Analysis of the perspective of Japanese students' peer-evaluation for in-class presentation

Haruka Fujishiro・Yukari Narahara・Norio Hozaki

Waseda University, Japan

【Abstract】

This case study aimed to clarify the attributes of presentations when Japanese college students evaluate in-class presentation performed by their classmates. Four college students watched 3 video-recorded in-class presentations and worked on the evaluation sheet. Then they were asked several questions about the evaluations based on the semi-structured interview method. The analyzed data of semi-structured interviews by applying qualitative text analysis was arranged into a matrix based on the three aspects. Findings are: １) each student has own comprehension about in-class presentations based on their previous experiences, 2) some students’ focused on non-verbal communications cues（first-person perspective, second-person perspective, and third-person perspective）, and 3) perspective for the evaluation.

**Purpose**

The purpose of this study is to clarify the attributes when Japanese college students evaluate in-class presentations performed by their classmates.

The class generally tends to be terminated between the students and the teacher by a final report and/or final examination while in-class presentation is supposed to feasible for peer-learning and peer-evaluations. In-class presentation is normally performed at the final class of the semester. Therefore, in-class presentation could be a great opportunity for the students’ learning to be more effectively activated. However, in the traditional situation of Japanese in-class presentation, a teacher gives the final grade, so the students have no chance to exchange their learning and the evaluations. Moreover, the present situation of teaching presentation at Japanese college is practically limited.

Previous studies in Japan have focused mainly on the presenter, have researched how to do the presentations in the class, and have discussed the learning effect.

For these reasons, the present study is to investigate the attributes of students’ perspective in evaluating in-class presentations from the audience’s point of view.

**Method**

Data was collected and analyzed systematically and qualitatively, and was arranged into a matrix-based analysis.

Participants: four college students (2 females and 2 males)

Time of investigation: January 17th to January 24th , 2019

Data includes:

1. “Evaluation sheet” written after watching 3 video-recorded presentations(actual in-class presentations), 5min long×3 presentations
2. Semi-structured interviews（20-30min）

The “evaluation sheet “ is made of 4 categories such as ① speech expression ② behavior performance ③ contents of the presentation and ④ overall evaluation, together with free writing evaluated with the 5 -point Likert scale.

**Findings**

Qualitative data analysis was conducted in this study. The analyzed data of semi-structured interviews by applying qualitative text analysis was arranged into a matrix based on the following three aspects.１) each student has own comprehension about in-class presentations based on their previous experiences, 2) some students’ focused on non-verbal communications cues（first-person perspective, second-person perspective, and third-person perspective）, and 3) perspective for the evaluation.

1. Own comprehension about in-class presentation

Comprehension about in-class presentations depends on the individual point of view and strongly related to grades or evaluations from the instructor. To infer from this result, students’ experiences about in-class presentations, as well as, the presentation in informal learning settings, would affect their comprehension because of the conservative Japanese school system. Meanwhile, all the students consider a grading system for in-class presentation is not clear and tend to feel unfair when they have to do the presentation in the class.

1. Non-verbal communication

Students’ evaluation point about non-verbal communications are roughly divided into three aspects 1) first-person perspective 2) second-person perspective and, 3) third-person perspective. One interviewee responded the influence of non-verbal behavior performance during the presentation by commenting “Once I focus on trivial things, like how to hold a microphone, it’s just stuck on my mind continuously and I will have a hard time of focusing on different points”. It could be safely inferred that presenter’s non-verbal communication ( both intervention and construction) gives more impressions than actual message especially in the in-class presentation.

1. Perspective of the evaluation

Analyzed data by using the theme matrix interestingly shows the gaps between students’ prospected ideal presentation and the actual performance. In addition, feedbacks and comments from teachers and classmates tend to be the components for students’ ideal presentation. Also, the previous experiences of presentation could construct students’ perspectives of the evaluation for in-class presentations. The difference between ideal presentation and actual performance could also be affected by the background of students’ presentation experiences in the past.