Teaching and assessing oral communication skills online: Gauging interest and trialling diverse approaches across the University of Newcastle

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Project Team:

Dr Liam Phelan (Project co-Leader), GradSchool
Dr Tony Drew (Project co-Leader), Newcastle Business School
Dr Bonnie McBain (Project Manager), School of Environmental and Life Sciences
Dr Jenny Archer, School of Education
Dr Terry Burns, Science and Engineering Challenge
Dr Keith Harris, University of Queensland (formerly School of Psychology)
Dr Bronwyn Hemsley, School of Humanities and Social Science
Dr Carole James, School of Health Sciences
Mr Nimay Kalyani, Newcastle Business School
Dr Megan Rollo, School of Health Sciences
Executive Summary and Recommendations

This project delivered (i) a trial of the teaching and assessment of diverse online oral communication assessment tasks (OOCATs) in a range of online and blended learning contexts across all five faculties at the University of Newcastle (UoN) during 2013 and (ii) a survey gauging interest and experience amongst UoN lecturers in using OOCATs. As expressed in UoN’s graduate attributes, oral communication skills are essential and highly valued. Despite this, students’ mastery of oral communication skills can be poorly supported in online and blended courses. Given UoN’s current ‘[f]ocus on the expansion and quality of online and blended courses as core business across 80% of course content in all Faculties’ (New Directions), investigating viable options for teaching and assessing oral communication skills using online technologies is critically important. Doing so can also benefit students’ learning in face-to-face courses.

This project brought together teaching academics from eight diverse disciplinary backgrounds across all five faculties in the design and implementation of a variety of diverse OOCATs. Data describing the experiences of both students and teaching staff involved in the trial were collected and analysed using both qualitative and quantitative methods. Lecturers across UoN were also surveyed to understand the current state of teaching and assessing oral communications skills at UoN, and potential interest in wider use of OOCATs in that regard. Outcomes included new practical insights into both (i) pedagogical and technological opportunities, and (ii) constraints of teaching and assessing oral presentation skills online at UoN.

The study found that lecturers across the University were not commonly using OOCATs but were very interested in learning to do so. Importantly, results of the survey demonstrated that the trial implementation of OOCATs was highly successful both for students undertaking these assessment tasks and for participating lecturers implementing the tasks. Both students and participating lecturers identified many advantages for student learning as a result of undertaking an OOCAT. The trial also reported almost no negative perceptions or experiences from either participating students or lecturers. Although voiced only by a very few participants, negative perceptions and experiences were instructive in understanding how to best implement oral communications tasks in blended and online teaching environments. The project results have already informed a number of recommendations for the University, program convenors, and lecturers in support of wider and more effective use of OOCATs in teaching and learning. These recommendations are outlined in below.

Interim findings from the project have already been shared internally at UoN through varied fora, including: (i) contributions to the Education Strategic IT Advisory Group, August 2014; (ii) a presentation to the English Language Working Group, June 2014; (iii) a presentation to the Community of Interest in Online Teaching, Learning and Research, May 2014; and (iv) as part of the Teaching and Learning Projects Showcase at the New Faculty Orientation, February 2014.

Project findings will also be shared via several planned contributions to the scholarly literature. A first paper from the project is currently under review:

Teaching and assessing oral communication skills online

Recommendations for UoN

Pedagogy
1. Consistent with New Directions, UoN’s Graduate Attributes Policy, and external drivers such as the Australian Qualifications Framework (AQF), allocate appropriate resources to ensure that all students, regardless of their programs’ modes of learning, effectively learn and demonstrate adequate oral communications skills through the progression of their program of study.

Assessment
2. In the context of broader consideration of institutional software subscriptions, investigate acquiring appropriate software that is robust across a broad diversity of assessment task designs to support teaching and assessing oral communication skills.

Learning Technology
3. Support lecturers in the use of OOCATs through appropriate training and mentoring so that the implementation of assessments tasks is according to best practice guidelines.
4. Support lecturers in the use of OOCATs through appropriate software support.

Recommendations for Program Convenors

Pedagogy
5. Reflect critically on the opportunities to use OOCATs given the importance of ensuring program compliance with the AQF and any other relevant, discipline and profession-specific external accreditation frameworks.

Assessment
6. Consider the effective use of OOCATs with reference to program sequencing and the consistency of learning technologies that students are required to engage with throughout their programs.

Recommendations for Lecturers

Pedagogy
7. Think about if and why including OOCATs in courses can support student learning as part of constructively aligned course learning objectives, learning activities and assessment tasks.
8. Explain to students why an OOCAT has been set and how it will support their learning.
9. Think about how to include OOCATs in courses in order to give students the opportunity to demonstrate their learning.
10. Provide support such as encouragement and quick response times: this support will be particularly valued by students undertaking what can be a challenging task for the first time.
11. Consider the workload implications of setting online oral communications tasks: task design could increase, decrease or have no impact on current time commitments for both students and lecturers.
12. Consider the pedagogical advantages of including an oral communications task in teaching for students with diverse learning styles.

Assessment
13. Provide students with clear and explicit instructions on how to do OOCATs. This could include both a clear example of how to do the task and a model completed task.
14. Consider the time commitment required of students to learn new software and skills when designing and setting OOCATs. It is important to ensure the time students need to spend learning how to complete technical aspects of tasks is reasonable.
15. Allocate marks to oral communications assessment tasks which reflect the significant time and effort required of students.

16. Be aware of both the advantages and disadvantages an oral communications assessment task may hold for students for whom English is not a first language and put measures in place so that these students are not disadvantaged.

17. Assess oral communications tasks in a transparent manner and ensure that students understand they will not be disadvantaged by technological limitations.

**Learning Technology**

18. Consider the vocational relevance of the oral communication software used.

19. Make software choices which maximise familiarity and ease of use so that students’ time spent learning the software is minimised.

20. Be aware that some students may be disadvantaged by technological limitations (bandwidth, computer recording capability, etc.) or physical capabilities (e.g. disabilities) and provide alternative forms of the assessment task for these students.
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1. Introduction

Skills in oral communications are essential for university graduates in their future roles as informed citizens and effective professionals. The importance of learning oral communication skills in tertiary education is widely recognised in the literature (Grez, Valcke, & Roozen, 2009; Heiman et al., 2012; Kerby & Romine, 2013). At the University of Newcastle (UoN), the importance of students learning oral communications skills is reflected in UoN’s Graduate Attributes. All three of the Graduate Attributes Policy’s domains imply student achievement in the area of oral communication skills:

1. Professionalism (e.g. ‘They will have the capacity to act effectively and ethically’);
2. Community responsiveness (e.g. ‘They will have the ability to engage in constructive public discourse’); and
3. Scholarship (e.g. ‘They will be able to communicate their knowledge effectively’; section 4.3).

Oral communication skills are further noted explicitly in the Policy:

Graduates of the University will utilise and value oral and written communication as tools for negotiating, creating, interacting, relating to others, supporting new understanding, and furthering their own learning (section 4.4.i).

The importance of students’ demonstrating their skills in this area is also reflected in the national Australian Qualifications Framework (AQF), with which all UoN programs will comply from 2015 onwards. Compliance with the AQF will require the University to demonstrate that students are assessed for generic skills such as the ability to transmit information to others. In the context of this discussion, all tertiary qualifications from Bachelor to PhD level, are required to teach communications skills to students. For example, according to the AQF, level 9 Master by coursework graduates are required to have ‘communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audiences’ (AQFC, 2013, p.17). Oral communications skills are critical to being able to do so.

Further, for some programs and schools, external accreditation frameworks also require that students demonstrate oral communications skills. For example, the Newcastle Business School is currently seeking accreditation with the Association to Advance Collegiate Schools of Business (AACSB) which specifically requires student to demonstrate oral communications skills.

Beyond graduate attributes, there are pedagogical benefits of learning oral communication skills. At least two senses are engaged, auditory and visual, and these combined may lead to deeper connections with course content (Mitra, Lewin-Jones, Barrett, & Williamson, 2010). The use of visual information (such as instructional videos or recordings of peers’ class presentations) together with complementary text (for example, journal articles and textbooks) can further integrate learning (Mitra et al., 2010) and support different learning styles.

Even though the importance of oral communications skill is recognised, this remains an area for which there is comparatively little academic understanding of best practice teaching and learning (De Grez et al., 2009). Furthermore, or perhaps because of this, there is evidence that many students
graduate from tertiary programs without oral communications skills adequate for professional settings (Gray, 2010). Gray’s finding is made in relation to recent accountancy graduates, and without reference to their mode of learning, i.e., face-to-face, blended or online.

A focus on modes of learning is currently particularly important at UoN for two reasons. Firstly, UoN’s Strategic Plan *New Directions* specifies a

‘focus on the expansion and quality of online and blended courses as core business across 80% of course content in all Faculties through building academic and professional staff capacity and the provision of world-class physical and virtual teaching and learning environments’.

Secondly, UoN has been expanding its online offerings of postgraduate coursework (PGCW) programs since 2001, and now two thirds of all PGCW programs are offered online. The University’s strategic shift to blended learning, combined with its existing commitment to online learning provides a unique opportunity to focus on oral communications skills teaching and assessment practices.

In order to learn presentation skills effectively, students need the opportunity to practice and demonstrate their skills (De Grez et al. 2009). Online course offerings at UoN are predominantly taught asynchronously: this calls for students’ presentations to be recorded and then shared, for example by uploading presentations to course Blackboard sites. All courses, irrespective of mode of learning, have a Blackboard site, and so this practice is an option for all courses irrespective of their modes of learning.

Learning oral communications skills online has, until recently, been somewhat constrained by the availability of technology – both that of educational institutions and that of their students (Reynolds & Mason, 2002). However, this is rapidly changing and the barriers to teaching oral communications in online environments are likely to continue to decrease. Firstly, technological restrictions are rapidly reducing and student and professional computer use and networking is increasing (Eastmond, 1998). Secondly, the technological proficiency of most students, and the younger generation in particular, is extremely high (Sherer & Shea, 2011).

In a recent discussion paper ‘The flipped classroom: Reasons why flipping could flop and ways to ensure it enhances the learning experience’ (Burd, 2014, p.3), the Pro Vice-Chancellor (Learning and Teaching) cogently argues the pedagogical benefits of ‘moving exposure of new content into… students’ private study time’, where content refers to alternatives to traditional lectures such as short video presentations and other learning materials. Advantages include:

- saving valuable staff-student contact time to enable deeper application, interpretation and analysis of course content;
- creating the opportunity to engage in more probing and discursive activities;
- providing students with clearer direction about how to use their private study time effectively; and
providing students, particularly students whose first language is not English, the opportunity to view and replay content at their own pace and as many times as they wish (Burd, 2014, p.3,p.5).

In summary, Burd (2014) outlines the case for a shift in pedagogy, and one that proposes improvements in the effectiveness of students’ engagement with course content. Online Oral Communication Assessment Tasks (OOCATs) as trialled in this project are consistent with the flipped classroom pedagogy: each of the advantages listed above also apply to OOCATs. OOCATs, through their focus on assessment activity, can be considered an extension on the flipped classroom pedagogy’s central concern with course content.

In her discussion of flipped classroom pedagogy, Burd (2014, p.11) raises constraints to students’ access to course content which also apply to assessment, as borne out through the course of this trial. First, OOCAT designers should be mindful of technical constraints relating to available network bandwidth, hardware and software. Second, staff will require some professional development, at least initially, to become familiar with OOCAT technology.

This report provides options for teaching and assessing oral communications skills at UoN across blended and online modes of learning, and extends an earlier discussion brief on the prospects and possibilities of teaching oral communication skills online (Appendix A). As noted above, the research on learning oral presentation skills and especially the factors influencing its success is limited (Grez et al., 2009). This report is practical in focus and takes as its context (i) UoN’s Strategic Plan, and (ii) UoN’s commitment to its students as expressed in the Graduate Attributes. It then outlines various effective options for teaching and assessing oral communications skills, as trialled by colleagues in all five faculties at the University. It also provides recommendations for teaching academics, for Program Convenors, and for the University overall.

1.1 Acknowledgments
We are grateful for the internal and external support that made this project possible. The Centre for Teaching and Learning provided internal grant support which was used to employ a Project Manager (Dr Bonnie McBain). Luke Boulton (Manager, BOLD Lab) provided much appreciated technical advice in the establishment phase and during the project period. YouSeeU provided in-kind support in the form of free access to YouSeeU (v1.0 and later v2.0) for the project and highly responsive technical support during the project period. We extend a special thank you to all the students who completed both the set online oral communications assessment tasks and the student questionnaire. We also appreciate the enthusiasm of teaching academics across UoN in completing the staff questionnaire.
2 Trialling teaching and assessing oral communications skills online

2.1 Trial aims
This project trialled the teaching and assessment of oral presentation skills in a range of online and blended learning contexts and gauged lecturer interest in OOCATs. The trial was initiated though various colleagues’ interest in an internal UoN discussion paper on options for teaching and assessing oral communications skills online (included at Appendix A), was multidisciplinary, and was undertaken by teaching academics across eight different disciplines and all five faculties. It aimed to test a range of different forms of online oral communication and assessment types, including asynchronous individual presentations to fellow students, asynchronous group presentations and one-on-one real time simulation, such as presenting as a business consultant. Investigating options for teaching and assessing the full range of vocationally relevant oral communication skills such as developing listening skills, phone skills, understanding and giving instructions (Gray, 2010) was beyond the scope of this project. This trial was limited to tasks which gave students the opportunity to demonstrate their ability to collate, apply and present course-relevant material orally, using a range of different online technologies (both asynchronously and synchronously). This project specifically investigated:
1. the current status and use of oral communications assessment tasks at the University of Newcastle;
2. students’ experiences undertaking online oral communications assessment tasks with reference to their own learning;
3. lecturers’ experiences teaching and assessing students undertaking online oral communications tasks for both student learning and their own teaching;
4. factors influencing the success for teaching and assessing oral communications skills online and;
5. the implications of our findings for teaching and assessing oral communications skills online at the University of Newcastle.

2.2 Participant lecturers
Dr Liam Phelan (Project co-Leader), GradSchool
Dr Tony Drew (Project co-Leader), Newcastle Business School, Faculty of Business and Law
Dr Bonnie McBain (Project Manager), School of Environmental and Life Sciences, Faculty of Science and Information Technology
Dr Jenny Archer, School of Education, Faculty of Education and Arts
Dr Terry Burns, Science and Engineering Challenge, Faculty of Engineering and the Built Environment
Dr Keith Harris, (formerly) School of Psychology, Faculty of Science and Information Technology
Dr Bronwyn Hemsley, School of Humanities and Social Science, Faculty of Education and Arts
Dr Carole James, School of Health Sciences, Faculty of Health and Medicine
Mr Nimay Kalyani, Newcastle Business School, Faculty of Business and Law
Dr Megan Rollo, School of Health Sciences, Faculty of Health and Medicine

2.3 Courses in the trial
Courses from eight disciplines were part of the trial. Table 1 lists those courses, the terms in which they were offered, their disciplines, lecturers and faculties.
Table 1. Summary of courses that were part of the trial

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Term</th>
<th>Discipline</th>
<th>Lecturer</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSBS6003</td>
<td>Globalisation</td>
<td>T1</td>
<td>Business</td>
<td>Tony Drew</td>
<td>FBUSL</td>
</tr>
<tr>
<td>GSBS6003</td>
<td>Globalisation</td>
<td>T3</td>
<td>Business</td>
<td>Nimay Kalyani</td>
<td>FBUSL</td>
</tr>
<tr>
<td>EDUC6735</td>
<td>Learners, learning, and teaching</td>
<td>S1</td>
<td>Education</td>
<td>Jenny Archer</td>
<td>FEDUA</td>
</tr>
<tr>
<td>SPTH2100</td>
<td>Complex Communication Needs 1</td>
<td>S1</td>
<td>Speech Pathology</td>
<td>Bronwyn Hemsley</td>
<td>FEDUA</td>
</tr>
<tr>
<td>SCIT2100</td>
<td>Science and Professional Communication</td>
<td>S1, S2</td>
<td>Sci. &amp; Eng. Challenge</td>
<td>Terry Burns</td>
<td>FENBE</td>
</tr>
<tr>
<td>HLSC6102</td>
<td>Occupational Rehabilitation</td>
<td>S2</td>
<td>Health Sciences</td>
<td>Carole James</td>
<td>FHEAL</td>
</tr>
<tr>
<td>SCIT2100</td>
<td>Science and Professional Communication</td>
<td>S1, S2</td>
<td>Sci. &amp; Eng. Challenge</td>
<td>Terry Burns</td>
<td>FENBE</td>
</tr>
<tr>
<td>NUDI3240</td>
<td>Dietetic Practice</td>
<td>S1</td>
<td>Nutrition &amp; Dietetics</td>
<td>Megan Rollo</td>
<td>FHEAL</td>
</tr>
<tr>
<td>ENVS6525</td>
<td>Sustainability &amp; Ecosystem Health</td>
<td>T2</td>
<td>Geog. &amp; Env. Studies</td>
<td>Bonnie McBain</td>
<td>FSCIT</td>
</tr>
<tr>
<td>ENVS6530</td>
<td>Environmental Management</td>
<td>T3</td>
<td>Geog. &amp; Env. Studies</td>
<td>Bonnie McBain</td>
<td>FSCIT</td>
</tr>
<tr>
<td>PSYC6210</td>
<td>Interviewing &amp; Assessment</td>
<td>S1</td>
<td>Psychology</td>
<td>Keith Harris</td>
<td>FSCIT</td>
</tr>
</tbody>
</table>

2.4 Diverse online oral communications assessment tasks (OOCATs)

A variety of online oral communications tasks (OOCATs) were trialled. Participant lecturers each designed an online oral communications task that aligned with their course learning objectives and learning activities. Table 2 lists the varied tasks and software options used in each course. Each assessment task was unique in each course and full descriptions of each task in the form of the instructions given to students in each course are documented in Appendix B.

Table 2. Oral communications assessment tasks used in this study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>PG or UG</th>
<th>Term</th>
<th>Location</th>
<th>Stud. Nos</th>
<th>M/F</th>
<th>Task type</th>
<th>Software</th>
<th>% Value</th>
<th>Compulsory/optional*</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSBS6003</td>
<td>PG</td>
<td>T1</td>
<td>Online</td>
<td>86</td>
<td>48/38</td>
<td>Group PPT presentation</td>
<td>YouSeeU</td>
<td>10</td>
<td>C</td>
</tr>
<tr>
<td>GSBS6003</td>
<td>PG</td>
<td>T3</td>
<td>Online</td>
<td>106</td>
<td>66/40</td>
<td>Group PPT presentation</td>
<td>PowerPoint</td>
<td>10</td>
<td>C</td>
</tr>
<tr>
<td>EDUC6735</td>
<td>PG</td>
<td>S1</td>
<td>Callaghan</td>
<td>115</td>
<td>34/81</td>
<td>Individual PPT presentation</td>
<td>YouSeeU</td>
<td>15</td>
<td>O</td>
</tr>
<tr>
<td>SPTH2003</td>
<td>UG</td>
<td>S1</td>
<td>Callaghan</td>
<td>82</td>
<td>0/82</td>
<td>Case scenario &amp; viva exam</td>
<td>YouSeeU</td>
<td>40</td>
<td>O</td>
</tr>
<tr>
<td>SCIT2100</td>
<td>UG</td>
<td>S1, S2</td>
<td>Online</td>
<td>40</td>
<td>22/18</td>
<td>YouTube presentation</td>
<td>YouTube</td>
<td>13</td>
<td>C</td>
</tr>
<tr>
<td>HLSC6102</td>
<td>PG</td>
<td>S2</td>
<td>Online</td>
<td>6</td>
<td>4/2</td>
<td>Individual video presentation</td>
<td>YouSeeU</td>
<td>20</td>
<td>C</td>
</tr>
<tr>
<td>NUDI3240</td>
<td>UG</td>
<td>S1</td>
<td>Callaghan</td>
<td>57</td>
<td>8/51</td>
<td>Diet history interview</td>
<td>YouSeeU</td>
<td>7.5</td>
<td>C</td>
</tr>
<tr>
<td>ENVS6525</td>
<td>PG</td>
<td>T2</td>
<td>Online</td>
<td>52</td>
<td>27/25</td>
<td>Pecha Kucha</td>
<td>PowerPoint</td>
<td>30</td>
<td>C</td>
</tr>
<tr>
<td>ENVS6530</td>
<td>PG</td>
<td>T3</td>
<td>Online</td>
<td>57</td>
<td>33/24</td>
<td>Pecha Kucha</td>
<td>PowerPoint</td>
<td>30</td>
<td>C</td>
</tr>
<tr>
<td>PSYC6210</td>
<td>PG</td>
<td>S1</td>
<td>Online</td>
<td>4</td>
<td>2/2</td>
<td>Motivational Interview</td>
<td>Video upload</td>
<td>10</td>
<td>O</td>
</tr>
</tbody>
</table>

* Where described as ‘optional’, participant lecturers gave students to choice of completing an OOCAT or completing the equivalent, existing task.
2.5 Data collection

Data were collected from three sources:

1. Teaching academics across UoN;
2. Students who completed assessment tasks as part of the trial; and
3. Lecturers who participated in the trial.

Data collection activities are described below.

2.5.1 Lecturers across UoN

One anonymous online questionnaire was developed and deployed via faculty email lists to assess lecturers’ perceptions and opinions of online oral communication tasks (OOCATs). UoN has approximately 1,046 academic staff (UoN, 2013) and a questionnaire link for all academic staff was emailed via Faculty or School lists to lecturers at UoN (N = 131), regardless of their experience with online teaching. Lecturers were informed that no identifying information would be collected, and no participation incentives were provided. The questionnaire was conducted toward the end of the 2013 academic year. The questionnaire included several open-ended author-created items and Likert scale-type questions. Fourteen items were constructed to assess comfort with technology and perceptions of OOCATs. These items were scored on a five-point interval scale (1 = “Strongly Disagree,” 5 = “Strongly Agree”). Other questions concerned demographics and familiarity with online social networking. The OOCAT items were tested for internal reliability. The 14-item measure showed strong internal consistency, with a Cronbach’s alpha of .87. Item-total correlations ranged from .23 to .73. The lecturer questionnaire is found in Appendix C.

2.5.2 Students who completed tasks

A second anonymous online questionnaire was developed to assess students’ perceptions and opinions of online oral communication tasks deployed in this pilot study. A questionnaire link was emailed to all students (N = 521) enrolled in participating courses (k = 91). Students were informed that no identifying information would be collected, and no participation incentives were provided. The questionnaire covered courses conducted throughout the 2013 academic year (semesters one and two, and trimesters one through three) across the University. The questionnaire included open-ended author-created items and Likert-type questions. Open-ended items were derived from Brookfield’s Critical Incident Questionnaire, designed to help lecturers understand their students’ leaning experiences (Brookfield, 1995). Thirteen items were constructed to assess comfort with technology and perceptions of OOCATs and were scored on a five-point interval scale (1 = “Strongly Disagree,” 5 = “Strongly Agree”). Other questions concerned demographics and familiarity with online social networking. The OOCAT items were tested for internal reliability. The 13-item measure showed very strong internal consistency, with a Cronbach’s alpha of .95. Item-total correlations ranged from .28 to .91. The student questionnaire is included at Appendix D.

2.5.3 Participating lecturers

Lecturers involved in the trial engaged as participant researchers and provided trial data in two ways. Firstly, data relating to the OOCATs they designed and set in their courses were collected in the form of course outlines and other instructions to students. Relevant extracts of these data sources are included at Appendix B. Secondly, after participating lecturers shared their experiences

1 GSBS6003 Globalisation was offered two times as part of the trial, in Trimesters 1 and 3.
of the trial at two planning meetings (one mid-trial, one towards the trial’s conclusion), lecturers responded to an agreed set of questions in email correspondence with the Project Manager. These questions are provided at Appendix E.
3 Results
In this section we report the research results generated through the trial.

3.1 Lecturers across UoN
In this section we present analysis of UoN lecturers’ practices and perspectives on teaching and assessing oral communications skills. This section therefore provides a ‘snapshot’ of current activity at UoN in teaching and assessing oral communications skills. We provide both quantitative and qualitative analysis of data collected via the lecturer questionnaire.

3.1.1 Quantitative analysis

3.1.1.1 Lecturer details
A total of 131 lecturers completed the questionnaire for a 12.5% response rate. Table 3 shows 71.0% of respondents were female and 29.0% were male. Only 3.8% of lecturers indicated English was their second language. The majority of lecturers had ten or more years of teaching experience, and most were aged 46 or over.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>83</td>
<td>71.0%</td>
</tr>
<tr>
<td>Males</td>
<td>38</td>
<td>29.0%</td>
</tr>
<tr>
<td>Age group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-25</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td>26-35</td>
<td>11</td>
<td>8.4%</td>
</tr>
<tr>
<td>36-45</td>
<td>39</td>
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</tr>
<tr>
<td>46-55</td>
<td>54</td>
<td>41.2%</td>
</tr>
<tr>
<td>56-65</td>
<td>23</td>
<td>17.6%</td>
</tr>
<tr>
<td>66+</td>
<td>3</td>
<td>2.3%</td>
</tr>
<tr>
<td>English second language</td>
<td>5</td>
<td>3.8%</td>
</tr>
<tr>
<td>Years teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 or less</td>
<td>9</td>
<td>6.9%</td>
</tr>
<tr>
<td>3-5 years</td>
<td>21</td>
<td>16.0%</td>
</tr>
<tr>
<td>6-9 years</td>
<td>28</td>
<td>21.4%</td>
</tr>
<tr>
<td>10 years or more</td>
<td>73</td>
<td>55.7%</td>
</tr>
</tbody>
</table>

3.1.1.2 Data treatment
Missing Values Analysis found the data satisfied Little’s test for MCAR (missing completely at random). Most variables had no missing values, and all had less than 12.0% missing. We then used the expectation maximization iteration method to replace missing values. Descriptive statistics were used to show the distribution of lecturer participants on demographic and technology factors. Pearson correlations were conducted to explore relationships between lecturer characteristics and OOCAT questions. Lastly we conducted linear regression modelling (backward stepwise) to determine which of the available variables best predicted response variance on key OOCAT questions. For each model, we entered all available predictors (i.e., demographic factors, comfort...
with IT questions, and OOCAT questions) to better understand what predicts responses to these items. There were 16 potential predictor variables for each model, meeting Tabachnick and Fidell’s (2007) recommendation for cases per model (i.e., 104 + k; 104 + 16 = 120). Analyses were conducted with SPSS v.21.

Nearly all lecturers reported that they have internet at home, and most have wireless internet and were aware of Facebook. However, most were unfamiliar with other social networking sites (Table 4). Female lecturers were more likely to have mobile internet access (79.6%) than males (60.5%), \(\chi^2(1, N = 131) = 5.09, p = 0.02, \Phi = .20\). No other statistically significant differences were found on technology items by gender. For the OOCAT questions, only “I feel I can provide adequate guidance on how to successfully give an online oral presentation” showed significant gender differences, with trends showing female lecturers may report lower scores (\(M = 2.10, SD = 1.16\)) than male counterparts (\(M = 2.71, SD = 1.35\)), \(F(1, 129) = 6.83, p = .10, r = .24\).

Table 4. Lecturer internet connectivity and knowledge of social media

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet at home</td>
<td>130</td>
<td>99.2%</td>
</tr>
<tr>
<td>Internet via mobile</td>
<td>97</td>
<td>74.0%</td>
</tr>
<tr>
<td>Know Facebook</td>
<td>103</td>
<td>78.6%</td>
</tr>
<tr>
<td>Know Twitter</td>
<td>48</td>
<td>36.6%</td>
</tr>
<tr>
<td>Know Pintrest</td>
<td>23</td>
<td>17.6%</td>
</tr>
<tr>
<td>Know Instagram</td>
<td>41</td>
<td>31.3%</td>
</tr>
</tbody>
</table>

Multiple regression modelling was performed to test how well available variables predicted key factors in OOCAT teaching. We were particularly interested in better understanding what predicts lecturers’ beliefs concerning OOCATs as comparable in quality to face-to-face tasks (Quality); their perceptions on whether they can provide adequate guidance for students to successfully complete an OOCAT (Guide) and; their comfort with using the technology necessary for OOCATs (Comfort). Guidance and Comfort with technology were shown to strongly correlate \((r = .61, p < .001)\). We then created a new variable by combining the two scores so that we could better understand what predicts those two related factors. We interpreted this new measure as lecturer’s perceived ability to conduct successful OOCATs.

For the following regression models, predictor variables included demographic factors (i.e., gender, age group and years teaching), as well as questions on comfort with technology and beliefs regarding OOCATs. Knowledge of social media and internet availability variables were excluded as very little variation was shown in responses to those items. Therefore, there were 16 possible predictor variables for each regression analysis, meeting Tabachnick and Fidell’s (2007) minimum recommendation of 104 + k (i.e., 120). Test assumptions were thoroughly checked, and no violations were found for the following analyses. Outlier cases were checked and removed from the model when needed, as indicated below. Backwards stepwise regression modelling was performed for all of the following. We chose this method as there was no theory or previous study to guide us as to
which variables should predict our factors of interest. Our research questions were exploratory, i.e. our interest was in which of our available variables would best predict our outcome variables.

Table 5 displays the results of our first model, predicting lecturers’ response to the question “I believe online oral communication tasks are of comparable quality as similar face-to-face tasks.” The final model succeeded in explaining 51% of the variance on this item. Lecturers’ belief that they can provide adequate guidance on OOCATs, that they can be interesting, that they make it easier for students to learn, that they benefit students’ learning, and their comfort with the technical aspects of OOCATs, all made significant contributions to the model.

Table 5. Multiple regression model predicting online oral communication assessment tasks (OOCATs) are perceived as being of comparable quality to face-to-face tasks

<table>
<thead>
<tr>
<th>Predictor</th>
<th>B</th>
<th>SEB</th>
<th>β</th>
<th>LL</th>
<th>UL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to provide guidance</td>
<td>0.25</td>
<td>0.07</td>
<td>0.29***</td>
<td>0.11</td>
<td>0.38</td>
</tr>
<tr>
<td>OOCATs can be interesting</td>
<td>0.37</td>
<td>0.12</td>
<td>0.29**</td>
<td>0.13</td>
<td>0.61</td>
</tr>
<tr>
<td>OOCATs make it easier to learn</td>
<td>0.27</td>
<td>0.10</td>
<td>0.22**</td>
<td>0.07</td>
<td>0.47</td>
</tr>
<tr>
<td>OOCATs benefit student learning</td>
<td>0.20</td>
<td>0.09</td>
<td>0.19*</td>
<td>0.02</td>
<td>0.37</td>
</tr>
<tr>
<td>Comfort with OOCAT technology</td>
<td>-0.14</td>
<td>0.07</td>
<td>-0.17*</td>
<td>-0.28</td>
<td>-0.01</td>
</tr>
<tr>
<td>Constant</td>
<td>-0.35</td>
<td>0.30</td>
<td></td>
<td>-0.95</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Note. $R^2 = .51$, adjusted $R^2 = .49$, $F(5, 125) = 25.92$, $p < .0001$. OOCAT = online oral communication assessment task. *$p < .05$. **$p < .01$. ***$p < .001$.

We then combined two questions: “I feel I can provide adequate guidance on how to successfully give an online oral presentation” and; “I am comfortable with the technical aspects of creating online oral communication” (i.e., perceived ability to conduct OOCATs). One case was removed as an outlier. As shown in Table 6, (i) comfort with OOCAT technology, (ii) male gender, (iii) belief that OOCATs can make it easier for students to learn, and (iv), a desire for an opportunity to develop OOCATs, predicted a significant 56% of variance in perceived ability to conduct OOCATs. It is noteworthy that comfort with OOCAT technology alone explained 39% of the variance in these scores.

Table 6. Multiple regression model predicting perceived ability to conduct OOCATs

<table>
<thead>
<tr>
<th>Predictor</th>
<th>B</th>
<th>SEB</th>
<th>β</th>
<th>LL</th>
<th>UL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfort with OOCAT technology</td>
<td>0.93</td>
<td>0.11</td>
<td>0.51***</td>
<td>0.70</td>
<td>1.15</td>
</tr>
<tr>
<td>Gender (female)</td>
<td>-1.17</td>
<td>0.30</td>
<td>-0.24***</td>
<td>-1.17</td>
<td>-0.58</td>
</tr>
<tr>
<td>OOCATs make it easier to learn</td>
<td>0.60</td>
<td>0.17</td>
<td>0.23***</td>
<td>0.26</td>
<td>0.94</td>
</tr>
<tr>
<td>Want opportunity to conduct OOCATs</td>
<td>0.40</td>
<td>0.13</td>
<td>0.21**</td>
<td>0.15</td>
<td>0.66</td>
</tr>
<tr>
<td>Constant</td>
<td>-0.27</td>
<td>0.59</td>
<td></td>
<td>-1.44</td>
<td>0.90</td>
</tr>
</tbody>
</table>

Note. $R^2 = .56$, adjusted $R^2 = .54$, $F(4, 125) = 31.84$, $p < .0001$. OOCAT = online oral communication assessment task. *$p < .05$. ***$p < .001$. 

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3.1.2 Qualitative analysis

Although many lecturers already incorporate oral communications assessment tasks in their face-to-face teaching, use of oral communications tasks in the online context is limited. A proportion of lecturers were not aware of how to teach oral communications online. However, overall comments indicate that many of them are interested in integrating such a task into their courses and learning how to do so. The following comments are illustrative:

‘I currently use oral teaching (for distance learning) in the form of video tapings and links to youtube and ipod tapings on the internet’.

‘I have no familiarity with online oral presentations and how they work’.

‘I had not heard of online oral communication before but would welcome any new chance to develop oral communication of students’.

Some lecturers indicated that they have some concerns regarding the limitations of attempting to do such a task online. Representative examples follow:

‘I like face to face oral assessments because I like to help students overcome their fear of public speaking. I like to provide them with the skills and tips for public speaking as we prepare for oral presentations. Online we cannot do this...so I believe a balance is required’.

‘As a concept it is good but there is little quality control on specific implementation. Oral communication has as its basis the dynamics of interpersonal communication. These need to be experienced. I am concerned about how online work would be able to replicate the real life aspect’.

Others identify particular value in investing time and resources into this type of learning and see the benefits extend beyond just the learning of oral communications skills:

‘The cultural connection of oralcy to Indigenous Studies is quite significant, as is much high context communication. Part of a possible Indigenisation strategy in ‘blended learning’ might be oral tasks, particularly online, with the addition of techniques for feedback immediacy and con/textuality in circulating meaning and therefore Knowledge through narrativity’.

Sensibly, lecturers are aware of the balance that needs to be considered between students learning course content and time learning technologies:

‘It seems to me that we sometimes risk letting technology and the desire to use it, determine what and how we teach rather than aiming for the best possible learning experience for our students’.

3.2 Students’ trial perspectives and experiences

In this section we shift focus from UoN overall to the trial itself, and report on the perspectives and experiences of students who completed assessment tasks included in the trial. We provide both quantitative and qualitative analysis of data gathered via the student questionnaire.

3.2.1 Quantitative analysis

3.2.1.1 Participant details

A total of 124 out of 521 students completed the questionnaire for a 23.8% response rate, of which 56.5% were female and 43.5% were male. Only 7% of students had English as a second language. The majority of student respondents were in their first year of postgraduate study (44.4%), followed
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by second year postgraduate students (21.8%), third year undergraduate (19.4%), first year undergraduate (6.5%), second year undergraduate (5.6%), and fourth year undergraduate (2.4%). Students respondents had a mean age of 32.85 years (SD = 8.57). Full details are listed in Table 7.

Table 7. Student characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Pct.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>70</td>
<td>56.5%</td>
</tr>
<tr>
<td>Males</td>
<td>54</td>
<td>43.5%</td>
</tr>
<tr>
<td>English second language</td>
<td>9</td>
<td>7.3%</td>
</tr>
<tr>
<td>Year at university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>8</td>
<td>6.5%</td>
</tr>
<tr>
<td>Second</td>
<td>7</td>
<td>5.6%</td>
</tr>
<tr>
<td>Third</td>
<td>24</td>
<td>19.4%</td>
</tr>
<tr>
<td>Fourth</td>
<td>3</td>
<td>2.4%</td>
</tr>
<tr>
<td>First postgraduate</td>
<td>55</td>
<td>44.4%</td>
</tr>
<tr>
<td>Second postgraduate</td>
<td>27</td>
<td>21.8%</td>
</tr>
<tr>
<td>Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSBS6003*</td>
<td>31</td>
<td>25.0%</td>
</tr>
<tr>
<td>ENVS6525</td>
<td>28</td>
<td>22.6%</td>
</tr>
<tr>
<td>ENVS6530</td>
<td>23</td>
<td>18.5%</td>
</tr>
<tr>
<td>NUDI3240</td>
<td>20</td>
<td>16.1%</td>
</tr>
<tr>
<td>EDUC6735</td>
<td>12</td>
<td>9.7%</td>
</tr>
<tr>
<td>SCIT2100</td>
<td>4</td>
<td>3.2%</td>
</tr>
<tr>
<td>PSYC6210</td>
<td>2</td>
<td>1.6%</td>
</tr>
<tr>
<td>HLSC6102</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td>SPTH2003</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not reported</td>
<td>3</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

* GSBS6003 was offered twice, in Trimester 1 and in Trimester 3. The 31 respondents from GSBS6003 were all in the Trimester 1 cohort.

3.2.1.2 Data treatment

Missing Values Analysis found missing data to be MCAR (missing completely at random). Most variables had no missing values, and all had less than 7.0% missing. Missing values were replaced with the expectation maximization imputation method. Descriptive statistics were used to show the distribution of student participants on demographic and technology factors. Pearson correlations were conducted to explore relationships between student characteristics and OOCAT questions. We lastly conducted linear regressions (backward stepwise) to determine which of the available variables best predicted response variance on key OOCAT questions. For each model, we entered all available predictors (i.e. demographic factors, comfort with IT questions, and OOCAT questions), to better understand what predicts responses to these items. There were 16 potential predictor variables for each model just below the Tabachnick and Fidell’s (2007) recommendation of 104 + k (number of predictors, i.e., 120). Test assumptions were thoroughly checked, and no violations were
found for the following analyses. Outlier cases were checked and removed from the model when needed, as indicated below. Backwards stepwise regression modelling was performed for all of the following: as with analysis of the UoN-wide lecturer questionnaire, we chose this method as there was no theory or previous study to guide us as to which variables should predict our factors of interest. Our research questions were exploratory, i.e. asking which of our available variables would best predict our outcome variables. Analyses were conducted with SPSS v.21.

3.2.1.3 Student demographics and OOCAT responses

Pearson correlations revealed younger students were more likely to report knowledge of Facebook and Instagram. However, there was an interaction with gender in that younger participants were more likely to be male. Age showed no other statistically significant associations with any other variables. Controlling for age, female students were significantly more likely to report knowledge of Facebook and Pintrest ($p < .05$). English Second Language status was not significantly correlated with any OOCAT variable. Finally, year of study did not correlate with any variable.

ANOVAs were conducted to test for any differences on comfort with technology and OOCAT questions by gender. Males were found to be more comfortable with computers ($M = 4.72$, $SD = 0.74$) than females ($M = 4.39$, $SD = 1.00$), $F(1, 122) = 4.32$, $p = .04$, $r = .18$. Males were also more likely to find the OOCAT technical instructions to be straightforward ($M = 4.13$, $SD = 1.13$) than females ($M = 3.66$, $SD = 1.19$), $F(1, 122) = 5.01$, $p = .03$, $r = .20$. There were no other statistically significant differences by gender. Next, we performed linear regression modelling to determine which variables best predicted variance on a few of the more important OOCAT questions. We first examined the question “Overall, this task helped me to improve my oral communications skills.” Table 8 shows a belief that the OOCAT makes it easier to learn, finding the OOCAT was positive for learning, and finding the OOCAT helpful for learning the course content, together explained $76\%$ of the variance in students’ perceptions that the OOCAT helps improve oral communication skills.

Table 8. Multiple regression model predicting perception that the OOCAT helped improve oral communication skills

<table>
<thead>
<tr>
<th>Predictor</th>
<th>$B$</th>
<th>$SEB$</th>
<th>$B$</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easier to learn</td>
<td>0.34</td>
<td>0.09</td>
<td>0.34***</td>
<td>0.17</td>
</tr>
<tr>
<td>Positive for learning</td>
<td>0.32</td>
<td>0.08</td>
<td>0.32***</td>
<td>0.15</td>
</tr>
<tr>
<td>Helped learn course content</td>
<td>0.31</td>
<td>0.09</td>
<td>0.28***</td>
<td>0.14</td>
</tr>
<tr>
<td>Constant</td>
<td>0.12</td>
<td>0.21</td>
<td>-0.34</td>
<td>0.42</td>
</tr>
</tbody>
</table>

Note. $R^2 = .76$, adjusted $R^2 = .76$, $F(3, 120) = 107.37$, $p < .0001$. OOCAT = online oral communication assessment task. **$p < .001$.**

We next tested predictors for the question “Overall, this task helped me to learn the disciplinary content of this course.” As shown in Table 9, finding the OOCAT interesting, and believing that the OOCAT helped improve communication skills, explained $74\%$ of the variance in perceived learning of course content.
Teaching and assessing oral communication skills online

Table 9. Multiple regression model predicting perception that the OOCAT helped in learning the disciplinary content of the course

<table>
<thead>
<tr>
<th>Predictor</th>
<th>B</th>
<th>SEB</th>
<th>β</th>
<th>LL</th>
<th>UL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OOCAT was interesting</td>
<td>0.50</td>
<td>.07</td>
<td>.47***</td>
<td>0.36</td>
<td>0.64</td>
</tr>
<tr>
<td>Improved communication skills</td>
<td>0.41</td>
<td>.06</td>
<td>.46***</td>
<td>0.29</td>
<td>0.53</td>
</tr>
<tr>
<td>Constant</td>
<td>0.34</td>
<td>.21</td>
<td>-</td>
<td>-0.61</td>
<td>0.74</td>
</tr>
</tbody>
</table>

Note. $R^2 = .74$, adjusted $R^2 = .74$, $F(2, 121) = 172.39$, $p < .0001$. OOCAT = online oral communication assessment task. ***$p < .001$.

For our last regression model, our dependent variable was the combination of scores on two questions: “Overall I felt that I was provided with adequate guidance on how to use the online oral presentation technology”; and “I found the technical aspects of completing this task to be fairly straightforward.” These two items correlated at $r = .59$, however the reason for combining them was their conceptual similarity (i.e., students’ beliefs that the OOCAT was clear and achievable). Table 10 shows that students believe they were provided with adequate guidance to successfully perform the OOCT; comfort with using computers and; the OOCAT was positive for their learning. These predictors explained 78% of the variance in students’ perceptions that the OOCAT was clear and achievable.

Table 10. Multiple regression model predicting students’ perceptions that the OOCAT was clear and achievable

<table>
<thead>
<tr>
<th>Predictor</th>
<th>B</th>
<th>SEB</th>
<th>β</th>
<th>LL</th>
<th>UL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate guidance</td>
<td>0.45</td>
<td>.05</td>
<td>.57***</td>
<td>0.36</td>
<td>0.55</td>
</tr>
<tr>
<td>Comfort with computers</td>
<td>0.34</td>
<td>.05</td>
<td>.30***</td>
<td>0.24</td>
<td>0.45</td>
</tr>
<tr>
<td>Positive for learning</td>
<td>0.19</td>
<td>.05</td>
<td>.24***</td>
<td>0.09</td>
<td>0.29</td>
</tr>
<tr>
<td>Constant</td>
<td>-0.07</td>
<td>.24</td>
<td>-</td>
<td>-0.55</td>
<td>0.41</td>
</tr>
</tbody>
</table>

Note. $R^2 = .78$, adjusted $R^2 = .77$, $F(3, 120) = 116.38$, $p < .0001$. OOCT = online oral communication task. ***$p < .001$. 

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3.2.2 Qualitative analyses

We used NVivo 10™ to undertake our qualitative analysis. Data were auto-coded for student respondent, questionnaire question and demographic data (age, year of study, gender, English as a second language, comfort with computers). Manual coding identified the causes of negative and positive student comments under the following categories:

NEGATIVE:
- Anxiety
- Lack of teamwork
- Technical issues
  - Hardware
  - Software
  - Internet
- Student capacity
- Time
- Unclear instructions
- Unhelpful lecturer support

POSITIVE:
- Helpful example given
- Lecturer support
- Software support
- Student team member support
- Technical issues
  - Hardware
  - Software
  - Internet
- Student capacity

We undertook matrix queries to investigate what different demographic groups (age, year of study, gender and having English as a second language) said about their negative and positive perceptions of the task and the barriers they faced whilst undertaking it. Cell content describing the number of respondents making particular types of comments (i.e. cell content of nodes coded by person/questionnaire respondent), the percentage of the particular demographic group and the percentage of all respondents were presented.

3.2.2.1 Moment at which students felt most engaged

Many students found particular aspects of the task particularly engaging: planning, researching and preparing (13.7%), editing (3.2%), recording the presentation and/or conducting the interview (22.5%) and feeling a sense of satisfaction from uploading the presentation (1.6%). Three students (2.4%) reported being evenly engaged throughout the whole process of the task. Only 3% of all students report that they were not engaged with the assessment task at any stage.
For those students who undertook the task as group work or presented their work to their peers, many reported high levels of engagement and learning. For instance:

‘I enjoyed making the presentation and seeing the discussion afterwards’.

‘I telephoned a fellow student to offer assistance and the teamwork was strengthened after that’.

‘Organising the presentation plan and technical details with my team’

3.2.2.2 Moment at which students felt most distanced

Seven percent of students relate disengagement before beginning the task as a result of having to read instructions and understanding what needed to be done or being somewhat daunted by the task. Only two percent of students reported disengagement during planning and preparation (both when no previous standard had been set by other students), 22.5% were distanced during recording the presentation and/or conducting the interview, and only 1.6% felt disengaged whilst uploading the presentation. Two percent of students reported difficulty coordinating team members for their oral presentation. Students reported some awkwardness with ‘talking to themselves’ and some self-consciousness, at least initially, at being recorded. The following quote illustrates:

‘The recording of the presentation was a difficult aspect. I am comfortable providing presentations, however recording myself was a new concept. This was very difficult, and I found myself making many versions of the presentation to get it right’.

Ten percent of all students reported never feeling disengaged from the task, whilst only 0.8% of students reported being uncomfortable throughout the entire task.

3.2.2.3 Most affirming or helpful action taken by student or teacher

Students identified many contributors which assisted them in undertaking the oral communications assessment task. A number of students emphasized the value of clear instructions which either (1) model what the final result might look like or (2) demonstrate how to undertake the technical aspects of the task. For instance:

‘A student did her presentation early which set a level of expectation’

Support from the lecturer was also valued especially encouragement, clear instructions and timely feedback to allay any student fears or concerns. For instance:

[The lecturer] ‘is always pretty encouraging about using new technology, even if it is only for the sake of getting to know the technology. That’s very helpful in overcoming any concerns about using the technology’.

‘Professor was helpful redirecting to technical staff and providing instructions on task’.

Timely responses from the software supplier (i.e., YouSeeU) was also noted as helpful by one student:

‘They seemed to be instantaneous in responding and the pressure isn’t there when your questions are answered in a timely manner’.

Seventeen percent of students highlighted the benefits of peer support. Students acknowledged the support of other students to manage technology and sharing tips from those who had already
completed the task. Students also seemed to learn about different aspects of a task in which they had little previous knowledge. However, it is also noted that student learning in group tasks depended on the way tasks were allocated within their group. Some students who did not do particular aspects of the oral communications task (e.g. uploading the file) did not gain skills in those particular sub-tasks. For instance:

‘The expertise with the actual tech side was left up to the rest of group’.

3.2.2.4 Most puzzling or confusing action taken by student or teacher
Sixteen percent of students reported that they did not come across anything they found confusing as part of the oral communications assessment task. What few negative comments were made in response to this question relate to a technical difficulty in v.1 of YouSeeU (capability to join together individually recorded contributions to a group presentation, set in GSBS6003 in T1) that was resolved in v.2 of YouSeeU.

3.2.2.5 Most surprising action taken by student or teacher
Responses to this question demonstrate the diversity of students’ experiences in completing oral communications assessment tasks. One student noted, for instance that:

‘I was surprised how stressed out this assessment task made me’

In stark contrast, another student was surprised by:

‘the simplicity of the task’.

3.2.2.6 Barriers that students experienced undertaking the online oral communications task
When asked about barriers to undertaking the oral communications task, 8.8% of students reported no barriers. Despite growing accessibility, difficulties with technology proved to be the main barrier to undertaking oral communications online. Difficulty with software was the most prevalent barrier with negative experiences highlighted by 24% of students. Only 6% of students highlight inadequate home computing hardware (e.g. without adequate sound recording capabilities or video recording technology to give an adequate film quality). Internet capability was also restricted for a very low percentage of students (6%). For example:

‘Inadequate internet capability! I massive issue, video would not load at home, and took a lot of time for it to work on campus... was so stressful, particularly when we had but so much effort into the task’.

‘I live in a rural area where I can only use mobile internet, which is fairly unreliable for uploading/downloading large files. This lead to some difficulties in the final portion of the task’.

These students needed either to physically access university facilities (this is an obvious restriction for those not located near campus) or borrow better facilities from friends and family where possible (a further time and organisation requirement).

Fifteen percent of students also highlighted frustration in their own technical capacity to use new software or hardware. A very small proportion of students (2%) worried that the assessment of their oral communications tasks would be affected by technological restrictions which affected the how ‘pleasant’ or ‘entertaining’ their work was.
3.2.2.7 General student comments

Students tended to use the ‘general comments’ question to summarise their experience of undertaking the oral communications assessment task. Although the task was challenging for many of these students, many students could see that it was relevant for their professional development and tertiary learning. For example:

‘Overall an enjoyable task that I will look to integrate into my work life’.

‘Daunted by the task at first, but really enjoyed it, and really learnt from it’.

Five percent of students perceived that the oral communication assessment task contributed little to their learning. Of these, the majority consider recorded, online presentations insufficiently realistic to support the development of presentations skills to a face-to-face audience. For example:

‘Presenting to a computer is not the same as presenting to a room full of people’.

Some students did not believe that giving an oral presentation replicated the skills they needed to give face to face presentations:

‘If I was concerned about my presentation skills, I would be enrolled in toastmasters or a face-to-face MBA’.

Others found that the task was highly useful for replicating a real life situation and that it assisted their learning:

‘Great assessment because you can experience first-hand what you look like in the interview process. Good for reflection and professional development’.

The different way of learning seemed to suit some students who may have been more visual learners:

‘I think this is a wonderful way of teaching, reading at times can become overwhelming and a visual format of learning provides a greater balance for all styles of learning’.

3.2.2.8 Does the level of study experience affect the likelihood of students having negative or positive perceptions?

As Table 11 illustrates, undergraduate students were more likely than postgraduate students to report limitations in their own capacity to undertake the task (29% vs 22%, respectively); were more likely to report limitations in support from the lecturer (12% vs 5%, respectively) and; were more likely to report feeling anxious about undertaking the task (17% vs 2%, respectively). Postgraduate students were more likely than undergraduate students to experience issues with time limitations (18% vs 7%, respectively), report issues with their software (32% vs 24%, respectively), were more likely to report having no negative experiences (30% vs 19%) and were more critical of lack of teamwork between student peers (13% vs 5%, respectively).
Teaching and assessing oral communication skills online

Table 11. Under- and postgraduate students versus negative perceptions relating to the OOCAT

<table>
<thead>
<tr>
<th>Negative Perception</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software</td>
<td>10 (24%)</td>
<td>26 (32%)</td>
<td>29%</td>
</tr>
<tr>
<td>Never</td>
<td>8 (19%)</td>
<td>25 (30%)</td>
<td>27%</td>
</tr>
<tr>
<td>Student capacity</td>
<td>12 (29%)</td>
<td>18 (22%)</td>
<td>24%</td>
</tr>
<tr>
<td>Time</td>
<td>3 (7%)</td>
<td>15 (18%)</td>
<td>15%</td>
</tr>
<tr>
<td>Lack of teamwork</td>
<td>2 (5%)</td>
<td>11 (13%)</td>
<td>10%</td>
</tr>
<tr>
<td>Unclear instructions</td>
<td>8 (19%)</td>
<td>9 (11%)</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>9 (21%)</td>
<td>9 (11%)</td>
<td>15%</td>
</tr>
<tr>
<td>General</td>
<td>3 (7%)</td>
<td>7 (9%)</td>
<td>8%</td>
</tr>
<tr>
<td>Internet</td>
<td>3 (7%)</td>
<td>6 (7%)</td>
<td>7%</td>
</tr>
<tr>
<td>Technical general</td>
<td>4 (10%)</td>
<td>4 (5%)</td>
<td>6%</td>
</tr>
<tr>
<td>Hardware</td>
<td>5 (12%)</td>
<td>4 (5%)</td>
<td>7%</td>
</tr>
<tr>
<td>Unhelpful lecturer</td>
<td>5 (12%)</td>
<td>4 (5%)</td>
<td>7%</td>
</tr>
<tr>
<td>Anxiety</td>
<td>6 (17%)</td>
<td>2 (2%)</td>
<td>6%</td>
</tr>
</tbody>
</table>

Note. For tables 11 through 18, the percentage in parentheses after each value describes the number of respondents making comments in each category (e.g., ‘undergraduate students’ or ‘postgraduate students’) compared to the total number of student respondents in that category.

As illustrated in Table 12, undergraduate students were more likely to report positively about the software (7% vs 2%, respectively) and make positive comments about valuing examples to guide their own work (14% vs 6%, respectively). Postgraduate students were more likely to report positive comments (29% vs 14%, respectively) and were more likely to highlight experiences of positive lecturer support (45% vs 38%, respectively).

Table 12. Under- and postgraduate students versus positive perceptions relating to the OOCAT

<table>
<thead>
<tr>
<th>Positive Perception</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer support</td>
<td>16 (38%)</td>
<td>37 (45%)</td>
<td>43%</td>
</tr>
<tr>
<td>Positive</td>
<td>6 (14%)</td>
<td>24 (29%)</td>
<td>24%</td>
</tr>
<tr>
<td>Student team support</td>
<td>10 (24%)</td>
<td>20 (24%)</td>
<td>24%</td>
</tr>
<tr>
<td>Other</td>
<td>4 (10%)</td>
<td>5 (6%)</td>
<td>7%</td>
</tr>
<tr>
<td>Helpful example</td>
<td>6 (14%)</td>
<td>5 (6%)</td>
<td>9%</td>
</tr>
<tr>
<td>Software support</td>
<td>1 (2%)</td>
<td>2 (2%)</td>
<td>2%</td>
</tr>
<tr>
<td>Software</td>
<td>3 (7%)</td>
<td>2 (2%)</td>
<td>4%</td>
</tr>
<tr>
<td>Nothing positive</td>
<td>0 (0%)</td>
<td>2 (2%)</td>
<td>2%</td>
</tr>
<tr>
<td>Student capacity</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0%</td>
</tr>
<tr>
<td>Internet</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0%</td>
</tr>
<tr>
<td>Hardware</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>1%</td>
</tr>
</tbody>
</table>

3.2.2.9 Does gender affect the likelihood of students reporting negative or positive perceptions?

Table 13 illustrates that a greater percentage of males report having no negative experiences compared to females (39% vs 22%, respectively). Females tended to feel more anxiousness about the task (10% females vs 3% males); tended to experience more limitations in relation to the capability of their hardware (10% females vs 3% males) and; were more likely to feel that their own capabilities limited their ability to undertake the task (29% females vs 16% males). Males reported
greater difficulty with teamwork or interactions with their student colleagues which were required as part of the assessment task (16% males vs 8% females); had more negative perceptions about the software used (45% vs 23%) and found time to be a greater issue (21% males vs 12% females).

Table 13. Number of student questionnaire respondents with negative comments versus gender

<table>
<thead>
<tr>
<th>Negative Perception</th>
<th>Females</th>
<th>Males</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software</td>
<td>19 (23%)</td>
<td>17 (45%)</td>
<td>30%</td>
</tr>
<tr>
<td>Never</td>
<td>18 (22%)</td>
<td>15 (39%)</td>
<td>27%</td>
</tr>
<tr>
<td>Time</td>
<td>10 (12%)</td>
<td>8 (21%)</td>
<td>15%</td>
</tr>
<tr>
<td>Lack of teamwork</td>
<td>7 (8%)</td>
<td>6 (16%)</td>
<td>11%</td>
</tr>
<tr>
<td>Student capacity</td>
<td>24 (29%)</td>
<td>6 (16%)</td>
<td>25%</td>
</tr>
<tr>
<td>Unclear instructions</td>
<td>12 (14%)</td>
<td>5 (13%)</td>
<td>14%</td>
</tr>
<tr>
<td>Internet</td>
<td>6 (7%)</td>
<td>3 (8%)</td>
<td>7%</td>
</tr>
<tr>
<td>Anxiety</td>
<td>8 (10%)</td>
<td>1 (3%)</td>
<td>7%</td>
</tr>
<tr>
<td>Hardware</td>
<td>8 (10%)</td>
<td>1 (3%)</td>
<td>7%</td>
</tr>
<tr>
<td>Unhelpful lecturer</td>
<td>2 (2%)</td>
<td>0 (0%)</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 14 illustrates that males tended to report positive experiences resulting from lecturer support more than females (68% vs 46%, respectively), reported more positives about the software (8% vs 4%, respectively) and support from YouSeeU (11% vs 0%, respectively).

Table 14. Number of questionnaire respondents with positive comments versus gender.

<table>
<thead>
<tr>
<th>Positive Perception</th>
<th>Female</th>
<th>Male</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer support</td>
<td>38 (46%)</td>
<td>26 (68%)</td>
<td>52%</td>
</tr>
<tr>
<td>Student team support</td>
<td>22 (27%)</td>
<td>12 (32%)</td>
<td>28%</td>
</tr>
<tr>
<td>Positive general</td>
<td>16 (19%)</td>
<td>14 (37%)</td>
<td>25%</td>
</tr>
<tr>
<td>Helpful example</td>
<td>8 (10%)</td>
<td>4 (11%)</td>
<td>10%</td>
</tr>
<tr>
<td>Software</td>
<td>3 (4%)</td>
<td>3 (8%)</td>
<td>5%</td>
</tr>
<tr>
<td>Software support</td>
<td>0 (0%)</td>
<td>4 (11%)</td>
<td>3%</td>
</tr>
<tr>
<td>Nothing positive</td>
<td>3 (4%)</td>
<td>1 (3%)</td>
<td>3%</td>
</tr>
<tr>
<td>Hardware</td>
<td>1 (1%)</td>
<td>0 (0%)</td>
<td>1%</td>
</tr>
<tr>
<td>Internet</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0%</td>
</tr>
<tr>
<td>Student capacity</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0%</td>
</tr>
</tbody>
</table>

3.2.2.10 Does age affect the likelihood of students reporting negative and positive perceptions?

As Table 15 illustrates, more students in the 30-40 year age group (39%) reported having no negative experiences undertaking the task (compared to 17% and 20% of younger and older students, respectively). Fewer students in the >40 years of age category (2%) reported anxiety associated with the task (vs 9% and 7% for the <30 and 30-40 age categories, respectively). The older age group reported less difficulty with internet access. Slightly fewer of the youngest age category reported difficulties with software. General technical issues tended to decrease with student age (13%, 2%
and 0%, respectively), whereas older students were more likely to report issues relating to issues with the software (21%, 27% and 34% with increasing age category, respectively).

Table 15. Negative perceptions versus age category.

<table>
<thead>
<tr>
<th>Negative Perception</th>
<th>Under 30</th>
<th>30-40</th>
<th>Over 40</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student capacity</td>
<td>11 (21%)</td>
<td>11 (27%)</td>
<td>8 (20%)</td>
<td>18%</td>
</tr>
<tr>
<td>Software</td>
<td>11 (21%)</td>
<td>11 (27%)</td>
<td>14 (34%)</td>
<td>18%</td>
</tr>
<tr>
<td>Never</td>
<td>9 (17%)</td>
<td>16 (39%)</td>
<td>8 (20%)</td>
<td>21%</td>
</tr>
<tr>
<td>Time</td>
<td>7 (13%)</td>
<td>6 (15%)</td>
<td>5 (12%)</td>
<td>11%</td>
</tr>
<tr>
<td>Unclear instructions</td>
<td>7 (13%)</td>
<td>6 (15%)</td>
<td>4 (10%)</td>
<td>11%</td>
</tr>
<tr>
<td>Technical general</td>
<td>7 (13%)</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>7%</td>
</tr>
<tr>
<td>Lack of teamwork</td>
<td>6 (11%)</td>
<td>4 (10%)</td>
<td>3 (7%)</td>
<td>8%</td>
</tr>
<tr>
<td>Internet</td>
<td>5 (9%)</td>
<td>4 (10%)</td>
<td>0 (0%)</td>
<td>7%</td>
</tr>
<tr>
<td>Anxiety</td>
<td>5 (9%)</td>
<td>3 (7%)</td>
<td>1 (2%)</td>
<td>6%</td>
</tr>
<tr>
<td>Hardware</td>
<td>3 (6%)</td>
<td>4 (10%)</td>
<td>2 (5%)</td>
<td>6%</td>
</tr>
<tr>
<td>Unhelpful lecturer</td>
<td>0 (0%)</td>
<td>1 (2%)</td>
<td>1 (2%)</td>
<td>1%</td>
</tr>
</tbody>
</table>

Table 16 indicates that positive experiences with lecturer support were reported more by the middle age group (30-40 years) than other age groups (37% vs 11% and 22% for younger and older age groups, respectively). Reports of positive experiences as a result of support from the lecturer tended to be highest for the 30-40 age category (78%) compared to the younger and older age groups (38% vs 29%, respectively). A greater fraction of younger students reported positive experiences resulting from helpful examples (13% vs 7% and 5%, respectively).

Table 16. Positive perceptions versus age category.

<table>
<thead>
<tr>
<th>Positive Perception</th>
<th>Under 30</th>
<th>30-40</th>
<th>Over 40</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer support</td>
<td>20 (38%)</td>
<td>32 (78%)</td>
<td>12 (29%)</td>
<td>53%</td>
</tr>
<tr>
<td>Student team support</td>
<td>14 (26%)</td>
<td>11 (27%)</td>
<td>9 (22%)</td>
<td>28%</td>
</tr>
<tr>
<td>Positive general</td>
<td>6 (11%)</td>
<td>15 (37%)</td>
<td>9 (22%)</td>
<td>25%</td>
</tr>
<tr>
<td>Helpful example</td>
<td>7 (13%)</td>
<td>3 (7%)</td>
<td>2 (5%)</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>4 (8%)</td>
<td>2 (5%)</td>
<td>3 (7%)</td>
<td>7%</td>
</tr>
<tr>
<td>Software</td>
<td>3 (6%)</td>
<td>2 (5%)</td>
<td>1 (2%)</td>
<td>5%</td>
</tr>
<tr>
<td>Hardware</td>
<td>1 (2%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1%</td>
</tr>
<tr>
<td>Software support</td>
<td>0 (0%)</td>
<td>1 (2%)</td>
<td>3 (7%)</td>
<td>3%</td>
</tr>
<tr>
<td>Internet</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0%</td>
</tr>
<tr>
<td>Student capacity</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0%</td>
</tr>
</tbody>
</table>

3.2.2.11 Does comfort using computers affect the likelihood of students reporting negative or positive perceptions?

As Table 17 indicates, students who were more comfortable (very high) using computers were more likely to report never experiencing negative perceptions about the task compared to those who felt less comfortable (32% vs 12%, respectively). They also more commonly identified negative issues with the software used (33% vs 18%). Those less comfortable using computers were more likely to
report negative issues relating to student capacity (35% vs 20%) and were also marginally more likely to report negative issues relating to lack of teamwork between peers (15% vs 9%) and with their hardware (12% vs 6%).

Table 17. Negative perceptions vs comfort using computers.

<table>
<thead>
<tr>
<th>Negative Perception</th>
<th>Very high</th>
<th>Med-low</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software</td>
<td>30 (33%)</td>
<td>6 (18%)</td>
<td>29%</td>
</tr>
<tr>
<td>Never</td>
<td>29 (32%)</td>
<td>4 (12%)</td>
<td>27%</td>
</tr>
<tr>
<td>Student capacity</td>
<td>18 (20%)</td>
<td>12 (35%)</td>
<td>24%</td>
</tr>
<tr>
<td>Time</td>
<td>14 (16%)</td>
<td>4 (12%)</td>
<td>15%</td>
</tr>
<tr>
<td>Unclear instructions</td>
<td>11 (12%)</td>
<td>6 (18%)</td>
<td>14%</td>
</tr>
<tr>
<td>Lack of teamwork</td>
<td>8 (9%)</td>
<td>5 (15%)</td>
<td>10%</td>
</tr>
<tr>
<td>Internet</td>
<td>7 (8%)</td>
<td>2 (6%)</td>
<td>7%</td>
</tr>
<tr>
<td>Anxiety</td>
<td>7 (8%)</td>
<td>2 (6%)</td>
<td>7%</td>
</tr>
<tr>
<td>Hardware</td>
<td>5 (6%)</td>
<td>4 (12%)</td>
<td>7%</td>
</tr>
<tr>
<td>Unhelpful lecturer</td>
<td>1 (1%)</td>
<td>1 (3%)</td>
<td>2%</td>
</tr>
<tr>
<td>Unhelpful lecturer</td>
<td>1 (1%)</td>
<td>1 (3%)</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 18 indicates that students with lower comfort levels using computers were more likely to report positive experiences resulting from the provision of a helpful example (15% vs 7%).

Table 18. Positive vs comfort using computers.

<table>
<thead>
<tr>
<th>Positive Perception</th>
<th>Very high</th>
<th>Med-low</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer support</td>
<td>38 (42%)</td>
<td>15 (44%)</td>
<td>16%</td>
</tr>
<tr>
<td>Student team support</td>
<td>23 (26%)</td>
<td>7 (21%)</td>
<td>3%</td>
</tr>
<tr>
<td>Helpful example</td>
<td>6 (7%)</td>
<td>5 (15%)</td>
<td>3%</td>
</tr>
<tr>
<td>Software</td>
<td>4 (4%)</td>
<td>1 (3%)</td>
<td>2%</td>
</tr>
<tr>
<td>Software support</td>
<td>2 (2%)</td>
<td>1 (3%)</td>
<td>1%</td>
</tr>
<tr>
<td>Hardware</td>
<td>1 (1%)</td>
<td>0 (0%)</td>
<td>0%</td>
</tr>
<tr>
<td>Internet</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0%</td>
</tr>
<tr>
<td>Student capacity</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0%</td>
</tr>
</tbody>
</table>

3.3 Participating lecturers’ trial perspectives and experiences

Participating lecturers came to the trial with varying experiences of teaching and assessing oral communications skills and engaged in varied ways. One lecturer (Burns) has a number of years’ experience teaching and assessing oral communications skills online using YouTube and this existing task design was contributed to the trial. Two lecturers (Drew and Kalyani) had online courses which previously included a more limited form of teaching and assessing oral communications skills (group ‘presentations’ involving the submission of Powerpoint slides and the transcript of what students would have said had they given an oral delivery). This trial (YouSeeU for Drew in T1) provided the chance to set a richer assessment task. YouSeeU was not available in Trimester Three, and after substantial efforts to find suitable available alternatives, Kalyani reverted to PowerPoint slides with
Teaching and assessing oral communication skills online

voiceover, i.e., a variation of the previous assessment task. Others (Archer, Hemsley and Rollo) have traditionally set tasks in face-to-face offerings that require students to present synchronously in varied ways (group presentations, viva exams and diet history interviews respectively). The trial offered a new alternative to each of these existing tasks. For others again (Harris, James and McBain) the trial offered the opportunity to set oral communications tasks for the first time (motivational interviewing, individual presentations and PechaKucha²-format presentations respectively).

The experience of the lecturers taking part in this trial was, in all instances, positive and productive. In each case lecturers found the design and use of an oral communications assessment in their courses was effective, manageable and enjoyable. There were a number of clear pedagogical benefits that lecturers identified. Several of these are benefits that are not available in the context of assessing face-to-face presentations. In particular, the task allowed lecturers to provide feedback to students in a way which they would not otherwise have been able to. The following lecturers’ comments are indicative:

‘The ability to provide specific feedback at a particular point in the video is invaluable - it adds to the marking rubric’.

‘From an assessor’s perspective, I was able to provide specific written and timed feedback to students on specific nuances and issues in their presentations at the time they occurred, something that I could not do in a classroom presentation’.

The lecturers also found that student learning benefited. The following comments illustrate:

‘Students were able to engage in double and possibly triple loop learning (i.e. seeing their own initial presentation on their own computer, then learning from their weaknesses and re-videoing their presentation until they felt that they had it right)’.

‘The presentations were engaging, interesting ..., concise, and clear. The form of the presentation forced students to make quite difficult content clear and to really understand the content (so that they could explain it to their peers)’.

‘Some students also learnt how to do power point presentations – a skill that is highly workforce relevant’.

This form of learning also allowed students studying online to connect with each other more deeply by seeing each other or hearing each other’s voices. To illustrate:

‘The assignment gave students the opportunity to engage in real online virtual workspace collaboration and actually see their group members’.

Students’ perspective and experiences are reported above. Through the course of the trial lecturers’ developed the view that:

• most students were able to handle the learning required to use the appropriate software
• the time students spent learning was justified in the context of the valuable skills they gained from undertaking the oral communications task.

As to be expected with such a task, students ranged in their ability to handle challenges with software autonomously due to variations in technical knowledge.

² PechaKucha is a tightly constrained presentation format. Whether delivered live or as a recording, the presentation comprises exactly 20 PowerPoint slides and allows exactly 20 seconds of narration per slide.
Lecturers were highly appreciative when support was required and provided internally by UoN (e.g. Luke Boulton, BOLD Lab) and externally by YouSeeU. All lecturers who used YouSeeU remarked on the quality of the software and the accompanying instructions for use.
4 Discussion
In this section we discuss the trials and questionnaire findings and the implications of these results for teaching and assessing online oral communications skills at UoN. We begin with a review of the results of the questionnaire completed by students who undertook assessment tasks set as part of this trial. We then discuss the experiences of lecturers who participated in the trial. We conclude by drawing out and discussing several key thematic areas ideas identified in the research data.

4.1 Lessons from students’ experiences
Analysis of student engagement with the oral presentation task highlights a number of explicit stages that together, represent a whole range of skills that students undertake to complete an OOCAT. These include reading instructions, planning and preparation (including doing research for content), editing, recording and, finally, and uploading the presentation. Students reported enjoying and/or feeling more engaged during different stages of the project and this may have reflected their existing skill sets and interests.

Understanding how and when students feel disengagement during these different stages is also important. Student discomfort with a task may reflect their unfamiliarity with it and the learning that, although uncomfortable, is inherently part of developing new skills. For instance, students reporting disengagement at the beginning of an assessment may feel daunted by a task and the new skills it demands, but once planning and preparation begins this disengagement may decrease and engagement increase.

Some students who report disengagement in recording their oral presentations also questioned the relevance of the task for face-to-face presentations, noting that online presentations were too artificial to be realistic. However, it is worth noting that all presentations assessment tasks are ‘artificial’ to greater or lesser extents: when students present to other students, they do so not with the aim of learning how to present to other students, but rather to learn how to communicate orally beyond university, as professionals and citizens. Furthermore, comments questioning the ‘realism’ of OOCAT reflect an assumption that oral presentations online represent a training ground for face to face presentations only. In practice, the development for virtual oral presentations may be increasingly vocationally relevant, especially in a future where more job interviews, meetings and conferences (e.g. webinars and videoconferences) will take place online. It may be helpful for lecturers to explore these assumptions made by some students, since understanding the relevance of assessment tasks will likely influence student engagement, performance and ultimately, their learning.

Student enjoyment and comfort is clearly an important variable affecting student learning as a result of oral communications tasks. Results of this study show that it is important to note that some demographic groups may require slightly more support in undertaking such a task. For instance, undergraduate students, women, younger students and those less comfortable using computers all reported a greater incidence of experiencing anxiety. Similarly, undergraduate students and female students also reported negative experiences as a result of their own assessments of their capacity to undertake the task. In contrast postgraduate students, males, those in the 30-40 year age group, and
those confident with the use of computers were more likely to report never having negative experiences associated with undertaking the task, and thus are less likely to require extra lecturer support.

Students showed similar trends found in earlier studies on technology use. Male students reported greater comfort with computers and with the technical instructions for OOCATs than female students. Of course, reported confidence with technology may have little relation to competence or ability. Males in general express greater confidence in their ability with the OOCATs than did females. However, the university and its lecturers should take into consideration that some students, especially women students, can feel anxious about highly technical tasks. Well-designed tasks, clear instructions and demonstrations will show students (i) how to perform the tasks, (ii) how to solve problems that might arise, and (iii) where to get help if they need it.

Although perceptions of one’s own skills are subjective, perceptions are important for educational progression, motivation, and student retention. We therefore examined students’ perceptions of how the OOCAT improved their oral communication skills. The quantitative analysis indicates that three variables explained a substantial three quarters of the variance in such perceptions. Belief that the OOCAT made it easier to learn, was positive for learning, and was helpful for learning course content were significant predictors of students’ perceptions that the OOCAT improved their oral communication. This finding points to the importance of explaining to students how their assessment tasks are designed to help them achieve educational goals.

Our second regression model focused on students’ perceptions of how well the OOCAT helped them learn the disciplinary content of the course. This requires integration of the OOCAT with overall course goals, beyond the narrower skill of online communications. Two variables explained about three quarters of the variance in this factor. Finding the OOCAT interesting and believing that it helped improve their communication skills were strong predictors. It is not surprising that two variables (improving communication skills and learning course content) are strong predictors of each other. However, the differences are notable. Learning course content was also predicted by belief that the OOCAT was interesting. This is always a great challenge for lecturers: designing tasks that area interesting as well as useful for students.

Our last regression model predicted students’ perceptions that the OOCATs were clearly outlined and achievable. Students’ perception that adequate guidance was provided on how to do the OOCAT was the strongest predictor of this facet. That was followed by students’ comfort with the use of computers and finding the OOCAT positive for learning. These results emphasise again the importance of making students feel confident that they can cope with the technical aspects of these tasks, and explaining how the tasks relate to desired course outcomes.

When interpreting the above findings, it is important to note that gender, age, year of academic program, and enjoyment of the tasks, were not related to predicting these factors. Other than enhancing confidence with computers and technology, lecturers need not be overly concerned with the gender, age, or program year of their students. Lecturers can support students’ learning by (i)
providing clear guidelines for accomplishing the OOCAT, including the technical aspects of the task, (ii) making the task an interesting one, and (iii) showing how the task will help students achieve the learning objectives of the course.

Consistent with many other studies of student experiences and student feedback, this trial also shows that students can receive and interpret the same information differently. This may depend on various factors outside lecturers’ influence, including students’ past experiences and backgrounds. The diversity of student experiences in this study is illustrated by conflicting reports, e.g. feeling some anxiety associated with the task versus being struck by the simplicity of the (same) task. Despite such diversity, analysis of the results from this study have highlighted several clear themes in relation to best practice teaching of oral communications online.

4.2 Diversity in academic colleagues’ perspectives and experiences
A majority of our lecturer questionnaire respondents reported ten or more years’ experience teaching and were over 46 years of age. They reported comprehensive internet connectivity and broad awareness of Facebook, but most were unaware of the newer social networking sites. Similar to our student participants, female lecturers reported less confidence in their ability to provide adequate guidance on OOCATs than male lecturers. Again, this points to confidence and not competence.

As with the student sample, we asked lecturers to provide their perceptions of factors important to successful OOCATs. Lecturers have varied views about whether oral communication can be taught as well online as in face-to-face settings. Perceived ability to provide guidance on OOCATs was a strong predictor. If lecturers have the confidence that they can conduct successful OOCATs, then online platforms may be perceived as being as effective as traditional face-to-face teaching. Not surprisingly, positive beliefs about OOCATs, such as finding them interesting and beneficial to student learning, predicted higher scores on this factor. What was surprising was that lack of comfort with OOCAT technology was also predictive of higher scores. This was the weakest predictor in our model, but still deserves some interpretation. It is possible that those who know little about the technology that underpins OOCATs imagine that OOCATs offer excellent teaching possibilities. Another interpretation is a no pain no gain belief: the belief that a task that appears difficult must be more desirable than a task that has been accomplished many time before.

We asked lecturers their perceptions of their ability to deliver successful OOCATs in contrast to comparable face-to-face tasks: a feeling of comfort with the technology was the best predictor of perceived competence in this area, by far. Male lecturers were more likely than female lecturers to express confidence in conducting OOCATs. Further, believing OOCATs can make it easier to learn course content and the desire for opportunities to deliver OOCATs were strong predictors of this factor. Female lecturers may benefit from more support (e.g. training, workshops), or other opportunities to develop comfort with OOCAT mediums. To conclude, lecturers who are confident in their ability to conduct successful OOCATs are keen to initiate or continue with this form of assessment.
4.3 Lecturer and peer support

Students highlighted (i) having clear examples of what was expected and (ii) support from the lecturer as important for completing the oral communications task. Having a clear demonstration of how to undertake the task and what the final result might look like gave students confidence. This seemed to be particularly valued by undergraduate students, younger students and those students less comfortable using computers.

Similarly, lecturer support (through clear instructions, encouragement and quick response times) was often highlighted as something that students found affirming and helpful. This was particularly appreciated by the 30-40 year age group and by postgraduate students who are typically studying part-time, working and off-campus and are required to be highly efficient in their studies because they are often juggling other life commitments such as family and work (Carroll, Booth, Papaioannou, Sutton, & Wong, 2009). Males, in particular, also tended to especially value lecturer support in their comments. In contrast, undergraduates seemed to be more likely to report negative experiences resulting from the perception that instructions given to them were unclear.

Students also valued support from their peers and there is a clear role for lecturers in encouraging collegiality among students in online learning environments in order to support student learning (Phelan, 2012). Postgraduates, males and those more comfortable using computers were more likely to report having negative experiences resulting from lack of teamwork between peers.

4.4 Time management

One key concern raised by students in relation to learning oral communications online was the demanding time requirement. Postgraduate students tended to report more issues with time, presumably because they are more likely to be studying part-time around other life/work commitments. Males also tended to report more time limitations than females but for unknown reasons.

In many cases, this trial required students to learn new software or different ways of using software. For assessment tasks where the marks allocated for the oral communications component were low, this high time demand was questioned: for example:

‘For a 10% grade, it took 10 times longer to complete an online oral presentation than writing an entire 3,000 word essay including research. Not worth the input of time for output of marks and grading’.

However, students’ concerns about time burdens should be considered in the context of desired learning outcomes for the students (Kerby & Romine, 2013). For example, students also recognised the vocational relevance and broader benefit to student learning that oral communications tasks offer:

‘The learning gained from oral presentation was fabulous. It is a skill we all need to learn - to be concise and succinctly communicate our knowledge/information to others in a format easily understood.’
Effective use of lecturers’ time in support of students’ learning outcomes also warrants careful consideration. In practice, varied assessment tasks will imply greater or lesser commitments of lecturer’ time. Lecturers participating in this trial found the workload associated with pedagogically sound OOCATs to be manageable.

4.5 Technology
There will likely be merit in providing the same software in multiple courses within the same program of study so that students only learn the software once and repeatedly use (and reinforce) those skills across multiple courses, as is the case with the Blackboard Learning Management System and Turnitin. The following quote demonstrates how this could be an advantage:

‘Having done a YouSeeU presentation now I would feel more comfortable with doing [a] second – even excited; However, the initial task presented great anxiety, took up much time in attempting to video and almost resulted in divorce’.

Assessment frameworks and tasks that align with course learning aims are essential for ensuring that students’ learning time can be used well. This raises questions about what is important for our students to learn and how we as lecturers want them to use their time. As one questionnaire respondent noted:

‘It seems to me that we sometimes risk letting technology and the desire to use it, determine what and how we teach rather than aiming for the best possible learning experience for our students’.

Our findings show that some students still have physical limitations relating to their hardware and Internet connection speed which could disadvantage them in online oral communication tasks. Rural areas in Australia and some low income countries in which our students are based will continue to experience limitations in their internet speed. Given the large file sizes associated with recording oral communications tasks, such factors will continue to be an issue facing student equity into the near future and it is important that these students are not disadvantaged in their assessment of oral communications tasks. Giving these students alternative tasks or more time to submit assessment tasks (e.g. to allow them to send files by mail) may allay fears these students have that their situation may result in less than fair outcomes. Several students noted concerns that the assessment of their oral communications tasks would be affected by technological restrictions which affected the how ‘pleasant’ or ‘entertaining’ their work was. Communicating to students how oral communications tasks will be assessed (through the presentation of clear and fair rubrics before the assessment takes place, for instance) would go towards allaying these fears.

4.6 Recognising and valuing students’ cultural and learning style diversity
Assessment regimes should also recognise difficulties that face students with English as a second language (Tsai, 2010). In disciplines that require the presentation of complex concepts or with the use of technical language. Students with English as a second language may be disadvantaged. This noted, even without native language challenges, language proficiency often tests and affects student confidence in oral presentations (see review by De Grez et al. 2009). These difficulties may be compounded by cultural differences as one lecturer noted:
‘I was talking to one student with Asian background and he mentioned the cultural difficulties associated with making verbal presentations. However, when I mentioned that most Australians [with non-Asian backgrounds] fear public speaking most of all things he was surprised, also.’

The use of oral communications skills also contributes variety for different learning styles as the following comments from lecturers and students illustrate:

‘I think this is a wonderful way of teaching, reading at times can become overwhelming and a visual format of learning provides a greater balance for all styles of learning’.

‘I really enjoyed this experience and feel the process really promotes greater learning as there is a pictorial association with the transcript. The ability to reflect on words with visual aids really has a positive effect. I highly recommend this process for all educational programs’.

Presentations were very engaging and insightful’.

‘It broke up the monotony of always writing essays and I appreciated the creative side of putting it together’.

Although oral communication online might be a challenge for students from some cultural backgrounds, they can also have benefits for others. One such example may be for Aboriginal students whose cultural background is heavily set in an oral tradition of communication. As noted by one lecturer at the university:

‘The cultural connection of oracy to Indigenous Studies is quite significant, as is much high context communication. Part of a possible Indigenisation strategy in ‘blended learning’ might be oral tasks, particularly online, with the addition of techniques for feedback immediacy and con/textuality in circulating meaning and therefore Knowledge through narrativity’.
5 Conclusion

This trial demonstrated that teaching and assessing oral communications skills online is feasible, effective and appreciated by lecturers and students across a diverse range of assessment task designs, software platforms, and across blended and online modes of learning. The trial also demonstrated that beyond being feasible, teaching and assessing oral communication skills online is highly desirable for several reasons. Firstly, oral communications skills are important and highly valued, as recognised in UoN’s Graduate Attributes Policy. Secondly, we have an institutional strategic commitment, in the form of NeW Directions, to significantly increase the proportion of courses offered in blended mode. Additionally, we have an existing majority of postgraduate coursework programs offered online. Lastly, external drivers including the Australian Qualifications Framework and various disciplinary accreditation frameworks require students across all modes of learning to demonstrate oral communications skills as part of their tertiary education.

The research reported here also demonstrated a willingness amongst lecturers at UoN to engage more with OOCATs. Teaching and assessing oral communications skills online presents a mix of challenges and opportunities. One perceived challenge is that of typical graduate workplace scenarios where oral communications tasks performed online are perceived as being more ‘artificial’ than presentations performed in face-to-face classes. Other challenges are technological - software, hardware and internet bandwidth. However, teaching and assessing oral communications skills online also presents opportunities that extend across face-to-face, blended and online learning modes. Firstly, recording presentations allows students to make multiple attempts at assessment tasks and this can benefit their learning. Secondly, asynchronous tasks can be undertaken by students outside of class time, consistent with flipped classroom pedagogy. Lastly, recording presentations means students create assessable artefacts, and this can be helpful in terms of giving and receiving of lecturer (and peer) feedback. Though not an issue in this trial, the creation of assessable artefacts may also be helpful in terms of resolving potential disputes over grades.

This is a dynamic area at the nexus of change in pedagogy, technology and the higher education landscape, and one of significant interest to lecturers at UoN. We hope this report makes a constructive contribution to ongoing thinking and discussion in this area.
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7 Appendices

Appendix A: Teaching and learning oral communications skills online

Appendix B: Online oral communications assessment tasks (OOCATs) used in the trial

Appendix C: The UoN-wide staff questionnaire

Appendix D: The trial student questionnaire

Appendix E: The participant lecturer questionnaire
Appendix A: Teaching and learning oral communications skills online

Teaching & learning oral communication skills online: Prospects and possibilities

Dr Liam Phelan, Teaching & Learning Coordinator, GradSchool, DRAFT 5 June 2012

Introduction
This briefing discusses the prospects and possibilities for teaching and learning oral communication skills online at UoN. For this briefing ‘oral communication skills’ refers to presentation skills, i.e. capability in communicating information verbally to an audience. Effective oral communication skills are essential for higher education graduates, but are often eliminated from online courses because of perceived and actual technical limitations of the online delivery mode (Kenkel 2011, p.412). Oral communication skills are recognised as important elements of UoN graduate attributes and given UoN’s large suite of online course offerings there is great potential to learn and teach oral communication skills online at UoN. However, this is yet to be realised. Teaching oral communication skills effectively online may also support better teaching of oral communication skills on campus.

Technical capability for teaching and learning oral communication skills online is evolving rapidly. However, the literature on teaching presentation skills generally is limited (De Grez et al. 2009), and the literature on teaching presentation skills online even more so. This briefing draws on the limited literature, some conversations with colleagues at UoN and some exposure to varied software and practices that facilitate teaching oral communications skills online.

UoN policy context
All three of the UoN’s Graduate Attributes Policy domains of attributes imply student achievement in the area of oral communication skills:
4. Professionalism (e.g. ‘They will have the capacity to act effectively and ethically’);
5. Community responsiveness (e.g. ‘They will have the ability to engage in constructive public discourse’); and
6. Scholarship (e.g. ‘They will be able to communicate their knowledge effectively.’) (section 4.3). Oral communication skills are further noted explicitly in the Policy:
   Graduates of the University will utilise and value oral and written communication as tools for negotiating, creating, interacting, relating to others, supporting new understanding, and furthering their own learning (section 4.4.1).

How to teach and learn presentation skills asynchronously and online
In order to learn presentation skills effectively students need the opportunity to practice and demonstrate their skills (De Grez et al. 2009). Online course offering at UoN are predominantly taught asynchronously: this calls for students’ presentations to be recorded and then shared, for example by uploading presentations to course Blackboard sites.

Recording presentations varies from live presentations in some key respects and allows for:
• Multiple attempts – students may prepare and then record and re-record their presentations until they are happy with their quality;
• Peer assessment – recordings presentations allows for asynchronous peer assessment;
• Self-assessment – recordings presentations allows for self-assessment;
• Possibly better/more precise lecturer feedback (i.e. time-stamped comments) – recordings presentations allows for time-stamped feedback that students can access as they review their recorded presentation; and
• Secondary evaluation of students’ work as part of student appeals of grades.

**Opportunities for students’ learning – via online, blended and on campus modes**

**Online**

Recording students’ presentations may have wider benefits for online students’ learning in two ways:
• Potential contribution to students’ sense of belonging to a learning community, i.e. through greater peer engagement by seeing peers ‘in action’; and
• Potential for developing students’ online presentation skills as a distinct form of presentation (i.e. webinar as a distinct from seminar).

**Blended and on campus**

Recording presentations may also benefit students learning through blended and face-to-face modes of delivery. As noted above, recording presentations supports multiple attempts, self-assessment, peer assessment and possibly better/more precise lecturer feedback on presentations. For example, if/as recording presentations becomes the norm at UoN, on campus students’ live presentations in class could also be recorded for formative and summative assessment purposes.

**Planning and preparing oral communication assessment tasks**

Online oral communication assessment tasks may invite more careful planning and preparation than presentations on campus because they are wholly mediated by technological systems. This gives Course Coordinators the opportunity to think through carefully the rationale for setting a presentation assessment task rather than another style of task, and what specific elements of students’ learning require assessment.

**Assessing oral communication skills**

Oral communication skills assessment can be well served by assessment rubrics. Additionally assessment rubrics can be helpful for communicating lecturer expectations about presentations to remotely located online students. An example of a comprehensive assessment rubric for a recorded oral presentation is included at Appendix A.

**Technical constraints and opportunities**

Recording and sharing large video files requires (i) cameras and (ii) sufficient bandwidth, i.e. high-speed internet connections. Both are increasingly available to UoN students, but not comprehensively so. Dedicated software such as YouSeeU (see resources below) is expressly designed for sharing and assessing recorded presentations and can facilitate this effectively and efficiently.

**Conclusion & recommendations**

Oral communication skills are recognised as important, but often eliminated from online courses. Rapidly changing technical capabilities mean teaching presentation skills online is technically feasible and YouSeeU is well worth exploring – currently it is free for educators to use (i.e. teachers can use it to set and grade assessment tasks). In the context of appropriate pedagogical approaches, teaching and learning presentation skills online can strongly support UoN students to achieve our graduate attributes. Recording online students’ presentations may additionally encourage faculty to explore potential benefits of recording on campus student presentations.
References & resources
Echo360 – This software (superseding Lectopia) already in use in some lecture theatres at UoN also allows presentation capture at desktops. See www.echo360.com.
Appendix A: An assessment rubric for presentations in a business communication course

Table 1. Managerial Communication Oral Presentation Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Apprentice</th>
<th>Novice</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduced established rapport and explained the purpose of presentation in creative, clear way capturing attention. Appeared poised and confident.</td>
<td>Introduced presentation in clear way. Slightly uncomfortable but attempted to establish rapport.</td>
<td>Started with a self introduction or “My topic” is before capturing attention. May have looked down at notes to start.</td>
<td>Did not clearly introduce purpose of presentation. Clearly uncomfortable and nervous. Failed to establish rapport with the group.</td>
</tr>
<tr>
<td><strong>Vocal Qualities</strong></td>
<td>Clear strong voice (level 8) with vocal variation to demonstrate interest in the subject. Prolonged pronunciation of terms.</td>
<td>Voice is clear but drops below level 8 at times; still uses vocal variation to show interest.</td>
<td>Voice is soft or lacks vocal variation.</td>
<td>Voice is both soft and monotone.</td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Maintains eye contact; seldom returning to notes. Presentation is like a planned conversation. Speaker obviously prepared and has a solid grasp of the subject.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes. Speaker spent significant time preparing and appears at ease but doesn’t elaborate.</td>
<td>Some eye contact, but not maintained and at least half the time reads from notes. Speaker needed more practice or knowledge of their topic.</td>
<td>Reads all or most of report with no eye contact. It is likely the speaker did not practice out loud. Unlikely the speaker would be able to answer questions about the topic.</td>
</tr>
<tr>
<td><strong>Gestures/Posture</strong></td>
<td>Confident demeanor, gestures add to style and hands are used to describe or emphasize.</td>
<td>Confident demeanor; may need to add or subtract gestures to emphasize points.</td>
<td>Slumping posture, hands stuck at sides or on podium or Shifting weight or pacing.</td>
<td>Slumping posture, hands stuck at sides or on podium AND Shifting weight or pacing.</td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td>Effective smooth transitions that flowed in a smooth manner.</td>
<td>Included transitions to connect key points but relied on power robbers such as um, ah, or like.</td>
<td>Included some transitions to connect key points but over reliance on power robbers was distracting.</td>
<td>Presentation was choppy and disjointed with a lack of structure.</td>
</tr>
<tr>
<td><strong>Organization &amp; Length</strong></td>
<td>Subject was informative and easy to follow, time used efficiently. Within 20 seconds of allotted time.</td>
<td>Within 40 seconds of allotted time. Most information relevant, some topics needed expansion or shortened.</td>
<td>Within 1 minute of allotted time. Information was valid but not related enough to the purpose.</td>
<td>Too long or too short. Information was not relevant to the audience.</td>
</tr>
<tr>
<td><strong>Audience Attentiveness</strong></td>
<td>Involved audience in presentation; held their attention throughout by getting them actively involved in the speech and using original, clever, creative approach.</td>
<td>Presented facts with some interesting “twists”; held attention most of the time by interacting with them. Good variety of material and media.</td>
<td>Some related facts but went off topic and lost audience. Failed to utilize method to pull the audience into the speech. Lacked originality.</td>
<td>Avoids or discourages active audience participation.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Ends with an accurate conclusion tying the content back to the opening with a dynamic 25 words or less close. Transitioned into close so audience was ready for it.</td>
<td>Ends with a summary of main points showing some evaluation but over the 25 word limit. Transitioned to close.</td>
<td>Ends with a recap of key points without adding a closing twist or ended abruptly.</td>
<td>Ends with only a recap of key points prematurely.</td>
</tr>
<tr>
<td><strong>Appearance of speaker and visuals</strong></td>
<td>Completely appropriate for occasion and audience. Slides professional and easy to read.</td>
<td>For the most part, appropriate for the occasion and audience. Slides contain too much or too little information.</td>
<td>Somewhat inappropriate (hair keeps falling in eyes, jewelry distracting). Slides with typos.</td>
<td>Inappropriate (sloppy clothes, excessive skin showing, Typos on slides).</td>
</tr>
</tbody>
</table>

(From Kenkel 2011, p.416)
Appendix B: Online Oral Communications Assessment Tasks (OOCATs) used in the Trial

SPTH2003 – Complex Communication Needs 1, Lecturer - Bronwyn Hemsley

Student Instructions

This replaces the ‘in class presentation’ in answering the questions.

For Student Self-Enroll, Free Trial or Institution Paid Classes The University of Newcastle is Trialing this software – it is Free to you.

- Our class is providing an online option for submission of an oral presentation within the Viva Exam portion of the assessment items.
- We are offering the option of presenting via YouSeeU.com, a powerful online system for higher education. The system is secure, easy to use, and helps students significantly improve communication skills.
- This is voluntary and students notify the Course Co-ordinator in Week 1 if they wish to provide a video-recorded online presentation through YouSeeU rather than in the Tutorial Classroom. This gives the students and the co-ordinator time to confirm that the group and the technology is all set up ready to go with no problems, or else to revert back to the usual ‘in class’ presentation.

Here is a basic summary of the YouSeeU.com process:

1. You create a video recording of your presentation using a video camera or webcam.
2. Your video file is uploaded to YouSeeU.com from your computer; the system is available 24/7/365 to accommodate your schedule.
3. YouSeeU.com encodes your file for easy viewing and security.
4. You can add visual aids like PowerPoint slides to your encoded video.
5. Your video can be shared with classmates and the instructor, controlled by your permission settings.
6. The instructor can provide detailed comments that are synced to your video.
7. Now you are seen, and can see others in your online class.

Here are the steps to get started and establish your account:

1. Visit YouSeeU.com and select Student Registration Page.
2. Complete the account setup process and login to the system.
3. If you have an account from a previous class, you will login using your established credentials.
4. Select new class to begin the process of registering for this class.
5. When prompted, enter this six-digit class code: XXXXXX
6. Click Submit to review the class detail.
7. There is no cost to you, follow the prompts to complete the registration.
8. When registration is complete, begin to familiarize yourself with YouSeeU.com by reviewing the Quick Start Guide and other support materials.

Instructions for specific video assignments will be provided in class materials.

Do not upload video files until you are clear about the assignment requirements.

Contact Dr. Bronwyn Hemsley directly with questions or help issues.
Hi Folks,

As noted in the Course Outline, this course uses a student video for the group presentation as a significant part of the learning process. We are implementing YouSeeU.com, a powerful online system for higher education. The system is secure, easy to use, and helps students significantly improve their oral communication skills.

Here are the steps to get started and establish your account:
1. Visit YouSeeU.com and select Student Registration Page.
2. Complete the account setup process and login to the system.
3. Select new class to begin the process of registering for this class.
4. When prompted, enter this six-digit class code: (2bddy9) 5. Click Submit to review the class detail.
6. There is no cost to you, follow the prompts to complete the registration.
7. When registration is complete, begin to familiarize yourself with YouSeeU.com by reviewing the Quick Start Guide and other support materials.

Here is a basic summary of the YouSeeU.com process (i.e. once you have registered using the above process):
1. You create a video recording of your presentation using a video camera or webcam.
2. Your video file is uploaded to YouSeeU.com from your computer; the system is available 24/7/365 to accommodate your schedule.
3. YouSeeU.com encodes your file for easy viewing and security.
4. You can add visual aids like PowerPoint slides to your encoded video.
5. Your video can be shared with groupmates and the instructor, controlled by your permission settings.
6. The instructor will provide detailed comments that are synced to your video when marking your presentation.

Instructions for specific video assignments will be provided once everyone has registered for YouSeeU, so please do not record or upload video files until you are clear about the assignment requirements.

Please contact YouSeeU directly with questions or help issues as our university IT help desk may not be able to provide the same level of support. Technical support and help desk questions are directed to YouSeeU.com by email at the following address, Help@YouSeeU.com

Cheers

Tony
12 April 2013

• **Group Presentation**

Hi Folks,

I have received a number of queries regarding the group presentation and what is involved so this announcement should provide some clarity. In a nutshell, you should develop a 10 minute script (and PPT presentation) of the key points raised in your group report. Ideally, this should be a rehash of your executive summary with some additional info from the full report (i.e. you are not reinventing the wheel, just summarising the key points you have already developed in the report).

The script should have a formal introduction (agenda), telling the 'audience' what you are going to tell them in the body of the presentation, the body (presenting the detail) and conclusion (summarising the key points in the presentation). Once you have drafted the script, you should allocate a section and equal time to each group member.

Each member should then video their section on their home computer and upload it to YouSeeU, where it can be synched with the other group member sections and the PPT presentation. If you have not yet enrolled in YouSeeU (as per the announcement below) could you please do this as a matter of urgency.

The key point is however, that there is no point in writing up the script and recording the presentation until after the actual report is done as the presentation is of the report itself. Also, please note that this is the first time we are trialling YouSeeU (as part of a university wide pilot project examining software to facilitate online oral presentations), so if you experience are any technical difficulties or glitches, you will not be penalised.

Finally, whilst the content of your presentation is important, this assessment item has been developed more to assess your oral presentation and communication skills (one of our University graduate attributes), so when recording your section, please do so as if you are presenting to a room full of interested observers. E.g. You might like to role play your presentation as if you are a group of consultants reporting your findings back to Austrade.

Cheers

Tony

26 April 2013
Oral tutorial presentation, discussion group facilitation & discussion group postings – 30%

The tutorial presentation and discussion provide an opportunity for students – with support from the Online Tutor – to explore key concepts covered in the curriculum for that week. Students will prepare an oral presentation (20%) and discussion questions (10%) for one week of the course as allocated by the Online Tutor.

Each student is expected to prepare one oral tutorial presentation paper and facilitate a discussion board once during the course. Tutorial papers will be allocated early in the course across Weeks 3-7 and 9-11. Students will refer to the set readings for the ENVS6525 as well as additional and relevant readings identified in the course for their research.

Students are required to submit a draft of their presentation transcript and discussion questions to the Online Tutor in advance, and discuss plans for presentation and discussion facilitation with the tutor. Students are required to generate around 5 discussion questions to shape tutorial discussion over the course of the week. Questions must be open and elicit full and reasoned responses, i.e. more than a simple “yes” or “no”. For a guide on questioning skills check: http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/Questioning/index.html

Timing of Tutorial presentation preparation, presentation and discussion board facilitation (weeks 3-7 and 9-11) will proceed as outlined below:

<table>
<thead>
<tr>
<th>Two Weeks Preceding Tutorial Presentation Week</th>
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<tbody>
<tr>
<td>• Wednesday – Online Tutor sends full instructions for preparing your tutorial paper</td>
</tr>
<tr>
<td>• Wednesday – Sunday – Student prepares draft tutorial paper and draft selection of background photos/PowerPoint slides for presentation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>One Week Preceding Tutorial Presentation Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monday - Submit draft presentation transcript &amp; discussion questions to Online Tutor</td>
</tr>
<tr>
<td>• Wednesday - Incorporate feedback from Online Tutor</td>
</tr>
<tr>
<td>• Friday - Post tutorial presentation to discussion board</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial Presentation Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monday – post discussion questions to discussion board and begin facilitating</td>
</tr>
</tbody>
</table>
The Tutorial Paper and Discussion Questions together will be assessed on the following criteria:

- To what extent does the Tutorial Presentation accurately and concisely present the key themes and ideas from the readings covered in the particular week allocated?
- To what extent has the student provided a coherent and engaging presentation and Discussion Questions?
- To what extent has the student facilitated effective tutorial discussion?
- Has the student used at least two current articles from refereed journals sourced through the Library’s journal databases?
- Has the student used at least two readings set for ENVS6525?

Students will also be required to make weekly postings to discussion boards to deepen their learning through participation in online discussion across the Trimester. This gives students the opportunity to engage with course material together with their peers as discussions evolve across each week.

Students are expected to make at least two postings to tutorial discussion per week to raise questions, respond to questions and share ideas and observations. A first posting is due in the first part of each week, i.e. Monday through Wednesday. Second and subsequent postings are welcome anytime across the week.

The aim of postings is to broaden the student's understanding and application of the week’s topic, of the tutorial paper and readings for the week. The minimum two postings are expected to be well considered. Where appropriate, they are expected to be researched and referenced so that they are a continued resource throughout the course.

Word length for contributions is open, however; contributions in the order of 150 words or so would be reasonable and so postings are not required to be lengthy. Multiple postings are welcomed and encouraged.

- **Black Board Announcements**

- **Preparing for Oral Presentations Later in the Course**

Hi All

You will all present and facilitate one tutorial session at some time between weeks 3-7 or 9-11 (please see Oral Tutorial Presentation under the Assessment section of our Course Outlines). You can select which week you would like to present by going to the announcement: ‘Selecting your Tutorial Presentation Week’.

The oral tutorial presentation will take the form of a Pecha Kucha (the Japanese term for the sound of conversation “chit chat”). The Pecha Kucha was devised by Astrid Klein and Mark Dytham of Klein Dytham architecture in Tokyo in 2003 to create a space where designers could share their ideas/passions with others. In order to prevent speakers from droning on and
on, the Pecha Kucha format has restrictions: namely, 20 slides, on display for 20 seconds each. Because of this constraint every single Pecha Kucha presentation, regardless of speaker or topic, is exactly 6 minutes and 40 seconds in length.

Here are a few links which will help you familiarise yourself with the concept and some great examples and tips on how to prepare a good presentation. It will be good to familiarise yourself now and take some notes so that you can think about the preparation as the course moves along:

- Here’s some great examples to look at: [http://www.pechakucha.org](http://www.pechakucha.org)
- And another: [http://www.youtube.com/watch?v=wGaCLWaZLI4](http://www.youtube.com/watch?v=wGaCLWaZLI4)
- Here’s a great guide on how to prepare a Pecha Kucha presentation. This is obviously in preparation for a live presentation but a lot of the tips are really relevant to an online presentation too: [http://avoision.com/pechakucha](http://avoision.com/pechakucha)
- Here’s some more advice on how: [http://www.youtube.com/watch?v=zAZ_8UJUpno](http://www.youtube.com/watch?v=zAZ_8UJUpno)

The software we will be using to present our Pecha Kucha is PowerPoint. The directions for using the software can be below. It is very simple to use but please take the opportunity THIS WEEK whilst we are settling in to ensure that you teach yourself how to use it by having a play around. This way, you won’t have any problems later in the course when you want to be concentrating on content instead.

**PowerPoint Preparation for Audio Tutorial Presentations**

It is important that you understand and are comfortable using the following technology for making audio presentations early in the course so that we don’t have to worry about technical issues later down the track. I would rather you master the technology now and then have time to concentrate on content down the track.

**How much can you say in 20 seconds?**

1. Open a book or magazine with non technical language
2. Get something with which you can time yourself for 20 seconds
3. Mark the beginning of a paragraph
4. Time yourself reading aloud for 20 seconds. Ensure you are not rushing but are speaking in a measured voice which is animated and full of expression as if you would if you were giving an interesting live presentation.
5. Mark your finishing point
6. Count the number of words you have read
7. Repeat three times and average
8. This gives you an estimate of how many words you can expect to have for each slide when you write your transcript later on. Don’t forget, don’t rush your words and it is OK to have strategically placed gaps between slides without talking if you need to - so be strict with your word limits.

**Setting up PowerPoint Slides**

We will set up one slide so that it is properly formatted and then copy it 20 times:
1. Open PowerPoint (I have given instructions for PowerPoint 2007 here but if you have a different version, and you can’t quickly find what you want to do try Googling instructions for your version)
2. Insert a slide
3. Go to the ‘Animations’ tab
4. On the right hand side go to ‘Advance Slide’
5. Unselect ‘On Mouse Click’
6. Select ‘Automatically After’ and change the time to 20 seconds
7. Copy your slide so that you have 20 slides in total that each display for 20 seconds.

Recording Audio for each slide

1. Go to the ‘Insert’ tab
2. On the right hand side find ‘Sound’
3. Click on the small arrow under ‘Sound’ and choose ‘Record Sound’
4. Click the round, maroon record button to record the audio for your slide.
5. You will see a counter which says ‘Total sound length’. When you are recording your actual presentation later on, your recording will need to be as close to but less than 20 seconds. For now, just say whatever you want so that you can see if the sound quality is adequate and the recording is working.
6. When you are finished click the square ‘stop’ button.
7. Click ‘OK’

Activate Audio Automatically at beginning of slide

1. Click once on the little audio file icon on your slide
2. Click the ‘Options’ tab
3. Go to ‘Play Sound’
4. On the drop down menu choose ‘Automatically’

Testing

1. Highlight the slide you are working on
2. Click the ‘Slide Show’ tab
3. Click ‘From Current Slide’
4. Check you are happy with the quality of the audio

Save the Presentation and these instructions for later

Remove the test audio file but just clicking on the audio file icon and deleting it.

Save the presentation for use later.

Touch base if you have any problems.

Cheers Bonnie.
Detailed Instructions for Tutorial Presentations

Hi All,

This is a fairly long announcement but hopefully comprehensive enough to give you an outline of what you need to do for your oral presentation, questions and tutorial facilitation.

Your Tutorial Question

Each of you would have found a letter associated with your name in the tutorial allocation table (previous announcement). This letter tells you which question you are doing for your tutorial paper. See the Modules booklet: look in Week you are presenting and at the end of the chapter there is a heading ‘Tutorial Questions’.

Oral Presentation

In regards to the presentation, I am looking for something that outlines the key concepts from the readings and the information presented in the module within the context of your particular question. Think about what your peers are provided with for the week: there’s the module notes already which provide the overview for the week. There are also set readings and the text which you can assume folks have read. We all bring our own diverse life experiences also. What folks need from you is your take on things with a useful and/or interesting example: it’s an opportunity to draw on the area we’re exploring, pull out something that’s interesting for you, or that you think is important, and run with it.

There is already lots of guidance on how to set up your power point slides, do the audio recordings and how to do a Pecha Kucha in previous announcements. If I have missed anything, just let me know so I can clarify. I would suggest you write your transcript in a word document first. Just set up a title page with your name, which week you are facilitating and the question you are answering, then in the contents set up the headings: ‘Title’ ‘Slide 1’, ‘Slide 2’ ....’Slide 20’ etc . Finish off with your tutorial questions and finally your references in the final pages. Slide 1 can be a title for your presentation. The references and the questions will not go into your oral presentation that do in PowerPoint but you will upload you transcript too and it can be included there. Here is also a link which shows you how to ensure that the file sizes of your photos are not too big. I just chose the email size (96ppi):


Send the draft transcript to me on the MONDAY THE WEEK BEFORE your facilitation week begins (see Table on page 7 for all timing in Course Outline). Then I will have a look over it to give you some feedback so that you feel confident in your content. I am expecting a very polished draft transcript on the Monday rather than just a bunch of notes otherwise I will be unable to give you feedback. I will get it back to you by the Wednesday of that week at the latest so that you can do the audio recordings. As you can see, its a pretty quick turnaround so the more prepared you are the better.

The discussion questions:
To accompany your paper, I'm after five thoughtful discussion questions, to anchor discussion over the course of the week. Spend time on this: a tutorial discussion is an opportunity to open up the interesting parts of the topic. Demonstrate your learning certainly, but there is no expectation that you know everything or can answer every question raised. Instead, pull out key concepts for us, and facilitate discussion of them. I will, of course step into your discussions a few times though out the week.

The facilitation:

I will begin a discussion board for you on the Friday, introduce you and hand the tutorial over to you in the first thread. It is then up to you to reply to the first thread to introduce yourself, introduce the topic of your paper and then attach your presentation AND your transcript (you can do this on the Friday). This way the other students can spend the weekend absorbing your work and the course readings before the tutorial starts on Monday. If you need a bit of extra editing time and don't get a chance to upload your paper until Saturday that is probably OK but after that it gets a bit difficult for students to prepare themselves in time.

You'll begin facilitating discussion from the Monday morning of your facilitation week, e.g. begin by rolling out your discussion questions. Upload each of your questions in a separate thread. So you will have five separate threads each labelled with the question number and a brief description e.g. ‘Question 1: Complex Systems’.

I'll be present of course on discussion boards and supporting you as you facilitate discussion that week. I'll be doing this publicly (i.e. participating in the discussion), and likely privately as is helpful. Some of your questions will not get any responses, and this is really no problem. You will find that there will be lots of questions available to your fellow students and they can’t possibly reply to all of them. I won't grade you on how many folks reply to your questions or any of their responses. The grading happens purely on the content of what is uploaded by you guys before your facilitation begins and your facilitation efforts to keep the flow of conversations going.

Upload to Turnitin:

Please upload your final transcript, references and all 5 questions to turnitin by the Monday of your week of tutorial facilitation so that I can mark it for you.

Thanks All.

Cheers Bonnie.
**EDUC6735 – Learners, learning, and teaching, Course Coordinator – Jenny Archer**

**Course Outline**

This assignment is worth 15%.

Length (±10%): Presentation using YouSeeU software to be placed on YouSeeUEDUC6735 Blackboard site (it will not be presented in class)

Group presentation: working in pairs, threes, or fours, students develop an approximately 10 minute long presentation to be posted on the YouSeeU site. Information about how to use the YouSeeU software will be available on the Blackboard site. Students may present alone if they prefer to work this way.

Students are to select an incident from the virtual schools, scenes from school life, or develop an incident themselves. They then show how this incident can be interpreted in light of students’ physical, social, or moral development (including bullying as an aspect of moral development).

Students who are apprehensive about using new technology like YouSeeU may upload a powerpoint presentation with voice-over instead (maximum six slides, with an optional additional slide listing names of presenters, etc.). However, we hope all students will use the new technology. It will give you experience in using technology that you then can use in your own classrooms.

**Black Board Announcements**

**Posted on: Friday, 17 May 2013**

Hello everyone,

As you know, this year we introduced a YouSeeU task into the assessment for EDUC6735. A bit nerve-wracking, especially for the poor old course coordinator!

YouSeeU is a form of online oral presentation. The marks for the presentation have been added to the Blackboard Gradebook site. I hope people have been able to read the "synced" comments that Beth and I made on your presentations. One of the plusses of YouSeeU is that you can make a comment at particular times during the presentation. Let me know if you can't access the comments on the YouSeeU site.

This semester, a number of staff at the University have introduced assessment tasks using online oral communication. We'd like to know your reaction to doing the YouSeeU presentation. Did you find it a useful, pleasant experience? Did you find it difficult to do? We're hoping you will complete a short, anonymous online questionnaire that will take around five minutes to complete. Your anonymous responses will be helpful for understanding how to design and administer online oral communication tasks at Newcastle.

To complete the anonymous questionnaire, go to:

Thanks,
Jenny and Beth

- **Incorporating YouTube into YouSeeU presentations**

  Posted on: Thursday, 11 April 2013

  Thanks to Rochelle Calf for this. Thank goodness we have smart students in EDUC6735!

  As we talked about yesterday there is a way to incorporate youtube videos into your YouSeeU presentation.

  Firstly you need to find the youtube video that you want to use and copy its URL. Then you need to go to either:
  
  http://fetchvideo.com/

  OR

  http://www.clipconverter.cc/

  Both these sites allow you to save the youtube video as a movie file (.mov, .avi, .mp4, etc.) onto your computer.

  You can then edit the video into your presentation with video editing software. I have a mac so I used iMovie but PC's have similar software. They are designed for novice movie makers so they are very user friendly. If you have troubles I am happy to help out or you can use youtube to watch tutorials on how to use the specific software.

- **Adding YouTube clips to your presentation**

  Posted on: Wednesday, 10 April 2013

  Camille Potoudis tells me that it is possible to insert a YouTube clip into a YouSeeU presentation - using Kiss YouTube - the link below shows how this can be done. Thanks Camille.

  https://www.youtube.com/watch?v=NIGp3o-D74E&list=UUPGBjM-J6GMMZnSuSxehABw&index=67

- **Keep them coming!**

  Posted on: Wednesday, 10 April 2013

  There are some great YouSeeU presentations going up. Love the music on Will and Erin's clip.
Emily Braithwaite tells me you can't insert a YouTube clip into the presentation - a big shame. She's got round this by adding a link to a relevant YouTube clip in the Comments box below the presentation.

Speaking of the Comments box, I hope people will comment on other students' presentations - in a spirit of good will, of course. What do you find particularly engaging or informative about the presentation? Suggestions for things that could be added?

Presentations should be up on YouSeeU by the end of the week. If you're not entirely happy with what you have put up, you can delete it and start again - but you need to do this within 48 hours.

•  
  First YouSeeU presentation - update

Posted on: Thursday, 4 April 2013

Hi everyone,

I notice that not everyone in EDUC6735 has enrolled in YouSeeU (instructions are provided in a previous announcement). Does that mean some of you want to take a different approach to completing Task 1 or you just haven't got round to registering on YouSeeU?

There are now three completed presentations on YouSeeU - well done. So far, two of the three have (Mikhalea & Jasmin, and Heather) have not opened their presentation to the whole group - shy folk? I hope there will soon be more presentations available for everyone to see - so that we all can see some excellent analyses of incidents.

Jenny

•  
  First YouSeeU presentation

Posted on: Monday, 1 April 2013

Ahmed Hamed and Michael Hartley have produced the first YouSeeU presentation for Task 1. Well done guys. I've tried to make this available for everyone to see but don't know if I've succeeded. If it is available for everyone to see, can someone send me an email to confirm this.

Thanks,

Jenny

•  
  Marking rubric for Task 1 - powerpoint presentation

Posted on: Monday, 1 April 2013
EDUC6735: YouSeeU presentation (15 marks)

Names:

<table>
<thead>
<tr>
<th>Marking criteria</th>
<th>Not adequate</th>
<th>Adequate</th>
<th>Demonstrated</th>
<th>Well done</th>
<th>Outstanding</th>
</tr>
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<tbody>
<tr>
<td>Links between incident/s and relevant theory (6 marks)</td>
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<td></td>
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<td>Electronic presentation (4 marks)</td>
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<td>Grammatically correct, error free presentation written/oral (3 marks)</td>
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<tr>
<td>Correct APA referencing (three references required) (2 marks)</td>
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Comments:

- **Forming groups on YouSeeU**

  Posted on: Tuesday, 26 March 2013

  By the end of this week I hope everyone will have formed their group for Task 1 (4, 3, 2, or 1 student per group). Register on YouSeeU (see instructions on a previous announcement) then send me an email (at Jennifer.Archer@newcastle.edu.au) telling me who is in your group. I then create that group within the YouSeeU class.

  I'm hoping students who have expertise in video production (and I know there are quite a few of you!) will offer to help students who are anxious about syncing a video with their powerpoint slides. If you are willing to help, (lovely people) let me know, and I'll make an announcement here.

  Jenny

- **Web resources**

  Posted on: Wednesday, 20 March 2013
Don't forget to check the WEB RESOURCES link on the EDUC6735 BlackBoard site. There are a variety of articles and links that you might find useful during the semester.

If you are looking for an incident on which to base Task 1 (on social/emotional/moral development), check out the "ethical dilemmas" attached to the virtual schools (via SCHOOLS link on LHS). These are real incidents provided by student teachers during practicum experiences at high schools. Unfortunately there are no primary incidents provided - but students preparing to be primary teachers are welcome to make use of these dilemmas for any of the EDUC6735 tasks.

• Signing up to YouSeeU

Posted on: Friday, 15 March 2013

Hi EDUC6735 students,

Everyone who is enrolled in EDUC6735 should have received an email from me today explaining how to access YouSeeU, the site where you will post your presentation for Task 1. I notice that a couple of students have enrolled already so the system does work. Here's a repeat of the instructions:

1. Visit YouSeeU.com
2. Select Student Registration Page.
3. Complete the account setup process and login to the system.
4. Select new class.
5. When prompted, enter this six-digit class code: 5rmv8g (to make it easier to read: 5 r m v 8 g)
6. Click Submit to review the class detail.
7. There is no cost to you. Follow the prompts to complete the registration.
8. When registration is complete, begin to familiarize yourself with YouSeeU.com by reviewing the Quick Start Guide and other support materials.

When you have decided who will be in your group for Task 1 (there can be 4, 3, 2 people in the group, or you can work alone if you prefer), send me an email with the names and I will set up up your group in YouSeeU.

Remember that the YouSeeU presentation consists of a set of powerpoint slides (about 6 of them), and a synced video of of the group members working through the powerpoint slides.

It's the same process you would use if you were to present your powerpoint presentation to the tutorial class - except that you video your presentation rather than do it in front of the tutorial class.

The video part can be a simple head shot of you - using the video facility on your computer monitor. If you are tech savvy, you can set up cameras to get more action into your presentations.

Beth and I suggest you begin working on your powerpoint slides. When they're
prepared, you can do the video side of the production.

Due date for the YouSeeU presentations is anytime in the week following the Easter break (8th to 12th April) so there's lots of time to become familiar with YouSeeU.

Jenny Archer

Examples of assessment items from Semester 1 2012  

Posted on: Tuesday, 12 March 2013

Examples of students' work from Semester 1 2012 have been added to the Assessment link - to provide you with some guidance about what is required this semester if you feel a bit unsure about what to do.

There are two examples of essays completed last year and three examples of powerpoint slides.

Note that this year we will be using new technology (YouSeeU) instead of the powerpoint presentation used in Semester 1 2012. However, YouSeeU is based on a powerpoint presentation with an added video component in sync with the powerpoint presentation. In effect, it is as though your group is presenting your presentation to your tutorial group, except the presentation is on-line rather than in person. There are a number of advantages of this form of presentation - that we will be pointing out in the next few weeks.

You can begin preparing your powerpoint presentation now. When we have final numbers for EDUC6735 (they are still in a state of flux) we will add all students to the YouSeeU site.
PART B: Communication skills in the context of undertaking a diet history interview (30 marks)
You will be required to undertake three diet history interviews and analyse this information to derive a quantitative and qualitative estimates of dietary intake. Diet History 3 will be videorecorded and submitted for assessment. Following the completion of each diet history you will also be required to write a reflection on your experience. Based on this reflection and any feedback that you have received following Diet Histories 1 and 2, skill areas in need of improvement should be identified and goals set and strategies implemented to further develop the skill set. There should be a clear demonstration of how you have applied reflective practice to each of the three interviews.

The diet histories taken will need to be submitted in written format. You can use the JHH diet history form or one of your own. The diet histories should be as comprehensive as possible, and should include:
- all foods including weekend and seasonal variations
- brand names where appropriate,
- quantities of foods using food models or household measures,
- frequency of food consumption
- a food checklist.

Diet History 3
Task:
a) Collect and video-record yourself collecting a diet history on a person who is not known to you.
b) You will need to obtain the person’s consent prior to the video recording.
c) All information should be recorded using the JHH form or similar (you can create your own form as long as it includes the key components of a diet history as described above).
d) Qualitative and qualitative estimates of dietary intake should be derived from the information collected.
e) You should record the entire diet history but only submit an excerpt of a maximum time period of 15 minutes which must include the collection of the “dinner” meal occasion.
f) Reflect on your experience of undertaking this activity to assess dietary intake and the associated skill development.

The submitted excerpt from Diet History 3 will be assessed on the following aspects of good communication:
- the counselling environment;
- verbal and non-verbal communication skills;
- ability to acknowledge and address client’s verbal and non-verbal cues; and
- language used, question sequencing and interview structure and flow.

Videos will be submitted to YouSeeU (www.youseeu.com). Instructions on preparing your video for uploading will be posted on Blackboard. Please ensure that you read and following these instructions carefully.
Assessment Task 1

Weighting: 20%
Due: 9 September 2013
Format details A 3 minute video presentation
Submission: Via ‘YouSeeU’

Objectives:
On successful completion of this assessment, students will have:

- Demonstrated an understanding of Occupational Rehabilitation services
- Demonstrated ability to access literature, use electronic databases and review relevant literature
- Demonstrated ability to present information verbally.

Assignment Task:

Students are to:

1. Choose one of the following Occupational Rehabilitation Services:
   a. Cognitive Behaviour Therapy
   b. Functional Capacity Evaluation
   c. Work Related Activity Program

2. Develop a 3 minute oral presentation using a maximum of THREE Powerpoint slides to discuss the service chosen. Include discussion on the issues identified with this type of service and the strengths and weaknesses of its use in occupational rehabilitation. Use the marking criteria to assist your presentation development.

3. Create a video recording of your presentation using a video camera or webcam

4. Visit the YouSeeU.com website and select Student Registration Page

5. Complete the account set up process and login to the system

6. Select new class and being the process of registering for this class

7. When prompted enter the six-digit class code (details on BB)

8. Click submit to review the class detail and follow the prompts to complete the registration

9. When registration is complete, begin to familiarise yourself with YouSeeU.com by reviewing the Quick Start Guide and other supporting materials

10. When you are confident your video meets the assignment requirements, Upload your video file to ‘YouSeeU.com’ from your computer. (YouSeeU encodes your file for easy viewing and security).

11. Add your PowerPoint slide to the encoded video

12. Share your video with the course coordinator
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<thead>
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<th>Possible Mark</th>
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<tbody>
<tr>
<td>Short description of the treatment /service</td>
<td>/6</td>
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<tr>
<td>Issues of use in practice - strengths and weaknesses discussed</td>
<td>/6</td>
</tr>
<tr>
<td>Presentation –</td>
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<tr>
<td>Clearly and coherently delivered in an audible voice?</td>
<td>/8</td>
</tr>
<tr>
<td>Within allotted time</td>
<td></td>
</tr>
<tr>
<td>PowerPoint slide explanatory: well formatted with appropriate use and display of font, text, diagrams, tables and/or images.</td>
<td></td>
</tr>
<tr>
<td>Relevant references provided</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/20</td>
</tr>
</tbody>
</table>

Comments / discussions on Blackboard

Hi All – 3 September 2013

There has been a question about accessing YouSeeU so I thought I would email you all with the information.

I have also put a copy of the powerpoint from the collaborate session where we discussed Assignment 1 up on BB under course materials and some information under Assessments.

However the process is:

- Go to YouSeeU.com – Create student account.
  - Fill in your details and the course details:
    - HLSC6102
    - Code: KV52W2T
  - Create a student profile – good practice on using the system
- The assignment is listed – HLSC6102 Ax 1
- Create your video – either click on ‘Do it now’ and follow prompts OR
  - Select video upload & upload pre-recorded video.
- After recording or uploading video:
  - Click Add slides and allows you to synchronise these with the video.
• Powerpoint slides need to be saved as a JPEG file – when PP file open if ‘save as’ file becomes a JPEG – each slide having it’s own file.

• Start video – then add slide at each point required.

• YouSeeU-info = student support (very helpful)

With regards

Carole

HLSC102 - video presentations – 20 September 2013

Dear all

I am hoping you have been able to review the comments for the video presentations - omitted to tell you to watch your video as my comments are synchronised with the actual presentation as well as some general comments.

Could I please ask you to complete the short survey using the link below - about your experiences in this process:


I am keen to hear what you think and will also make a spot on the BB discussion board as I would like to hear if or how you think this process can be improved.

Thanking you for your help with this

Regards

Carole
YOUSEEU OPTIONAL PRESENTATION FOR VIVA EXAM
This replaces the ‘in class presentation’ in answering the questions.

For Student Self-Enroll, Free Trial or Institution Paid Classes
The University of Newcastle is Trialing this Software – it is Free to you.

- Our class is providing an online option for submission of an oral presentation within the Viva Exam portion of the assessment items.
- We are offering the option of presenting via YouSeeU.com, a powerful online system for higher education. The system is secure, easy to use, and helps students significantly improve communication skills.
- This is voluntary and students notify the Course Co-ordinator in Week 1 if they wish to provide a video-recorded online presentation through YouSeeU rather than in the Tutorial Classroom. This gives the students and the co-ordinator time to confirm that the group and the technology is all set up ready to go with no problems, or else to revert back to the usual ‘in class’ presentation.

Here is a basic summary of the YouSeeU.com process:
1. You create a video recording of your presentation using a video camera or webcam.
2. Your video file is uploaded to YouSeeU.com from your computer; the system is available 24/7/365 to accommodate your schedule.
3. YouSeeU.com encodes your file for easy viewing and security.
4. You can add visual aids like PowerPoint slides to your encoded video.
5. Your video can be shared with classmates and the instructor, controlled by your permission settings.
6. The instructor can provide detailed comments that are synced to your video.
7. Now you are seen, and can see others in your online class.

Here are the steps to get started and establish your account:
1. Visit YouSeeU.com and select Student Registration Page.
2. Complete the account setup process and login to the system.
3. If you have an account from a previous class, you will login using your established credentials.
4. Select new class to begin the process of registering for this class.
5. When prompted, enter this six-digit class code: eyzv6g
6. Click Submit to review the class detail.
7. There is no cost to you, follow the prompts to complete the registration.
8. When registration is complete, begin to familiarize yourself with YouSeeU.com by reviewing the Quick Start Guide and other support materials.
Instructions for specific video assignments will be provided in class materials.
Do not upload video files until you are clear about the assignment requirements.

Contact Dr. Bronwyn Hemsley directly with questions or help issues.
SPECIFIC INFORMATION RELATING TO THE ASSIGNMENT
VIVA EXAM SPTH2003

Prior to uploading a video (24 hours before their VIVA exam)
Students must also upload the POWERPOINT SLIDES to the Blackboard section
for the Assignment (as this gives them 2 points for the Group Mark)

Each student allocated to a question records a 3 minute video and uploads this to
the class (24 hours before their VIVA exam)

Students then attend class and the tutorial group watch the videos.

The students presenting in the videos can add any information that they like in 3
minutes in person to supplement the video.
Appendix C: The UoN-wide Staff Questionnaire

Instructor Feedback on Online Oral Communications

Welcome!

You are invited to participate in this anonymous survey conducted by UoN’s Online, Teaching, Learning & Research Community of Interest. The purpose of the survey is to better understand lecturer experiences and opinions of online oral communication tasks.

Thank you in advance for your help with this. Whether or not you decide to participate, your decision will not disadvantage you. This survey is funded by the Centre for Teaching and Learning, University of Newcastle: it is anonymous and voluntary, and will take no more than a few minutes to complete. Results of this survey may be published in academic reports.

There are 12 questions in this survey

Previous Experience With Online Teaching Technologies

1 [Int]Do you have internet access at home and/or on a mobile device?

Please choose all that apply:

- Internet access at home
- Internet access on a mobile device

Previous Experience With Online Learning Technologies 2

2 [02]Please indicate how much you agree or disagree with the following statements.

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am comfortable using computers.</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>I am comfortable using Blackboard.</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>I am comfortable using online oral presentation technology.</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

3 [03]Are you familiar with one or more of the following social media sites (choose all that you are familiar with).
Please choose all that apply:

- Facebook
- Twitter
- Pintrest
- Instagram

4 [Experience]Do you currently have any face-to-face oral presentations in any of your courses?

Please choose only one of the following:

- Yes
- No

5 [ExpOnline]Do you currently have any online oral tasks in any of your courses?

Please choose only one of the following:

- Yes
- No

Experience With Online Oral Communications Task

6 [04] Please indicate how much you agree or disagree with the following statements.

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of benefits of oral communications tasks for my course(s).</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>I am comfortable with the technical aspects of creating online oral communication tasks.</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>I believe online oral communications tasks can be beneficial to my students' learning.</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Online tasks can be developed that significantly improve students' oral communication skills.</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Online tasks can be developed that significantly improve students' ability to learn the disciplinary content of my course(s).</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>In general, I think online oral communication tasks can make it easier for students to learn.</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Online oral communication tasks can be interesting.</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>I believe online oral communication tasks are of comparable quality as similar face-to-face tasks.</td>
<td>☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>
I would enjoy learning how to design and implement online oral communication tasks.

I would like the opportunity to develop online oral communication tasks for my courses.

I feel I can provide adequate guidance on how to successfully give an online oral presentation.

Strongly Disagree  Strongly Agree

Demographics

7 [Sex] Are you:

Please choose only one of the following:

- ○ Female
- ○ Male

8 [HowOld]

How old are you?

Please choose only one of the following:

- ○ 18 - 99

9 [English] Is English your first language?

Please choose only one of the following:

- ○ Yes
- ○ No

10 [Course] What subject area do you teach in? (please choose the closest, most common area)

Please choose only one of the following:

- ○ Business
- ○ Law
- ○ Creative Arts
- ○ Education
- ○ Humanities and Social Science
- ○ Architecture and Built Environment
- ○ Engineering
- ○ Electrical Engineering & Computer Science
- ○ Biomedical Sciences & Pharmacy
- ○ Health Sciences
• Medicine & Public Health
• Nursing & Midwifery
• Design, Communication & IT
• Environmental & Life Sciences
• Mathematical & Physical Sciences
• Psychology
• Foundation Studies
• International Foundation Studies
• English Language Studies

11 [Year] How many years have you been teaching?

Please choose only one of the following:

• Less than 1
• 1
• 2
• 3
• 4
• 5
• 6
• 7
• 8
• 9
• 10 or more

12 [Comment] Please add any comments here.

Please write your answer here:

Thank you!

Your feedback is greatly appreciated and will be useful in further improving online teaching at UoN.

If you wish to contact a research representative, please email the Principal Investigator Dr Liam Phelan: Liam.Phelan@newcastle.edu.au or the survey administrator Dr Keith Harris: Keith.Harris@Newcastle.edu.au

Submit your survey.
Thank you for completing this survey.
Online Oral Communications Feedback

Welcome!

You are invited to participate in this anonymous evaluation which is being conducted by your lecturer. The purpose of the survey is to understand student experiences of online oral communication skills tasks so that we may better design courses and assessment frameworks. Thank you in advance for your help with this. Whether or not you decide to participate, your decision will not disadvantage you. This survey is funded by the Centre for Teaching and Learning, University of Newcastle: it is anonymous and voluntary, and will take no more than a few minutes to complete. Results of this survey may be published in academic reports.

There are 16 questions in this survey

Previous Experience With Online Teaching Technologies

1 [Int] Do you have internet access at home and/or on a mobile device?

Please choose all that apply:

- Internet access at home
- Internet access on a mobile device

Previous Experience With Online Learning Technologies

2 [02] Please indicate how much you agree or disagree with the following statements.

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I am comfortable using computers.                                      
I am comfortable using Blackboard.                                     
Overall I felt that I was provided with adequate guidance             
on how to use the online oral presentation technology.                

3 [03] Are you familiar with one or more of the following social media sites (choose all that you are familiar with).

Please choose all that apply:

- Facebook
Experience With Online Oral Communications Task

4 [04] Please indicate how much you agree or disagree with the following statements.

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

I felt that I understood the benefits of undertaking an oral communications task.

I found the technical aspects of completing this task to be fairly straightforward.

Overall, my experience of the online oral communications task was positive for my learning.

   Overall, this task helped me to improve my oral communications skills.

   Overall, this task helped me to learn the disciplinary content of this course.

In general, I think the online oral communications task made it easier for me to learn.

   The task was interesting.

   I enjoyed this task.

I would like the opportunity to complete online oral communications tasks in other courses.

Overall I felt that I was provided with adequate guidance on how to successfully give an online oral presentation.

Additional Online Technology Questions

5 [Engage] At what moment during the task did you feel most engaged?

Please write your answer here:

6 [Distant] At what moment during the task did you feel most distanced?

Please write your answer here:
7 [Affirm] What action that anyone (teacher or student) took was most affirming or helpful for completing the task?

Please write your answer here:

8 [Puzzle] What action that anyone (teacher or student) took was most puzzling or confusing for completing the task?

Please write your answer here:

9 [Surprise] What action that anyone (teacher or student) took in relation to the task surprised you the most?

Please write your answer here:

10 [Barrier] What barriers did you experience undertaking the online oral communications task? (lack of time, inadequate access to technology, inadequate internet capability, lack of technical support, other)

Please write your answer here:

11 [Comment] Please add any further comments here.

Please write your answer here:

Demographics

12 [Sex] Are you:

Please choose only one of the following:

- Female
- Male

13 [Age] How old are you?

Each answer must be between fixnum(16) and fixnum(110)
Please write your answer here:

- 

14 [English] Is English your first language?

Please choose only one of the following:

- ☐ Yes
- ☐ No

15 [Course] In which course did you complete the online presentation task:

Please choose only one of the following:

- ☐ EDUC6735 Learners, learning, and teaching
- ☐ GSBS6003 Globalisation
- ☐ SPTH2003 Complex Communication Needs 1
- ☐ SPTH2004 Complex Communication Needs 2
- ☐ HLSC6102 Occupational Rehabilitation
- ☐ ENVS6525 Sustainability & Ecosystem Health
- ☐ ENVS6530 Environmental Management
- ☐ NUDI3240 Dietetic Practice
- ☐ PSYC6210 Interviewing & Assessment

16 [Year] Which year of your current degree are you taking?

Please choose only one of the following:

- ☐ 1st year
- ☐ 2nd year
- ☐ 3rd year
- ☐ 4th year
- ☐ 1st year postgrad
- ☐ 2nd year postgrad

Thank you!

Your feedback is greatly appreciated and will be useful in further improving online teaching at UoN.

01.01.1970 – 10:00

Submit your survey.
Thank you for completing this survey.
Appendix E: The Participant Lecturer Questionnaire

a. final class size

b. male/female

c. Was the task compulsory, optional or voluntary?

d. Percent of value

e. Could you send a copy of the Bb announcements, Course Outline etc, that describe the task and how it was administered/presented to students.

f. From your experience as a teaching academic, did you feel the oral communications trial work or not?

g. Was the oral communications trial manageable or not?

h. What were the benefits?

i. What were the challenges?

j. Did students indicate by means other than our survey, whether they enjoyed the use of oral communications on-line and/or benefitted from it or not? This will supplement the evidence we have from the student surveys.

h. If you undertook oral communications on-line again, would you do it exactly the same or differently?

i. Have you got any further comments?