Presenting academic work

Introduction

For some time now, student presentations (both individual and group) have been a popular way of assessing student learning. As an increasingly popular form of assessment, we need to ensure that students are adequately prepared and supported in developing their presentation practices.

What we need to do

As with all the academic practices featured in this toolkit, approaches to enabling students to present their work more confidently and effectively should place a major emphasis on opportunities for practical development. An over-reliance on ‘how to’-type advice is unlikely to be particularly helpful – certainly not as helpful as opportunities for students to experience, first-hand, what giving an effective presentation involves. In supporting students, then, we need to shift the emphasis of our work as far as possible towards providing opportunities for practise, reflection and dialogue.