

23RD ANNUAL CSTEP STATEWIDE STUDENT CONFERENCE

Research Presentation Guidelines

The research presentation competition is only open to students who are not already submitting an abstract for the Poster Competition or nominated to be an Ambassador.

Professionals must possess a well-developed ability to communicate their research to others. The research presentation portion of the CSTEP conference is designed to emphasize the value of an ability to deliver research presentations, as well as to help students develop their oral presentation skills.

Introduction to this year's Research Presentation Competition:

This year, we will continue the tradition of presenting *Distinguished Research Presentation Awards*. One student from every research presentation category will receive a *Distinguished Research Presentation Award* and one student will receive an Honorable Mention. The presentation categories include: Natural Sciences (Upper and Lower Divisions), Technology, Physical Sciences, and Social Sciences.

Distinguished Awards will be based on the student Abstract and PowerPoint Presentation.

- Students will receive structured audience feedback for the oral portion of their presentation; however, this will not be part of the formal judging process.
- In order for judges to get an idea of what the presentation will entail, **STUDENTS ARE NOW REQUIRED TO ADD Presentation Talking Points** to the Notes section of their PowerPoint Slides.

What are Presentation Talking Points?

- Presentation talking points are comments that the student will type into the Notes Section of their PowerPoint presentation.
- Where do they go?
 - There is a Notes Section for EACH PowerPoint Slide
 - The Notes Section is the section that is directly below the slide.

What is the Purpose of including Talking Points in a PowerPoint Presentation?

- Talking points will **assist in the judge's evaluation** of the students' research
 - Since judging will occur prior to the conference and will be based on the judges' review of the student abstract and PowerPoint Presentation, it will be helpful for them to get a general sense of what the student is planning to say during their presentation
 - Talking points should expand on the information presented in the slide and provide more detail about what the presenter will say as they give their presentation to an audience.
- In contrast to the very concise information presented on each slide, **talking points will Illustrate and Describe – in more detail – the information and ideas that the presenter will discuss when EACH SLIDE is presented to the audience**

How does the Judging & Awards Process Work?

- A panel of judges will review complete submissions (Abstract + PowerPoint Presentation)
- All judges will review complete submissions using the rubric included in this Registration Packet
- Students will be presented with the awards during the awards ceremony on Saturday evening.

GUIDELINES

Research presentations are carefully prepared to be **fifteen minutes** long. They are presented as part of a panel of four or five presentations, usually addressing a common subject matter.

The following guidelines have been developed to assist you in the planning and development of your research presentation. Please read the guidelines carefully.

I. Research Presentation Online Registration Form:

1. The online registration information will be used to maintain contact with presenters.
2. Confirmation emails will be sent to the CSTEP program staff listed as the primary contact person.
3. Please register to participate the Research Presentations online, by copy-pasting the following link into your browser:

<http://bit.ly/CSTEPResearchPresentationRegistration2015>

II. Research Presentation Requirements:

1. An abstract of the presentation is required for the submission. This will be published in the Conference Proceedings.
2. Presentations should be of 12 minutes duration, allowing 3 minutes for questions, unless otherwise advised.
3. Presentations should be saved to a jump drive.
4. Always have a back-up of your presentation and ensure your presentation is **PC compatible**.

III. Category of Presentation/Abstract:

Students must choose one of the following categories for presentation:

1. Natural Sciences (Lower Division – for Freshmen and Sophomores)
2. Natural Sciences (Upper Division – for Juniors, Seniors and Graduate Students)
3. Technology
4. Physical Sciences
5. Human Services / Social Sciences

**Abstract Submission Deadline:
February 06, 2015**

**PowerPoint presentations must be submitted via email
to cstep.oral.presentation@gmail.com no later than March 6, 2015**

**For questions, please email Jessica Doeman and Stephanie Hundt,
Research Presentation Committee Co-Chairs
Email: cstep.oral.presentation@gmail.com**

2015 CSTEP STUDENT RESEARCH PRESENTATION RUBRIC

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
ABSTRACT GUIDELINES				
Format	Does not exceed 250 words.	N/A	N/A	Exceeds 250 word limit.
Content				
Introduction (What is the Objective and Scope of the Investigation?)	Describes the problem & why this work was needed; Makes connections between the problem, the context and the purpose of the investigation	Describes problem & why this work was needed. Makes connections between the problem, the context and the purpose of the investigation.	Description the problem but makes only implicit or superficial connections between the problem, the context and the purpose of the investigation.	Does not adequately describe the problem or why the work was needed; Does not make connections between the problem, the context and the purpose of the investigation.
Methods (Summary of what the student did)	Describes the method of research, study or analysis applied to the problem. Specific and concise.	Describes the method of research, study or analysis applied to the problem but lacks one or two relevant specifics or is wordy.	Describes the method of research, study or analysis applied to the problem but lacks more than two relevant details or is overly wordy.	Does not adequately describe the method of research, study or analysis applied to the problem.
Results (What were the principle findings?)	Summarizes the major results of the project. Specific and concise	Summarizes the major results of the project but lacks one or two specifics or is wordy.	Summarizes major results of the project but lacks more than two relevant specifics or is overly wordy.	Does not adequately report the major results of the project.
Discussion (What are the principle conclusions of the study?)	Provides an interpretation and relates results back to the problem; States the relevance, implications, or significance of the results to the broader context of the topic. Makes recommendations or states implications for future work.	Provides an interpretation and relates results back to the problem and to a broader context, but these sections may lack specifics or be overly wordy. Makes recommendations or states implications for future work.	Provides superficial or tangential interpretation of results. Attempts to relate results back to the problem and context but connections are superficial. May not make recommendations for future work.	Does not provide adequate interpretation of results and does not relate results back to the context or original problem Does not make recommendations for future work.

POWER POINT PRESENTATION GUIDELINES

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content				
Introduction & Hypothesis	Background information was relevant & summarized well. Clear connections to previous literature & broader issues. Had a goal or a logical hypothesis that showed clear relevance. Impacts beyond project clearly stated.	A logical hypothesis or goal was presented. Background information was relevant, but connections not clear. Goal of project or a logical hypothesis was stated clearly, showed relevance beyond project.	A questionable hypothesis or project goal was presented. Background information was relevant, but connections were not made.	The hypothesis or goal was inappropriate or not stated. Little or no background information was included or connected.
Methods	Excellent choice of experimental methods to address hypothesis or goal of project.	Good choice of experimental methods to address hypothesis or project goal.	Method not appropriate to address hypothesis or goal of project.	Methods section insufficient or missing.
Procedures	Procedures were used correctly; Clear discussion and inclusion of controls or comparative groups	Procedures used correctly; Discusses of controls or comparative groups; lacks some controls or comparative groups.	Procedures were not always followed consistently; Controls or comparative groups not well described or are missing.	Procedures (if applicable) were not used correctly; Serious lack of controls or discussion of controls.
Results	Substantial amounts of high quality data presented to address hypothesis. Presentation of data was clear, thorough and logical. Addresses potential problems and alternative approaches.	Substantial amounts of good data were presented; sufficient to address the hypothesis or goal of project. Presentation of data was clear and logical.	Adequate amounts of reasonably good data were presented to address hypothesis or project goals. Presentation of data was not entirely clear.	Some data were lacking, not fully sufficient to address hypothesis or project goal. Presentation of data was either not included or very unclear & difficult to comprehend.
Discussion & Conclusions	Reasonable conclusions given & <u>strongly</u> supported with evidence. Conclusion was connected to the project hypothesis and relevance in a wider context was discussed.	Reasonable conclusions were given and supported with evidence. Conclusion was connected to hypothesis but relevance was not discussed.	Reasonable conclusions were given. Conclusions were not compared to the hypothesis or project goal, and their relevance was not discussed.	Loose or unsupported conclusions were given. Little or no connection to hypothesis or goal was apparent.
Talking Points (REQUIRED):	<p>Talking Points clearly Illustrate and Describe what the student will discuss when he/she gives the presentation to an audience.</p> <p>Points will help audience understand the research & how ideas are connected</p> <p>Reader can clearly understand the plan, organization and flow of the presenter's argument from viewing the information listed on the slide and reading the Talking Points in the notes section.</p>	<p>Talking Points mostly Describe & Illustrate what student will discuss; there may be 1-2 points that are unclear or out of place</p> <p>Most points should help audience understand research & how ideas are connected</p> <p>Reader can usually get a sense of the plan, organization and flow of the presenter's argument from viewing the info listed on the slide & reading the Talking Points notes.</p>	<p>Talking points sometime Describe & Illustrate what student will discuss when he/she gives the presentation to an audience; BUT more than 2 talking points seem unclear or out of place</p> <p>Some talking points may be helpful, but others will likely not help an audience understand the research and how ideas are connected.</p> <p>Reader has difficulty getting a sense of the presenter's plan.</p>	<p>No Talking Points listed or Talking Points do not adequately Describe or Illustrate what the student will discuss when he/she gives the presentation to an audience.</p> <p>Any Talking Points listed will likely not help an audience understand the research and how ideas are connected</p> <p>Reader cannot get a sense of the plan, organization & flow of the presenter's argument from looking at the slide & Talking Point notes.</p>

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Organization of PowerPoint Presentation				
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Length	Presentation is comprehensive but concise	Presentation is comprehensive but may include slightly more information than could be presented in 12 minutes	Presentation is not comprehensive or the amount of information is unmanageable	Presentation is far too short to provide enough information or is far too long to fit into a 12 minute presentation
Visual Presentation of PowerPoint				
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Text - Font Choice & Formatting	Font formats (size, color, bold, italic) have been carefully planned to enhance readability and content. All slides have ≤ 5 bullet points.	Font formats have been carefully planned to enhance readability. Most slides have ≤ 5 bullet points.	Font formatting has been carefully planned to complement the content. It may be a little hard to read. Many slides have > 5 bullets	Font formatting makes it very difficult to read the material. Most slides have too much information.
Use of Graphics	All graphics are simple and attractive (size and colors) and support the topic of the presentation.	A few graphics are too complex or unattractive but all support the topic of the presentation.	All graphics are attractive but a few do not support the topic of the presentation.	Several graphics are too complex, unattractive AND detract from the content of the presentation.
GENERAL GUIDELINES APPLYING TO ENTIRE SUBMISSION				
Clarity, Spelling and Grammar	All elements of the submission are well organized. Contains no errors in spelling or grammar. Defines all acronyms at their first use.	A few elements of the submission are somewhat disorganized. Contains one or two errors in spelling or grammar. Does not define one or two acronyms at first use.	The submission lacks general organization. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.	The submission is completely unclear: there are missing sections, several points are not clearly described. Contains more than two errors in spelling or grammar Does not define more than two acronyms at their first use.

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content				
Authorship	The student is primarily responsible for the work presented.	Student is mostly responsible for the work but outside assistance is apparent.	Student is only partially responsible for the work presented.	The student is largely not responsible for the work presented.
Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Comprehensive	Project includes all material needed to give a good understanding of the topic. Presentation corresponds to academic area selected.	Project is lacking one or two key elements. Presentation corresponds to academic area selected.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
Coherence	All content is carefully chosen to develop the student's thesis. There is no extraneous information.	Content is carefully chosen to develop the student's thesis. There may be a few extraneous points	Some content is not consistent with the student's thesis. There is a moderate amount of extraneous information.	Most content is inconsistent with the student's thesis and is difficult to follow because there is so much extraneous information.
References & Citations	Information is supported by authentic print resources; All resources are cited correctly, using a consistent format.	One or two references are missing or reference formats are inconsistent.	More than two references are missing or information is cited using the incorrect format.	Very few (or no) references are provided to support the information presented.