Tip Sheet: Open Presentation Assessments

Description

Open presentation-based assessments require students to prepare and submit presentation, whether recorded or live. Students complete these independently, often using digital tools to record and edit their work.

Common formats may include:

- **In-person oral presentation** (without an interactive component): A structured spoken delivery where students present information or arguments to an audience without engaging in real-time questioning or discussion.
- **Narrated slideshows:** A recorded presentation combining visual slides with spoken narration, allowing students to explain concepts or ideas asynchronously.
- **Research poster presentation**: A visual summary of a research project displayed on a poster, often accompanied by a brief verbal explanation or written commentary.

Best Suited Learning Outcomes

Open presentation-based assessments are particularly suited to outcomes that require students to:

- Demonstrate oral communication and presentation skills
- Synthesise and convey complex information clearly
- Use digital tools to support communication
- Reflect on personal or professional experiences
- Engage audiences through structured storytelling

These tasks are commonly used in fields such as theology, philosophy, education, health, law and business.

Learning Design Considerations

Designing effective and valid presentation assessments needs to consider:

- **Validity**:
    - Ensure the task assesses relevant learning outcomes such as communication, synthesis, and audience engagement—not just memorisation.
    - Align the presentation format with disciplinary expectations (e.g. persuasive pitch in business, visual analysis in arts).
    - Include criteria that evaluate both content and delivery to reflect authentic professional skills.
- **Scaffolding**:
    - Offer practice opportunities such as mock presentations or peer feedback sessions.
    - Provide guidance on structuring content, using visual aids, and managing time.
    - Support students in developing digital literacy if using tools like narrated slideshows or video editing.
    - Offer workshops on digital presentation skills and AI literacy.

- **Transparency**:
  - Clearly communicate the conditions of the task (e.g. task expectations, marking criteria, time limits).
  - Clearly communicate permitted use of resources, including AI tools, and academic integrity expectations.
- **Equity and inclusion**:
  - Provide flexible deadlines where appropriate.
  - Ensure accessibility for students with diverse needs, including flexibility in format, reasonable adjustments or alternative formats.
  - Be mindful of students' access to technology and provide support or alternatives where needed.
- **Reliability**:
  - Use detailed rubrics or marking guides to ensure fair and consistent marking.
  - Provide exemplars or anchor presentations to calibrate expectations.
  - Consider moderation or peer review to support fairness in subjective evaluations.

Integrating Generative AI into the Task

Generative AI can be integrated into presentation-based assessments to enhance the presentation creation. Students may use AI tools to script, storyboard, or rehearse their presentations. For example, a student might use AI to generate a draft script, then revise it and reflect on the changes. Ethical and responsible use of GenAI will require students to disclose how they used AI, what they learned from it, and how they ensured academic integrity and originality.

Examples include:

- A **marketing student** might use AI to generate a draft campaign concept for a new product launch, including slogans and target audience insights. They could then present the concept, evaluating its strategic fit and ethical considerations in their presentation.
- A **law student** might use AI to generate a mock legal scenario or case brief for a presentation on constitutional rights. They could then analyse the scenario, presenting arguments from both sides and reflecting on the legal accuracy of the AI-generated content.
- A **speech pathology** student might use AI to generate a sample speech development profile for a hypothetical child. They could then present an assessment and intervention plan, reflecting on the accuracy and appropriateness of the AI-generated case.

Resourcing Considerations

- **Staffing**:
  - Plan for marking time, and the differences in marking allocation for in-class versus online submitted presentations.
  - Support staff in assessing multimodal submissions.
- **Technology**:
  - Ensure the LMS supports secure submission of multiple video formats in large file sizes.

  - Provide access to AI tools if required, with guidance on ethical use and academic integrity.
  - Provide students access to recording and editing tools.
- **Moderation and quality assurance**:
  - Complete moderation processes to ensure marking is consistent across multiple markers.