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Student oral presentations: incorporating peer e-assessment

By
Chris Ireland & John English

Outline



- Why the emphasis on presentations?
- Why peer assessment?
- How has it been received?
- What issues have we identified?

Stereotypical image of an accountant

Justin Xu

Wed 18 Jan, 2012 08:54 pm

I understand the stereotype of the visor wearing bean counter for the accountant is wrong and that they practice many skills. What is a visor? Do foreign accountants wear visors at work?

LD

Ceili

Wed 18 Jan, 2012 09:06 pm

The green thing on his head is his visor.



roger

Wed 18 Jan, 2012 09:54 pm

In:

The stereotypical accountant is one that looks at his feet when talking to you. The assertive accountant will look at your feet!

Adapted from: able2know.org/topic/183296-1

The Role of the accountant has changed

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Financial Managers

before a transactions manager

now a communicator and strategist

(International Federation of Accountants, 2002)

Management Accountants

before a bookkeeper in the back office

now a consultant in the front office

(Holtzman, 2004)

Communication is key



Albrecht & Sack (2000) survey

Accounting professionals and academics asked which skills were most important.

They agreed on three:

- written communication
- critical thinking
- oral communication

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The stereotype produces a mismatch



Those wanting to enter accountancy

tend to be numerate

tend to be less prepared to communicate

(Arquero, et al, 2007)

many students choose accountancy under the misconception
that the requirement for communication is low

(Ameen et al, 2010:33)

Addressing the mismatch



We need to look at
portrayal of the profession
selection of students
course design

(Arquero, et al, 2007)

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Accountants in Organisations



Module introduced in September 2006

Incorporated PDP

Imaginary placement year

Students carry out a number of small projects/activities

Includes 3 presentations

Skills Self-Assessment 2013 (based on MC-DiP)



During the first 4 weeks	out of 10
Writing Style	5.56
Numeracy	6.90
Presentation	4.72
ICT	6.95
Marketing	5.16
Teamwork	5.39
Average (10 areas)	5.67

Presentations in Year 1 (Before)



Group presentations

November

6 minute presentation
formative feedback from tutor
rest of group observe

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Presentations in Year 1 (Before)



Group presentations

February

10 minute presentation followed by questions
formative feedback from tutor
rest of group observe

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Presentations in Year 1 (Before)



Group presentations

April

12 minute presentation followed by questions
summative feedback from tutor
only tutors observe

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Our thoughts about the process (2010)



November and February

Limited value for the audience

April

Range of interesting topics but only tutors observe

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Involving peers in the assessment of presentations



- helps develop judgement (Magin and Helmore, 2001)
- can improve reliability (Magin and Helmore, 2001)
- provides a clear purpose (MacAlpine, 1999)
- may foster interest and participation (MacAlpine, 1999)
- increases attentiveness (Langan et al, 2005)

Involving peers in the assessment of presentations



Research by Mitchell & Bakewell (1995)

Greater improvements in presentations occurred when student/tutor assessed as opposed to tutor only

Students welcomed the opportunity to assess

Students welcomed feedback from a range of individuals

The use of e-assessment facilitates



rapid provision of written feedback; an attribute valued by students (Browne and Shurville, 2007; NUS, 2010).

extensive feedback

requires little administration

Presentations in Year 1 (Now)



Group presentations

November

6 minute presentation

formative feedback from tutor

rest of group also provide electronic formative feedback

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Presentations in Year 1 (Now)



Group presentations

February

10 minute presentation followed by questions

formative feedback from tutor

different group also provides electronic formative feedback

Presentations in Year 1 (Now)



Group presentations

April (March 2013)

12 minute presentation followed by questions
summative assessment by tutor
different group conducts same e-assessment

Assessment of the Presentation



ACCA Business Game 2012

Please complete your assessment of each of the other teams in your group as soon as the group has finished presenting. After the lesson is over, reflect on your own presentation for at least a couple of hours and then complete a self assessment.

*Required

Group *

Team *

The assessment is a ... *

My student ID is ... *

Write U followed by seven digits e.g. U7654321

My surname is ... *

My first name is ... *

What were the most pleasing aspects of this presentation? *

Write about one way in which this presentation could be improved? *

Complete the assessment using the criteria below

Marking Grid *

	Excellent	Very Good	Good	Satisfactory	Development Area
Audibility (How easy was it to hear the delivery)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting visuals (flip chart)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Data from English (2012)

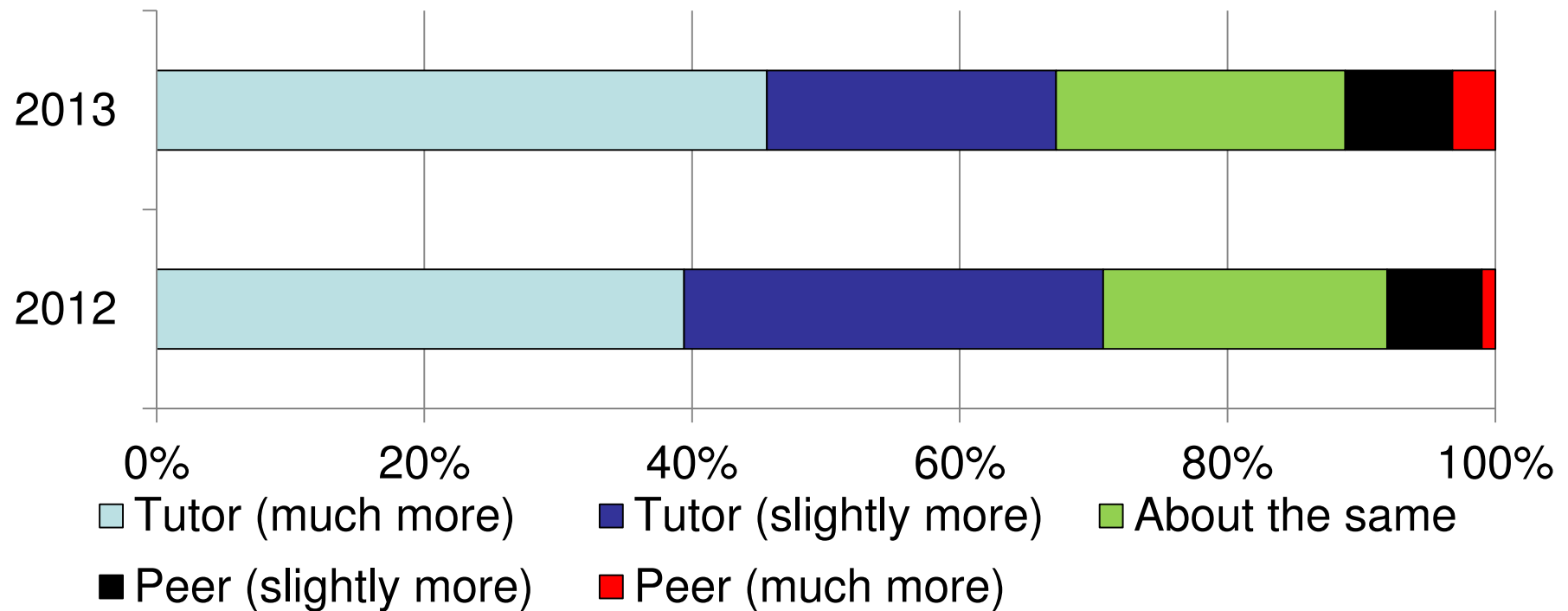
Using the MC-Dip learning styles on-line	1st four weeks	End of term two	Difference
Writing Style	5.47	5.98	0.51
Numeracy	7.05	7.31	0.26
ICT	7.14	7.52	0.38
Presentations	4.77	5.97	1.20
Marketing	5.38	5.95	0.57
Teamwork	6.43	6.91	0.48
Average (10 areas)	5.68	6.24	0.56

Skills Assessment 2012-13 (so far)

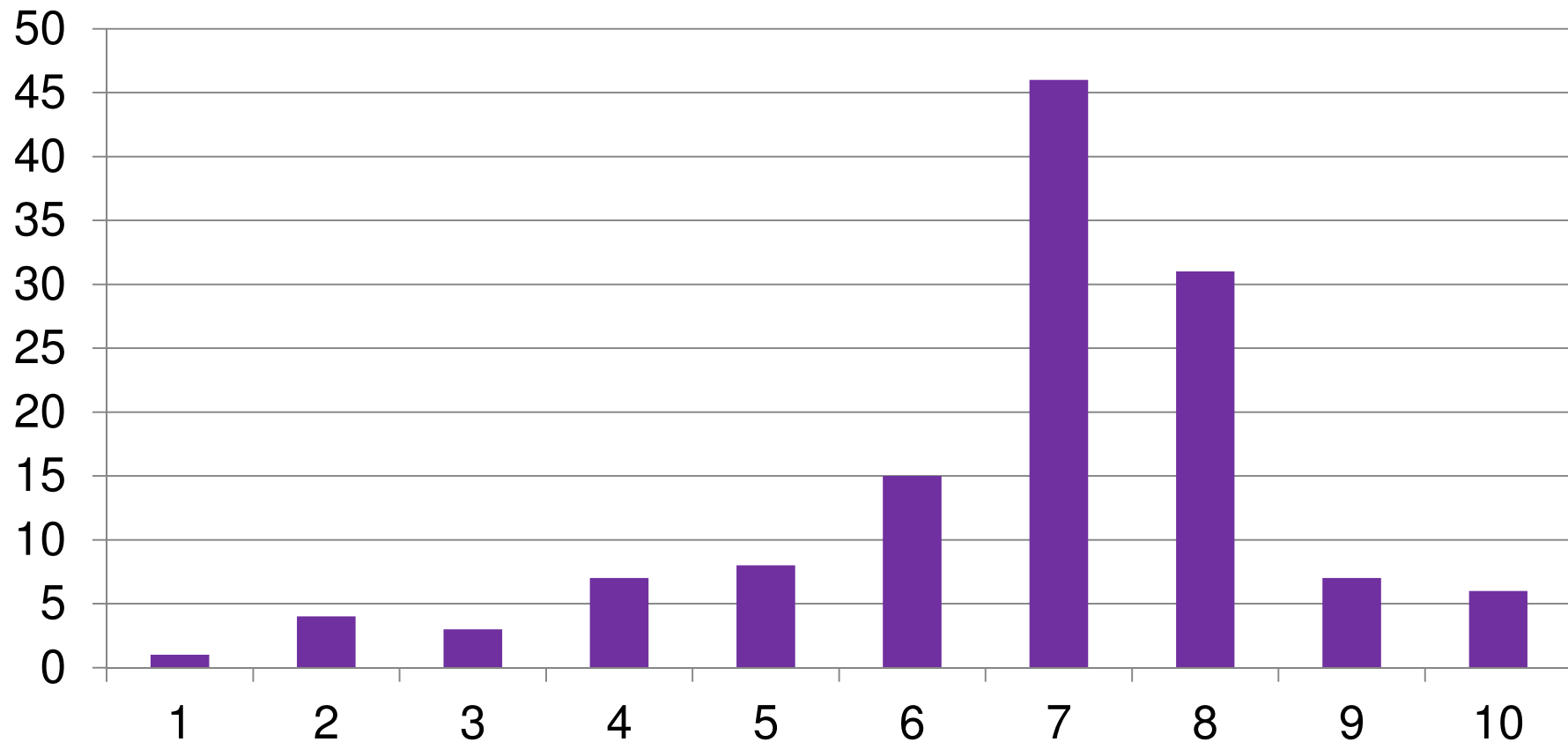


	1st 4 weeks	End of term 2	Difference
ICT	6.95	7.62	0.68
Numeracy	6.90	7.15	0.25
Presentation	4.72	6.23	1.51
Writing Style	5.56	6.89	1.33
Marketing	5.16	6.36	1.21
Teamwork	5.39	5.64	0.24
Average (10 areas)	5.67	6.57	0.90

Which feedback did you make most use of?



Usefulness of Peer Feedback (2013)



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Use made of Peer Feedback



Students indicating their use of peer feedback

Feedback on 1st presentation used to inform 2nd = 66%

Feedback on 2nd presentation used to inform 3rd = 91%

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Student comments



101 students left comments about the use of peer assessment in presentations

110 positive comments

32 negative comments

7 other comments

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Positive comments



Improvement

It enabled us to improve significantly
gave me the chance to look at where I could improve

New or different perspective

see how your presentation appeared to your peers
different point of view than the feedback from the tutor
wouldn't have realised if it wasn't included in feedback

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Positive comments



Enjoyment

I also enjoyed evaluating peers

Speed

We got the feedback very fast

Extensive

We had a broad range of comments

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Negative comments



Restrictive rules

peers are not allowed to type anything during the presentations ... cannot react to something straight away

I'd like to be able to add extra comments

I would prefer to have a little more time reviewing

Peer attitude

some people rush

some people put rude comments

you wonder if the people actually put thought into it

Negative comments



It was the same thing a lot of the time

It was quite a lot to read through

Some groups were so perfect it was hard to say anything

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Issue: Summative Assessment



Summative use of peer assessment

How valid is summative peer assessment?

in the eyes of students

in the eyes of validation panels

Davis (2004) students assessed peer essays as their own assessment

Harmer et al. (2007) Aropä project

Student comments



has helped me to understand how the marking system works

helps to understand what areas are rated when it comes to grades

I don't like the fact the points we give are marked against the tutor marks; it shows our thoughts are not valid unless they coincide with what the tutors thought

Issue: Communication Apprehension



This approach may not be suitable for all

“techniques aimed at the development of communication skills will not resolve communication apprehension”

Arquero et al (2007:304)