

# **Recycling PowerPoints: making feedback materials that really do reinforce learning**

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## **Rationale**

Learners need feedback on their work, whether positive or negative, and this is best powerfully reinforced when it draws directly on that same work. To offer the whole group feedback on presentations, create one of your own. Recycle slides from the learners' work that highlight specific issues you want to praise or practices you want to re-orient in one way or another.

## **Learners**

Use this approach on any course involving project-based learning where learners offer each other presentations.

## **Objectives**

To encourage visual and textual creativity

To practice oral presentation skills

To reinforce professional competences

**Sample materials**

Content guidelines for student teams to prepare 10-minute PowerPoint presentations

Team presentation - Translation challenges

Identify two translation challenges relating to each of the following: content, terminology/vocabulary/register, adaptation to target text type/translation strategies and written expression.

Describe each of them, discuss at least one alternative solution you rejected and explain why you rejected it, and justify your final solution.

Presentations should be made by a maximum of TWO team members.

A “Characteristics of presentations” likert-scale for peer-assessment

Team #	Information				Design				Colours				Visuals				Visual vs. oral				Laughs											
	Too little/much?		Just right?		Dull?	Imaginative?			Hinder?	Help?			Distract?	Reinforce?			Balanced?				None?		Lots?									
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Team #	Structure				Delivery				Audibility				Eye contact				Mannerisms				Catch phrases											
	Not apparent?		Clear?		Too fast?	Just right?			Can't hear?	Just right?			No contact?	Just right?			Too many?	None?			Too many?	None?										
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

**Pre-teaching**

Before learners start work on their first presentations they receive a set of guidelines about presentation structure, some “dos and don’ts” tips dealing with design issues, and sample presentations (Dilts 1994, Jay 1982).

**Classroom organization**

On the day of the presentations, arrange for each team to present to two or three other teams, rather than the whole group. There’s nothing so boring as seeing “the same presentation” made by eight or nine teams. Invite half of the group to attend each session so as to keep their attention.

While one team is presenting, the other teams should watch and take notes. Once the presentation is over, each team in the audience scores the presentation using the likert-scale. This guarantees they pay attention and gives them an objective perspective from which to discuss what they've seen.

### **Preparation**

1. While observing the presentations, take notes about issues that arise and record key presentations and slides so they are easy to find later.
2. After the class, recycle key slides from the learners' presentations to identify both positive and negative issues.
3. Be sure to balance your selection you include something positive and—if appropriate—something negative from each presentation
4. Include slides from all of the teams
5. Include "Thank you!" slides where you praise learners for things you feel they have clearly learned

### **Conclusions**

Recycling learners' materials like this is always positive (See Robinson 2014 for an example). They see their work and, when your comments are positive, are motivated to continue working hard. If your comments are negative, the fact that they appear in this "watered down," non-specific way—often nobody remembers which presentation was made by which team—they take criticism on board without feeling they have been singled out.

### **References**

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