# **Oral Presentation 2 (OP2) – 20%**

## **Important information**

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| Your mission | Split your software project team into two sub-teams, and name them Demo Team and Pitch Team.  Demo Team will conduct a product demo for potential users of the app.  Pitch Team will conduct a product pitch at a student pitching event.  **Instructions for the Demo Team:**  If your product is meant for businesses, organisations, or professionals, role play this scenario:  Katrina Lee, whom you have recently met at an IT event, has called you to say that she has told her boss about your group’s project, and her boss has expressed interest in your software. Katrina has asked if you would be willing to do a product demo for her boss and perhaps other supervisors at her organization. This is a small set-up that is looking to upgrade their labour-intensive administrative processes but has very limited budget, so they are very open to student projects (trials) that fit their needs.  Your team is excited about this opportunity to test your product with real users. Prepare a 6-9 min product demo (3 min per pax) for the meeting.  If your product is for students, role play this scenario:  You have developed a product to address a challenge that students face. You are eager to test your product with real users. One of you either lives in a residential college or knows someone who does, and you have been given a 6-9 min slot to speak about your product. Prepare a 6-9 min product demo (3 min per pax) for those students. Your aim is to get the NUS community (starting with these students) to use your product.  *Note: Your tutor may modify these scenarios to fit your product better.*  **Instructions for Pitch Team:**  Your team is taking part in ***Pitch It! 2022***, a student project pitching competition in NUS. Winners will be awarded with the opportunity to be mentored by NUS Enterprise to further develop, evolve, and upscale their product. Prepare a 6-9 min pitch (3 min per pax) to sell your idea and product to potential mentors. | |
| Duration | * 3 min/pax, so a 2 pax team will have a total of 6 mins, and a 3 pax team will have 9 mins. * 10 mins Q&A per team | |
| Expectations | You are expected to attend all the product demos and pitches during your CS2101 tutorial sessions. | |
| The setup for each OP2 session | * In each OP2 session, the non-presenting audience members will take on roles as target users (for Demos) or judges (for Pitches). * The presenters are expected to speak to the target audience, and the target audience is expected to ask questions during the Q&A. * You will receive tutor feedback in a separate session.   Your oral presentation and Q&A sessions will be recorded for grading and reflection purposes. | |
| The purpose of this assessment | This activity aims to assess:   * your ability to consider your audience’s needs and expectations to craft an engaging and persuasive presentation * your ability to convey technical information in a convincing manner to both technical and non-technical audience * your ability to work as a team to conduct a seamless oral presentation, and respond to questions from the audience appropriately   *Note:*  *Do not worry if your product is very rudimentary and if there are already many similar products in the market. The objective here is for you to present whatever you have in the most convincing and engaging manner possible. You will not be assessed on the quality of your product, but on the quality of your presentation skills.* | |
| What’s in it for you | Here are the benefits that you stand to gain from these presentations:   * You get to see how the same content needs to be presented/delivered differently when the context, audience and purpose differs. * You gain experience in selecting relevant information and repackaging this information in a way that is most meaningful, useful, and persuasive to your audience. (This is a skill that cannot be gained from merely listening to a lecture.) * You get to practise as well as gain confidence in giving product demos and pitches and obtain constructive feedback * You benefit from working collaboratively with others. | |
| Grading expectations | You are expected to:   * conduct an audience-focused presentation by understanding what your audience expects to gain from your presentation. (e.g. Instead of conducting a tutorial on how to use your software, you should focus on what your software can do for the user, solves their problems, or makes their lives better.) * engage and persuade your audience through your content, structure and delivery while bearing in mind the professional context. * conduct a cohesive team presentation   + Each of your individual sections should be clearly linked and should not come across as 5 different topics.   + Your slides should look like they all belong to one set instead of 5 separate sets. * exhibit teamwork throughout the presentation, including the handling of the Q&A session by helping each other out and/or expanding on each other’s answers when appropriate.   *The grading rubric used by the tutor is the same as the one used for OP1.* | |
| After the OP | Reflect on your own performance using the rubrics and share your reflections of OP2 on our forum. | |
| Can Some advice for the OP | PowerPoint slides or software demo? | * You may choose to present using only slides (that means you’ll need to screen-capture your software UI), or present using only your software (so you don’t have to toggle between screens), or use a mix of both and/or even short video clips. * The method is entirely up to you and your team but bear in mind what would BEST convey your message to your audience (diverse backgrounds with very mixed technical knowledge) in the most effective and hassle-free manner. Discuss the pros and cons of each presentation method with your team and tutor. Choose intentionally. |
| Can I split my presentation time? | * The total presentation time allocated to your team is 6-9 mins; this means you will each need to speak for about 3 mins. You may choose to split this time, for instance, 2 mins - intro and 1 min - conclusion. Just make sure that each of you have an almost equal amount of airtime. |
|  | Am I confined to speaking only about my contribution to the software? | * No. This product demo is a demo of the amazing software you have created for a specific purpose, not a report of who did what for the project, nor a tutorial on how to operate the software. * As a team, decide on the main features you want to highlight. You may end up not even mentioning one member’s contribution if it is not a main feature. |
|  | Dress code | * Dress appropriately for the occasion to improve your credibility. |

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## **Oral Presentation Rubrics**

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| **Aspect** | **6 Exemplary** | **5 Accomplished** | **4 Proficient** | **3 Developing** | **2 Emerging** | **1 Unacceptable** |
| **Content 20%** | Content is extremely persuasive, engaging, and credible. The speaker uses a highly effective mix of rhetorical appeals (ethos, pathos, and logos) to achieve its purpose.  The presenters demonstrate very strong audience awareness and addresses audience’s expectations, concerns and biases expertly.  There are fresh or deep insights into the topic. There are well-chosen examples, explanations, support, or elaborations. | Content is very persuasive, engaging, and credible. The speaker uses an effective mix of rhetorical appeals (ethos, pathos, and logos) to achieve its purpose.  The presenters demonstrate strong audience awareness and addresses audience’s expectations, concerns and biases well.  There are some fresh or useful insights into the topic. There are well-chosen examples, explanations, support, or elaborations. | Content is persuasive, engaging, and credible. The speaker displays some understanding of rhetorical appeals (ethos, pathos, and logos) to achieve its purpose.  The presenters demonstrate some audience awareness and addresses audience’s expectations, concerns and biases  There are relevant insights with appropriate examples, explanations, support, or elaborations. | Content is somewhat engaging and credible; it attempts to be persuasive by using one/some rhetorical appeals (ethos, pathos, and logos).  The presenters demonstrate some audience awareness but does not address audience’s expectations, concerns and biases sufficiently.  There are some appropriate examples, explanations, support, or elaborations. | Content is somewhat engaging but is not persuasive and credible.  The presenters demonstrate little audience awareness and does not address audience’s expectations, concerns and biases sufficiently.  There are attempts at providing some relevant examples, explanations, support, or elaborations. | Content is not persuasive, engaging, and credible.  The presenters demonstrate no audience awareness.  There is little attempt at providing relevant examples, explanations, support, or elaborations. |
| **Structure 10%** | The presentation is organised to achieve its purpose very effectively.  It is extremely coherent and logical.  There are clear and successful transitions between ideas. | The presentation is organised to achieve its purpose effectively.  It is very coherent and logical.  There are clear and successful transitions between ideas. | The presentation is organised to achieve its purpose.  It is coherent and logical.  There are transitions between ideas. | The presentation is somewhat organised to achieve its purpose.  The organisation is somewhat coherent and logical.  There are some transitions between ideas. | The presentation is not organised to achieve its purpose well.  The organisation is not coherent or logical though transitions are used between ideas. | The presentation is not organised to achieve its purpose.  The organisation is not coherent and logical.  There are no attempts at transitions between ideas. |
| **Question and Answer 20%** | The speaker addresses audience concerns or biases expertly.  The responses demonstrate full knowledge and understanding of the topic.  The responses are very clear, concise, complete and courteous. | The speaker addresses audience concerns or biases well.  The responses demonstrate knowledge and understanding of the topic.  The responses are clear, concise, complete and courteous. | The speaker addresses some audience concerns or biases.  The responses demonstrate some knowledge and understanding of the topic.  The responses are somewhat clear, concise, complete and/or courteous | The speaker attempts to address audience concerns or biases but may not have understood them well.  The responses demonstrate some knowledge and understanding of the topic.  The responses are not always clear, concise, complete and/or courteous. | The speaker does not attempt to address audience concerns or biases.  The responses do not demonstrate much knowledge and understanding of the topic.  The responses are not clear, concise, complete and/or courteous | The speaker does not address audience concerns or biases.  The responses do not demonstrate knowledge and understanding of the topic.  The responses are not clear, concise complete and courteous. |
| **Delivery**  **Voice 20%** | The speaker is always natural and fluent, and does not hesitate or use pauses, or fillers excessively.  The voice is varied and used to engage and sustain the audience’s interest throughout very effectively.  The speaker pronounces and enunciates clearly all the time.  The speaker always uses language and style appropriate for the context, audience and purpose. | The speaker is generally natural and fluent, and does not hesitate or use pauses, or fillers excessively.  The voice is quite varied and used to engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker pronounces and enunciates clearly in most instances.  The speaker generally uses language and style appropriate for the context, audience and purpose. | The speaker is mostly natural and fluent, and does not hesitate or use pauses, or fillers excessively.  The voice is somewhat varied and used to engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker pronounces and enunciates clearly in some instances.  The speaker mostly uses language and style appropriate for the context, audience and purpose. | The speaker is sometimes natural and fluent but may hesitate or use pauses, or fillers.  The voice is not often varied and does not always engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker may have some pronunciation or enunciation issues.  The speaker does not use language and style appropriate for the context, audience and purpose. | The speaker is not natural or fluent, and may hesitate or use pauses, or fillers.  The voice is not varied and does not engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker has some pronunciation or enunciation issues.  The speaker does not use language and style appropriate for the context, audience and purpose. | The speaker is not natural and fluent, and hesitates or use pauses, or fillers.  The voice is not varied and does not engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker has some pronunciation or enunciation issues.  The speaker does not use language and style appropriate for the context, audience and purpose. |
| **Delivery**  **Non-verbal communication 10%** | Non-verbal cues always complement and enhance the presentation very effectively.  They are natural and used meaningfully to persuade and engage the audience throughout the presentation (e.g. facial expressions, eye contact, posture, gestures).  The speaker is dressed appropriately. | Non-verbal cues generally complement and enhance the presentation well.  They are natural and used meaningfully to persuade and engage the audience for most parts of the presentation (e.g. facial expressions, eye contact, posture, gestures)  The speaker is dressed appropriately. | Non-verbal cues mostly complement the presentation but may not enhance it.  They are somewhat natural but may not aid in engaging or persuading the audience (e.g. facial expressions, eye contact, posture, gestures).  The speaker is dressed appropriately. | Non-verbal cues complement parts of the presentation but does not enhance it.  There are some unnatural cues (e.g. facial expressions, eye contact, posture, gestures)  The speaker is dressed appropriately. | Non-verbal cues do not complement the presentation.  They are mostly unnatural but there is little attempt to engage the audience during the presentation (e.g. facial expressions, eye contact, posture, gestures)  The speaker is not dressed appropriately. | Non-verbal cues do not complement the presentation.  They are unnatural and there is no attempt to engage the audience during the presentation (e.g. facial expressions, eye contact, posture, gestures)  The speaker is not dressed appropriately. |
| **Delivery**  **Visual aids 10%** | Visual aids complement and enhance the presentation very effectively.  The visuals are relevant, clear, precise and of high quality. | Visual aids complement and enhance the presentation well.  The visuals are appropriate, clear, error-free and of good quality. | Visual aids complement the presentation but does not enhance it.  The visuals are appropriate, clear, and of sound quality. | Visual aids complement parts of the presentation but does not enhance it.  The visuals are appropriate and clear but there may be some errors. | Visual aids do not complement the presentation.  The visuals are not always appropriate and clear. There may be multiple errors. | Visual aids do not complement the presentation.  The visuals are not appropriate or have many errors. |
| **Teamwork 10%** | The presentation is extremely unified and coordinated (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team has clearly rehearsed together and demonstrates very smooth transitions during the presentation.  The speaker handles the Q&A very well as a team by supporting one another and presenting a united front. | The presentation is very unified and coordinated  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team has clearly rehearsed together and demonstrates mostly smooth transitions.  The speaker handles the Q&A well as a team by supporting each other and presenting a united front. | The presentation is unified and coordinated  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team has rehearsed together and demonstrates some smooth transitions.  The speaker handles the Q&A as a team with some support for each other and mostly presents a united front. | The presentation is somewhat unified and coordinated  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team may have rehearsed together but the transitions are not always smooth.  The speaker shows little consideration for the team during the Q&A (e.g., dominates, withdraws) and does not present a united front. | The presentation is not unified and has little coordination  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team does not demonstrate that they have rehearsed together, and most transitions are not smooth.  The speaker shows no consideration for the team during the Q&A (e.g., dominates, withdraws) and does not present a united front. | The presentation is not unified and has no coordination  (i.e., content, structure, delivery – visuals, attire, and presentation style).  The team does not have any smooth transitions.  The speaker shows no consideration for the team during the Q&A (e.g., dominates, withdraws) and does not present a united front. |