

2009-10 INFO1010 Coursework 3 Group Presentations

Generic feedback on group and individual marks

Immediate feedback and overall observations:

Each group received immediate verbal feedback. The comments below reflect observations of on the presentations as a whole, and should be read alongside the coursework specification¹.

Gaining experience and combining feedback from various sources

The group presentation offers a chance for every student to make a very brief presentation, and to calibrate your performance and experience against those of your peers. The task of audience marking was designed and presented to students in advance of the task, in such a way that groups could use the mark scheme to guide them towards a good presentation.

The marking process is also designed to familiarise you with ways in which you can evaluation your own presentation so that you can build up your confidence and skills in this area.

The table below show how you might evaluate your numeric mark, but you will learn more from personal reflection

Up to 10%		Up to 60%	Good
Up to 20%		Up to 70%	Very Good
Up to 30%		Up to 80%	Excellent
Up to 40%	Adequate	Up to 90%	Exceptional
Up to 50%	Average	Up to 100%	Perfect

Whatever the mark you receive, it is hoped that the presentation and audience task provided you with opportunities to prepare, practice and then reflect on a presentation and consider ways in which you might enhance your individual and group performance in any future tasks of this nature.

Planning and Research

The higher achieving groups demonstrated a considerable degree of planning backed up with sound research into their chosen topic area. The resulting work was integrated into a coherent whole, and there was a strong sense of the group working co-operatively together as a team.

Analysis over Description

The best presentations incorporated structured argument, which demonstrated that they had mastered the material they were presenting. They were quietly confident and responded to the audience & kept their interest. As far as the mechanics of the visuals were concerned their slides use varied delivery, graphics and animation to reinforce their points. Sometimes slides were developed to visually reinforce the verbal argument through tables or diagrams.

Group Participation

The majority of the students participated fully in the coursework, taking part in a group presentation, and attending scheduled sessions as audience as well as presenters.

A few students, who missed their audience slot, attended an alternative session to ensure that they were able to participate fully. Non attendance at both slots resulted in a zero mark.

Critical thinking

The task of marking and paying attention is a complicated one, however a good number of students completed the task to a high level of achievement and found a way to make coherent comments about the presentations which they were reviewing.

In the best cases, numeric marking indicated that student markers had considered the various different aspects which contribute to a successful presentation; their marking was broadly in line with the views of the more experienced tutor markers.

In a few cases, student markers showed limited criticality, being perhaps overly generous in their mark allocation and showing little variability across the various categories.

¹ Specification and feedback - <http://www.edshare.soton.ac.uk/4745/>