Part of your SEP1 examination is that you can structure and time a group presentation and thereby find your own way, what to include in the presentation. In other words, you find your focus, select your target audience and make a clear aim with your presentation.

A few ideas

* Give a short overview of the problem, follow each step from the interview, through analysis, design, implementation and test – and include the process
* Follow the process, how you worked, what you did when – including all diagrams and descriptions. Relate to the Waterfall method and to personal profiles and other process related theory
* Cover Analysis, design, implementation and test – with a focus on how it has been documented, your target audience in the reports and with the weaker parts in the project report supported by better diagrams and explanations. Include process.
* Follow one or two requirements through analysis, design, implementation (model and GUI classes related to this feature), to a presentation of the feature when running the program and finally how it is tested or should be tested. Include process and relate to theory. As an example, when presenting the Domain model, you point to the classes relevant for the selected requirements.

Sometimes, it could make a lot of sense with a (short) live demonstration of the system - if it supports what you have presented. Just be careful not to spend too much time - and have a backup if nothing is working when you try to run the application.

5 Project Evaluation

Following Project Execution, the project enters the Project Evaluation phase (Figure 2).

5.1 Dual purpose of examinations

In VIA Engineering, project examinations have two purposes: evaluation and learning (Skov, 2013).

The first purpose is described in the examination regulations (Uddannelses og Forskningsministeriet, 2016). It is stated here that the purpose of an examination at universities is generally to evaluate to which degree the student fulfils the professional goals determined for the subjects in the curriculum. This traditional definition focusses on ensuring a valid evaluation that maintains the student’s legal certainty. The purpose can be difficult, as learning objectives are often very complex. Learning objectives for projects often contain skills and competence goals that are more difficult to evaluate than knowledge goals. To be fair, the form of the examination should be suitable for the learning objectives. Multiple choice, for example, is seldom the best choice to evaluate a competence goal related to group cooperation.

The second goal of a project examination is to support the student ́s learning. At this point in time, the students are at the peak of their understanding of the project. In addition, the pressure of the examination situation also calls for a student to be exceptionally alert and perceptive. These factors put the student in a unique situation to gain new insights.

5.2 Project examination procedure

Project examinations are carried out as oral examinations. In principle, they are open to the public (Uddannelses og Forskningsministeriet, 2016), making it possible for peers to attend. One or more internal examiners from VIA will always be present. Typically, this is the project supervisors and possibly a teacher from one of the semester courses. In addition, an external examiner may be present.

Normally the procedure for a VIA project examinations includes two major parts:

1) an oral presentation by the group (approximately 5 minutes times the number of students in the group)

2) a question and answer period (approximately 20 minutes per student).

The question and answer period is often carried out with each student individually, while the other members of the group wait outside of the room. To increase the learning aspect of the project examination, however, the question and answer period may alternatively be carried out as a group examination.

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In this extended session, the students are present as a group And questions are directed either to the entire group (hands must be raised before answering) or to a specific group member to ensure that all group members can be evaluated. The longer time in which each student Is present allows the examiners to reach greater detail, and to observe responses even when another student is answering. The students learn from this extended examination time included peer-learning from how fellow students answer questions.

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After the question and answer period, the normal procedure is for the students to leave the room while the supervisor and external examiner decide on the individual grades for each student. The students are then given their grades. This is normally done will all students present, but can be individually if one or more students is uncomfortable with this method. Finally, feedback/feed forward on the project is given in plenum.

5.3 Grading

Grading of a project is based on a holistic assessment that includes the Process Report, the Project Report, the oral presentation and the question-and-answer session. There is a progression through the semesters, with the Process Report having a greater weight for the first semester project and the Project Report having a greater weight in the seventh semester.