

7.2 Preparation: Audience-Centered Presentation Slides

Purpose

Module 7 provides students 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 final 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 a different audience and form. 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. So students must rely on an understanding of 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 and teacher-provided feedback, to create slide decks that will supplement their presentation performance and oral defense.

In the Classroom: Set-up

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

What to Do

Groups will create presentation slides focused on audience-centered design techniques per the resources provided to them before these preparation activities. Groups will have 8-10 minutes (maximum) to provide a central claim, context and relevance of the problem, and evidence to support the group position, while acknowledging varying perspectives, and the implications and limitations of the argument to the problem and real-world setting. Presentation information should be well integrated and logical and should refrain from being divided by group member contribution (i.e., by lens and perspectives).

Aesthetic design should be consistent, include proper organization sign-posting, consistent backgrounds that provide legibility, and integrated use of visuals (no extemporaneous art or photos, etc.) that *enhance* the presentation information. Graphs, if used, should be clear and must be fully explained in the performance. Text should be 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 will be provided, which should be considered in revisions to slides and in consideration 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.