Mixed Panel Oral Presentation Assessment

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Preparing Electrical & Electronic Engineering Students for Work
Context

- University of Nottingham Ningbo China (UNNC)
- Science & Engineering Division
- School of Electrical & Electronic Engineering
- 1st & 2nd Year of undergraduate programme
- Presentation of a project
It is claimed that engineers are unable to communicate effectively (Dukhan, 2005)
The Modern Engineer

Oral communication is the means through which work gets done
• (Darling & Dannels, 2003)

Effective communication is essential for career advancement
• (Polack-Wahl, 2000)
# Desired Engineering Graduate Skills

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>Rainey, Turner &amp; Dayton (2005), Fry,</td>
<td>Business awareness and project management skills</td>
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<td>Reimer (2007)</td>
<td>Entrepreneurial skills and ability to communicate to people outside their field</td>
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Oral Presentations at University

• Important academic genre (Ferris & Tagg, 1996; Zareva, 2009)

- Develop communication skills and confidence
- Allow questioning of the presenter

• Engineering education can lack sufficient development of oral presentation skills (Vest, Long & Anderson, 1996; Reimer, 2007)
Why Presentations in EEE

• EEE Faculty staff agreed oral communication skills were an issue
• Understood the reality of the world their students would be entering
• Wanted to equip their students with skills to increase their employability
Rationale For Mixed Panel

• Engineers need to communicate technical information to colleagues unfamiliar with their field
• An ability to consider non-technical aspects of a project will benefit students in the workplace
• ‘It is easier to teach an engineering student a little business than a business student a little engineering’
How it worked

• Presentation panel consisted of engineering, business and CELE

• Marked with same criteria

| Presentations Skills (15%) | Language Skills (15%) |
| Content & Mastery of Subject (50%) | Business Contextualisation (20%) |

- 10 minutes presentation
- 5 minutes questions from mixed panel
Student Opinion

• The majority of students found giving presentations useful

• The mixed panel made planning harder

• The biggest challenge was thinking of the business side of the project
Assessor Opinion

• Students generally dealt with the mixed panel well
• Q&A was particularly useful for assessment
• Main issue concerned connecting sections of presentation (theory & experiment results)
Evaluation of Mixed Panel Assessment

• Added relevant dimension to a presentation task and increased authenticity

• Encouraged students to discuss project with other students

• Exposed students to unexpected questions
Possible Future Developments

1 project – 3 Presentations

More business input into the course

Formalised cooperation with business students

Senior students presenting to junior students
References


Thank You

Any Questions?

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