

Plus One – Offering Choice for Oral Presentations

Title

Offering Choice for Oral Presentations

Brief description

Oral presentations can be challenging for students particularly for students who are shy or anxious about speaking in front of others. Equally, students may need to make presentations in their lives beyond the university. Therefore, learning this skill in higher education might prove very beneficial.

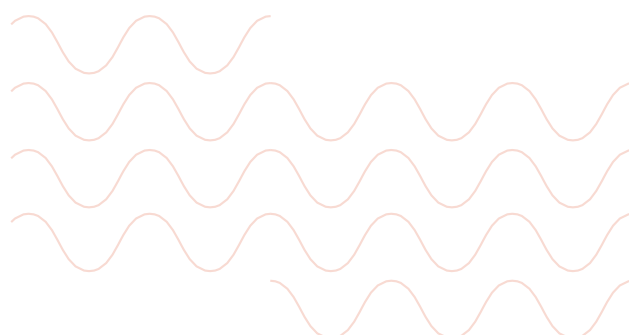
Varying the modes of how students can deliver oral presentations facilitates students to be creative and to play to their strengths. It also makes the presentations more engaging for their peers. Possible variations on the traditional presentation could be: to present a poster or an infographic; to record a presentation and play it for peers or for a teacher; to make a video or an animation; to present through live or recorded storytelling; to create a podcast or an interview style presentation. In this manner students can choose the presentation type that allows them to best show their learnings, display their talents and play to their strengths.

Mapping to UDL Principles



Engagement

- Students have autonomy around how they engage with oral presentations in a way that optimises choice
- Choice in oral presentations minimises threats and anxiety associated with this type of assessment
- Students are empowered by finding a way to navigate the potentially challenging situation of an oral presentation.





Representation

- Students have the opportunity to customise how they make their oral presentation
- Connecting oral presentations with the possibility of presentations beyond the university maximises transfer and generalisability.



Action and Expression

- Allows students the opportunity to use tools and technologies to optimise their oral presentations
- Students can use various means for communicating their knowledge.

Three ways this Plus One helps students

Students can

1. make oral presentations in a way that suits them, reducing student anxiety
2. gradually build towards more challenging oral presentations through successful completion of oral presentations with which they feel more comfortable
3. tap into their creativity and enjoy what might otherwise be a stressful assessment experience.

Key considerations for enactment

Risk

Low

Time

There shouldn't be a need for hugely additional time investment by the teacher.

Technology

Technology implications are low. The likelihood is they will be limited to getting to grips with accessing presentations where different media have been used, for instance, audio recordings or videos.

Other

The presentation assignment brief could be drafted in consultation with students. Students could be asked about how choice might be best promoted in a draft assignment and the brief could be reformatted accordingly based on their feedback.

Further information

See [CAST UDL Guidelines](#) and [Maynooth University Plus One resources](#).

How to cite this document:

Healy, C. (2024). 'Plus One – Offering Choice for Oral Presentations', Maynooth: Centre for Teaching and Learning, Maynooth University.



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