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**“Taking the Horror Out of Oral Presentations”**

**Faculty Guide**

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| **Suggested Use of Resources** | When: any point in the course, to introduce a presentation assignment. How: There are two parts to this module. They should be done in sequence, but can be done either on the same day or with some time in between Why: This module is meant to prepare students for success during presentation assignments, so working through it immediately before assigning is bestTime: approximately one hour per part |
| **What’s in the Toolkit?** | Faculty Guide* Sample Assignment with Parameters and Assessment Rubric

Lesson PowerPoint Part 1 and Lesson PowerPoint Part 2 with instructor notesStudent Handouts1. Multiple Intelligences Quiz
2. Presentation Ideas
3. Ways to Present Brainstorm
4. Designing a Presentation
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* Secondary students are often terrified to get up and speak in front of their peers, and may even “skip class” to avoid having to do this. Having to perform in this way may even have been a factor in these students not being successful in a traditional high school classroom!
* It is also extremely BORING and PAINFUL for the audience (including the instructor) to watch a group of students standing in front of a class reading off paper.
* Yet, the ability to present information orally is both a staple of college assessment, and a very necessary skill to have in the workplace.
* How can we promote good oral presentation skills in students in a safe, nurturing environment?

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* According to our dual credit faculty, being more flexible in the format of the presentation to capitalize on students’ strengths (instead of weaknesses!) takes some of the fear away from presenting, and sets them up for success. As dual credit faculty, try being more open to allowing students to present in often non-traditional ways.
* Faculty often fear that they will not be able to mark fairly or accurately if everyone presents their information in a different way**.** To address this, give the students the same parameters in which to present within. These parameters include using the same amount of time, level of visual aids, depth of information presented.
* If you really break it down, you want students to present information on the course content. Let them choose their method of presenting based on their intelligence strength**.** In other words, match intelligences to assessment techniques to help foster SUCCESS.
* Once the students have chosen an appropriate way to present based on their intelligence strengths, it is time to teach them *how* to put together a presentation. A lot of students have no idea how to even start putting information together in a meaningful way that is different from a written assignment. If you teach them to start with the core (the information to be presented) and work their way out, they will have a solid structure for their presentation, regardless of the method they have chosen to present. This also helps eliminate some presentations not having enough content to be assessed properly. Focus on the content, then determine the best lens through which to present it.

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