

Preparation: Oral Defense Responses

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.

Third Step: Oral Defense Preparation

This third step finalized skills practice leading to students' practice presentation performance for the final assessment of this unit and the last practice activity before students embark on the official high-stakes tasks. To complete the preparation for Module 7, students will reflect on all of their group's individual and collective work in preparing their argument and presentation design, reflecting on the choices made, the contributions to the outcome, the collaborative compromises, etc., that led to their final product. Students have already engaged in some practice of this in the final products of Module 5 but will now explicitly address the skills asked of them by the Task 1 Team Project and Presentation's oral defense.

In the Classroom: Set-up

Teachers may choose from a couple of options:

1. Give students all questions, and have them respond to all questions using the paper they read for their Response Reflection in Module 5
2. Give students all questions, and have them respond to *another* person's literature review from Module 5 (distinct from whom they originally responded to in Module 5)
3. Give students all questions, and have them respond to *all* questions making a note of the contributions of *all* members in their group, individually

Or, teachers may choose to assign specific reflection questions to each group member, or at random, and have them prepare for specific group members or all group members. It should be noted, however, that students *will not* know what oral defense questions they will be asked for the Module 7 Final Assessment. Nor are they allowed to know the specific oral defense

questions they will be asked spontaneously on the day of scheduled presentations for either of *The College Board* high-stakes Tasks.

What to Do

This preparation will occur individually. Teachers will provide students with the specifics of their individual tasks per the Oral Defense questions provided by *The College Board* (below) and should consider their responses in light of *all* questions regarding the contributions of *each* group member. Refer to the teacher's specific directions for submission. This preparation will be used in a spontaneous, live sense during practice presentations for the Module 7 Final Assessment and graded in the final row of the official rubric. For now, students will simply submit responses to the questions assigned in the manner indicated by the teacher.

***The College Board* Provided Oral Defense Questions**

Task 1, Team Project and Presentation

1. Describe how the content of the team presentation was changed as a result of group discussion.
2. Student A, how did the group decide to include Student B's perspective/lens/conclusions into the overall presentation?
3. Student A, give one specific way that your thinking changed as a result of learning about Student B's individual findings.
4. In the future, what change would you make to your group norms, and how would you expect that to improve the team presentation?
5. Reflecting on your colleagues' work, which one had the greatest impact on your overall understanding of the problem your group identified?
6. In what way did you improve your ability to work with a group as a result of this project?
7. What is an example of a compelling argument from one of your peer's individual reports that you decided to exclude from your team presentation and why?
8. What is a way in which your team's resolution makes you think differently about your own individual research?
9. What was the strongest counter argument to the solution or conclusion your team identified and why?
10. Describe an argument from one of your peer's individual reports that made you think differently about your team's solution or conclusion?
11. Having finished your project, what if anything do you consider to be a gap in your team's solution?