

# Presentation to group replaced by video presentation

## Student with dyslexia

The DEMOS project (Manchester group of universities)

Available from:

<http://jarmin.com/demos/course/assessment/case.html>



### Original assessment method

Students on the Interactive Arts degree are required to give a presentation at the end of each semester in each year of study to describe the piece of interactive art that they had produced for that semester. After the first semester feedback is formative so that students can improve on their technique. Presentations in semester two are for progression to the next year of study. Presentations are delivered to the year group and tutors and are followed by a questions and answers session.

### Skills assessed

Although the development of presentation skills is a desirable outcome of this method of assessment, it was not felt that the ultimate purpose was to develop these practical skills. The ultimate purpose was for the student to articulate, by whatever means necessary, to the rest of the group, how the piece of art had been developed.

### What barriers does the student face in completing this assessment?

The student had been supported by the Learning Support Unit of the university and has been assessed for dyslexia. It is difficult to ascertain any cause-and-effect but the student is extremely shy and lacking in confidence. This may be due to her difficulties in articulating or from previous educational experiences.

The student felt unable to give a presentation to the whole group, but was willing to be present to answer questions at the end.

The student had also transferred from another course within the department so was lacking in experience in this assessment method.

### How was the assessment method altered?

The Learning Support Adviser discussed the situation with the course tutor. After consultations and discussions with course team staff and the student, it was decided that the student would be allowed to video the presentation and that this would be played to the group. The student would then be available for the questions and answers session.

After working with the student, providing feedback on presentation style and ability, course staff felt that the student may be able to give the presentation. However, the video would be prepared anyway as a back up.

## Further notes

The use of video may eventually be written into the overall assessment methodology so that it could be available to all students. In this way it would be inclusive for all learners. Indeed a further student on the course requested a similar alteration to the assessment method and may be submitting a CD-ROM/website in place of the presentation.

Videoing is often used as a preliminary step on presentation training and would be of use in this situation so that students can gain confidence but also as a further learning aid to elicit self-reflection.

There was a history of collaboration between the Learning Support Unit (LSU) and the Faculty of Art and Design. The LSU had given talks to students at Induction and delivered Study Skills sessions. They had also given a presentation to course leaders in the department.

## Possible difficulties

This may be inappropriate if the course insists on this work-based skill as an essential criterion in order to pass the course e.g. in vocational Law courses. However, video could still be used as a preliminary teaching aid to increase confidence.