assessing a peer), students refined their understanding of each criteria. This further helped students in the preparation and planning of their presentation, by providing prompts for students to consider during presentation design. Additionally each tool provided a structured feedback method, which contributed to improvements in the overall delivery of student presentations. By using a paper-based approach to self and (especially) peer assessments, students were able to obtain written feedback on their oral communication skills prior to the final assessment. This provided each student with a reference point to return to when refining their presentation and allowed students to reflect on the feedback in their own time and at different stages of their development. Further the pre-defined criteria and rating system designed into the tools provided a structured way for students to provide feedback to their peers which many students found less confrontational than verbal feedback alone. The Likert scale design within the tools also ensured that this feedback was specific to each of the assessment criteria and therefore more constructive than general comments on their presentation skills. This approach provided students with an opportunity to consider the difference between the skills required to receive a high mark and the skills that would receive a moderate or low mark.

The variances in the way the tools were implemented within each subject also provides insight into how self and peer assessment tools can best be used for formative feedback. Where students are offered the discretional use self and peer assessment tool as part of the suite of learning resources available in this subject there is significantly lower levels of use of tools. By comparison, embedding the tools within the classroom learning environment and supporting their use with Instructure encouragement and explanation resulted in significantly higher levels of student use, particularly with respect to peer assessment.

Recommendations for implementing self and peer assessment

The findings from this study show that self and peer assessment, when combined with instructor feedback, can calibrate student judgements about their oral communication skills and result in improvements in oral presentations. The tools created for this study offer a structured and comprehensive method for students to reflect upon and assess their oral communication skills.
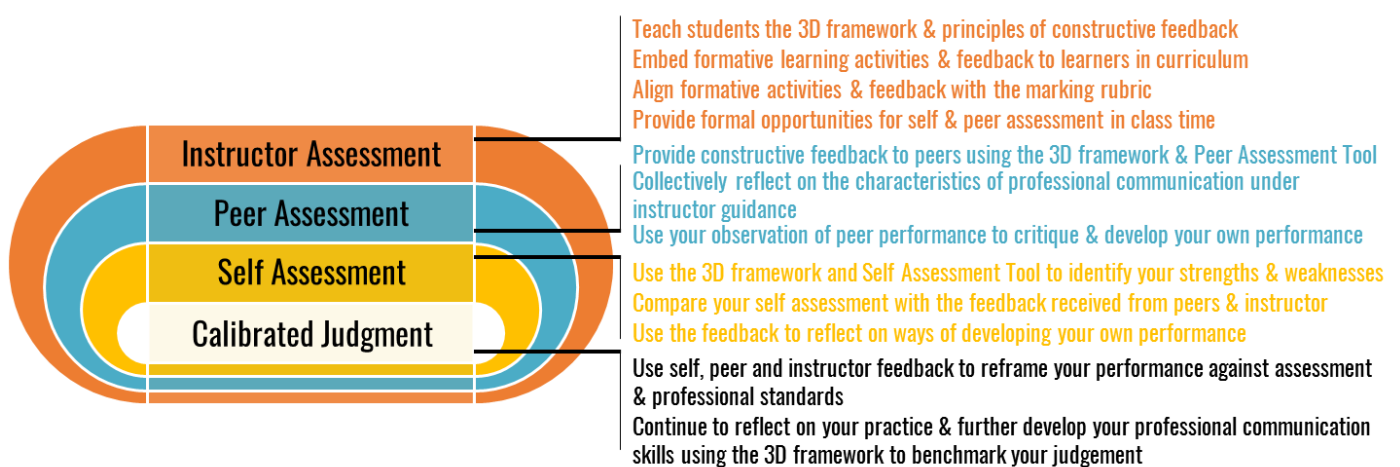

Figure 4. Implementing the 3D framework and assessment tools

The following recommendations are made for others seeking to implement the toolkit in their courses:

RECOMMENDATION 1

Self and peer assessment is most effective when it is embedded in classroom activities. Student use of the assessment tools and their learning from them needs to be scaffolded and supported with encouragement and feedback provided by the instructor.

RECOMMENDATION 2

Some students find the face-to-face use of a peer assessment tool confronting. Using an online version of the tool may work best for students who for cultural or social reasons lack confidence in providing peer feedback and would prefer a de-identified process using an online tool.

RECOMMENDATION 3

Students need support and guidance in providing constructive and developmental feedback to their peers focusing on the skills observed rather than the person. Instructors need to communicate norms and expectations around respectful and collegiate language before the tools are used and carefully monitor feedback.
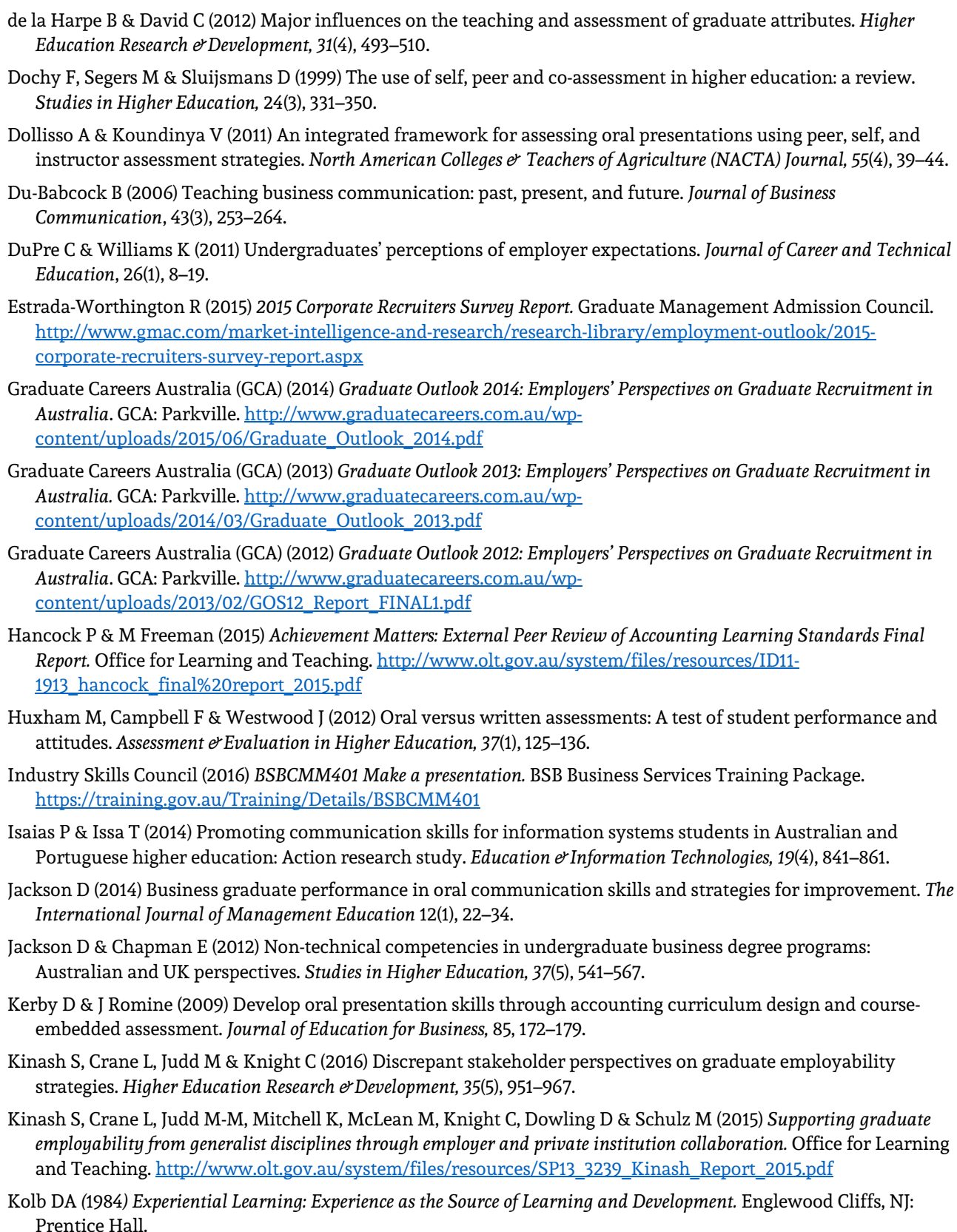
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Appendices

3D Presentation Skills Self Assessment Tool

The **3D Presentation Skills Self Assessment Tool** was adapted from the requirements of the unit of competency *BSBCMM401 Make a presentation* from the BSB Business Services Training package (Industry Skills Council 2016). Elements of the unit of competency were categorised under three essential elements for delivering professional presentation.

The self assessment tool was designed using a five point Likert scale (strongly disagree through to strongly agree) which allows students to self-rate performance against statements in each criteria. Tips for improving performance are generated by calculating the number of incidences of each rating level for each of the three elements of professional presentations.

The *3D Presentation Skills Self Assessment Tool* has been developed into an online app available at: http://doctoralteaching.org/3d-presenting/

3D PRESENTATION SKILLS SELF ASSESSMENT TOOL

Employers increasingly expect graduates to have good oral communication and presentation skills. Being able to communicate persuasively is particularly important in professional roles where you need to influence others. Answer the questions below to assess your current presentation skills. Be honest so that you can determine the areas which could be improved to boost your competency and professionalism. You can score your skills for each presentation element and refer to the tips at the end for ways to improve your presentation skills.

	Always 5	4	Sometimes 3	2	Never 1
PRESENTATION DEVELOPMENT					
I know where, when and why I am presenting.	5	4	3	2	1
I identify the characteristics and needs of my audience, why they are there and what they already know.	5	4	3	2	1
My presentation content is well researched and I use evidence (e.g. statistics or quotes from academic sources) to support my points and give credibility to my arguments.	5	4	3	2	1
I have provided references for my content.	5	4	3	2	1
I check my content for discrimination and cultural insensitivities.	5	4	3	2	1
PRESENTATION DESIGN					
My presentation has a clear and logical sequence with an introduction, body and conclusion.	5	4	3	2	1
I have a strong introduction which includes any required background information for the audience, and an outline of my presentation and intended outcomes.	5	4	3	2	1
My slides are professional with a clear font and are easy to read.	5	4	3	2	1
My presentation content is well organised using appropriate headings and key points in my slides.	5	4	3	2	1
I only include legible pictures and diagrams that support the important points in my argument.	5	4	3	2	1
I have a strong conclusion which summarises why the main points are important to the audience (the take home message), and what they should do (a call to action).	5	4	3	2	1
PRESENTATION DELIVERY					
I tell the audience who I am and why I am here.	5	4	3	2	1
I use persuasive language to build a strong argument and to convince the audience.	5	4	3	2	1
I don't have to read or over-rely on notes because I have practised my presentation.	5	4	3	2	1
I focus on my audience by keeping eye contact with them.	5	4	3	2	1
I vary the volume and tone of my voice so that my presentation is interesting to listen to.	5	4	3	2	1
I maintain my usual pace and rhythm of speech and pause for impact and emphasis.	5	4	3	2	1
I pay attention to my nonverbal behaviour, like facial expressions, body movement and gestures so they are not distracting.	5	4	3	2	1
I rehearse and time my presentation so that I can pace my delivery within the available time.	5	4	3	2	1

EVALUATING YOUR SCORES & TIPS FOR IMPROVEMENT

The tips below provide advice on ways to improve in key presentation areas, but no matter how confident a presenter you are you should ensure that you: ❶ Rehearse the presentation out loud; ❷ Time the speech before the actual presentation; ❸ Stick to the point (and the time limits); and ❹ Finish with a call to action and take home message.

PRESENTATION DEVELOPMENT

Mostly 4s & 5s	Well done! You prepare yourself for a confident and professional presentation.
Mostly 3s	Good preparation is the foundation of a professional presentation. You have the makings of a good presentation but could better plan and develop your presentation.
Mostly 1s & 2s	You need to invest more effort into planning and developing your presentation. Your presentation is a reflection of you and your work but without appropriate preparation this can be lost. See the tips for ways to improve your presentation preparation.

To plan and develop an effective presentation ensure that you...	To plan and develop an effective presentation avoid...
• Know the background and needs of your audience so that it is easier to make a connection. • Adjust your language and explain key terms to reduce boredom and confusion. • Use peer-reviewed quality evidence to support your viewpoint or argument. • Include references and appropriate on-slide citations. If you use a direct quote, put it in quotation marks and include the author, year and page number.	• Missing out key content – Check your content matches your task requirement and CRA. • Assuming that your presentation will look the same on a different computer or that a projection will look the same as it does on screen. Check the presentation in the room you will be presenting in if you have access to make sure it works and looks the way you want it to. • Not allowing enough time to research and plan your presentation. The better prepared you are, the more confident and professional your presentation will be.

PRESENTATION DESIGN

Mostly 4s & 5s	Well done! You design and develop the content of your presentation for the audience to follow your argument in a clear, logical and engaging way.
Mostly 3s	A strong presentation structure combined with good visual design will enhance your presentation. You have the makings of a well-designed presentation. See the tips for ways to improve your presentation.
Mostly 1s & 2s	You need to invest more effort into designing and/or structuring your presentation. Good structure and design will improve the professionalism and impact of your presentation. See the tips for ways to improve your design skills.

To design an effective presentation ensure that you...	To design an effective presentation avoid...
• Use a professional and legible font of the correct size. • Use high quality diagrams, charts and images on your slides as they add variety and impact BUT ensure that they are clear and relevant. • Allocate time strategically and budget the right amount of time for each slide based on its importance. • Use a consistent style (colours, fonts, etc.) with sharp colOur contrast to improve visibility and legibility. • Proofread your slides – spelling mistakes are very obvious when projected.	• Having too many slides for the time available to present. • Placing too much information on a slide. • Letting the technology dominate the presentation. The technology should support and enhance your presentation not overpower or replace it. • Writing paragraphs or full sentences on slides. Instead focus on key dot points to take the pressure off you having to memorise all of your presentation content. • Overusing special effects, such as slide transitions and animations, as they can be distracting and unprofessional.

PRESENTATION DELIVERY

Mostly 4s & 5s	Well done! You are a confident and persuasive communicator who engages and connects with the audience.
Mostly 3s	You have begun to develop presentation skills. Any topic can be interesting if delivered by an effective presenter. Practising your presentation will improve your confidence and develop your presentation delivery skills.
Mostly 1s & 2s	Your presentation skills need some development. The tips suggest ways to gain and sustain the interest of your audience and improve your confidence when presenting.

To deliver an effective presentation ensure that you...	To deliver an effective presentation avoid...
• Include 'signpost' transition words to link ideas and to lead the audience to the next point by using phrases such as on the other hand, consequently, firstly, secondly, lastly, most importantly, however, etc. • Remember to introduce yourself and the purpose and structure of the presentation and let the audience know what's in it for them. • Smile and remember enthusiasm is contagious. • Seek feedback on your presentation delivery style from others to identify areas for improvement. • Rehearse your presentation. Practising increases both your familiarity with the content and your confidence.	• Reading your slides – they are there to support and enhance your presentation. • A delivery style that is not engaging. This includes using a monotone voice or reading from notes. • Having to skip information or race to finish. Time your presentation so that you don't have to skip over key points or rush at the end. If you are tight for time briefly summarise the key points on slides rather than skipping slides entirely. • Using language which could be perceived as sexist, racist, discriminatory, or offensive.

3D Presentation Skills Peer Assessment Tool

The **3D Presentation Skills Peer Assessment Tool** was developed to be used alongside the *3D Presentation Skills Self Assessment Tool* (Appendix A) to facilitate calibrated judgement. Elements are categorised under the same three elements (design, development and delivery). Peer raters apply a five point Likert scale (strongly disagree through to strongly agree) to provide peer feedback on presentation performance. Recipients of the feedback are able to compare these ratings to their self-assessment of their performance and skills. Open ended questions provide an opportunity for the peer rater to provide comments around specific areas for improvement or of achievement.

The *3DPresentation Skills Peer Assessment Tool* has been developed into an online app available at: http://doctoralteaching.org/3d-presenting/

3D PRESENTATION SKILLS PEER ASSESSMENT TOOL

This Peer Assessment Tool has been designed for use by your peers to provide quick and constructive feedback on your presentation skills. We will use it in class to help you identify key areas to develop but you may also find it useful to ask your friends or family to use it.

	Always 5	4	Sometimes 3	2	Never 1
PRESENTATION DEVELOPMENT					
You demonstrated that you knew why and to whom you were presenting.	5	4	3	2	1
Your content was inclusive, sensitive and non-discriminatory.	5	4	3	2	1
Your presentation content was well researched and l used supporting evidence (e.g. statistics or quotes from academic and industry sources) to support the points and give credibility to your arguments.	5	4	3	2	1
PRESENTATION DESIGN					
Your presentation had a clear and logical sequence with an introduction, body and conclusion and signposts to signal direction and build the narrative.	5	4	3	2	1
Your slides were professional with a strong visual theme, clear font & were easy-to-read.	5	4	3	2	1
Your presentation content was well organised using appropriate headings and key points were highlighted in your slides.	5	4	3	2	1
You minimised the use of bullet-points and only included legible pictures and diagrams that engaged the audience and enhanced your message.	5	4	3	2	1
PRESENTATION DELIVERY					
You told the audience who you were and why you were presenting	5	4	3	2	1
You used persuasive language to build a strong argument	5	4	3	2	1
You didn't read or over-rely on notes	5	4	3	2	1
You engaged the audience by keeping eye contact with them.	5	4	3	2	1
You varied the volume and tone of your voice to add interest and emphasis.	5	4	3	2	1
You maintained a measured pace of speech and paused for emphasis.	5	4	3	2	1
Your nonverbal behaviour, (body movement and gestures) was not distracting.	5	4	3	2	1
You adhered to the time limit.	5	4	3	2	1

An area you did well was...

An area you might want to develop is...

5S Aligned Presentation Skills Self Assessment Tool

The **5S Aligned Presentation Skills Self Assessment Tool** adapted the *3D Presentation Skills Self Assessment Tool* (Appendix A) by applying Whetten & Cameron's (2011) 5S framework as a structuring device.

The *5S Aligned Presentation Skills Self Assessment Tool* has been developed into an online app available at: http://doctoralteaching.org/3d-presenting/

5S ALIGNED PRESENTATION SKILLS <u>SELF ASSESSMENT</u> TOOL

The capacity to communicate professionally in oral forms is a key graduate attribute and a critical factor in employment decisions. This Self Assessment Tool is aligned with the 5S Model (Whetten & Cameron 2011) to enable you to develop your judgement in assessing your performance and determining areas to improve to boost your competency and professionalism.

	Always 5	4	Sometimes 3	2	Never 1
PRESENTATION STRATEGY					
I know where, when and why I am presenting.	5	4	3	2	1
I identify the characteristics and needs of my audience, why they are there and what they already know.	5	4	3	2	1
I think carefully about culture and diversity and ensure my content is inclusive, sensitive and non-discriminatory.	5	4	3	2	1
I prepare for my presentation by practising in front of an audience	5	4	3	2	1
PRESENTATION STRUCTURE					
My presentation has a clear and logical sequence with an introduction, body and conclusion and signposts to signal direction and build the narrative.	5	4	3	2	1
I have a strong introduction which includes background information for the audience, a hook to gain attention, and when appropriate an outline of my presentation and intended outcomes.	5	4	3	2	1
I have a strong conclusion which summarises why the main points are important to the audience (the take home message), and what they should do (a call to action).	*5*	*4*	*3*	*2*	*1*
PRESENTATION SUPPORT					
My presentation content is well researched and I use supporting evidence (e.g. statistics or quotes from academic and industry sources) to support my points and give credibility to my arguments.	5	4	3	2	1
I have provided references for my content in the text and in a references list.	5	4	3	2	1
I select visual aids which enhance the message and I practise using them	5	4	3	2	1
PRESENTATION STYLE (THE SLIDES)					
My slides are professional with a strong visual theme, clear font & easy-to-read.	5	4	3	2	1
My presentation content is well organised using appropriate headings and key points in my slides.	5	4	3	2	1
I minimise the use of bullet-points and only include legible pictures and diagrams that engage the audience and enhance message.	5	4	3	2	1
PRESENTATION STYLE (YOU)					
I tell the audience who I am and why I am here.	5	4	3	2	1
I use persuasive language to build a strong argument	5	4	3	2	1
I don't read or over-rely on notes	5	4	3	2	1
I engage my audience by keeping eye contact with them.	5	4	3	2	1
I vary the volume and tone of my voice to add interest and emphasis.	5	4	3	2	1
I maintain a measured pace and rhythm of speech and pause for emphasis.	5	4	3	2	1
My nonverbal behaviour, (body movement and gestures) is not distracting.	5	4	3	2	1
I adhere to the time limit.	5	4	3	2	1
PRESENTATION SUPPLEMENTS					
I am prepared for questions	5	4	3	2	1

EVALUATING YOUR FEEDBACK & TIPS FOR IMPROVEMENT

The tips below provide advice on ways to improve in key presentation areas, but no matter how confident a presenter you are you should ensure that you: ❶ Rehearse the presentation in front of an audience (family or friends); ❷ Time the speech before the actual presentation; ❸ Be clear about the focus (read the assessment criteria); and ❹ Finish with a call to action and take home message.

PRESENTATION STRATEGY & STRUCTURE

Mostly 4s & 5s	Well done! You prepare yourself for a confident and professional presentation with a logical and coherent structure
Mostly 3s	Good preparation is the foundation of a professional presentation. You have the makings of a good presentation. See the tips to help you plan your presentation better.
Mostly 1s & 2s	You need to invest more effort into planning your presentation. Your presentation is a reflection of you and your work but without appropriate preparation this can be lost. See the tips for ways to improve your preparation.

Do	Avoid
• Know the background and needs of your audience so that it is easier to make a connection. • Adjust your language and explain key terms to reduce boredom and confusion. • Provide a hook, introduction and conclusion with a take-home message. • Include 'signpost' transition words to link ideas and to lead the audience to the next point by using phrases such as on the other hand, consequently, firstly, secondly, lastly, most importantly, however, etc. • Remember to introduce yourself and the purpose and structure of the presentation and let the audience know what's in it for them.	• Missing out key content. Check your content matches your task requirement and CRA. • Assuming that your presentation will look the same on a different computer or that a projection will look the same as it does on screen. Check the presentation in the room you will be presenting in if you have access to make sure it works and looks the way you want it to. • Not allowing enough time to research and plan your presentation. The better prepared you are, the more confident and professional your presentation will be. • Covering too many points and failing to reach a logical and persuasive conclusion

PRESENTATION SUPPORT

Mostly 4s & 5s	Well done! You used evidence to underpin your arguments and were confident in using visual aids
Mostly 3s	Stronger supporting evidence will enhance your presentation. See the tips for ways to improve the supporting materials
Mostly 1s & 2s	You need to invest more effort into supporting your presentation. See the tips for ways to improve your design skills.

Do	Avoid
• Use peer-reviewed quality evidence to support your arguments. • Include references and appropriate on-slide citations. If you use a direct quote, put it in quotation marks and include the author, year and page number. • Rehearse your presentation. Practising increases both your familiarity with visual aids	• Overusing special effects, such as slide transitions and animations, as they can be distracting and unprofessional. • Making unsubstantiated claims (find and reference supporting evidence) • Letting the technology dominate the presentation. The technology should support and enhance your presentation not replace it.

PRESENTATION STYLE (SLIDES & SELF)

Mostly 4s & 5s	Well done! You are a confident and persuasive communicator who engages and connects with the audience.
Mostly 3s	Any topic can be interesting if delivered by an effective presenter. You have begun to develop presentation skills. See the tips for ways to gain and sustain the interest of your audience and improve your confidence when presenting.
Mostly 1s & 2s	Your presentation skills need some development. Practising your presentation will improve your confidence. . See the tips for more ways to improve your delivery skills.

Do	Avoid
• Use a professional and legible font (correct size). • Use high quality diagrams, charts and images on your slides as they add variety and impact BUT ensure that they are clear and relevant. • Allocate time strategically and budget the right amount of time for each slide based on its importance. • Use a consistent style (colours, fonts, etc.) with sharp colOur contrast to improve visibility and legibility. • Proofread your slides – spelling mistakes can look huge on screen. • Smile and and look confident (even if you're not) – Power Posing can help with nerves	• Reading your slides – they are there to support and enhance your presentation. • A delivery style that is not engaging. This includes using a monotone voice or reading from notes. • Having to skip information or race to finish. Time your presentation so that you don't have to skip over key points or rush. If you are tight for time briefly summarise the key points on slides rather than skipping slides entirely. • Using language that could be perceived as sexist, racist, discriminatory, or offensive. • Having too many slides for the time available to present. • Placing too much information on a slide – avoid paragraphs and long sentences.

5S Aligned Presentation Skills Peer Assessment Tool

The **5S Aligned Presentation Skills Peer Assessment Tool** was developed to be used alongside the *5S Aligned Presentation Skills Self Assessment Tool* (Appendix C) to facilitate calibrated judgement. Elements are categorised under the same elements. Raters apply a 5 point Likert scale (strongly disagree through to strongly agree) to provide peer feedback. Recipients of the peer feedback are able to compare these rating to their self- assessment of their performance and skills. Open ended questions provide an opportunity for the peer rater to provide comments around specific areas for improvement or of achievement.

The *5S Aligned Presentation Skills Peer Assessment Tool* has been developed into an online app available at: http://doctoralteaching.org/3d-presenting/

5S ALIGNED PRESENTATION SKILLS <u>PEER ASSESSMENT</u> TOOL

This Peer Assessment Tool has been designed for use by your peers to provide quick and constructive feedback on your presentation skills. We will use it in class to help you identify key areas to develop but you may also find it useful to ask your friends or family to use it.

	Always 5	4	Sometimes 3	2	Never 1
PRESENTATION STRATEGY					
You demonstrated that you knew where, when and why you were presenting.	5	4	3	2	1
Your content was inclusive, sensitive and non-discriminatory.	5	4	3	2	1
PRESENTATION STRUCTURE					
Your presentation had a clear and logical sequence with an introduction, body and conclusion and signposts to signal direction and build the narrative.	5	4	3	2	1
PRESENTATION SUPPORT					
Your presentation content was well researched and I used supporting evidence (e.g. statistics or quotes from academic and industry sources) to support the points and give credibility to your arguments.	5	4	3	2	1
PRESENTATION STYLE (THE SLIDES)					
Your slides were professional with a strong visual theme, clear font & were easy-to-read.	5	4	3	2	1
Your presentation content was well organised using appropriate headings and key points in my slides.	5	4	3	2	1
You minimised the use of bullet-points and only included legible pictures and diagrams that engaged the audience and enhanced your message.	5	4	3	2	1
PRESENTATION STYLE (YOU)					
You told the audience who you were and why you were presenting	5	4	3	2	1
You used persuasive language to build a strong argument	5	4	3	2	1
You didn't read or over-rely on notes	5	4	3	2	1
You engaged the audience by keeping eye contact with them.	5	4	3	2	1
You varied the volume and tone of your voice to add interest and emphasis.	5	4	3	2	1
You maintained a measured pace of speech and paused for emphasis.	5	4	3	2	1
Your nonverbal behaviour, (body movement and gestures) was not distracting.	5	4	3	2	1
You adhered to the time limit.	5	4	3	2	1

An area you did well was...

An area you might want to develop is...

Presentation Skills Videos

Five presentation skills videos were prepared to support the use of the Presentation Skills Self Assessment Tools (Appendix A & C) and Peer Assessment Tools (Appendix B & D). The videos combine the 3D Presentation Skills framework and Whetton & Cameron's (2011) 5S approach to effective presentations. The videos are available from http://doctoralteaching.org/professional-presentations-toolkit/
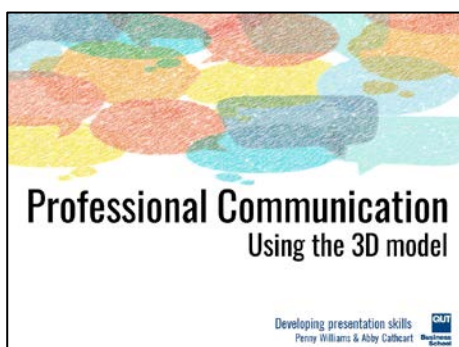

VIDEO 1: Professional communication using the 3D model

This video, presented by Penny Williams, provides an overview to the importance of professional communication and introduces the 5S and 3D presentation skills models for effective and professional presentations. Topics covered include:

- The importance and application of public speaking and professional presentation skills in a business context
- The different types of presentations – entertaining, informative, persuasive.
- Defining the purpose and objectives of your presentation

References

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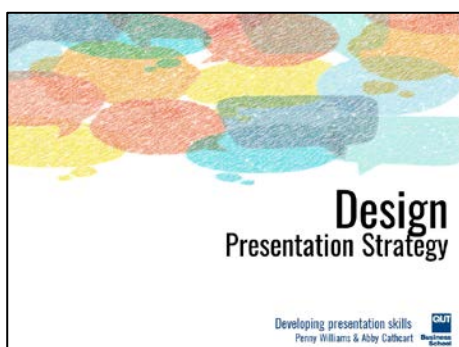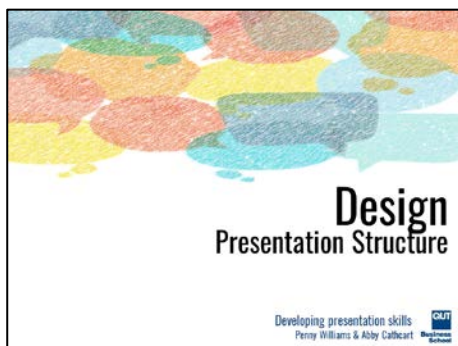
VIDEO 2: Design

This video, presented by Penny Williams, focusses on presentation design. It aligns with Whetton & Cameron's (2011) Strategy. Topics covered include:

- Developing a presentation strategy
- Understanding the audience
- Preparing to present by finding out about the venue and facilities.

References

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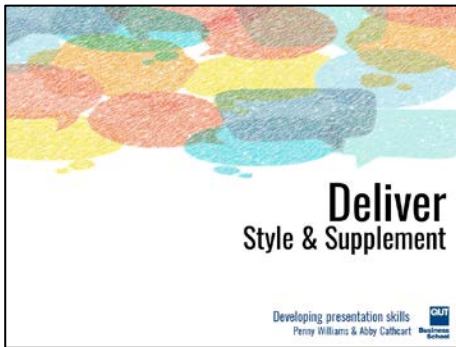
VIDEO 3: Design

This video, presented by Penny Williams, focusses on presentation design. It aligns with Whetton & Cameron's (2011) Structure. Topics covered include:

- Structuring the content of a presentation
- Creating a persuasive presentation and using evidence to support claims
- Signposting and creating a strong introduction and conclusion.

References

Becker RA & Keller-McNulty S (1996) Presentation myths. *The American Statistician, 50*(2), 112-115.

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Whetten D & Cameron K (2011) Part IV Supplement A : Making oral and written presentations. In D Whetten & K Cameron (eds.). *Developing Management Skills.* (pp.591 - 618). New Jersey: Prentice Hall.

VIDEO 4: Develop

This video, presented by Penny Williams, focusses on presentation development. It aligns with Whetton & Cameron's (2011) Support and Style. Topics covered include:

- The importance of visual support
- Creating a strong visual design using tools such as PowerPoint™
- Developing professional presentation slides
- Using professional visual aids.

References

Becker RA & Keller-McNulty S (1996) Presentation myths. *The American Statistician, 50*(2), 112-115.

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Whetten D & Cameron K (2011) Part IV Supplement A : Making oral and written presentations. In D Whetten & K Cameron (eds.). *Developing Management Skills.* (pp.591 - 618). New Jersey: Prentice Hall.

VIDEO 5: Deliver

This video, presented by Penny Williams, focusses on presentation delivery. It aligns with Whetton & Cameron's (2011) Style and Supplement. Topics covered include:

- Confidently delivering the presentation
- The importance of non-verbal cues including gestures, stance and body language)
- Power posing and overcoming nerves
- Eye contact and the use of notes
- Voice projection, intonation, enunciation and pace of speech
- Transitioning between speakers in a group presentation
- Timing and practice
- Answering questions with credibility.

References

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About the authors

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Deanna is a Senior Lecturer in the QUT Business School, where she teaches sustainability and change management to undergraduate students. Building on her former career in the public sector, she also teaches a unit in the Public Sector Management Program. Deanna was the recipient of the 2016 ANZAM ECR award. As a transdisciplinary researcher, her research interests include stakeholder engagement, participatory planning, and the education to employment transitions of early career professionals. She is a Senior Fellow of the Higher Education Academy.

Professor Abby Cathcart PFHEA

Dr Abby Cathcart is a Professor of Work and Organisation in the QUT Business School. Abby was the inaugural winner of the QUT David Gardiner medal for teaching and has received numerous Australian Awards for University Teaching. Abby is the Director of the QUT Academy of Learning and Teaching and is a Principal Fellow of the Higher Education Academy. In addition to teaching undergraduate and postgraduate classes Abby is the Director of the QUT Teaching Advantage Program which prepares PhD students for teaching in a higher education setting.

Penny Williams AFHEA

Penny Williams is a sessional academic in the QUT Business School where she is also completing her PhD in flexible work arrangements. Penny is an Associate Fellow of the Higher Education Academy and has extensive experience in HR and business which she draws on in her teaching. Penny's video series on developing professional communication skills was shortlisted for the 2016 QUT Sessional Teaching and Reflection Showcase (STARS) Awards.

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