



# A-Z University Teaching & Learning

## Checklist for creating a feedback form for student presentations

### A. Method

#### 1. Formulate your objectives

*Key question:* Which skills and abilities should the student acquire and practice by preparing and giving the presentation?

#### 2. Determine what is required of students

The presentation requirements and evaluation criteria are derived from the learning objectives.

*Key questions:* Which activities are considered relevant to fulfilling the requirements? How well or in what way should the speaker perform these activities?

#### 3. Consider who will give the speaker feedback, how it will be given, and which areas it will pertain to

##### Guideline

The goal of feedback is to evaluate the presentation's form and content with regard to the given requirements and to give reasons for this evaluation. Constructive feedback means that students can reflect on their presentation and make changes based on the comments they receive.

*Key question:* Does the intended feedback refer to areas that are central to the objectives?

##### Feedback

1. Define the areas of observation - no more than five. These should be consistent with the predefined criteria. The focus of observation can be changed in the course of the semester. Such a change in focus reinforces the learning process for both the observers as well as the students who are presenting.

2. Structuring the feedback into two parts - content and delivery (presentational skills) - facilitates your orientation.
3. Determine how the observations will be recorded, e.g.
  - a. Open feedback: the observers select any one or two of the given criteria, give feedback on these, and if necessary add further observations on other criteria.
  - b. Systematic feedback without an evaluation form: the criteria are predefined.
  - c. Systematic feedback with an evaluation form.
4. Determine who will report the observations and how, e.g.
  - a. in a plenary session (in class)
  - b. in small groups
  - c. in a direct exchange between speaker and instructor

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### B. Two examples

The examples show the mutual interdependencies between the course objectives and the evaluation criteria as well as possible answer formats and associated rating scales.

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| Example 1:<br>Focus on delivery  | Example 2:<br>Focus on content  |
|--|---|
| <p><b>Formulating objectives</b><br/>Students demonstrate that they have worked on a topic independently and that they can communicate the results of their work in an engaging and intelligible way in the framework of the seminar.</p>  | <p><b>Formulating objectives</b><br/>Students use the requirements of a scientific congress as a guideline. In 20 minutes they formulate a research question based on the current state of research, discuss their subject, and give their opinion on the question posed at the beginning.</p>  |
| <p><b>Evaluation criteria</b><br/>The speaker...</p> <ul style="list-style-type: none"> <li>- stated the topic clearly</li> <li>- identified his/her own point of view</li> <li>- got the audience's attention with his/her introduction</li> <li>- used language that was appropriate for the audience</li> <li>- emphasized central statements with the help of visual aids</li> </ul> <p>The presentation</p> <ul style="list-style-type: none"> <li>- had a clear structure</li> </ul> | <p><b>Evaluation criteria</b><br/>The speaker...</p> <ul style="list-style-type: none"> <li>- gave the correct names and dates</li> <li>- used specialized terms properly</li> <li>- formulated the question clearly</li> <li>- referenced the current state of research</li> <li>- gave convincing arguments for his/her approach</li> <li>- answered the question he/she posed at the beginning</li> <li>- asked further questions</li> <li>- kept to the time limit</li> </ul> |
| <p><b>Answer format</b><br/>Feedback takes place in a plenary session in class; students choose two of the given criteria and pay particular attention to these.</p>   | <p><b>Answer format</b><br/>Feedback is based on the observation form. The students observe all areas or concentrate on one observational area each per group.</p>  |
| <p><b>Rating scale</b><br/>Open, non-structured comments on the observed areas ("I noticed that...")</p>   | <p><b>Rating scale</b><br/>Binary scale "criterion met" / "criterion not met" and a section for justifying one's impression</p>   |