



MTU

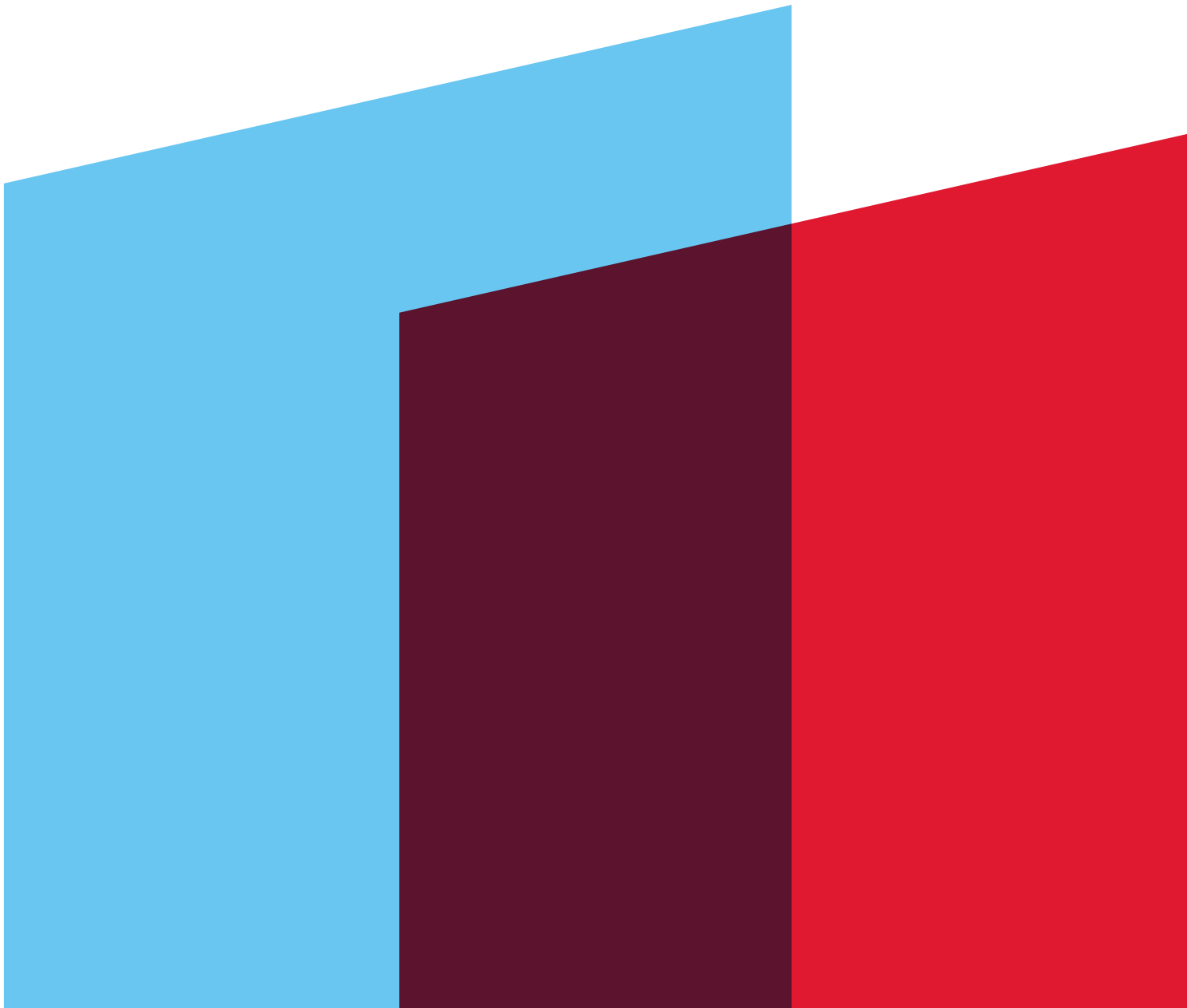
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University



NATIONAL FORUM

FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

CSI Presentation A



Community Leadership Initiative Presentation Marking Scheme (25%) 2020

Student Name: _____

Criteria	Exceptional/ Exemplary	Admirable/ Proficient	Acceptable/ Marginal	Amateur/ Unacceptable	Max Mark s	Marks Awarde d
	Link Theory to Practice					
Personal Growth	Demonstrates expansive evidence in support of enhancement in the particular student chosen areas: (What, how, why is it important, how will I use it?) Examples: Communication, confidence, responsibility, working within teams/different populations/ages, time management, using initiative, problem solving, challenging self, conflict management (self/others), achieving.	Demonstrates sufficient evidence (4) in support of enhancement in the particular student chosen areas: (What, how, why is it important, how will I use it?)	Demonstrates marginal evidence (3) in support of enhancement in the particular student chosen areas: (What, how, why is it important, how will I use it?)	Demonstrates unacceptable evidence (1) in support of enhancement in the particular student chosen areas: (What, how, why is it important, how will I use it?)		
	10-8	7-5	4-2	1	10	
Civic Learning (Link theory to practice)	Expansive description & understanding of how learning has occurred in the following areas: active citizenship, social capital, significance of volunteerism, civic minded professional – knowledge, skills, attributes & values. Others?	Clear description & understanding of how learning has occurred in the following areas: active citizenship, social capital, significance of volunteerism, civic minded professional – knowledge, skills, attributes & values. Others?	Civic learning aspects mentioned but poor understanding evident	Civic learning aspects mentioned but not developed		
	10-8	7-5	4-2	1	10	
Academic Enhancement (Link theory to practice)	Demonstrates very clear understanding of the following: ‘serving to learn’, learning to serve’ Value of reflection; Benefits of civic engagement/volunteering Leadership – theories, styles, attributes, courage, authenticity Civic minded professional Volunteerism & conflict management, social inclusion	Demonstrates clear understanding of 6 of the following: ‘serving to learning, learning to serve’ Value of reflection Benefits of civic engagement/volunteering Leadership – theories, styles, attributes, courage Civic minded professional Volunteerism & conflict management, social inclusion	Demonstrates marginal understanding of 4 of the following: ‘serving to learning, learning to serve’ Value of reflection Benefits of civic engagement/volunteering Leadership – theories, styles, attributes, courage Civic minded professional Volunteerism & conflict management, social inclusion	Demonstrates vague understanding of few of the following: ‘serving to learning, learning to serve’ Value of reflection Benefits of civic engagement/volunteering Leadership – theories, styles, attributes, courage Civic minded professional Volunteerism & conflict management, social inclusion		
	10-8	7-5	4-2	1	10	

Impact & Legacy	Materials developed & left with host, new ideas implemented, feedback from host/clients/staying with initiative	Materials/ideas developed, reacted to feedback from host/client; staying on with initiative	Materials or ideas developed left with host, not planning to stay in contact	No new ideas/materials implemented following engagement; no further contact		
	20-15	14-10	9-6	5-1	20	
Clarity of Presentation structure	Presentation visually appealing, readable, text is concise, free of spelling or typographical errors; background unobtrusive	Presentation visually appealing, but may be crowded, text relatively clear, mostly free of spelling & typographical errors, background unobtrusive	Presentation somewhat appealing, layout untidy, confusing; text hard to read (font size, or colour) some spelling or typographical errors, back ground unobtrusive	Presentation haphazardly presented; text hard to read, contains multiple spelling & typographical errors, background obtrusive		
	10-8	7-5	4-2	1	10	
Communication, appropriate use of language, body language	Student spoke clearly & at a good pace to ensure audience comprehension. Delivery was fluent & expressive, body language appropriate, maintaining eye contact	Student usually spoke clearly to ensure audience comprehension Delivery was usually fluent with appropriate language & eye contact	Student occasionally spoke clearly and at a good pace. Occasional eye contact with audience & some inappropriate body language	Student not always audible, moving around, inappropriate body language, didn't speak to the audience		
	10-8	7-5	4-2	1	10	
Use of diagrams, visual aids	Visual aids were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation	Visual aids supported the presentation effectively. They clarified and reinforced the spoken message.	Minimal aids were used; OR Visual aids were occasionally appropriate and related to the spoken message	No visual aids were used; OR Visual aids were occasionally appropriate and related to the spoken message.		
	15-13	12-9	8-5	4-1	15	
Meaningful, informative, convincing	Demonstrates strong enthusiasm during entire presentation; significantly increases audience understanding and knowledge of topic; speaker used techniques such as anecdote, humour, surprising facts, direct audience participation.	Shows some enthusiastic feelings about topic; raises audience understanding and awareness of most points speaker used techniques such as anecdote, surprising facts, direct audience participation.	Shows little or mixed feelings about the topic being presented; raises audience understanding and knowledge of some points; techniques used to engage audience were minimal, or mainly ineffective.	Shows no interest in topic presented; fails to increase audience understanding of knowledge of topic; no techniques to engage audience		
	15-13	12-9	8-5	4-1	15	
Total					100	

Comments: