

## **Peer-Assessed Oral Presentations: A quick method to generate feedback for individual presentations in the biosciences**

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- Every student in the class has to give a pre-prepared presentation on a particular topic;
- Each student in the class is given an oral presentation marking criteria sheet (as used by the lecturers) and are talked through each of the criteria at the start of the session;
- Each student is given two 'post-it' notes of different colours;
- Using the marking criteria, each student writes down one good feature of the presentation on one of the coloured notelets and one 'weakness' onto the other notelet; the 'weakness' comment has to be qualified by a suggestion of how that aspect of the presentation could be improved (note: the names of the student providing the feedback are not put onto the notelets);
- At the end of each presentation, the audience is given two minutes to complete their feedback; the lecturer collects the notelets, keeping the coloured notelets separate. A quick skim through the notes is made by the lecturer to ensure all feedback is 'appropriate'. The notelets are then given to the student who has just given the presentation;
- The advantage of this approach is that in addition to feedback comments from the lecturer, each student receives (a large) amount of peer feedback within a few minutes of their presentation;
- In addition, the task of having to actually 'do' something whilst listening to a peer's presentation has the effect of keeping the class 'on their toes' since everyone in the audience has to give a presentation and everyone is ultimately on the receiving end of peer feedback!
- This approach has worked successfully in class sizes of between 6 and 45 students (2<sup>nd</sup> & 3<sup>rd</sup> years) for formative assessment purposes in preparation for summative oral assessment (i.e. an improvement in class marks were observed in the final summative assessment, compared with previous years in which there was no formative (peer or lecturer) assessment).