

## 7.2 Preparation: Audience-Centered Presentation Slides

### Purpose

Module 7 provides students with the final practice of necessary skills before beginning the official high-stakes tasks of AP Seminar. Each step in the Module 7 process leads students toward the last skill to be learned: audience-centered presentation design and performance. Presentations play a pivotal role in Tasks 1 and 2 and demonstrate students' ability to translate their research conclusions to different audiences and forms. While papers are a formal and generally more nuanced and complete form of argument dissemination, presentations are often more narrowed and focused, though still academic. Students must rely on understanding the intended audience, expectation, tone, and clarity of position in this final research skill.

### Second Step: Audience-Centered Presentation Slides

This second step of skills practice and preparation for Module 7 builds upon what students, in groups, narrowed for their research claim, evidence, and argument structure. Groups will utilize previous work, particularly templates finalized for the first step—in addition to teacher-provided feedback—to create slide decks that will supplement their presentation performance and oral defense.

### In the Classroom: Set-up

Teachers will have access to tutorials and samples in *The College Board's* AP Classroom materials. Teachers may show these materials to the whole class as walk-through lectures provide students with a full explanation of the rubric and feedback applied to sample presentations. Teachers may have students grade a sample presentation using copies of the Task 1 Presentation rubric, which can be discussed as a whole class. This will provide students with a good foundation for the expectations of the assessment as they begin to build their presentations and practice their performance skills.

### What to Do

Groups will create presentation slides focused on audience-centered design techniques per the resources provided before these preparation activities. Groups will have 8-10 minutes (maximum) to give a central claim, context and relevance of the problem, and evidence to support the group position, while acknowledging varying perspectives, implications, and

limitations of the problem, argument, and real-world setting. Presentation information should be well integrated and logical and refrain from being divided by group member contribution (i.e., by lens and perspectives).

Aesthetic design should be consistent, including proper organization of signposting, visual backgrounds that provide legibility, and integrated visuals that enhance the presentation information. Graphs, if used, must be clear and fully explained in the performance. Text is limited, featuring important focal points rather than speaker notes.

For this preparation submission, only one group member needs to provide access to the presentation slides. Feedback provided may be considered in slide revisions and for scripting the performance at the end of this module.

Assignment feedback is provided via the language of the Task 1 Presentation rubric, row 4.