

Module 9 Formal Assessment, Part 2: Individual Multimedia Presentation and Defense

For Teachers:

Task 1 requires collaboration to build an argument from literature reviews. However, Task 2 has the benefit of already being based on an argument—as a result, students are provided more time for the paper-writing process where the argument is central, rather than for the presentation, which will be a bit easier to derive for this task than in Task 1. Students will distill their argument papers into 6-8 minute presentations, selecting either a specific perspective, a particular aspect of the larger argument, or a simplified version of their argument to provide an audience-centered visual and performance design. Unlike in Task 1, students will present their work the entire time and can rely a lot more heavily on their papers to generate the content of their presentations (as the purpose is more aligned).

This task does, however, assess students' ability to translate their message across different forums—papers are far more nuanced and academic and require an extra level of explanation, whereas presentations will require more consideration of the audience to whom the message is being transmitted, consideration for time and clarity of communication, and choice in the organization, discussion, and engagement (a meta-cognitive exercise). Once students complete the performance of their presentation, they will be asked two oral defense questions regarding their work. Questions will be provided ahead of time so students may reflect and prepare, but they will not know which two questions they will have to answer during their presentation.

Purpose

Module 9 provides a timeline and process for completing AP Seminar's official Task 2: Individual Research-based Essay and Presentation. Students will not receive direct feedback or rubric scores for the tasks, as they will be submitted to The College Board for scoring. Instead, the process below for this module is simply to help students manage their projects and account for developing the necessary skills for success.

Introduction

Individual Multimedia Presentation (IMP, 30% of Task 2 Score)

Per The College Board Course and Exam Description Requirements for the Individual Multimedia Presentation:

“Each student develops a 6- to 8-minute presentation to convey their perspective and present their conclusions from their individual written argument. Students should use and attribute, either orally or visually, evidence to support their claims and situate their perspective in a larger

context, rather than merely summarizing their research. The presentation and the media used to enhance the presentation should consider audience, context, and purpose.

...

“Finally, students defend their research process, use of evidence, and conclusion through oral responses to two questions asked by the teacher.”

In the Classroom: Set-up

Students will work individually to complete the module steps. The College Board suggests that this task be allotted about 30 school days for dedicated time on this process.