

In-Class Presentations / Discussion Facilitations

200 points each (each presentation = 20% of final grade)

On the first day of class, you will sign up for two presentation days and corresponding infectious disease subjects, and related research or popular science articles.

Your homework assignment for each of your presentation days will be to:

- (i) read the assigned article in detail
- (ii) prepare and present a slideshow (e.g. powerpoint, GoogleSlides, Keynote) that:
 - a. introduces the infectious disease of focus
 - b. introduces the corresponding scientific article
 - c. explains the scientific figures contained within the article
- (iii) facilitate group discussion (without slides) about the corresponding article.

All students will be asked to read articles for both presenters prior to the class period and arrive prepared to discuss them.

By 9am on your presentation day, please upload to the corresponding Canvas assignment:

- A powerpoint, keynote, or GoogleSlide file with your presentation to the corresponding Canvas assignment, following the naming convention (submission date can be written as YYYY_MM_DD):

Presentation_LastName_FirstName_SubmissionDate.ppt/x

Your grade for this assignment will reflect the quality of the slides that are turned in, your presentation of these slides in the class period, and your effective facilitation of group discussion.

Your overall presentation period should be 30 minutes in length, divided roughly 60:40 between your presentation (~18 min) and your facilitation of group discussion (~12 min). It is up to you whether to lead these sequentially (e.g. presentation followed by discussion) or in a combined format, intermingling presentation and discussion. Either approach is perfectly acceptable. It is also acceptable to slightly redistribute the time between presentation and discussion, though you should allocate adequate time for both.

The grading breakdown will be as follows:

- *Introduction/Background to the Disease of Interest* – you should properly identify the causative agent and the resulting disease, as well as place that disease in a historical, global health context (*70 points total*)
 - 10 points for correctly identifying causative agent and disease
 - 20 points for introducing the historical and global health context
 - 40 points for presentation quality
- *Introduction to Scientific Article* – you should identify what the authors did, how they performed their study, and why this approach was used to answer a scientific research question. (*40 points total*)

- 10 points for correctly explaining what was done
- 18 points for correctly explaining how the study was undertaken (e.g. methods)
- 12 points for identifying why this approach was taken
- *Explanation of Scientific Figures* – Present each figure in the paper to the class and explain what is demonstrated and how it relates to the overall aims of the article. (30 points total)
 - 20 points for discussing all figures in the main text of your assigned article, divided equally among the total number of figures (which varies by article)
 - 10 points for accurate interpretation of figures without mistake
- *Facilitation of Group Discussion* – You will be evaluated on how effectively you engage the group in discussion (without slides). Useful strategies to facilitate classroom engagement might include assigning partner-pair breakout groups, designing thought-provoking questions, or planning relevant activities. (60 points total)
 - 20 points for clear demonstration of effort to accomplish the stated goal
 - 40 points for effectiveness of facilitation methods (e.g. *did the group participate?*), including creativity in facilitation approach.