

Senior Design Project Presentation Feedback – Notes

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|---|--|--|---|
| <input checked="" type="checkbox"/> simple to use | <input checked="" type="checkbox"/> in-class feedback | <input type="checkbox"/> progress report | <input type="checkbox"/> literature review |
| <input type="checkbox"/> complex to use | <input type="checkbox"/> out-of-class | <input type="checkbox"/> proposal | <input type="checkbox"/> letter or resume |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> project report | <input type="checkbox"/> other |
| <input checked="" type="checkbox"/> oral | <input checked="" type="checkbox"/> assessor: professor to student | <input type="checkbox"/> research report | <input type="checkbox"/> |
| <input type="checkbox"/> written | <input type="checkbox"/> assessor: student to self | <input type="checkbox"/> abstract/summary | <input checked="" type="checkbox"/> assignment handout |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> assessor: student(s) to peers | <input type="checkbox"/> bibliography | <input checked="" type="checkbox"/> can adapt for scoring |

Application:

To be used for grading oral presentations on group projects, most specifically in the area of senior design. Can be used by instructors and peer and industrial observers. Scoring is on a 1-6 Likert scale. The focus of the 15 questions presented for scoring is divided between content (project methods, findings, constraints, and conclusions), organization, professionalism, and presentation delivery.

Skill set addressed:

- Cognitive domain skills such as organization, problem solving, and critical thinking are evaluated.
- Oral communication and visual communication skills, teamwork skills, and professionalism are evaluated.

Suggestions for usage:

- This one-page instrument is designed for ease of use during the senior design project presentation, with the goal of providing both evaluation (scores) and assessment (feedback between lines and for individual speakers). The completed form is collected immediately after the presentation.
- The instructor should ask observers to indicate their “role” (advisory board, faculty, etc.), especially when seeking assessment data for curriculum and program review.
- The instrument can be provided to students prior to the oral presentation to give expectations and criteria used to evaluate their performance.
- If the group goes through a “dress rehearsal” presentation, this instrument can be completed during the rehearsal and given to them for review prior to the final presentation. It is also helpful to students if such rehearsals are taped and students are required to view their rehearsal and complete this or a similar form.

Commentary:

The instrument uses a 1-to-6 Likert scale for scoring to prevent observers from picking the middle value on an odd-numbered scale, thus providing more meaningful feedback.

The instrument asks observers to comment on individual speakers’ presentations without guiding their response. Thus responses may range from vague to insightful.

It is not clear how the scoring on the questions will be used to assign a grade. Further, some mechanism must be in place for returning completed feedback to students for continuous improvement, especially if presentations are given at the end of the semester.

Notes by User:

Source: Dr. Betsy Aller, Western Michigan University, with testing of variations by senior design engineering faculty at Michigan Technological University and Western Michigan University.