| **Evaluation criteria written report** (scores are given in the blue text boxes)**5= excellent 4= very good 3= good, ok 2= needs to be improved 1= unsatisfactory** |
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| **STRUCTURE** |  |
| Structure of the presentation: story line (introduction, methodology, results, conclusions) |
| Introduction: a well-defined subject, clear and correct problem definition, clear research question(s) |
| Core argument: clarifying the subject, adapted to the audience |
| Closure: clear and briefly |
| Good time management: planning, within the set time frame |
| Good balance between key and side-issues |
| Consistency between problem definition, methodology, results and conclusion(s)  |
| **CONTENT**  |  |
| Subject and objective: ensure the message gets across |
| Concepts, ideas, models, etc. are logically formulated |
| Illustrations: usage of examples, tables and figures |
| Constructively critical: analyzing the topic, originality, creativity, original point of view |
| Correct referencing of the sources |
| **PRESENTATION TECHNIQUES** |  |
| Language: speaking ability, phrasing, no stopgaps/fillers, audibility |
| Voice: articulation, intonation, speaking pace (timing pauses) |
| Attitude: enthusiasm, relaxed, self-assured, use of space |
| Contact with the audience: eye contact, questions, interaction, discussion |

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| ***Additional comments if the score is below 3:*** |
| ***Strong / improvement points of the presentation*** |
| ***Attention point towards the future*** |

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| **Some basic tips for giving feedback** |
| Use **the final competences of the course** and the **learning objectives of the task** as base for feedback.*It is essential that the description of the task and the used evaluation criteria are clear and complete.* |
| Emphasize **changeable and desirable** behaviour.Do not only focus on what is not good, but especially focus on what is requested to achieve a satisfactory result. *Students need to learn from feedback* |
| Feedback needs to be **specific** and **understandable**. Describe as clearly as possible what needs to be improved.*e.g.* ***DON’t*** *say: This is not sufficient; but* ***DO*** *say e.g.: Don’t use abbreviations.* |