

# Enhancing Student Engagement by Student Presentations in Discussion Tutorials

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## ABSTRACT

The need for business graduates to have good information technology skills and presentation skills has been well established. This paper presents the outcomes of the introduction of a student presentation assessment into the discussion tutorials of a large first year information systems course, with the students also being allocated marks for giving feedback on the presentations of their fellow students. The results of this study highlight increased rates of attendance at the discussion tutorials; increased confidence of female students and students with no prior experience at delivering presentations; the realisation that attendance and participation at the discussion tutorials served to increase learning; and students with English as an additional language benefitting from giving feedback on other students' presentations. These findings along with the high levels of agreement that what took place with the presentations and the discussion tutorials helped the students' learning in the course.

## Categories and Subject Descriptors

K.3.2 [Computer and Information Science Education]

## General Terms

Measurement

## Keywords

Student Engagement, Presentation Skills, IT Skills, Graduates

## 1. INTRODUCTION AND METHODOLOGY

Attendance rates at the discussion tutorials were particularly low (15%-20%) in INFO123 (Information Systems and Technology) at the University of Canterbury. It was felt by the staff involved that those students who did attend the discussion tutorials appeared to gain in their understanding of key concepts. INFO123 is a compulsory first year information systems course for students completing the Bachelor of Commerce (BCom), and many of the students were only enrolling in the course because of its compulsory nature.

In 2012 it was decided to introduce a student presentation as one of the assessments in the course and to allocate marks to students for giving feedback on other student presentations. The main aim of doing this was to formally assess oral communications skills in the first year of the BCom as this is part of the graduate profile for the degree. The topics for the presentations were based on the content of the course and real life examples that related to the content.

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The aim of this paper is to analyse the effectiveness of the use of the presentations in increasing student engagement in discussion tutorials.

A brief literature review is presented covering the importance of IT skills and communication skills for business graduates; the importance of student engagement; and the importance of students having multiple opportunities to grasp key concepts.

The reasons for introducing the presentations and how they were organised within the course are described to provide additional background information for the paper.

The results of the survey are presented along with a summary of the attendance rates at the discussion tutorials and how the attendance rate changed with the introduction of incentives to attend the discussion tutorials. These results are analysed and discussed, with conclusions being drawn regarding the effectiveness of the introduction of the presentations.

This paper has relevance to higher education institutions who are offering large classes in computing, information systems or information technology that are part of business qualifications, and where there is a desire to increase student engagement with the content of the course and to enhance communication skills.

## 2. LITERATURE REVIEW

### 2.1 Introduction to Literature Review

The following brief literature review covers the importance of information technology (IT) skills and communication skills for business graduates; the importance of student engagement and the importance of revisiting content a number of times.

### 2.2 Importance of IT Skills and Communication Skills for Business Graduates

The need for business and commerce graduates to have well developed information technology (IT) skills and communication skills has been well documented [1, 2, 10]. The need to increase student engagement has also been well documented, particularly when it comes to cognitive engagement [8]. The need for giving students multiple opportunities to engage with content has also been identified [3].

### 2.3 Importance of Student Engagement

The concept of engagement in learning has been the subject of much research in an attempt to address student motivation in learning situations [8]. Three types of engagement have been identified as being behavioural engagement, emotional engagement and cognitive engagement [8].

Behavioural engagement relates to positive conduct and following rules and norms [5, 6, 7]. Emotional engagement refers to students' affective reactions in the classroom, including interest, boredom, happiness, sadness, and anxiety [4, 11]. Cognitive engagement refers to psychological investment in learning, a

desire to go beyond the requirements, and a preference for challenge [4, 9, 12]. Cognitive engagement includes flexibility in problem solving, preference for hard work, and positive coping in the face of failure [4].

The nature of engagement referred to in this study is predominantly that of cognitive engagement in particular the "student's psychological investment in an effort directed toward learning, understanding, mastering the knowledge, skills or crafts that the academic work is intended to pro-mote" [9].

## 2.4 Revisiting Content

Learning developed through discussion, especially if it leads to substantial changes in understanding, likely will be forgotten or subsequently distorted unless the new understandings are revisited on several occasions. The most efficient way to accomplish this is to maximize the connections across subsequent activities and revisit main ideas frequently [3].

## 3. INTRODUCTION OF THE PRESENTATIONS

The course is offered in semester one and semester two of the academic year with enrolment numbers in each semester ranging from 200-400 with students being allocated to weekly discussion tutorials with 30-40 students in each one. It was decided to have the students complete their presentations during the weekly discussion tutorials that are held across the semester with 3-6 students completing their presentations in each discussion tutorial each week. The topics for each presentation needed to be related to content that had been covered in the two previous weeks of lectures and could include real-life examples or additional research relating to the content.

Some observations made by the academic staff involved in the presentations included:

- Students were gaining in their understanding of the lecture content by presenting about the lecture content.
- The need to give feedback on other students' presentations increased the attendance rate and had some affect on the students understanding of the topics that they were giving feedback on.
- There was a much higher attendance rate at the discussion tutorials.

## 4. THE SURVEY

### 4.1 The Population Surveyed and Introductory Questions

The survey was made available via the Moodle (the Learning Management System used at the University of Canterbury) for the students at the end of each semester across semester one and two of 2012 and semester one of 2013.

The students were asked to indicate the following in the demographic section of the survey:

- Gender
- Age at the start of the semester
- Whether English was their first language
- The degree they were studying towards
- Their planned subject major
- How long they had been in tertiary study
- Their experience in doing classroom presentations

## 4.2 Confidence Regarding the Presentations

The students were asked to indicate which of the following applied to their confidence about doing presentations as a result of completing the presentation in INFO123:

- I feel more confident about doing presentations in the future
- I feel less confident about doing presentations in the future
- I have the same level of confidence about doing presentations in the future
- I didn't do the presentation

## 4.3 Perception of Presentations

The students were asked to rate each of the statements shown in Table 1 on the following 5 point Likert scale.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

**Table 1 –Statements the Students Were Asked to Rate**

Doing the presentation helped me understand the topic for my presentation better
Providing feedback on other presentations helped me understand those topics better
I did my presentation before the term test and it helped my preparation for the term test in that topic
Apart from being able to gain marks by attending the tutorials to present and give feedback, attending the tutorials helped my learning

## 5. RESULTS

This section presents the results of the survey and in the final subsection data relating to the attendance rates at the discussion tutorials is presented.

### 5.1 Enrolments and Response Rates

The number of students enrolled in each semester and the response rates to the survey is shown in Table 2 and indicate an overall response rate of 24% and a total sample size of 225.

**Table 2 – Responses to Survey**

Year	Semester	Enrolments	Respondents	Response Rate
2012	One	324	62	19%
2012	Two	391	76	19%
2013	One	221	87	39%
	Total	936	225	24%

### 5.2 Responses to Demographic Questions

Table 3 shows the breakdown of responses by gender and indicates a relatively even spread across the genders amongst the 225 respondents.

**Table 3 – Respondents by Gender**

Age	Sem One 2012	Sem Two 2012	Sem One 2013	Total	
Female	32	33	42	107	48%
Male	30	43	45	118	52%
Total	62	76	87	225	100%

Table 4 shows the breakdown of responses by age at the start of the semester and indicate that the majority of the students who responded were from 18-21 years of age at the start of the semester when they were enrolled for the course (169 out of the 225 = 75.1%).

**Table 4 – Respondents by Age**

Age	Sem One 2012	Sem Two 2012	Sem One 2013	Total
17	2	4	5	11
18	13	35	26	74
19	16	12	16	44
20	8	8	13	29
21	9	3	10	22
22	0	4	1	5
23	2	3	3	8
24	1	1	0	2
25-29	8	3	8	19
30-34	0	3	0	3
35-39	2	0	2	4
40+	1	0	3	4
	<b>62</b>	<b>76</b>	<b>87</b>	<b>225</b>

Table 5 shows the breakdown of responses by whether English is their first language or not.

**Table 5 – Respondents by English as First Language**

	Sem One 2012	Sem Two 2012	Sem One 2013	Total
English as First Language	49	62	71	182
English as Additional Language	13	14	16	43
Total	62	76	87	225

Table 6 shows the breakdown of responses by the degree the students had enrolled for.

**Table 6 – Respondents by Degree Enrolled for**

Degree	Sem One 2012	Sem Two 2012	Sem One 2013	Total
Bachelor of Commerce	58	65	82	205
Bachelor of Science	1	6	3	10
Bachelor of Arts	1	2	1	4
Bachelor of Engineering	-	1	-	1
Other	2	2	1	5
Total	62	76	87	225

Table 7 shows the planned majors of the respondents. Where students were planning a double major they were asked to choose their preferred major.

**Table 7 – Respondents by Intended Major**

Intended Major	Sem One 2012	Sem Two 2012	Sem One 2013	Total
Accounting	19	29	22	70
Finance	4	8	6	18
Economics	4	7	9	20
International Business	7	4	7	18
Information Systems	3	1	3	7
HRM	5	3	9	17
Management	11	6	15	32
Taxation	1	-	2	3
Management Science	-	-	1	1
Other or Undecided	8	18	13	39
Total	62	76	87	225

Table 8 shows how long the respondents have been in tertiary/university study.

**Table 8 – Respondents by Intended Major**

Time in Tertiary Study	Sem One 2012	Sem Two 2012	Sem One 2013	Total
First Year, First Semester	23	7	41	71
First Year Second Semester	8	50	6	64
Second Year	21	12	24	57
Third Year or Later	10	7	16	33
Total	62	76	87	225

Table 9 shows the level of experience that the students had in completing classroom presentations before enrolling in INFO123.

**Table 9 – Respondents by Presentation Experience**

	Sem One 2012	Sem Two 2012	Sem One 2013	Total
None	11	14	15	40
1 to 3	22	22	26	70
4 or more	29	40	46	115
<b>Total</b>	62	76	87	225

### 5.3 Confidence Regarding the Presentations

Table 10 shows the students' level of confidence about giving presentations after their INFO123 presentation.

**Table 10 – Confidence Regarding Future Presentations**

	Sem One 2012	Sem Two 2012	Sem One 2013	Total
Feel more confident	17	24	23	64
Feel less confident	-	2	-	2
Same level of confidence	42	42	58	142
Didn't give presentation	3	8	6	17
<b>Total</b>	62	76	87	225

### 5.4 Perception of Presentations

Table 11 shows the student responses to the statement "Doing the presentation helped me understand the topic for my presentation better".

**Table 11 – Doing the presentation helped with topic understanding**

	Sem One 2012	Sem Two 2012	Sem One 2013	Total
Strongly Agree	17	17	25	59
Agree	33	41	40	114
Neutral	8	9	17	34
Disagree	4	6	5	15
Strongly Disagree	-	3	-	3
<b>Total</b>	62	76	87	225

Table 12 shows the student responses to the statement "Providing feedback on other presentations helped me understand those topics better".

**Table 12 – Providing feedback helped with topic understanding**

	Sem One 2012	Sem Two 2012	Sem One 2013	Total
Strongly Agree	6	4	12	22
Agree	28	24	34	86
Neutral	12	26	21	59
Disagree	15	18	19	52
Strongly Disagree	1	4	1	6
<b>Total</b>	62	76	87	225

Table 13 shows the student responses to the statement "I did my presentation before the term test and it helped my preparation for the term test in that topic". Note that only 96 of the 225 respondents had completed their presentation before the term test.

**Table 13 – Doing the presentation helped with preparation for term test**

	Sem One 2012	Sem Two 2012	Sem One 2013	Total
Strongly Agree	3	5	3	11
Agree	16	14	18	48
Neutral	7	5	8	20
Disagree	4	3	7	14
Strongly Disagree	2	-	1	4
<b>Total</b>	32	27	37	96

Table 14 shows the student responses to the statement "Apart from being able to gain marks by attending the discussion tutorials to present and give feedback, attending the discussion tutorials helped my learning". Note that of the 225 respondents, 3 indicated that they did not attend any discussion tutorials, leaving 222 responses to this question.

**Table 14 – Providing feedback helped with topic understanding**

	Sem One 2012	Sem Two 2012	Sem One 2013	Total
Strongly Agree	23	23	32	78
Agree	32	43	46	121
Neutral	4	5	6	15
Disagree	1	3	2	6
Strongly Disagree	1	1	-	2
<b>Total</b>	61	75	86	222

## 5.5 Discussion Tutorial Participation Rates

While attendance was not taken at the discussion tutorial rates, the weeks in which students submitted feedback on other presentations was recorded with this being displayed in Table 15. This table also shows the average number of students participating (providing feedback or giving presentations) in each week; the participation rate and the percentage of students providing more weeks' worth of feedback than the number required for maximum marks (more than 5).

**Table 15 – Frequency of Students Submitting Feedback**

Number of Weeks with Feedback Submitted in Discussion Tutorials	2012 Semester One	2012 Semester Two	2013 Semester One
0	91	68	26
1	12	21	12
2	18	24	11
3	17	28	11
4	31	30	19
5	84	84	33
6	51	78	39
7	17	39	35
8	3	14	16
9		5	15
10			4
Weeks of discussion tutorials	8	9	10
Total enrolled	324	391	221
Average number participating in each week	159.6	201.3	122.9
Participation rate	49.3%	51.5%	55.6%
Percentage of students providing more than 5 weeks of feedback	21.9%	34.8%	49.3%

## 6. ANALYSIS AND DISCUSSION

The results of regarding the students confidence about the presentations and their perceptions of the presentations were analysed to determine if there were any trends relating to the gender of the respondents; whether English was their first language; their length of time in tertiary study; and how many class presentations they had made in the past. The following sections of the paper present those areas where there appears to have been some difference based on a visual inspection of the results.

### 6.1 Confidence by Gender

An analysis of the affect that making the presentation had on confidence about making future presentation is shown in Table 16. This shows that of the respondents a higher percentage of female students as compared with male students felt more confident about doing future presentations in the future. This data also shows that a higher proportion of male students than female students didn't make the presentation. This however does not measure the degree of confidence prior to making the

presentation, and is something that could be considered in later iterations of this study.

**Table 16 – Confidence Regarding Future Presentations by Gender**

	More Confidence	Same	Less Confidence	Didn't present
Female	31.78%	62.62%	0.93%	4.67%
Male	25.42%	63.56%	0.85%	10.17%

This however does not measure the degree of confidence prior to making the presentation, and is something that could be considered in later iterations of this study.

### 6.2 Confidence by Time in Tertiary Study

The impact of making the presentations on the confidence of making future presentations was analysed based on the time that the students had spent in tertiary study, with this analysis being shown in Table 17. This shows that the biggest impact of confidence for the future was with students in their first year of tertiary study, with this being at its highest point with students in the second semester of their first year of study.

**Table 17 – Confidence Regarding Future Presentations by Time in Tertiary Study**

	More Confidence	Same	Less Confidence
Semester 1, Year 1	32%	66%	2%
Semester 2, Year 1	41%	59%	0%
Year 2	24%	74%	2%
Year 3 or Later	20%	80%	0%
<b>Total</b>	<b>31%</b>	<b>68%</b>	<b>1%</b>

That the second and third students had less increase in their confidence levels is likely to be due to their confidence levels having grown through their first one or two years of tertiary study. As indicated previously the confidence level prior to making the presentations in this course had not been measured and is something that could be measured in a later iteration of this study.

### 6.3 Confidence by Presentation Experience

The degree of confidence for future presentations was analysed based on the amount of presentation experience the students had prior to the presentation with this being shown in Table 18. There is a big difference in the percentage of students with increased confidence who had no previous experience in delivering presentations compared with those who had some prior experience.

**Table 18 – Confidence Regarding Future Presentations by Presentation Experience**

No. of previous presentations	More Confidence	Same	Less Confidence
None	61%	39%	0%
1-3	29%	68%	3%
4 or more	23%	77%	0%

As indicated previously the confidence level prior to making the presentations in this course had not been measured and is something that could be measured in a later iteration of this study.

## 6.4 Presentation Helped Understanding of Topic by Gender

The analysis of the responses about whether doing the presentation helped students' understanding of the topic based on their gender is shown in Table 19. This shows that a higher percentage of female students (85%) agreed or strongly agreed compared with male students (69%).

**Table 19 –Presentation Helping Topic Understanding by Gender**

	Agree or Strongly Agree	Neutral	Disagree or Strongly Disagree
Female	85%	12%	3%
Male	69%	18%	13%

The level of disagreement with this is significantly higher with the male respondents (13%) as compared with the female respondents (3%). In future iterations of the study, it would be of interest to explore why this is the case.

## 6.5 Presentation Helped Understanding of Topic by Time in Tertiary Study

The analysis of the responses about whether doing the presentation helped students' understanding of the topic based on their time in tertiary study is shown in Table 20. This shows that a higher percentage of students in at least their second year (82%) agreed or strongly agreed compared with students in their first year (73%).

**Table 20 –Presentation Helping Topic Understanding by Time in Tertiary Study**

	Agree or Strongly Agree	Neutral	Disagree or Strongly Disagree
First Year	73%	18%	9%
Second Year or Later	82%	11%	7%

Given that the levels of disagreement are very similar, this is an area where more formal tests as to the significance of the difference would be of use in further iterations of the study.

## 6.6 Presentation Helped Understanding of Topic by Presentation Experience

The analysis of the responses about whether doing the presentation helped students' understanding of the topic based on their prior experience at delivering presentations is shown in Table 21. This shows a very low proportion of students who had done no prior presentations have a strong level of agreement that the presentations helped their understanding of the topic.

**Table 21 –Presentation Helping Topic Understanding by Time in Tertiary Study**

Prior Presentations	0	1-3	4+
Strongly Agree	5%	36%	28%
Agree	70%	41%	49%
Neither Agree nor Disagree	20%	16%	13%
Disagree	3%	6%	9%
Strongly Disagree	2%	1%	1%

However when those that agree and that strongly agree are grouped together there appears to be little difference based on prior presentation experience as shown in Table 22.

**Table 22 –Presentation Helping Topic Understanding by Time in Tertiary Study Version 2**

Prior Presentations	Agree or Strongly Agree
0	75%
1-3	77%
4+	77%

This suggests that while very similar proportions of the students with differing levels of experience felt that doing the presentation aided their understanding of the topic, those with less experience weren't quite as sure.

## 6.7 Discussion Tutorials Helping Learning by Time in Tertiary Study

The analysis of the responses about whether the discussion tutorials helped learning based on the time spent in tertiary study were analysed and are presented in Table 23. This analysis shows the highest level of strong agreement being with those in the second semester of their first year or in their second year of study.

**Table 23 – Discussion Tutorials Helped Learning by Time in Tertiary Study**

Time in Tertiary Study	Sem 1 Year 1	Sem 2 Year 1	Year 2	Year 3+
Strongly Agree	28%	41%	47%	18%
Agree	59%	51%	47%	64%
Neither Agree nor Disagree	7%	5%	6%	12%
Disagree	3%	3%	0%	6%
Strongly Disagree	3%	0%	0%	0%

This difference may be explained by students in their first semester having not experienced end of semester exams and results at the time they completed the survey, and with third year students having become more independent learners based on their experience as students. When the strongly agree and agree responses are combined together as in Table 24 this shows the proportions of students agreeing or strongly agreeing is reasonably consistent across students in their first two years of study and slightly lower for students in their third year.

**Table 24 – Discussion Tutorials Helped Learning by Time in Tertiary Study Version 2**

Time in Tertiary Study	Agree or Strongly Agree
First Semester of First Year	87%
Second Semester of First Year	92%
Second Year	94%
Third Year or Later	82%

## 6.8 Discussion Tutorials Helping Learning by Presentation Experience

The analysis of the responses about whether the discussion tutorials helped learning based on their level of presentation experience were analysed and are presented in Table 25. This analysis shows the highest level of strong agreement being with those who had prior experience of delivering presentations.

**Table 25 – Discussion Tutorials Helped Learning by Presentation Experience**

Prior Presentations:	0	1-3	4+
<b>Strongly Agree</b>	28%	41%	47%
<b>Agree</b>	59%	51%	47%
<b>Neither Agree nor Disagree</b>	7%	5%	6%
<b>Disagree</b>	3%	3%	0%
<b>Strongly Disagree</b>	3%	0%	0%

When the strongly agree and agree responses are aggregated as shown in Table 26 the difference does not appear as significant.

**Table 26 – Discussion Tutorials Helped Learning by Presentation Experience Version 2**

Prior Presentations	Agree or Strongly Agree
0	87%
1-3	92%
4+	94%

## 6.9 Providing Feedback Helped Understanding of Topic by Language

The analysis of the responses as to whether providing feedback on other presentations helped with learning based on whether English was the first language is shown in Table 27. For this analysis the strongly agree and agree responses were grouped together and the strongly disagree and disagree responses were grouped together.

**Table 27 – Providing Feedback Helped Understanding by Language**

	English as First Language	English as Additional Language
<b>Agree or Strongly Agree</b>	45%	63%
<b>Neither Agree nor Disagree</b>	26%	26%
<b>Disagree or Strongly Disagree</b>	29%	11%

This suggests that students who do not have English as their first language were more likely to benefit from providing feedback on the presentations than those who do have English as their first language. The proportions that were neutral were similar resulting in there being a marked difference in the proportions that disagreed that providing feedback helped.

## 6.10 Providing Feedback Helped Understanding of Topic by Time in Tertiary Study

The analysis of the responses as to whether providing feedback on other presentations helped with learning based on their time in tertiary study is shown in Table 28. This is showing the students in their second year appear to have a higher overall level of agreement with this than students in their first or second year.

**Table 28 – Providing Feedback Helped Learning by Time in Tertiary Study**

Time in Tertiary Study	Sem 1 Year 1	Sem 2 Year 1	Year 2	Year 3+
<b>Strongly Agree</b>	11%	8%	14%	3%
<b>Agree</b>	33%	39%	51%	24%
<b>Neither Agree nor Disagree</b>	27%	30%	21%	27%
<b>Disagree</b>	27%	19%	11%	46%
<b>Strongly Disagree</b>	1%	4%	3%	0%

Combining the strongly agree and agree responses and combining the strongly disagree and disagree responses shows this a bit more clearly and is presented in Table 29. This also shows the level of agreement is higher with the first year students than with the third year students, with the third year students having quite a high level of disagreement.

**Table 29 – Providing Feedback Helped Learning by Time in Tertiary Study Version 2**

Time in Tertiary Study	Sem 1 Year 1	Sem 2 Year 1	Year 2	Year 3+
<b>Agree or Strongly Agree</b>	45%	47%	65%	27%
<b>Neither Agree nor Disagree</b>	27%	30%	21%	27%
<b>Disagree or Strongly Disagree</b>	28%	23%	14%	46%

This is similar to the data presented in Table 23 and Table 24 that depicted whether the discussion tutorials in general helped with learning based on the time spent in tertiary study,

In a similar way this difference may be explained by students in their first semester having not experienced end of semester exams and results at the time they completed the survey, and with third year students having become more independent learners based on their experience as students.

## 6.11 Discussion Tutorial Participation Rates

The data presented in Table 15 regarding the attendance rate at the discussion tutorials shows that there has been a significant increase in the attendance at discussion tutorials due to the encouragement by way of marks to attend. Whereas the

attendance rate had been 15-20% previously it had moved from 49.3% to 55.6% across the first three semesters where the presentations had taken place.

An increasing proportion of students are now attending more sessions than are needed to gain the maximum marks that are available with this having increased from 21.9% to 49.3% across the three semesters. This is consistent with the earlier analysis that suggests there is a high level of agreement in discussion tutorial attendance helping with learning.

## 6.12 Summary

When it came to the students' level of confidence regarding the presentations very few students felt they had less confidence with one third of students reporting that they had a higher level of confidence as a result. Female students reported a higher level of confidence increase as did students in their first year of tertiary study and students who had no prior presentation experience. As mentioned earlier the level of confidence prior to the presentations had not been measured.

High levels of students reported that doing the presentation helped with their understanding of the topic with this being most noticeable in female students and students in their second or third year of tertiary study.

Providing feedback on other presentations was reported by reasonably high levels of students as helping their understanding of the topic but not at the same level as for the topics that they presented on. This was reported as being more helpful by students for whom English is not their first language. Students in the second year of study reported this as being more useful than students in their first year who reported this as being more useful than students in their third year.

Attendance at the discussion tutorials was reported as being helpful for student learning was reported by high proportions of students with this being at its highest level of agreement amongst students in their second year followed by students in their first year followed by students in their third year. Students who had not made presentations before were not in as high level of agreement with students who had made presentations but their overall level of agreement was similar.

The introduction of the presentations and making marks available for providing feedback has significantly increased attendance rates at the discussion tutorials and with the number attending once they had gained the maximum possible marks, this indicates that more value was being placed on attending than previously.

## 7. CONCLUSIONS

The introduction of the presentations and making marks available for providing feedback has been successful overall. This is highlighted by:

- The confidence levels regarding doing presentations increasing with many of the student, with this being more noticeable with female students, those with little experience in conducting presentations.
- An increased understanding of topics when presenting on them with this being more noticeable for female students and students in their second and third year.
- An increased understanding of topics due to giving feedback with this being more noticeable for students for whom English is not their first language
- Students in their second year appeared to gain more than first year students from the giving of feedback and the overall

attendance at discussion tutorials than first and third year students with this being related to first year students having experienced less end of semester exams to know what is helpful and third year students having become more independent learners by then.

- The incentive to attend discussion tutorials by awarding marks for giving feedback on presentations appears to be at the right level with significant numbers of students continuing to participate after they had received the maximum possible number of marks.

This research will continue into the future with some thought being given to measuring the confidence levels of students prior to doing the presentations.

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