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DESIGNING THE COURSE FOR PROMOTING PRESENTATION SKILLS FOR COLLEGE STUDENTS

LEE, WON KYUNG
YONSEI UNIVERSITY, SOUTH KOREA
UNIVERSITY COLLEGE

Prof. Won Kyung Lee
University College
Yonsei University
South Korea.

Designing the Course for Promoting Presentation Skills for College Students

Synopsis:

Communication and Creativity are regarded as critical competences to promote in college years. 'Utilizing TED and Creative Presentation' course was designed to develop these competences making the use of digital environment of the classroom.

Designing the Course for Promoting Presentation Skills for College Students

Wonkyung Lee

Yonsei University, Korea

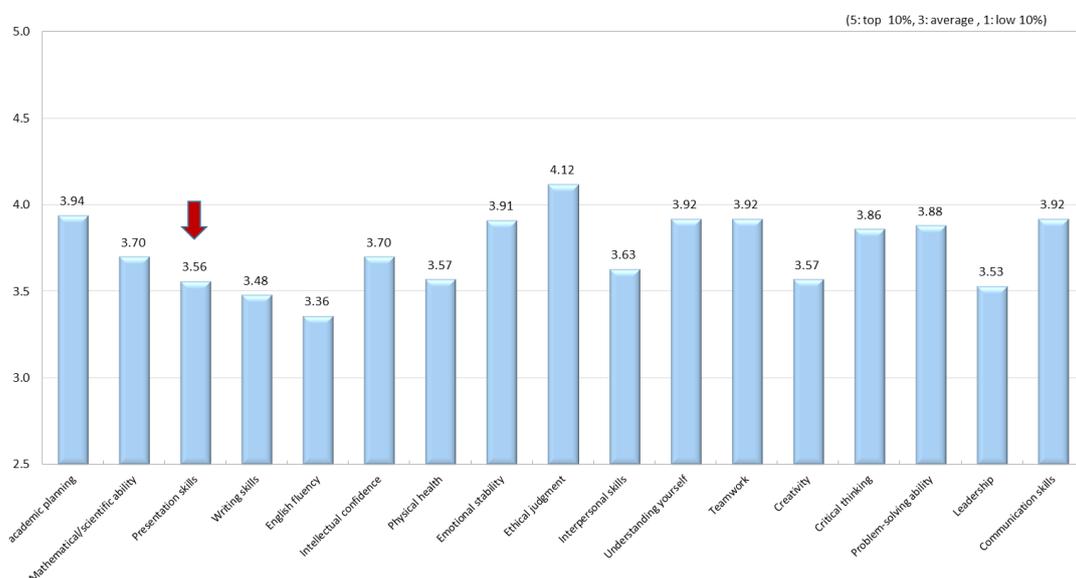
Abstract

Communication skills are regarded as a critical competences in the era of digital information. 'Making the Most of TED and Creative Presentation' course was designed to develop this competence utilizing the digital environment of the classroom. This course also offers the chance to expose the students to diverse knowledge outside of their interest fields, such as technology issues to humanities students or psychological issues to engineering students. Development, operation, and evaluation of the course will be discussed.

I. The background of course development

In the era of digital information, everyone is easy to access to the sea of knowledge, so the ability to select, structure, and deliver the knowledge persuasively becomes more important and valuable. Communication skills are regarded as a requisite to global citizen, and a core competence for interpersonal relationship and business.

According to 2015 Yonsei FYEA, first year students were asked "Evaluate yourself in comparison with your peers with regard to the following list of basic competence/skills". The presentation skills were found to be one of the lowest score among the basic competences (Kim et al., 2015).



In the US, it has been a while since not only writing but speaking courses are regarded as an important part of general education. Many institutions have offered the systematic curriculum of communication and speech courses and students are expected to take those courses during college years. Integration of reading-speaking-writing, presentation skills for successful speech, verbal expression and speaking strategies are included. On the other hand, in Korea, it has been only a decade since speaking courses such as 'speech and debate' has been offered as a part of general education (Yang & Lee, 2013). Still, writing courses are the main part of communication courses. Practical and systematic approach to promoting the speech ability has not been settled yet.

II. The development of the course

Yonsei University has implemented residential college education for first year students since 2013. Almost 4,000 freshmen are supposed to take one year mandatory residential education. As residential education curriculum, 'Holistic Education' courses are offered: 1 credit, 2 hours, P/NP. The courses are designed to promote 5 competences (Communication, Creativity, Convergence, Cultural diversity, Christian leadership). 'Making the Most of TED and Creative Presentation' course was designed to promote those competences, specially focusing on Communication and Creativity.

Why TED? TED is called as '18 minutes' miracle to change the world'. TED talks show the elements of a successful presentation and become the gold standard for public speaking around the world (Gallo, 2014).

III. The description of the course

This course aims to provide educational opportunities for the students to share the valuable ideas from diverse disciplines through TED talks, to improve English (as a second language) listening and comprehension skills, and to improve presentation skills by offering them a chance to talk his/her own storytelling.

The course consists of the lecture(2 weeks), watching Ted talks and discussion(6 weeks), and individual presentation(6 weeks)

Lecture: introduction of the course (objective, operation method, requirements), understanding the global trends, understanding how to make a good presentation

Watching Ted talks and discussion: Every student is required to make presentation with regard to his/her recommended TED talk. Students from diverse majors are interested in various topics such as from string theory of physics to global issues. By watching and discussing the talks of the diverse topics in the classroom, students have chance to be exposed to diverse knowledge outside of their interest fields, such as technology issues to humanities students or psychological issues to engineering students. Usually engineering students are interested in technology, entertainment issues, and on the other hand, arts and humanities students are interested in global

issues, diversity, education, and psychology issues.

Individual presentation: Each student is required to make presentation with free topic for 10 minutes and to share peer comments and Q & A for 5 minutes. This session gives them peer learning opportunities.

IV. The evaluation of the course

At the end of the semester, the students are expected to evaluate the course by on-line system. According to the course evaluation for past five semesters, the students were likely to strongly agree that they obtained sufficient knowledge of related areas(4.3/5.0) and improved their communication skills (to speak and write) through this course(4.46/5.0). Overall, students were found to be satisfied with the course(4.41/5.0). The response rate is 95.10% of total registered students.

V. Future study

TED is found to be very effective tool for promoting communication skills in the classroom. The course will be developed to more debate possible by operating sessions according to the topic.

References

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