

KLIQED: A Feedback Tool for Fostering Peer-Engagement during Student Oral Presentations.

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1. Abstract

Oral communication skills are important in economic literacy, liberal art education, and hiring decisions. These skills are often developed and assessed through students' oral presentations in college courses including economics. When requiring peer feedback, many instructors observe distractions, a lack of engagement, and low quantity and quality of feedback from non-presenting students. We developed a tool called KLIQED which offers a mnemonic template for students to use and comment in specific areas of the presentations they are attending or watching. The tool is unique in that it is specifically intended for use during oral presentations, when attention and good listening skills are essential for students to be able to provide strong peer feedback. The intuition behind the acronym is to help the presentations resonate or “click” with students in the audience. This poster introduces the KLIQED tool along with its rationale, a template, emerging evidence on its effectiveness from students’ perspectives, and tips for instructors.

Keywords: student engagement, peer-feedback, oral presentations, project-based learning.

JEL codes: A2, A22, A20

2. Problem: Distraction during Oral Presentations

- Oral communication skills are important in economic literacy, in liberal art education, and in hiring decisions.
- These skills are often developed and assessed through students' oral presentations in college courses including economics.
- When requiring peer feedback, many instructors observe distractions, a lack of engagement, and low quantity and quality of feedback from non-presenting students.

3. Feedback Tool Design Matters

- The design of the feedback collection tool is important to the focus (e.g., technical content, delivery, generic) and form (e.g., praise, suggestion, knowledge gained) of the comments students make. (Elizondo-Garcia & Gallardo 2019)
- Many design elements of a peer feedback collection system (e.g., subject area, timing, peer matching, anonymity, etc.) could impact the quantity and quality of the comments. (Adachi et al 2018)
- Peer feedback during oral presentations is not as well studied as other assessment types (e.g., writing samples).
- Studies on peer-engagement during oral presentations often conducted in English as a foreign or second language (EFL/ESL) courses, with an emphasis on peer grading rather than qualitative comments, and a focus on the incorporation of technology.

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4. The KLIQED Tool

KLIQED a mnemonic acronym offering a template for students to comment in the categories of:

- **K**nowledge (gained from the presentation),
- **L**ikes (What the audience likes about the presentation)
- **I**mprovements (Areas of improvement)
- **Q**uestions (about the presentation)
- **E**xploration and entrepreneurial mindset
- **D**elivery (of the presentation)

The tool evolves from KLIQ to KLIQED to include “Exploration” and “Delivery.” The exploration category encourages students to think about areas and features of the presentation that they may want to explore further or emulate in their own presentation, allowing them to develop an entrepreneurial mindset through connection making. The delivery category asks more specifically about feedback related to the way the presentation was delivered. The intuition behind the acronym is to help the presentations resonate or “click” with students in the audience.

5. Tips for Instructors Using the KLIQED tool

The tool is unique in that it’s specifically intended for use during oral presentations, when attention and good listening skills are essential for students to be able to provide strong peer feedback. However, the tool is also appropriate for use with asynchronous peer-reviews of student-recorded presentations in undergraduate courses including economics courses. The activity encourages critical reflection and thinking and allows the instructors to share the feedback collected with presenting students.

These prompts are organized in a note-taking template in the form of a table or a mind map that students use throughout the presentations (See example in Appendix 1). During the feedback and Q&A session following the presentations, students actively participate in the discussions by using their notes.

When using the KLIQED tool it is important to keep student load reasonable. In classes where there are more than 4 presentations, we found that it is helpful to limit the number of presentation feedback to 2 or 3 per students to avoid burnout or boredom.

During oral presentations, it is also helpful to allow 1 to 3 minutes between presentations for students to finish completing their KLIQED notes.

6. Effectiveness of the KLIQED Tool

The use of the KLIQED tool increases student engagement during oral presentations, with more comments, questions, and other feedback for their peers, leading to improved learning outcomes. Moreover, the instructor can encourage diverse and inclusive participation by encouraging any student to use their KLIQED notes to share their feedback in one of the categories. Finally, the instructor can share the peer-evaluation notes collected from students with the presenters and include them as part of the grading of the oral presentations.

In preliminary data collected from surveys, students self-report that they find KLIQED tool useful in helping them be more attentive during presentations and more engaged during the question-and-answer sessions that follow. Participants also feel moderately or very confident in the quality of the feedback they

wrote for peers, most of whom find these comments helpful.

These findings are consistent with the existing literature that found that students welcome structured feedback from their peers and encourage instructors to structure peer-feedback in project-based learning. Overall, this teaching tool promotes active and significant learning (Fink, 2003) by providing an incentive to students to be more engaged audience members, listeners, and peer-reviewers.

7. Conclusion

Other instructors are encouraged to adapt and use the KLIQED tool in their own classes. We are always interested in feedback and how to make the tool better work for students.

We welcome any comments, feedback, or questions at gbsomasse@wpi.edu.

In the next few months, we are collecting additional data from students to further assess the effectiveness of the tool.

Appendix 1 - KLIQED – Student Note Taking Tool During Oral Presentations

Your Name: _____

KLIQED Tool

Instructions: During the oral presentations, please use this KLIQED note sheet to write down your notes and comments on any new **K**nowledge you gain from the presentation, what you **L**ike about it, what **I**mprovement you would suggest, what **Q**uestions you have, what you would like to **E**mulate or **E**xplore further, and your specific feedback on the **D**elivery of the presentation. Then, use your notes to actively participate in the Q&A/Discussion sessions after the presentations. At the end of the session, please *return your completed sheet to the instructor*. Thank you.

Presentation Title: _____

Date: _____ Time: _____ Note Sheet Order # Today: _____

Please use the **back of this sheet** if you want more room to write

K: What new <u>knowledge</u> have you learned from the presentation?	
L: What did you <u>like</u> about the presentation?	
I: What <u>improvements</u> would you suggest about the presentation?	
Q: What <u>questions</u> do you have for the presenters?	
E: What would you like to <u>emulate</u> in your own presentation or <u>explore</u> further?	
D: What specific feedback do you have on the <u>delivery</u> (voice/tone, body language, engagement, eye contact, etc.)?	