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## Contributed talk: Does moving oral presentations online affect students' performance?

*Monday 16 August 2021 11:45 (15 minutes)*

A key point in fourth-year chemistry calendar is the Symposium for Advanced Research Projects in Chemistry (SARPIC), which comprises up to two days of seminars where final-year students present their work from the past six months. These presentations are marked by staff and provide credit for their project module. The unwelcome appearance of COVID-19 last year forced the remaining teaching of 2019/20 online, and the vast majority of teaching remained online for the 2020/21 academic year. To address the challenges of pivoting online with students spread over the world, we tried two different approaches to SARPIC over the past two academic years that ensured the intended learning outcomes of the assignment were met despite remote working. The first was that students could pre-record their presentation, which would be played to the audience, and students could opt in to presenting live if they wished. The second was making presenting live the default option and only allowing students to rely on a recorded presentation as a backup (e.g., for technical problems with connections etc.). The presentation marks and qualitative student feedback were analysed for both approaches and compared with marks for previous years, where students had presented live in a lecture theatre. In this presentation, we will discuss these results and how the method of assessment can be tailored to make it more accessible to students.

### Region

UK/Ireland

### Key words

online, presentation, wellbeing

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