

Assessing Presentations in Common Core Courses

CASE EXAMPLES FROM HKU



Where indicated below, the website version of these case examples provides access to supplementary materials in the following forms:

® = rubric © = guidelines

ORAL PRESENTATIONS - individual

China's Modernisation in the East Asian context (CCCH 9006)

Assessment for this course includes a tutorial presentation (30%) on topics assigned by the teacher, while grading of tutorial participation includes fellow-students' questioning of presenters and engagement in ensuing discussions. In their first class, students receive guidance in the form of examples of presentations at different grade levels.

① *Dr Victor Teo, School of Modern Languages and Cultures*
victorteo@hku.hk

<http://commoncore.hku.hk/ccch9006/>

Electronic Technologies in Everyday Life (CCST 9015)

Students taking this course are assessed by an individual essay and a 3-minute oral presentation on their design of a new IT device or creative use of an existing gadget or software. PowerPoint can be used but other approaches to presenting are equally welcome. Teachers give feedback to presenters after the tutorial, based on rubrics posted on Moodle course website.

① *Prof Ricky Kwok, Department of Electrical & Electronic Engineering*
ykwok@eee.hku.hk

<http://commoncore.hku.hk/ccst9015/>

ORAL PRESENTATIONS - group

Food: Technology, Trade and Culture (CCGL 9017)

Project outcomes and a 12-15 minute presentation account for 30% of the overall grade on this course. Students have access to illustrative presentations from previous years and are graded by two teachers on the presentation and their responses to questions. Free-riding is minimised by asking questions in the final class test that can only be answered through active participation in the project.

① *Prof Harold Corke, School of Biological Sciences*
harold@hku.hk

<http://commoncore.hku.hk/ccgl9017/>

Street sense: the City and its Environments (CCHU 9037)

Students are assessed by a combination of an essay (70%) and group presentations (30%). On the principle that 'practice makes perfect', there are two presentations of 5-10 minutes each, and while most groups use powerpoint, but other modes of presenting are welcome, with the accent on interaction. Grading is by two tutors, using the CCC rubric and prizing reflection and in-depth research.

① *Ms T.Y.C. Kee, Department of Architecture*
tyckee@hku.hk

<http://commoncore.hku.hk/cchu37/>

Blood, beliefs, biology (CCST 9024)

Assessment for this course includes a group presentation (20%) based on a field trip. Working in groups of 8-10, students choose a topic from the list provided and prepare a 10-minute presentation followed by 3-minute Q&A. Evaluation is by teachers (15%) and student peers (5%) using specially adapted rubrics ® designed to foster continuous improvement in problem-solving and communication skills. Audience members can get bonus points for their questions.

① *Prof L.C. Chan, Department of Pathology*
chanlc@pathology.hku.hk

<http://commoncore.hku.hk/ccst9024/>

Criminal Organisations, Clandestine Globalisation and the Illicit World Economy (CCCH 9027)

In this course, group presentations plus handout (25%) are linked to research essays (35%). Each member of a presenting group is expected to speak (7-8 minute) and to express a viewpoint, after which there is Q&A. Groups can email drafts of powerpoint slides to the tutor for feedforward.

① *Dr Victor Teo, School of Modern Languages and Cultures*
victorteo@hku.hk

<http://commoncore.hku.hk/ccch9027/>

Hong Kong & China's economic development (CCCH 9028); **China in the global economy** (CCCH 9007);

Economic globalisation: issues & challenges (CCGL 9019)

All three of these courses are assessed by a blend of an exam and a group project report and linked presentation. Students work on their projects in self-formed groups of 4-6, and are advised not to divide up the work too early to avoid it becoming too disjointed. Each group submits a mid-semester project outline. Presentation time is 20 minutes and to the teacher, with PowerPoint slides, outside tutorial hours, with each group member taking a different presenting role. Students are expected to address the teacher's feedback on their presentation in the project report they submit one week later. Students receive a group grade for the report, and an individual grade for their presentation.

① *Dr Y.F. Luk, School of Economics & Finance*
yfluk@hku.hk

<http://commoncore.hku.hk/ccch9028/>

<http://commoncore.hku.hk/ccch9007/>

<http://commoncore.hku.hk/ccgl9019/>

Science and Science Fiction (CCST 9038)

In this course presentations (45%) are used to foster and evaluate students' critical thinking skills. Students can present individually or as a group, choosing a science fiction book and discussing the scientific concepts deployed or other content relevant to the tutorial group topic. Presentations are 15 minutes, followed by Q&A. Student reactions to the form of assessment tend towards the 'love-it' or 'hate-it' poles.

① *Prof A. Djuriscic, Department of Physics* dalek@hku.hk
<http://commoncore.hku.hk/ccst9038/>

Feeding the World (CCGL 9016)

Group projects & presentations form a significant component (35%) of assessment for this course. Students work in mixed-subject trios on their project, which must have comparative & quantitative (using statistical databases) components. There is one presentation for each project, with 20 minutes for the talk and 5-10 minutes for Q&A. Presentations run over 4 evening sessions; students have to attend and submit comments on at least 12 other groups' presentations.

① *Prof Harold Corke, School of Biological Sciences*
harold@hku.hk
<http://commoncore.hku.hk/ccgl9016/>

GROUP DEBATES




Science & Technology: Facts and Fallacies (CCGL 9028)

Group presentations and debates (25%) are a distinctive feature of assessment for this course. One group of six students argues for – and another against – an issue, supported by research findings. Each side makes an opening 10-minute presentation before the floor is opened for discussion. There are 9 debates in all on topics specified by the teacher. There is feedback on the first debate but, as an opportunity for practice in debating, it is not formally marked. Student performance in the debates is individually graded.

① *Prof A. Djuriscic, Dept of Physics* dalek@hku.hk
<http://commoncore.hku.hk/ccgl9028/>

POSTER PRESENTATIONS

Biomedical Breakthroughs in a Pluralistic World (CCST 9006)

The course is assessed by an essay, tutorial discussion and a poster presentation (30%) which aims to develop students' oral skills in critical thinking and communicating to the public. Students work on the A3 poster and the linked 15-minute or 20-minute presentation in mixed-subject groups of 3-4 and receive a group mark for the poster (with the aid of a rubric ) and individual marks for written critiques. Audience members are assessed on their questions and comments (also using a rubric ). Guidelines are given on posters .

① *Dr S.Y.W. Shiu, Department of Physiology*
sywshiu@hku.hk
<http://commoncore.hku.hk/ccst9006/>

VIDEO AND OTHER PRESENTATIONS

Energy Futures, Globalisation and Sustainability (CCGL 9040)

The course is assessed by a blend of a term paper, in-class tests, tutorial participation and a 4-minute video presentation produced by students working in groups of 4-5. Videos are first presented in week 8 tutorials, with the best then shown to the full cohort in the final class. The course content lends itself well to video production, the students learn new skills, and video assessment gets high ratings in course evaluations.

① *Prof Peter Hills, Kadoorie Institute* phills@hku.hk
<http://commoncore.hku.hk/ccgl9040/>

Everyday Computing and the Internet (CCST 9003)

A key component of this course is a 3-minute group video presentation linked to a project. Students form groups of 3-4, report on the project by means of a wiki, and post their video on Moodle before presenting it. Students watch other groups' videos and prepare questions to pose in tutorial video presentations, where there is a 10-minute Q&A in which each presenting group defends their ideas. Audience members are randomly selected to comment on what they can recall from a presentation.

① *Prof Ricky Kwok, Department of Electrical & Electronic Engineering* ykwok@eee.hku.hk
<http://commoncore.hku.hk/ccst9003/>

Property Rights, Built Heritage and Sustainable Development in Hong Kong (CCCH 9031)

In this course, three one-day field trips open up a rich vein of learning. Besides completing individual worksheets on each field trip, students collaborate in tutorial groups of 12 to produce a 10-minute video, based on guidelines on production and editing. Students have to specify their role in the video presentation (e.g. voiceover, camera, direction, research) and are individually graded.

① *Prof Lawrence W.C. Lai and Dr. Daniel C.W. Ho, Department of Real Estate and Construction* wclai@hku.hk, danielho@hku.hk
<http://commoncore.hku.hk/ccch9031/>

Sex and Intimacy in Modern Times (CCHU 9015);

Hong Kong: Becoming a Chinese Global City (CCHU 9016)

Presentations in this course are linked to group projects, chosen from a list provided by the teacher. Groups of 4-6 students give 10-15 minute presentations in the form of a video, film, drama or other mode, and are expected to follow a clear narrative and to be to be creative as well as entertaining. Each audience member completes a reflective exercise to peer-evaluate the presentations. One week later, presenting groups submit a group report, for which they all receive the same grade.

① *Dr Denise Tang, Department of Sociology*
denitang@hku.hk
<http://commoncore.hku.hk/cchu9015/>
<http://commoncore.hku.hk/ccch9016/>