

Student Presentations

Purpose: Student presentations allow learners to showcase their knowledge, develop communication skills, and engage meaningfully with course material. Whether delivered live or asynchronously, presentations provide valuable opportunities for feedback, reflection, and collaborative learning in both online and on-campus courses.

Steps for Implementation

1. Choose a Format

- a. Live (via Zoom): Students present in real-time during class.
- b. Asynchronous (via Discussion Board): Students upload recorded presentations for peer and instructor review.

2. Set Clear Expectations

- a. Share a presentation rubric or checklist outlining time limits, required components, and grading criteria.
- b. Explain peer feedback guidelines (e.g., tone, focus, structure).

3. Select the Right Tools

- a. Zoom for synchronous presentations.
- b. Canvas discussion boards for asynchronous presentations and feedback.
- c. Google Slides, YouTube/Vimeo for sharing presentation files or video links.

4. Help Students Prepare

- a. Offer opportunities for low-stakes practice.
- b. Encourage students to test audio, video, and screen-sharing in advance.

5. Facilitate Peer Feedback

- a. Use structured prompts for Zoom chat or discussion board comments.

- b. Encourage students to offer both supportive and constructive feedback.

6. Reflect and Assess

- a. Use rubrics or instructor comments for summative assessment.
- b. Invite student self-reflection or feedback on the experience.

7. Facilitating Peer Feedback During Live Presentations

Whether presentations take place in Zoom or in an in-person classroom, peer feedback can be built into class time with simple structures:

- a. **Use the Chat (Zoom) or Note Cards (In-Person):** Ask students to share quick reactions, questions, or compliments via chat or on index cards passed to the presenter.
- b. **Designate Time for Verbal Feedback:** After each presentation, invite 1–2 students to share a brief comment or question aloud.
- c. **Assign Peer Review Roles:** Rotate responsibility by designating a different “peer reviewer” or “feedback partner” for each presentation.
- d. **Prompt with Questions:** Provide 1–2 guiding questions to help students focus their feedback. For example:
 - i. What was one strength of this presentation?
 - ii. What’s one suggestion you’d offer to improve clarity or engagement?
- e. **Model Effective Feedback:** Before presentations begin, demonstrate what constructive, clear, and respectful feedback looks like.

Instructor Planning Guide

1. **Format:** Will presentations be live, recorded, or both?
2. **Tech Needs:** What tools will students need (i.e. Zoom, Vimeo, Google Slides)?
3. **Time Management:** How much class time is available for presentations?
4. **Student Support:** Will students need help with tech or structuring their content?
5. **Feedback Plan:** How will students give and receive feedback via live chat, verbal comments, or discussion boards?
6. **Accessibility:** Are all presentation formats accessible to all students (i.e. captions, transcripts, readable slides)?

Instructor Checklist

- ☐ I have defined the purpose of student presentations in my course.
- ☐ I have selected a format: live (Zoom), asynchronous (discussion board), or both.
- ☐ I have communicated clear instructions, time limits, and expectations to students.
- ☐ I have shared a grading rubric or checklist to guide student work.
- ☐ I have chosen the right tools for presenting and giving feedback.
- ☐ I have provided time and support for students to prepare and test their technology.
- ☐ I have planned how students will give and receive peer feedback.
- ☐ I have ensured all presentation materials and formats are accessible to all students.
- ☐ I will moderate and support the peer feedback process.
- ☐ I will assess student presentations using consistent, transparent criteria.

Resource: [Sample Research Presentation Rubric](#) (Harvard Catalyst)