Evaluation of Presentation Skills in the Context of Online Learning: A Literature Review

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***Abstract*—Presentation skills are considered as important skills in the workplace, in which the ability to give impressive presentations is needed. Therefore, it is necessary to evaluate how the presentations are performed in order to develop and improve presentation skills. This article aims to determine what evaluations can be used to evaluate student presentations in the online context learning. This research was conducted using a Systematic Literature Review (SLR) and a mapping approach, a process of identifying, categorizing, analyzing, evaluating, and interpreting articles that have been indexed in a well-known databases within a timeframe of 2012-2022. The literature review in this study was reviewed based on the Scopus databases as the primary source. The results indicate that teacher evaluation, peer evaluation, self assessment, team assessment, and formative tests can be used effectively for evaluating online presentations using video, live online meetings, online platforms, social media, and game-based applications. The findings are expected to be useful in developing students' oral presentation skills and transferable skills. In light of these findings, this article also offers a number of implications and recommendations for further research.**

***Index Terms*—Business presentation, communication, evaluation oral presentation, transferable skills**

I. Introduction

It is widely accepted that presentation skills are considered as an important skill [1–3]. Delivering ideas clearly has its own benefits to ensure the audiences comprehend the topic under discussion. As a good presentation can affect the understanding of the audiences [4], it is crucial to develop both speaking and presentation skills. In contrast, the process of communicating through oral presentation is often neglected because the presenter lacks confidence. Therefore, it is important to develop each individual's oral presenting confidence, particularly in the context of education [5].

Teachers play a vital role in instructing students on how to perform a presentation effectively in order to develop their academic and professional abilities [6]. Thus, the ability to provide impressive presentations is needed, especially when instructing students [7–9]. In so doing, they will be able to imitate and learn from their teachers to deliver successful presentations. In addition, teachers must provide their students with adequate practices opportunities so that they can effectively present in front of audiences with varying backgrounds [10].

As widely stated in the literature, transferable skills—written and spoken, are essentials to possess today [11–13], as they will be useful in the future workplace [10, 14, 15].

In recent years, researchers have stated that presentation is one of the most important competencies to master in the business sector [16–18], and in the academic setting [7]. Furthermore, developing students' presentation skills is an important goal of higher education [19]. The advantages of strengthening presentation abilities will enable students to successfully manage a variety of scenarios. However, building presentation skills is frequently viewed as a time-consuming endeavor [20]. A teacher lacks sufficient time to evaluate student's presentation competence [7, 21]. The heavy workload leaves teachers with little time to train students to develop their presentation skills and ultimately to forces to acquire the skills through self-study [6]. Moreover, providing more practice opportunities and direct feedback is ineffective in today's online learning [19, 22]. Consequently, there should be some ways to be considered in order to develop students' presentation skills, one of which is by providing an appropriate evaluation of students' oral presentation, including performance in terms of oral speech production—pronunciation, tone of voice, audibility, clarity, the control of nervousness [5], as well as word choice [10].

The sources of evaluation are also considered, whether they are people, such as oneself, peers, and teachers, or things, such as a computer, that are admittedly effective evaluation tools [23]. In the context of online learning and the evolution of technology, it is probable that there will be variations in the assessment and feedback provided for presentations. How to evaluate the efficacy of business presentations has been the subject of a number of studies, including evaluation and assessment with peers and teachers [21, 24, 25], peers-guided [24], cards [2], online feedback [26, 27], online peer feedback [28], and role-playing [29]. To our knowledge limited literature review studies is available on how to evaluate the effectiveness of oral presentations, creating an opportunity for us to utilize a Systematic literature review. In addition, the findings of the current study would be used as feedback to improve students' presentations and their learning process. However, literacy evaluations of presentation abilities are seen as unreliable [7, 21]. Furthermore, Boetje and Ginkel [19] state that the optimal number of practice presentations is still unclear and must be investigated. Therefore, it is essential to conduct a literature review that focuses on the suitable evaluation employed in assessing presentation abilities in the online learning context in order to determine the progression of scientific knowledge pertaining to the evaluation of presentation skills. In order to clarify the efficacy of evaluating presentation abilities, the purpose of this paper is to investigate types of evaluations that may be used to evaluate students' presentations in an online learning setting based on the literature on the Scopus database.

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II. Methods

This research was conducted using a Systematic Literature Review (SLR) and a mapping strategy, which involves identifying, classifying, analyzing, assessing, and interpreting all relevant literature [30–32] on "evaluation" and "presentation skills".

Evaluation of presentation abilities or evaluation of oral presentation are the search terms used to locate relevant material. Three phases of the systematic review were used to assure the approach's rigor: planning, implementation, and reporting. The SLR comprises five stages: 1) question formulation; 2) localization and literature search; 3) study selection and evaluation; 4) analysis and synthesis; and 5) reporting and interpretation of results.

A. Selection of Publications

The first step was to locate literature that discuss presentation evaluation. The steps leading to the investigated scope were then carried out. Moreover, the following were the questions utilized in the systematic mapping:

1) Which article discusses presentation evaluation?
2) Which article discusses presentation evaluation comprehensively?
3) Which article discusses online presentation evaluation process?

This comprehensive review of the literature uncovered 2,771 papers published between 2012 and 2022 in journals, conference proceedings, books, book series, and trade publications. The papers were collected as primary references from the Scopus database. These searches conducted were as follows:

1) Identifying search terms from research questions.
2) Identifying search terms in relevant titles, abstracts, and keywords and publications between 2012 and 2022.
3) Identifying synonyms and alternative spellings of search terms.

The results of the search were then reselected based on inclusion and exclusion criteria. The purpose of the study selection criteria was to identify the primary studies that directly addressed the research problems. The following were the requirements for inclusion:

1) Articles discussing presentations.
2) Articles discussing evaluations in conducting presentations.
3) Articles discussing evaluations of presentations that can be used online.

Furthermore, the exclusion criteria were as follows:

1) Articles without discussion of presentations.
2) Articles without discussion of presentation evaluation.
3) The publications that do not discuss the evaluation of online-useable presentations.

In the SLR study, the data found were analyzed in accordance with the following quality assessment criteria questions.

1) Were the articles published between 2012 and 2022?
2) Does the article discuss the evaluation of the presentation in detail?
3) Does the article cover online presentation evaluation?

Selected primary studies were selected in order to acquire data pertinent to answering mapping and SLR research questions. The data extraction form was created to collect the primary study data necessary to answer the research questions. Table I displays the components of the extraction formula used to answer the research questions.

TABLE I: The Components of Extraction Formula

Components	Research Question (RQ)
Discussing the evaluation of presentations	RQ1
Comprehensiveness of evaluation of presentation skills	RQ2
Evaluation of presentation skills online	RQ3

B. Selection Results

The search results were chosen based on inclusion and exclusion criteria, which were then reviewed using the quality assessment criteria. All publications were published between 2012 and 2022 and provide a comprehensive analysis of presentation evaluation.

The outcomes of applying systematic mapping queries to the literature search are depicted in the following figure. There were 2,771 publications between 2012 and 2022.

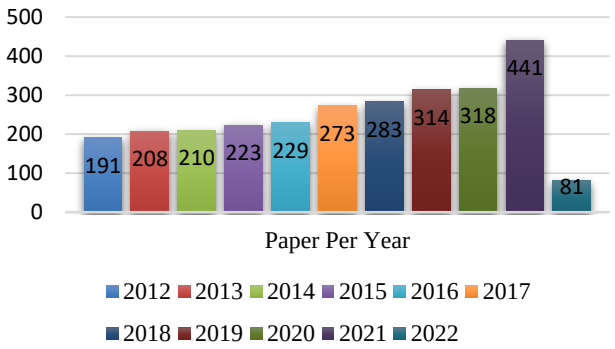

Fig. 1. Number of articles based on the years.

Fig. 1 illustrates the distribution of the articles by year. The number of published articles climbs every year and reaches its peak in 2021, with the exception of 2022, for which the researchers assume the number is still increasing because the year is not yet through. From 2012 to 2022, 191, 208, 210, 223, 229, 273, 283, 314, 318, 441, and 81 papers were published, respectively. These results show that this topic still has substantial potential for future research.

In addition, based on the source, a total of 2,771 articles were retrieved from various categories of publications, including trade journals, book series, books, conference proceedings, and journals, as shown in Fig. 2.

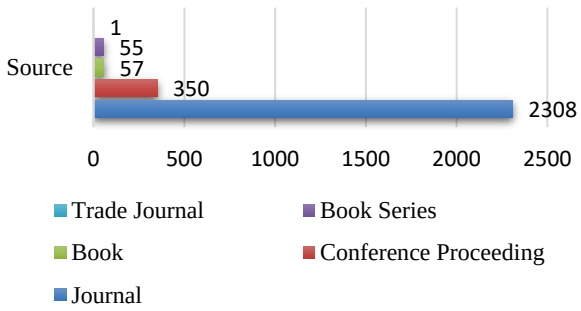

Fig. 2. Number of articles based on the sources.

The majority of the publications are journal papers, totaling 2,308. The second category consists of conference proceedings articles. There is no substantial difference between book series articles and books, which a total of 55 and 57, respectively. These data imply that authors are more interested in publishing their research findings in journals than in other formats.

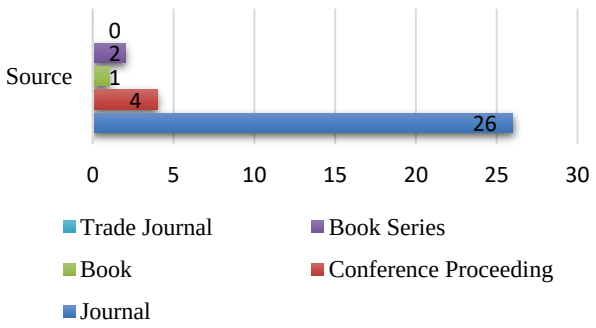

Fig. 3. Number of articles based on the sources.

In addition, the selection was based on inclusion and exclusion criteria, resulting in the publications of 18 articles in 2012, 2015, 2016, 2017, 2018, 2020 and 2021 (see Fig. 4).

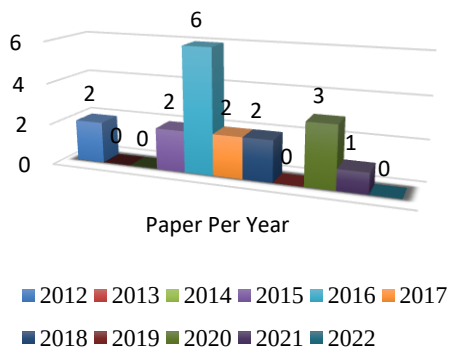

Fig. 4. Number of articles based on the years.

The 18 publications come from various source categories, as depicted in Fig. 5. Journals were the primary source for the thirteen articles. Additionally, two publications were retrieved from the book series and conference proceedings. However, just one article was derived from the book category. Nonetheless, none of the pieces was from the trade journal.

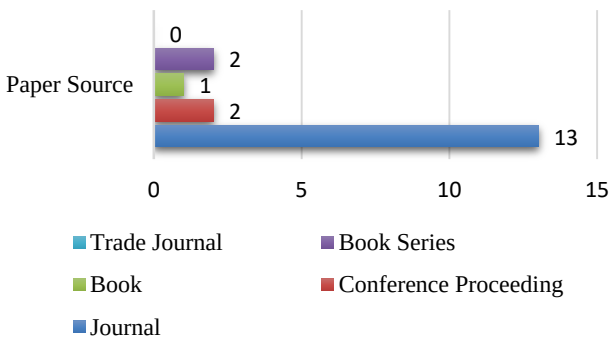

Fig. 5. The number of articles based on the sources (IEC).

According to the description above, a note-taking strategy was utilized to respond to the inquiries used in the systematic mapping 1. with a total of 18 articles that investigate presentation evaluation are predominate, according to the analysis of 2771 publications. The questions used in the systematic mapping 2 was then addressed using a similar strategy. The presentation review procedure is thoroughly covered in ten articles. There are also three articles addressing online presentation evaluations that respond to the inquiries questioned in the systematic mapping 3. In addition, development research, experimental research, quantitative with surveys, qualitative with interviews, and literature review research were all included in the 18 articles. Of all the studies mentioned, quantitative research is the one that is most frequently employed.

III. Result and Discussion

Through a note-taking approach, the systematic mapping has been carried out to obtain answers to research questions. Studies by Ozdemir and Tekin, Shinge and Kotabagi [7, 33] are regarded as the most thorough when evaluating online presentations. Additionally, the studies offer a thorough evaluation strategy.

A. Presentation Evaluations that Can be Used to Evaluate Presentations

All of the articles that are used as the main sources for these studies cover presentation evaluation. Although several of these investigations used respondents with diverse fields of study, the study covers the evaluation of presentations in great detail. Evaluation of presentations is used to help students improve their presentation skills as well as gauge their talents [22, 34, 35]. By integrating the feedback provided during the evaluation of prior presentations, students can quickly accept and enhance their oral presenting abilities and academic learning.

The evaluation of students' presentation abilities can be done by teachers, tutors, peers, themselves, and a group of people [21, 27, 36]. It can be advantageous for students to participate in the evaluation or assessment of presentations [23], allowing them to examine their own conduct as well as that of their peers in order to gain a deeper knowledge of the criteria. Peer evaluation of the oral presentation can simply increase students' performance and self-efficacy. Additionally, using peer and self-evaluation to provide feedback on the presentation could lighten the effort of the teacher [37].

Tutor evaluations, self-assessment, and group assessments are detrimental for assessing presentation abilities. Teacher and peer evaluations are typically utilized to evaluate student presentations [26, 38, 39]. The findings by De Grez and Valcke *et al.* [37] indicates that students exhibit a good attitude toward self- and peer evaluation, which will likely influence how they present in the future. They are eager to learn and consider the criticism offered. In addition, evaluation of presentation skills can be conducted in offline or online sessions, offered concurrently, or in the following few days [29, 40, 41].

B. Presentation Evaluations that Can be Used in Online Learning

According to previous research, assessing presentation

skills through instructor evaluation and self-evaluation is a useful strategy. Technology can also be used to conduct evaluations in a useful way [7, 33, 42]. Additionally, peer evaluation, tutoring, and group evaluation can all be done online. Since they involve fewer persons, teacher evaluation and self-assessment are sometimes considered to be simple to execute. However, because they need to engage more individuals, peer evaluation, tutoring, and group assessments are thought to require more preparation [18, 42].

However, there are advantages and disadvantages to both online and offline presentation evaluations [26]. Direct evaluation of a presentation is typically simpler from the perspective of implementation. However, a well-designed online evaluation is thought to have a greater influence [28]. It is because students who receive online evaluations via decrypting video messages or chats find them comparatively simple to re-learn.

C. Evaluating Presentations in Online Learning

Videos made by students can be used for online presentation evaluation [28], allowing for flexible learning [43]. Students typically submit their created videos for evaluation, and the assessor (teachers, tutors, peers, or groups) can then provide feedback through videos or descriptions. Following the procedure, feedback can be used to enhance the subsequent presentation.

In addition, it is possible to evaluate online presentations live over the Internet [44–47]. This system has a drawback because both students and teachers must attend simultaneous online meetings, despite the ease it offers [48]. This process is typically done out in an online room, just like a regular meeting. The evaluation procedure is often conducted following student presentations in-person (in online meetings) [49]. After that, either individually or in groups, teachers and other students offer their feedback [46].

Online platforms can be used for evaluation and self-evaluation [50]. This approach is used by offering a variety of question indicators that teachers have prepared [29]. After completing their video presentations, students evaluate their work by responding to evaluation questions that have been presented on the web platform [51]. This approach offers a benefit in terms of the length of the evaluation, but it also has limitations in terms of subjective self-evaluation [27].

In addition, it is believed that using social media to evaluate student presentations is successful [52]. This method is typically semi-online, with the evaluation process taking place after the presentations that students make in offline classes. Then, comments are posted online via social media. The flipped classroom method has an advantage with this approach since presentations take place in traditional classroom settings but feedback is delivered via social media online.

Moreover, game-based apps can also be used for presentation evaluation [53]. In order to promote evaluation, these gamification concepts also feature an integrated pointing system and leaderboard panels [54]. Students can assess their level of presentation abilities by using game-based apps. The feedback is considered as testing data to enhance various presentation styles. However, the creation of presentation evaluation software necessitates extensive technological and creative skills [55].

This review of the literature led us to the argument that students' presentation skills are crucial [8, 10]. Presentation abilities could benefit their careers [3, 52, 56] and is assessable online. Students with strong presentation abilities are thought to have an easier time finding jobs [57, 58], or starting a business since they are more likely to be able to provide compelling presentations to persuade people [59, 60]. This is supported by Grosch, Markowitsch and Plaimauer [61, 62] stating that to address the issue of a skilled labor shortage, education, training programs, and vocational development are some of the most important factors. Excellent business presentation abilities will make it much simpler for students to find employment [63–65].

IV. Conclusion

Making videos, participating in online meetings, using online platforms, social media, and game-based applications are all ways to practice presentation abilities online. The benefits and drawbacks of each method must be considered while using online evaluation. Even when students and teachers are not physically present throughout the evaluation process, the use of online evaluation can still be useful. In fact, it is possible to evaluate presentations indirectly at anytime and anyplace. However, the outcomes of the various evaluation presentations may vary from person to person, therefore the evaluator must take into account a number of factors while selecting an evaluation method that is appropriate for the circumstances. In order to help students build their transferable abilities, evaluation and assessment can be delivered in a communicative manner. Additionally, it is advised to use previous feedback into presentations in order to address some difficult issues and enhance one's presentational abilities.

However, this study is still constrained in terms of the number of literature investigated over time, despite the fact that there are a number of ways that are thought to be useful for assessing presentations in online learning to date. The findings of this study might be impacted by other methodologies or method development in the future. Therefore, in order to continue investigating this topic, future researchers will need to regularly revise their investigations. Additionally, the presentation evaluations researched are only applicable to classroom presentations, and as the objective of evaluation is formative, evaluations of presentations outside of the classroom are unquestionably different from those of classroom presentations.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions

Suroto took part in the writing's compilation and completion processes. Een Yayah Haenilah, Sunyono, and Hasan Hariri worked together to validate methodologies, perform calculations, and calculate numbers. Pargito and Nanang Trenggono collaboratively validated and oversaw the work's discussion. The findings were discussed by all of the authors, who all contributed to and approved the final version

of the paper.

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