

# 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
- 1<sup>st</sup> & 2<sup>nd</sup> 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

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Palmer & Slavin  
(2003)

Sensitivity to language and norms of  
business communication

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Rainey, Turner  
& Dayton  
(2005), Fry,  
Ketteridge &  
Marshall (2009)

Business awareness and project  
management skills

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Reimer (2007)

Entrepreneurial skills and ability to  
communicate to people outside their field

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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%)**  
– 10 minutes presentation

**Language Skills (15%)**

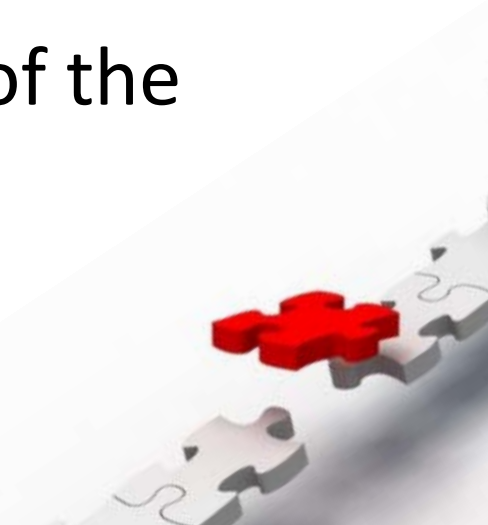
**Content & Mastery of Subject (50%)**

**Business Contextualisation (20%)**



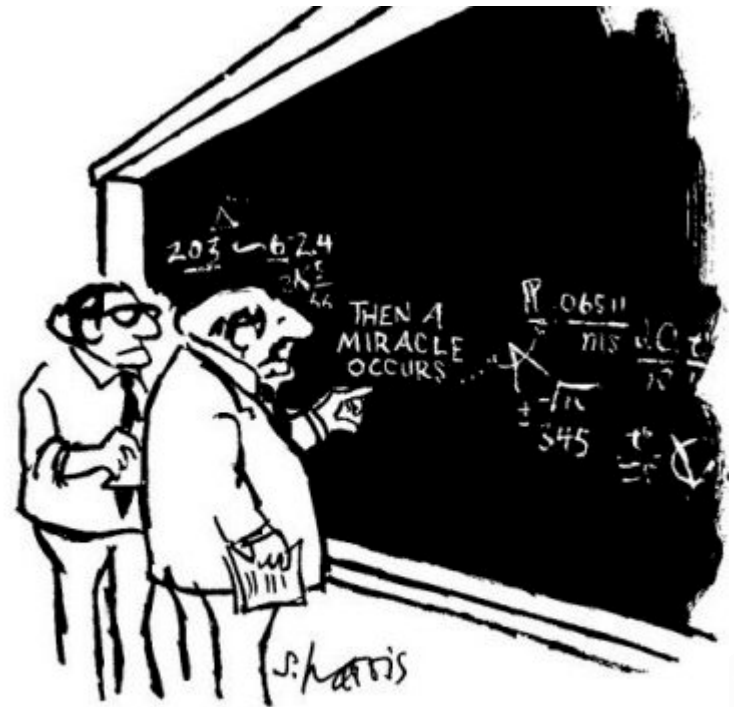
# Student Opinion

- 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)



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."



# 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

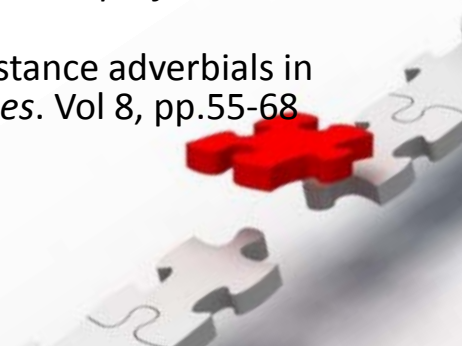
Formalised  
cooperation with  
business students

Senior students  
presenting to  
junior students



# References

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# Thank You

# Any Questions?

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