



How Can You Facilitate Student Presentations in a Virtual Course

The first thing to consider when incorporating student presentations into your virtual course is your **purpose**. What is the purpose of the presentation? How does this align with the course learning objectives? With the answer to these questions in mind, you can begin to design and facilitate your student presentation assignments.

Should Students Complete the Presentations Individually or in a Group?

<i>Individual presentations are ideal for:</i>	<i>Group presentations are ideal for:</i>
<ul style="list-style-type: none">• Presenting a comprehensive assessment of a student's individual comprehension of a topic or skills.• Prioritizing individual choice, interest, or creativity.	<ul style="list-style-type: none">• Researching a broader scope of relevant information on a topic that can be better tackled by a group.• Showcasing behavioral or affective objectives or goals in which a purpose of the assignment is to apply cooperative skills.

Should Students Complete the Presentations Synchronously or Asynchronously?

<i>Synchronous presentations are ideal for:</i>	<i>Asynchronous presentations are ideal for:</i>
<ul style="list-style-type: none">• Promoting critical thinking and active discussion to simulate authentic, live presentations.• Benefitting from immediate feedback or discussion from a broad audience.• Showcasing behavioral or affective objectives or goals, in which a desired learning outcome is to apply live presentation skills or foster social connection.	<ul style="list-style-type: none">• Summarizing basic understanding of facts and concepts from the course content in a way that might be repetitive coming from more than one student.• Allowing audience choice for viewing time and location, modality (e.g., transcripts), and opportunity for review. Variability in internet connectivity, geography, and individual schedules is best served with asynchronous presentations that class members can watch and respond to at their own convenience.• Facilitating large classes. It is a more economical use of synchronous time.
For synchronous presentations , use Zoom and presentation software (like PowerPoint or Keynote). Guidance can be found in this Guest and Student Presentations in Zoom document.	For asynchronous presentations , you have much more flexibility and opportunity for creativity.



Clear Instructions and Expectations

In providing directions for this assignment, it is important to ensure the logistical expectations for delivery, deadlines, method of assessment, and group dynamics are very clear.

Useful CoursePlus Tools

- [Discussion Forum](#): Students can post their presentations for feedback from faculty and other students. They can also use the forum to discuss a presentation after viewing it live.
- [Signup Sheets](#): Students can use sign-up sheets to select topics, time slots, or groups.
- [Course Groups](#): Students can be sorted into course groups for group projects or peer evaluation.
- [Drop Box](#): Students can submit files to the Drop Box for evaluation.
- [Peer Assessments](#): Students can use the tool for evaluation of self, one-to-one, one-to-group, and group-to-group pairings. The group assessment can be for a group that the student belongs to or for evaluating a group comprised of other classmates.

Grading the Presentations

- **Try a rubric.** A rubric will help your students (and you) focus on the essentials. CTL has useful examples of presentation rubrics to help you get started. For example, these [presentation rubrics](#) could help you as you develop rubrics for your own course. In addition, the Peer Assessment tool allows for the “TA/Faculty” assessment type where faculty can provide written feedback alongside the rubric, and the assessment’s grade can be synchronized to the CoursePlus Gradebook.
- **Hold the rest of the class accountable.** You can do this with discussion requirements or peer reviews. You could also provide a structure to require [the presenters to have a plan for class engagement](#) (Crossman, 2017).

Don’t forget to encourage creativity! Allowing your students agency will increase their engagement with the topic; try encouraging videos, [VoiceThreads](#), an [IgniteTalk](#) or [TEDTalk](#) format, or other alternative presentations. In addition, student choice embraces the universal design for learning (UDL) principles of multiple means of representation plus those of action and expression.

Learn More

Crossman, J. M. (2017). *From passive audience to active learning: engaging the class in team presentations*. Faculty Focus: Higher Ed Teaching Strategies from Magna Publications. Retrieved August 12, 2020, from <https://www.facultyfocus.com/articles/teaching-and-learning/passive-audience-active-learning-engaging-class-team-presentations/>

Johns Hopkins Bloomberg School of Public Health. (n.d.). *Assessments*. CTL Teaching Toolkit. Retrieved August 12, 2020, from <https://sites.google.com/site/ctlteachingtoolkit/resources/assessments>