



澳門大學
UNIVERSIDADE DE MACAU
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人文學院
FACULDADE DE LETRAS
FACULTY OF
ARTS AND HUMANITIES



English
Language
Centre

Assessing Oral Presentations in an Asian University Context

Traditionally, oral assessments are the only direct means of assessing students learning outcomes, however, in Asia, they tend to revolve more around language accuracy and less on the requisite skill sets. As a result, students focus more on memorising content and regurgitating it verbatim which may result in improved accuracy, but this is not what oral presentations are primarily about. Granted, language does play a significant role when making a presentation, however, very few institutions teach them how to use to do so.

During this workshop we will look at the various methods used in tertiary institutions in Hong Kong to assess oral presentations. We look at what areas students are examined on in a traditional core university English course and how they are graded, and then compare/contrast that to an advanced university presentation class. We will look at which areas students should be assessed on and how to create rubrics that reflect those outcomes.

Each year over 2500 students take our core English courses, so standardisation and consistency of marking is of paramount importance. Most universities struggle with reliability since very few members of staff have undergone any form of formal assessment training, therefore, I will introduce you to some tried and tested standardisation techniques which can help your department not only to train your staff to mark to set standards, but also show you some techniques you can employ to re-align markers during the assessment period.

At the end of the Professional Development Workshop, participants should be able to create and align their assessment rubrics to their course intended learning outcomes and be able to implement marking standardisation techniques to help the course instructors mark to standard.

Wednesday 7th
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14:00
E3-1032



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Marc is a Senior Language Instructor in Lingnan University where he leads a Course & Assessment Development Team. He also designed and developed the English Language Support Service (ELSS) for CEAL in 2010, which includes our Drop-In Centre, Writing, Speaking & Reading Assistance programmes.