

# Alternative to student presentations as a mode of assessment

This guide explores potential alternatives to student presentations that you can use when delivering your course assessments online.

Online presentations can work well as a mode of assessment, but they require a high level of digital capability and confidence from all participants, as well as reliable access to technology. Adjustments will likely need to be made to reflect this, and it is essential to consider whether a live presentation remains the most appropriate form of assessment in the current context.

When considering alternatives, your starting point should always be the learning outcomes for the module, ensuring that the revised assessment remains aligned with them.

## Some key questions:

### **How important is it that the mode of assessment remains a presentation?**

Are there other ways to meet the same learning outcomes which might be better suited given the recent move to remote working and learning? E.g. annotated notes explaining how the presentation would have been delivered and what the student would have said, a storyboard, a *viva voce* assessment where the student demonstrates understanding through conversation, a written report/essay etc.

### **How important is it to retain a performative aspect, i.e. live delivery or presenting to an audience?**

This typically adds a degree of pressure, and if it isn't part of the module's learning outcomes consider removing it – students will likely be experiencing heightened stress and anxiety already. If the presentation was added to assess group working, for example, consider an alternative way to incorporate this in a non-live activity such as a group Padlet, blog or poster activity.

### **How important is it that all students complete the assessment in the same way?**

Is there scope for flexibility in allowing them to meet the learning objectives in different ways? For example, you could give students two or three suggested options (including a presentation) which would all meet the objectives, and allow them to suggest alternatives (which would have to be explicitly agreed with you before submission). This is a more inclusive approach than one-size-fits

all as it reflects the fact our students will have even more varying situations and access to resources than usual right now.

### **What about a pre-recorded presentation?**

Collaborate Ultra and Microsoft Teams can both be used to record presentations. Students can set up their own group calls in Teams, and Collaborate Ultra rooms can be set up to be available to them without a tutor present.

Alternatively, students can use the desktop version of Microsoft PowerPoint to [add audio to individual slides](#), allowing them to narrate a presentation slide-by-slide. For a group presentation, different students can narrate different slides in the same PowerPoint.

Asking students to make their own recordings in an unfamiliar environment will still require a high degree of digital capability and confidence from the students. It will be important to ensure that adequate training and support is available to students. It also assumes that students have access to suitable devices and the internet, and for a group presentation that they are available at the same time.