**English Candidate Examination as a Multidisciplinary Conference**

**Project Preparation and Presentation**

The ***Exam*** is designed as a multidisciplinary Conference with the structure and stages mimicking conference participation procedure.

The duration is ONE FULL TERM. The online Pre-conference stage takes place during the weeks 1-6. The offline (in person) Exam Conference takes place during the last week of the term. The exact date is communicated by the Education Department.

During the ***Pre-conference stage*** (online, weeks 1-6), the participants prepare a Project (an extended Abstract), a Video-abstract (a 2-min self-video), and a Stack of slides for a 7-min Final Presentation according to the specified criteria.

All materials are Peer-Reviewed.

All materials are Graded by the Instructor.

Next, Participants use the comments of their Reviewers and the Instructor to improve the materials and upload the Final versions of each assignment.

Finally (week 7), a multidisciplinary conference is held in the presence of all Course Participants and the Examination Committee comprising the language Instructors and the Faculty representing relevant disciplines.

During the ***Exam (Conference)***, each PhD student makes a presentation (7 minutes) based on his/her research area of interest followed by a discussion.

The presenter is expected to demonstrate a variety of academic skills:

* Planning and designing a well-structured and balanced presentation
* Formulating and negotiating the research ideas through the process of writing and peer editing
* Communicating research-related ideas to a multi-disciplinary audience
* Presentation skills
* Discussion skills (the ability to tackle a variety of questions from the audience)

The aim is primarily to **communicate** specific research across the multidisciplinary boundaries, to **inform** and to **instruct** the participants.

**Deliverables**

***BEFORE THE EXAM (ONLINE) Graded Assignments*:**

***Please note that failure to upload the required material by the due date is automatically graded as FAIL and further submissions will be denied.***

1. **Project Proposal** is a concise summary of the project, including the Background, Objectives, Methods, Results, Discussion, Conclusion (**650 words**), and the List of References in IEEE format. In other words, the text should be 650 words, plus a List of 3-10 references in IEEE.

The proposal should describe the general theme and scope of the research and presentation. The theme may be stated as a problem to be investigated, an issue to be explored, or an argument to be defended. The proposal might indicate where the student is starting out and where s/he would like to get in terms of answering a question, exploring a phenomenon, understanding a theory, building a skill or other goal. It should articulate the theme and strategy of the study as clearly as possible within 650 words.

* Choose a **topic** within your broad area of research interest.

You may choose to present the experimental or the practical part of your work, to educate the audience on how to conduct the experiment, or design a product. It is preferable to have some reportable results; however, if there are no results yet, you can talk about the expected results and their intended significance.

* All references in the text and the list of references should be submitted in **IEEE format**.
* There should be NO VISUAL elements (graphs, figures, tables, etc)
* AI assistance in writing the proposal is strongly discouraged.

The **TEMPLATE** for the Proposal can be found in **FILES**.

Complete instructions are provided in each assignment.

1. **Peer Review**.

You will be requested to peer review two Proposals submitted by your classmates and provide clear recommendations for improvement following the template. You will also be required to peer review one video and one stack of presentation slides.

The **Guidelines** to assess the quality of a proposal, text assessment **criteria**, and presentation **grading** criteria can be found below and also in **FILES**. Complete instructions are provided in each assignment.

1. **Self-video.**

You will be requested to make a 2-minute video overview of the proposed presentation. The goal is to describe ***verbally*** the scope and results of the Project and the intended approach to their presentation. The video should be without slides, and the presenter’s face should be clearly visible. The presenter should not be reading from the screen. Rather, they should be talking to the audience, maintaining eye-contact and using appropriate body language.

The technicalities should be scaled appropriately to fit the needs of a multidisciplinary audience.

You will be expected to Peer review one video produced by your colleague.

Complete instructions are provided in each assignment.

1. **Presentation Slides.**

You will be expected to upload the slides for the 7-min presentation and Peer review one stack of slides produced by your colleague.

Complete instructions are provided in each assignment.

1. **Final versions of all assignments.**

You will be expected to incorporate changes suggested by your Reviewers and the Instructor and upload the final versions of all assignments.

***AT THE EXAM (OFFLINE CONFERENCE)***

1. **Final Presentation and discussion**

You are expected to make a presentation (7 minutes) and take part in the discussion and Question and answer session after the presentation.

**To encourage active listening,** participants will be expected to provide written comments about each presentation. The comments will be collected and summarized by the Instructor along with the Committee comments for the Final Grade.

Participants will vote for the Best Presenter. The Best Presenter will get **an extra (bonus) score** to be added to the final grade.

**Grading Criteria:**

**The Grades for the Pre-conference assignments make up 50 % of the Final Grade.**

**The Exam (Conference) Presentation makes up 50% of the Final Grade.**

**The TOTAL Grade is made up of the Pre-Conference Grade and the Presentation Grade.**

**Project Proposal Grading**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **10= A+** | **9-8 = A** | **7 = B** | **6 = C** | **5 = F** |
| **Content** | The content is substantial, original, and significant. The topic is presented clearly, accurately, concretely and concisely. The goals and objectives are clearly stated. The significance of the project is duly highlighted. | The content is substantial and original. The topic is presented accurately, concretely and concisely. The goals and objectives are clearly stated. | The content is valid and mostly original. The topic is mostly accurate and concrete.  The goals and objectives are not clearly stated. | The content is lacking originality/ validity. The topic is presented in part.  The goals and objectives are poorly stated. | The content is neither original nor substantial. The topic is not addressed.  The goals and objectives are not stated. |
| **Organization /**  **Structure**  **IMRaD=**  **Introduction**  **Methods**  **Results**  **Discussion** | Logical and coherent  presentation of ideas; all parts are present, balanced and contribute to a strong central idea. The storyline is clear and engaging. | Logical and coherent  presentation of ideas; all parts are present, balanced and contribute to a strong central idea. | The text is mostly logical.  All parts are present but cohesion means are not consistently used. | The logic of the text is unclear. All parts are present, but unbalanced. The text lacks cohesion. | There is no logic in the text. Individual ideas are not linked together. |
| **Grammar, spelling, punctuation** | Appropriate and diverse grammatical structures and tenses. No spelling or punctuation mistakes | Appropriate and diverse grammatical structures and tenses. No spelling or punctuation mistakes | Minor mistakes in grammatical structures / tenses/ spelling / punctuation (no more than 2 in each category) which do not obscure understanding. | Mistakes in grammatical structures /tenses/ spelling / punctuation (up to 5 in each category) which do not obscure general  understanding. | Mistakes in grammatical structures / spelling / punctuation (more than 5 in each category) which obscure understanding. |
| **Vocabulary** | Consistent use of appropriate and diverse academic vocabulary; balanced use of terminology. The language is appropriate for a multidisciplinary audience. | Consistent use of appropriate and diverse academic vocabulary; balanced use of terminology. | Consistent use of basic academic vocabulary and terminology. | Academic vocabulary is used inconsistently. Terminology is overused / is used imprecisely. | Academic vocabulary and / or terminology is not used. |
| **Style** | Consistent use of stylistic devices appropriate for the particular genre of writing and a multidisciplinary audience. | Consistent use of stylistic devices appropriate for the particular genre of writing. | Minor mistakes in the use of stylistic devices in the given genre of writing. | Inconsistent use of stylistic devices in the given genre of writing which do not obscure understanding. | Inconsistent use of stylistic devices in the given genre of writing which obscures understanding. |
| **Format and references** | The text is formatted according to the rules and norms appropriate for the given type of texts.  The use of references is consistent; IEEE referencing style is used. The formatting is appropriate. | The text is formatted according to the rules and norms appropriate for the given type of texts.  The use of references is consistent and their formatting is appropriate.  IEEE referencing style is used. | The text is mostly formatted according to the rules and norms appropriate for the given type of texts Minor formatting issues.  The use of references is consistent and their formatting is appropriate.  IEEE referencing style is used. | Inconsistent formatting that moderately obscures understanding.  Formatting issues.  The use of references is inconsistent; numerous  formatting issues.  IEEE referencing style is not used. | Inconsistent formatting that obscures understanding.  Minor formatting issues.  The use of references is inconsistent and their formatting is inappropriate.  IEEE referencing style is not used. |

**Presentation grading criteria:**

The following presentation skills are assessed:

* The ability to produce a logical, coherent, grammatically accurate and phonetically correct speech on a professional topic.
* Knowledge and use of Academic discussion culture and professional communication norms.

The main issues regarding the Quality of the Presentation:

* Are the objectives of the Project clearly defined?
* Is the presentation appropriate for the intended audience?
* Is the material up to date / relevant?

General criteria:

1. Originality and novelty
2. Significance of the presented topic
3. Logic in structure and content
4. Clearness of the material (content and visual aspects)

**Presentation Grading Criteria**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5 = A** | **4 = B** | **3 = C** | **2 = F** | **Comment** |
| **Content** | The content is substantial and original. The topic is presented accurately, concretely and concisely. The goals and objectives are clearly stated. | The content is valid and mostly original. The topic is mostly accurate and concrete.  The goals and objectives are not clearly stated. | The content is lacking originality / validity. The topic is presented in part.  The goals and objectives are poorly stated. | The content is neither original nor substantial. The topic is not addressed.  The goals and objectives are not stated. |  |
| **Structure:**  General structure,  Introduction, Main Body, conclusion | Excellent structure and general organization, accurate use of cohesion means, clear introduction and conclusion. | Good structure and overall organization of the text, minor issues related to cohesion / introduction/ conclusion | Unclear structure and poor overall organization of the text, insufficient cohesion; deficiencies in introduction/ conclusion | Unclear structure and poor overall organization of the text, no cohesion; major issues with introduction/ conclusion |  |
| **Delivery**  Tempo, volume, expressiveness, articulation / pronunciation | Appropriate tempo, sufficient volume, clear articulation / pronunciation Complex / holistic impression. | Minor issues with tempo, volume, articulation / pronunciation which do not impede the holistic impression. | Minor issues with tempo, volume, articulation / pronunciation which do not impede the holistic impression. | Significant issues with tempo, volume, articulation / pronunciationwhich impedethe holistic impression. |  |
| **Language means**  Sentence length, register / style, grammar, vocabulary | Sentence length variety, consistent register and style, no grammar or lexical issues. | Sentence length variety, consistent register and style, minor grammar / lexical issues. | Monotonous sentences, inconsistent register / style, numerous  grammar or lexical issues. | Short sentences, inconsistent register and style, major grammar and lexical issues. |  |
| **4 Manner**  Interest, assurance / confidence, body language | Interested, confidentmanner and appropriate body language. | Interested, confident manner.Inconsistent body language. | Disinterested, insecure manner; passive-aggressive body language. | Disinterested, insecure manner; passive-aggressive body language. |  |
| **5 Q&A** | Clear and to the point, grammatically correct answers. | Mostly clear and to the point, minor grammatical issues. | The answer is generally to the point with logical or  grammaticalissues. | The answer is not to the point with major  grammaticalissues. |  |
| **6 Visual aids (slides)**  Structure, logic, grammar, overall impression | Clear and logical structure. Slides support oral presentation.  Balanced slides (images/ font/ color / text).  No grammar / lexical / spelling or stylistic mistakes. | Mostly clear and logicalstructure. Single unbalanced slides (images/ font/ color / text)  1-3 grammar / lexical / spelling or stylistic mistakes. | Distorted structure and / or logic.Multiple unbalanced slides (images / text; issues with fonts / colors/ styles.) 3-5 grammar / lexical / spelling or stylistic mistakes. | Distorted structure and logic, Unbalanced slides (major issues with images / text fonts / colors/ styles.)  Multiple grammar / lexical / spelling or stylistic mistakes. |  |