

How to Create Oral Presentation Assignments

You have the freedom to change your assessments and exams at this time, and one great option is to switch to a presentation format. There are many benefits to oral presentations: they develop oral communication skills employers seek and demand in the workplace, reinforce research skills, and promote creativity in your course.

Oral examinations can also be helpful for students who speak English as a second or other language as a way of evaluating an understanding of course content rather than writing skills.

For support with accommodations, please contact the Student Accessibility Coordinator, Lynn Andrews at Andrewsl2@assiniboine.net.

Assignment Options

You can do this remotely through Zoom or Microsoft Teams. You can also make the presentation a video assignment for asynchronous evaluation. A recorded video is a great option for students who are not able to attend the presentation time or students who are experiencing anxiety or depression.

You can use a rubric for simple and efficient marking.

Give Focused Assignments

Provide a specific framework for the student presenter. Focused assignments allow presenters to clearly plan what they should do and, more importantly, allow for increased listening on the part of the audience.

Unfocused – “Give a speech on a business topic that we haven’t had time to cover in class.” Focused – “Prepare a 5 to 7 minute informative presentation on a customer service training issue for employees in a medical-related company.”

Unfocused – “Give a speech where you take a stand on a current event.”

Focused – “Prepare a 3 to 5 minute persuasive presentation that convinces your audience to take action on an issue relevant to the management of the City of Phoenix.”

Encourage your students to turn in a one-sentence summary of their oral presentation. Can they state what their presentations are “about” in one sentence?

Encourage Structure

Encourage your students to follow the basic Introduction, Body and Conclusion format:

Introduction – “Tell Them What You’re Going To Tell Them”

Body – “Tell Them”

Conclusion – “Tell Them What You’ve Told Them”

Keep Them Short

Set a relatively short time limit for the oral presentations. If your students cannot say what they need to say in 3-10 minutes, they most likely have not pared down their thoughts and are beginning to ramble in a disorganized way. Shorter time limits encourage students to prioritize their information.

Remind students that working within time limits is a real-world skill.

Allow Notes, Discourage Manuscripts

Allow only note material containing key words and phrases. A written manuscript promotes temptation to read – and then all eye contact is lost.

Encourage students to speak in a conversational and professional tone rather than read a written paper. Written speech sounds different than conversational speech and is harder on the audience’s ears.

Use a Rubric for Effective and Efficient Marking

Here’s an example of the kind of rubric you could use for an oral presentation assignment. You are welcome to use this as a foundation and tailor it to your course objectives. A best practice is to share the rubric with your student when you give out the assignment.

Example Rubric

You will be graded on the following: (25 Points)

- a. Your presentation covers your topic, the goal(s) of your presentation, your controlling and supporting ideas (15)
- b. Your presentation notes what you learned, and what you might do next time (5)
- c. As a presenter, you are clear, confident, organized and prepared. The presentation does not go over the time limit (5)

Make sure you provide some written comments to go along with your rubric.

Adapted from “Assigning an Oral Presentation: The Whys and Hows for Faculty” by Phoenix College:
[learn.maricopa.edu > courses > files > download](http://learn.maricopa.edu/courses/files/download)