Managing student presentation anxiety

**Convincing students of need**
When students understand the importance of oral communication in their studies and future professional role, they will actively participate in class activities.

**Model behaviour**
From week one, establish a routine of dialogue in the first class session to set the pattern for subsequent weeks.

**Icebreakers**
Involve whole class in speaking in safe, interesting, fun ways.

**Be forthcoming**
Provide information about yourself, your interests and background.

**First meeting tasks**
Try to include some two-person tasks in first class. Then pyramid into a four-person group, which pools ideas and reports outcomes to class.

**Provide opportunities**
Include regular opportunities in class for oral expression, building from small tasks to larger tasks.

**Provide feedback**
Use peers to provide feedback – this allows for both sides to benefit from the experience.

**Self-assessment**
For formative and summative assessment – ask students to evaluate their own oral performance on pre-set criteria.

**Classroom arrangement**
Use seating patterns which allow eye contact between students, not just between students and teacher.

**Modular furniture**
Use tables and chairs that aren't fixed, if possible, as this allows moving from large group to sub-groups.

<table>
<thead>
<tr>
<th>Stages in Team Processes</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Forming</td>
<td>Getting to know one another (usually there's little conflict at this stage)</td>
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<tr>
<td>Storming</td>
<td>Arguing about processes and roles (there's normally lots of conflict here, and sometimes it's not visible on the surface)</td>
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<tr>
<td>Norming</td>
<td>Agreeing on collaborative processes and roles (interpersonal conflict subsides at this point)</td>
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<tr>
<td>Performing</td>
<td>Getting the job done (this is possible because the main issues of conflict have been resolved)</td>
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<tr>
<td>Dorming</td>
<td>Coming off the boil (this stage often occurs between team projects, or when important milestones within a project have been met, and there's little or no conflict for a while).</td>
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**Teaching, learning and assessment strategies**
- Use of visual or tactile learning (e.g. pictures, diagrams, videos).
- Use of multiple forms of assessment (e.g. written, oral, practical).
- Use of constructive feedback in the form of written comments or oral feedback.
- Use of formative assessment in the form of quizzes or mini-tests.
- Use of self-assessment through the use of pre and post-tests.
- Use of peer assessment through the use of peer reviews.

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**Information literacy tasks and concepts**
- Use of a range of resources (e.g. journal articles, books, reports, conference papers, websites).
- Use of a range of sources (e.g. print, electronic, people).
- Use of a range of strategies (e.g. inquiry, analysis, synthesis).
- Use of a range of tools (e.g. word processors, databases).
- Use of a range of methods (e.g. qualitative, quantitative).

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**References**

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**GRIFFITH UNIVERSITY GENERIC SKILLS TOOLKITS**
Tips and tools for teaching Generic Skills in the “classroom”.
http://www.griffith.edu.au/centre/gihe/griffith_graduate/toolkit/