

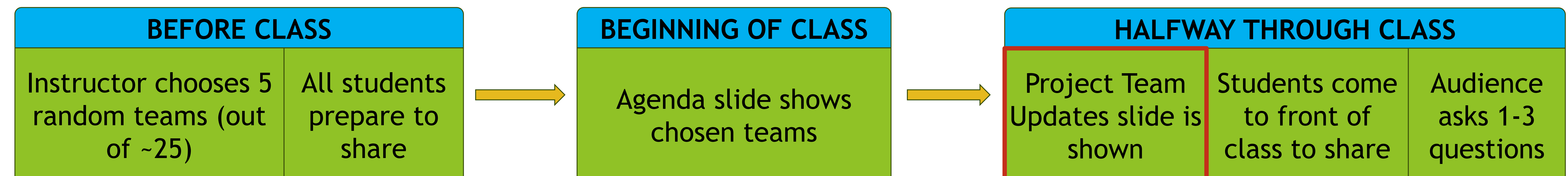
One-Minute Random Presentations for Metacognition, Accountability, Peer-to-Peer Learning, Confidence, and Attendance

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Abstract

A subset of teams is chosen randomly each week to verbally share four topics with the interdisciplinary capstone class. These Project Team Updates are used to take attendance, learn student names, and promote learning and development. Student feedback is generally positive.

Process



Benefits

- Learn names
- Public speaking practice
- Give ideas for what to work on
- Bring lessons to the entire class
- Promote students helping students
- Students learn about other projects
- Show students that everyone needs help
- Show instructor what help is needed
- Simple attendance-taking
- Force reflection to facilitate retention and recall¹
- Create short-term deadlines to prevent procrastination²
- Help students recognize small wins to strengthen self-efficacy³

Project Team Updates

- Team 465 - Automated 3D Test Fixture For Wireless Power Transfer Systems
- Team 482 - Solar PV Reference Cell
- Team 480 - Rocket Propellant Sampling Device
- Team 478 - Liquid Metal Mold Measurement Fixture
- Team 468 - Automatic Ice Chopper

Teams chosen by [Random.org](https://www.random.org)

Share (15 seconds each)

Your name, and

1. Something you **learned** last week and its **impact** on your project
2. Something you are **proud** of from last week or think that **other teams would benefit from** knowing
3. Something you need **help** with and **why**
4. Something you **plan** to do this week and **why**

Practical Considerations

- Takes 11-16 minutes
- Questions are the same every week
- Explained in the syllabus and in class
- Instructor and Teaching Assistants demonstrate
- Random numbers are adjusted for equal updates per team
- Student feedback is incorporated
- Students need reminders to say their names
- Students must speak loudly or use a microphone
- Some students are extremely nervous and need coaching

Student Comments

- Provide great practice for public speaking, plus it is always cool to hear about other groups' progress.
- Gives a space for us to practice talking in front of an audience but the way we do it makes it really easy to share. You will always get positive feedback after going up.
- Had groups share progress in a low-pressure way that cultivated community.
- I appreciate the design of having the pressure of never knowing when you are safe.
- Project check-ins being random make coming to class pretty stressful.
- I do not feel like I am getting any benefit from group presentations.

References

- [1] Weimer, M. (2013). Learner-centered teaching : five key changes to practice (2nd ed.). Jossey-Bass.
- [2] Steel, P. (2007). The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure. Psychological Bulletin, 133(1), 65–94.
- [3] Bandura, A. (1997). Self-efficacy : the exercise of control. W.H. Freeman and Company.