

STUDENTS ORAL PRESENTATION PEER EVALUATION: HOW CONSISTENT IS IT?

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Abstract:

In today's tertiary education system, the importance of students' critical evaluation skill is overlooked. Previous research indicate that the students and entry level workers, listening and speaking skills are considered to be important, yet the formal presentation skill is ranked the most important skill (Maes, Weldy, & Icenogle, 1997; Ferris, 1998). The students' initial career success is very much related to in business class oral presentations and little research had been focused in the related area (Campbell et al., 2001). Many researchers have emphasized the need to have more courses directed towards the development of oral presentation skills (McCole, 2004). Most often the students are evaluated by the faculty and very rarely by fellow students or peers. As a result, the students lack peer evaluation skills to evaluate what constitute a good oral presentation. Hence, the students are less likely to have the capability and understanding of the assessment process or criteria (Patri, 2002). Although, in some circumstances, the students are given opportunities to evaluate their peers, the consistency of their evaluation had been a concern for the teachers. It is important to examine the consistency of the students peer evaluation, which may have consequences in student performances, if the peer evaluation is part of grading. In this paper, the consistency of students' peer evaluation of oral presentation was examined using a multivariate repeated measures analysis of variance (MANOVA).

In Spring 2010, 22 undergraduate students were registered for the Seminar in Economics course (Econ 485). This course is a core for economics majors and also considered to be a substitute for any other 400 level business classes. Of the 22, only 17 of them were included in the study. Part of the course requirement was that the students have to present three oral presentations either from published papers or other papers that they are working on for the other economics or business related courses. Apart from preparing a summary of the selected paper, the students have to make an oral presentation for 15 minutes. After the presentation, other students were allowed to ask questions and other students were required to evaluate the presenter. Students peer evaluation was considered as part of their class participation. Except, the presenter other students were given presentation evaluation sheet and the oral presentation was evaluated using speaker, presentation, relevancy of the topic, understanding difficulty and presentation and motivation for further leaning. These concepts were measured using a five point Likert scale. Once the students evaluate their peers based on above concepts, they were asked to give a score (out of 100) for the presentation. If the students peer evaluation is consistent, then whenever there is an equal total weight of the assessment of the concepts the students score should be equal.

There were five male students and twelve female students were in the class. Except, three students all the other students presented three oral presentation while the rest presented two presentation. In this paper there it was found that students peer assessment was not consistent and women are relatively more consistent than men.

Key words: Oral Presentation; Peer Evaluation; Skill; Consistency

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