QALMRI Presentation Instructions

Each student will be responsible for giving one 10 minute in-class presentation during the semester. The presentation will be a summary of one of the journal articles assigned for each presentation slot.

The presentation sign-ups will be given out the first day of class and finalized by Sunday, Feb. 11th. If you have not signed up for a presentation by the end of day Sunday, I will randomly assign you to an open article/day.

Presentation Day
When it is your turn to present, you need to submit your presentation (powerpoint) to blackboard **the day before class (before 11:59 pm)**. If you run into issues, you can also email it to me: nbrosowsky@gradcenter.cuny.edu

Presentation Tips
You should use Power Point (or a similar program) to create slides that you will use during your presentation. You should include graphs and figures from your primary research article.

Follow these tips to help you create a successful presentation.
A first tip is to break up your presentation into units of time. Presentations are stories, they have a beginning a middle and end. You have about 3.3 minutes for each section. Let's see how this breaks down.

Introduction section (about 3 minutes)
The introduction starts with the big idea and narrows down to the specific experimental hypothesis being tested in your article. You might devote a first slide for describing the big idea with respect to the real-world. This will help the audience understand the question of interest. You should then have a slide that describes any necessary background knowledge. Is there a fact(s) that is important for the audience to know that inspired the present experiments? You should have a slide that presents the specific hypotheses that are under investigation.

Methods Section (about 3 minutes)
The methods section should clearly show how the experimental procedure is used to test the hypotheses under investigation. It is not necessary to present loads of unnecessary information. It is important to communicate the main factors that were manipulated (the independent variables), and the main measures that were collected (the dependent variable). It is **most** important to communicate what the subjects did in the experiment. This is usually accomplished with visual aids that give example of what subjects did on each trial of the experiment.

Results & Discussion (about 3 minutes)
If you have communicated the hypotheses and the experimental design clearly, then the audience should have a good idea about what the authors predicted for their findings. It is often helpful to create a slide for predicted results before showing the actual results. Next, it is most important to present the data. This will usually be figure or graph from the paper. These can be copied and pasted directly into your presentation from the electronic .pdf. You should clearly describe the pattern of data, and what the authors considered to be the most important finding. During class, you should spend time walking the class through the graph (e.g., what are the axes on the graphs, what do different colors mean, what does the graph show). In the discussion section you should clearly state how the finding relates back to the hypotheses under investigation. In other words, what inferences can be made about these results. You should end your discussion with some comments about the broader implications of the findings. Why are these findings important? What are some flaws? What are some next questions?

You presentation should include information about the Question, Alternatives, Logic, Methods, Results, Inferences, and next Questions (QALMRI) about the experiment (see handout). Identifying these items provides a means for critically evaluating experiments, as well as for organizing your own experiment proposals. It helps you to find connections between theory and data by making explicit the question being asked, the approach used to answer it, and the implications of the answer.
Remember that your overall goal is to explain the article to the class – not just to identify the parts of QALMRI. QALMRI is supposed to guide you to make sure you cover all the important parts.

Grading

Your presentation is worth 15% of your total grade.

It is expected that at the beginning of the course not all students will understand how to create and deliver a good presentation that communicates the major ideas and findings from an empirical article. Thus, **students who sign up for the early slots will be graded more leniently than later slots.** It is expected that the quality of presentations will improve across the semester.

How is the presentation graded?
The presentation will be graded along two basic dimensions: content and communication.

Content points (60%)
A good presentation will contain all of the elements of the QALMRIQ. The presenter will introduce appropriate background information, clearly describe the overall research question, and the more specific question under investigation. The presenter will show the main hypotheses and logic of the study. The presenter will clearly describe the methods. The presenter will clearly describe the results and link the results back to the hypotheses under investigation. The presenter will discuss the significance of the findings, and may even describe some pitfalls and next questions.

Communication points (40%)
The presenter will use a clear and audible speaking voice. The slides will not contain too much text. Major aspects of the content will be clearly displayed using simple and appropriate labels or headings. The presentation will be engaging. The presentation will be constructed to last 10 minutes in length, and not more.