Spreekopdracht   
  
**- Iedere leerling komt 5 tot max 10 minuten aan het woord**

\*Small intro (Stel je even voor en geef aan wat voor school je op zit, op MijnHelicon vind je een internationale versie in het Engels waar je tips uit kan halen)  
\* What is the project about, what do you want to achieve with it?  
\* Why is this project a part of this education?  
\* What was the plan of approach? Give steps and explain why they are important.  
\* What did you struggle with and what went smoothly?  
\* Your opinion on the project and its educational value. \*Would you change anything?  
\*conclusion   
  
**Let op! Merk je dat je ver boven de 5-10 min uitkomt in je verhaal, laat dan de intro maar gaan en begin gelijk bij punt twee.**

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| --- | --- |
| Presentation feedback form | |
| Your name: Date: Location: | Presenter: |
| * Mark within the indicated range of five. * Do ask questions if you have them at the end of the presentation (should be invited by the speaker) * There is no point ‘’loading’’ your evaluation so that it looks good because the speaker is a friend. The teacher decides the final score and you do not help your classmate by lying to them. | |
| **Loose categories: (1)**Not very successful **(2)** Could be better **(3)** Average only **(4)** Quite good **(5)** Very good/excellent | |

|  |  |
| --- | --- |
| **Q1** Clarity of speaking. (Could you hear the speaker properly and clearly) |  |
| **Q2** How would you rate the audio-visuals? (Use of powerpoint, prezi, etc) |  |
| **Q3** Clarity of language. (Could you understand everything(terminology) said? |  |
| **Q4** What about body language? (Eye contact, not reading off a note all the time) |  |
| **Q5** Was the structure and procedure right?(Intro, points, conclusion, invitation to questions, +- 5 min presentation) |  |
| **Q6** How about answering questions?(Did he or she respond well, general impression, knowledgeable.) |  |
| **Q7** Overall rating for presentation. |  |
| **Q8** Is there is one particular ‘top’ or ‘tip’ you wish to make: | |