

# Presentation

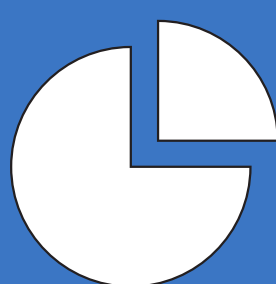
## – Remove, Reduce and Rethink

A guide for designing inclusive assessments: Removing, Reducing and Rethinking barriers to assessment via presentations



### Remove

- Where possible, at the point of design, if presenting is not part of the unit and course learning outcomes, consider whether students could be provided with an alternative form of assessment.



### Reduce

- Offer the opportunity to present in a smaller space or to a smaller audience to build confidence.
- Consider how the presentation needs to be delivered and whether students could pre-record presentations rather than present live. Could students present remotely or in a pair to reduce pressure on them individually?



### Rethink

- Facilitate the student to rethink how they might tackle the hurdle of presenting and develop strategies to overcome this. We often think of presenting as one challenge when in reality it often consists of lots of smaller (but potentially significant) barriers. Encourage students to break down and identify the aspects of presenting they find most challenging; e.g. social anxiety, fear of forgetting what they need to say, imposter syndrome etc. This will help students to then identify more focused strategies to manage the barriers they are facing.
- Presentation anxiety is very common amongst students. It can also be helpful to normalise that presentation anxiety is common and it does not necessarily undermine a student's ability to present well.
- If students struggle with extreme nerves associated with presenting, they can practise building their confidence by becoming accustomed to using their voice in public. Encourage them to build this skill gradually over time by contributing in class/to small group discussions so they can work up to their presentation.

