

Module 8 Formal Assessment, Part 2: Team Multimedia Presentation and Defense

For Teachers

Once students have finished and revised at least a preliminary draft of their lens-specific literature reviews, teams reconvene to share, discuss, and create a plan for the Team Presentation and Defense. To ensure that students critically read, engage, and analyze the works of their team members, teachers may assign informal response reflections as practiced in Module 5 or a formalized peer review activity. The peer review allows for personal reflections as students note areas where their team member's paper interacts with their own or where areas of strength and weakness noticed in their team member's work can help them build better habits.

After completing the activity, teams return to their initial inquiry question and make any revisions needed to create a complete and logical argument. Suppose teams recognize substantial holes or areas of weakness in their findings regarding their question. In that case, they will find additional sources and add them to their team's annotated bibliographies for this task's presentation. Note that these holes or weaknesses identified are for the overall argument only and, as such, do not need to be added to students' literature review unless the flaw also exists in one of the team member's individual lenses.

Finally, students will build toward the final presentation of their argument. Students complete one of the argument structure templates provided in Module 6, focusing on selection techniques and establishing ethos in an 8–10 minute presentation as was practiced in Module 7. Teachers may have teams submit their argument templates or collaborative statements, preliminary drafts of team slides or visuals, and informal reflection responses to the oral defense questions they may face in the formal presentation.

Teachers will set a presentation schedule. Students will perform for final scoring (also worth 50% of the Task 1 score and 10% overall), utilizing audience-centered design, organization, and performance techniques. Teachers do not share this task's rubric or scoring notes with students, as they input scores directly into the College Board Digital Portfolio. Students will not have access to their team's scores for any task components for the sake of security.

Introduction

Team Multimedia Presentation (TMP, 50% of Task 1 Score)

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

“Working collaboratively, the team considers all of the research and analyses from individual team members for the purpose of proposing one or more solutions or resolutions. The team:

- collaboratively synthesized and evaluates individual findings and perspectives to create a collective understanding of different approaches to the problem or issue.
- considers potential solutions or resolutions and conducts additional research in order to evaluate different solutions within the context of the problem, and
- proposes one or more solutions or resolutions and prepares an argument to support their proposal.

The team develops an 8-10 minute presentation that presents a convincing argument for their proposed solutions or resolutions. The team should ensure they have considered different perspectives and the limitations and implications of their proposed solutions or resolutions. The presentation and the media used to enhance the presentation should consider audience, context, and purpose...

Following the presentation, the team will defend its argument, with each student responding to a question posed by the teacher.”