

### **BIOEN 599 Final Project Presentation Guidelines**

You will present to the class on May 31. You will have 15 total minutes. This should be 10 minutes to present with 5 minutes of questions afterwards. This is worth 85 points.

You can present with any tools you choose (Power point, Google slides, white board, etc.). You should get across the point of your project effectively.

If you are planning to use the projector, you must send your presentation to me at least 12 hours ahead of time so I can load them onto my laptop for presentation. That will eliminate the hassle and time of changing laptops between presenters.

Rubric for the presentation is below.

***Presentation Rubric:***

<b>Components</b>	<b>5-Sophisticated</b>	<b>3-Competent</b>	<b>1-Not yet Competent</b>
<i>Organization</i> Score * 1	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
<i>Style</i> Score *1	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
<i>Use of Communication Aids</i> Score *1	Communication aids enhance presentation. <ul style="list-style-type: none"><li>• The font on the visuals is readable.</li><li>• Information is represented and organized to maximize audience comprehension.</li><li>• Details are minimized so that main points stand out.</li><li>• All graphs and tables are labeled clearly and helpfully.</li></ul>	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"><li>• Font size is mostly readable.</li><li>• Appropriate information is included.</li><li>• Some material is not supported by visual aids.</li><li>• Most graphs and tables are labeled.</li></ul>	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"><li>• Font size is too small to read.</li><li>• Too much information is included.</li><li>• Details or some unimportant information is highlighted, and may confuse the audience.</li><li>• Graphs and tables are not labeled.</li></ul>
<i>Content</i>			

Introduction/ Prior art Score*2	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Identifies and discusses research question or design problem. Significance is clear.	For the most part, explanations of concepts and theories are accurate and complete. Research question or design problem stated, but not explained. Significance is unclear.	Explanations of concepts and/or theories are inaccurate or incomplete. Research question or design problem is unclear. Significance is not presented.
Methods/ Design Specifications Score * 3	Choice of analysis data and tools clearly explained and scientifically valid. Experimental approach clearly described at appropriate level of detail. Design constraints and criteria clearly described. How these constraints and criteria were determined clearly discussed at the correct level.	Choice of analysis data and tools explained though it is not a good choice of data/approach. Experimental approach described at an inappropriate level of detail. Design constraints and criteria described. How these constraints and criteria were determined discussed at an incorrect level.	Choice of analysis data and tools not explained. Experimental approach not clearly described at an inappropriate level of detail. Design constraints and criteria not described. How these constraints and criteria were determined not discussed.
Results of Data Analysis/ Solution Description Score * 3	Describes results clearly. Critically evaluates results. Uses correct data analysis procedures. Solution clearly described at an appropriate level. How solution meets constraints and criteria is clearly discussed. Limitations are described.	Describes results. Critically evaluates results. Uses data analysis procedures, though incorrectly. Solution described at an inappropriate level. How solution meets constraints and criteria is discussed. Limitations are not described.	Does not describe results. Does not evaluate results. Solution described at an inappropriate level. How solution meets constraints and criteria is not discussed. Limitations are not described.

Conclusions Score * 2	Conclusions are clearly explained and well supported by presented data. Critically evaluates conclusions. Conclusions are not overstated. Impact of design or research is discussed clearly. Future goals are presented.	Conclusions are explained and supported by presented data. Critically evaluates conclusions. Conclusions are slightly overstated. Impact of design or research is mentioned. Future goals are not presented.	Conclusions are poorly explained and are not supported by presented data. Does not evaluate conclusions. Conclusions are overstated. Impact of design or research is not discussed. Future goals are not presented.
Accuracy of Content Score* 1	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.
<i>Use of Language</i> Grammar and Word Choice Score *1	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
<i>Responsiveness to Audience</i> Verbal Interaction Score *1	Consistently clarifies, restates, and responds to questions. Summarizes when needed. Can integrate knowledge to answer question.	Generally responsive to audience questions and needs. Misses some opportunities for interaction. Can address some questions.	Responds to questions inadequately.

Body Language Score*1	Body language reflects comfort interacting with audience	Body language reflects some discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.
Total			

Adapted from Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 156-157). Allyn & Bacon: Needham Heights, MA by the Eberly Center for Teaching Excellence, Carnegie Mellon University  
and

Brewer, C.A., and D. Ebert-May. 1998. Hearing the case for genetic engineering: breaking down the barriers of anonymity through student hearings in the large lecture hall. *Journal of College Science Teaching* 28 (2): 97-101.