

GER Assessment COM 110: Public Speaking

Note: This is a *program assessment*, rather than a course assessment, which adds a layer of complexity to the assessment process. As COM 110 director, I am employing several assessment mechanisms for this program which include: student focus groups, student survey, and video portfolio assessments. For this report, I am providing a summary of one question on the student survey and in the student focus groups that focuses on **one** of the outcomes of the program (outcome #4).

Student Learning Outcomes

The COM 110 course achieves the above GER objectives through a focus on course-specific student learning outcomes. By the end of this course, you will be able to:

1. Understand and apply the critical theories, elements, and strategies of designing public speeches (i.e., audience analysis, speech organization and structure, use of sensory aids, and ethics);
2. Research, analyze, and effectively use evidence (sources) in public speaking situations;
3. Deliver audience-centered introductory, informative, persuasive, and final speeches;
4. **Listen critically to your own and others' speeches and provide useful feedback to peers;**
5. Manage apprehension and gain confidence in the design and delivery of public speeches.

Assessment of Outcomes

Outcome #4: Listen critically to your own and others' speeches and provide useful feedback to peers.

Assessment Mechanism: Student survey given to 5 randomly selected sections of COM 110. One of the questions on the survey was: Was the peer review process helpful in learning to give effective feedback? What was most difficult about the process?

Results:

- Only 11% found the peer review process to be helpful
- 19% claimed the most challenging aspect of peer review was in providing critical feedback
- 23% claimed the most challenging aspect of peer review was in thinking up suggestions for improvement

Course changes based on Assessment: Addition of section in course material titled "Giving Effective Feedback" (see activity sheet attached for teachers of 110).

Teaching Students to Give Effective Feedback Activities for COM 110 Teachers

Collaborative Feedback Criteria (1.5 hours)

Preliminary task: Generate a list of poor feedback statements that you typically see on a peer review sheet. Write them on one of the peer review sheets and copy it to an overhead.

Instructions: Have students work in groups of 4-5 and given them the following task:
You are the speaker who has just received the feedback on the peer review sheet. You want to do well on the next speech and you know you need to pay attention to peer feedback in order to do so. After looking at the feedback, what is unclear to you? What more do you need to know from this reviewer in order to succeed? Generate a list of items you want further information about as you prepare for your next speech.

After students have worked for 5 minutes or so, have each of the groups report out on the unclear items. Write them on the board. Next, give the students the following task:

In your groups, look at the list of items that are unclear about this feedback. Working from these items (which essentially are guidelines for poor feedback), come up with a list of guidelines for effective feedback. Be prepared to report out on your guidelines.

Debriefing: Given student 5-10 minutes to do this. Have each group present their guidelines for effective feedback and ask a student to scribe them on a blank transparency. Ask each group to present one, then ask the rest of the class if they had that guidelines—get buy in and/or talk about whether this should go on the list. Tell them the goal of this process is to generate a list that everyone will use in writing peer reviews. When you have gone through all the guidelines and have a list everyone agrees on, type it up and make it a course document. Be sure, as you facilitate oral feedback and as you read peer reviews, that you call students on the guidelines.

Application of Feedback to Video Speech (45 minutes)

Preliminary task: Draft of a list of effective feedback guidelines. Bring the list for students as well as a videotape of a student speech.

Instructions: Ask students to complete the following activity after watching the videotaped speech (tell them the activity prior to showing the video):

In groups of three or four, write feedback for this student speaker, using the guidelines provided. Write your feedback on a piece of paper.

After students have finished writing the feedback, ask groups to trade feedback papers. Give groups the following task:

Look at the feedback provided to the student speaker. To what extent does it follow the guidelines identified in the handout? If you think there are feedback statements that do not follow the guidelines well, identify those and write down your opinion on what needs to be improved.

Debriefing: After student have finished this, have them give their sheets back to the original group and ask the original group to make any adjustments based take their feedback (e.g., have them rewrite their examples). Then, collect the group work and type in into the sheet with the guidelines of effective feedback as examples of each guideline. Give this document back to the students.

Good Example/ Bad Example (1/2 hour)

Preliminary task: Draft of a list of effective feedback guidelines. Bring the list for students.

Instructions: Have students complete the following activity:

In groups of three, you are to write good and bad examples of the effective feedback guidelines. I will assign each group 2 of the guidelines and you should write two good examples and two bad examples of feedback statements (e.g., good examples follow the guidelines and bad examples do not). When you are finished, write the good and bad examples on the board (or blank overhead, etc.).

Debriefing: When students are finished, do some form of reporting out and discussion of why particular statements are good and/or bad examples of the particular guideline. Generate a list of guidelines and good/bad examples for the class based on their group work.

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