

Group presentation assignment options

1. Policy decision-making group

Each student participates in a decision-making group that addresses a question of policy, such as recycling, residence hall visitation, voting, student representation on committees, registration, parking, and advisement. Most likely, library research is necessary to complete this assignment successfully, although in some cases, interviewing individuals in the community or on campus may substitute for library research. Clear topics with the instructor. Students independently research all aspects of the topic and bring their research to the group on the presentation day. Each group spends the class period discussing the question of policy.

2. Campus/city problem-solving activity

In groups, students identify a current problem within the campus or community. Students research and attempt to solve the problem or send their proposed solution to the appropriate individual/office. The analysis and results are presented to the class in some group format such as panel discussion or symposium. Potential problems include lack of student involvement in campus-wide issues, low student-voter turnout, tuition increases, problems with the student health service, volunteering, mentoring programs, parking problems, and alcohol abuse problems. It is possible for students to identify a problem and then work with Student Life, Student Senate, or some academic or support department in gathering data (surveys or interviews) and then present their data in a more formal manner.

3. Concept presentation

Students are placed in groups of 4-5. The instructor identifies (or has students identify) a text or course content aspect about which they would like to learn more. Members research a topic (cleared by the instructor) and relate their results to the class in a 20-30 minute presentation. Instead of a group presentation, it is possible to have students do individual presentations.

4. Group creative activity

In groups, students identify some text or course content aspect that they would like to pursue further. As a group, they develop some "product," such as a board game, an assessment instrument, or a case study. Group members present their "product" to the class, so the class could be the "test case" for their board game, assessment instrument, and so on. Clearly, a strong connection to the course content is mandatory. This activity can be used as a way to review test material, also.

5. Workshop possibility #1

Each student is part of a workshop presented to the class. The workshop has a lecture/discussion/activity focus that relates to course material. Examples of possible topics from a group communication course include running a business meeting, creating cohesiveness, effective time or stress management, conflict, listening, assertiveness, interviewing, preparing résumés, nonverbal communication, needs, self-concept, public speaking, or fear of speaking. Students create a two-hour workshop, and will present one hour to the class. Presenters have researched this topic and are viewed as “experts” in the field. Students use a brief set of notes. The workshop must be audience-centered and as such, presenters need to develop ways to engage the audience. At least one activity (individual, small group, quiz, role play) must be presented during the hour. Each group develops a booklet that reflects the information and activities associated with the workshop.

6. Workshop possibility #2

Instead of presenting the above workshop **to the class**, each group is responsible for finding an on-campus "audience." Possibilities include residence halls, sororities and fraternities, service organizations, and other campus organizations. It is necessary to gain appropriate approval, and the presentation times and dates must be acceptable.

7. Service learning/group activity

Service-learning experiences meet educational goals while simultaneously connecting students with their communities. In groups, students can volunteer with some local organization, learn about not-for-profit agencies, complete community projects, conduct fund-raisers, or complete some special event. After students decide what they want to do, they must contact the community organization and gain permission from both the instructor and organization. Students are responsible for the project from start to finish. A 15-20 minute group presentation describes the decision-making process, details the project, and evaluates its success. Criteria for selecting an organization and developing a presentation should relate directly to the course objectives.