

Page 1: Compelling presenters, start [HERE \(Undergraduate Scholarly Showcase\)](#)

This presentation is intended to help students get ready for UC's Undergraduate Scholarly Showcase, held April 22, 2019 in Tangeman University Center. By clicking the "Undergraduate Scholarly Showcase" link, students can learn more about the event and access the link to the registration form.

Page 2: By the end of this presentation, you will:

- Realize the value of presenting at this event
- Understand what is expected of presenters
- Begin to imagine your presentation
- Know where to get guidance and feedback

Page 3: Definitions of Scholarly & Showcase

To begin, let's clarify the meaning of Scholarly & Showcase.
Scholarly: Adj. Involving or relating to serious academic study
Showcase: N. A setting for exhibiting something in a favorable way.

Page 4: Vision for the Showcase

This vision for the Showcase is an event where hundreds of students from all disciplines share new knowledge, new understanding, creative output, and technical innovation developed through research and scholarly activity.

Page 5: Feel of the Event

With approximately 700 presenters delivering 400 presentations for hundreds of judges and guests, the feel of the event is best described as exciting, celebratory, empowering, and professional.

Page 6: Presenter Purpose

The purpose of each student presenter is to communicate his/her scholarly process & outcome as well as serve as a peer evaluator. We ask all presenters to evaluate 2 projects by students outside of their major. This allows presenters to learn from other presenters and reinforces the responsibility of presenters to talk about their work in a way that people outside of their specialty can understand and appreciate.

Page 7: Presenter Benefits

Professional Development

Whether you aim for a career in for-profit, public, or non-profit sectors, public presentation is an important skill.

Resum Boost

Presenting at conferences always looks good on a resume/CV

Learn Something New

With presenters from more than 40 majors, you are bound to learn something new and interesting. You will also learn from the feedback you get from your evaluations and through the process of evaluating others.

Network with Employers

In addition to faculty, and student judges, employer partners also participate as judges. Students who indicate they are seeking an employment opportunity on the registration form are assigned employer judges. Employers are asked to judge just 3 projects so they have time to interact with students not assigned to them.

Opportunity for Award

We give out about 40-50 certificate awards for the highest scoring presentations (e.g., Top 10%)

Food

Coffee all day plus pizza for lunch.

Page 8: Academic Call of Duty

By sharing your scholarly process and outcome, you are answering an academic call of duty that serves to advance individuals, disciplines and societies.

Page 9: Two Main Things to Know

What qualifies as “scholarly work” & How to prepare a compelling presentation

Page 10: Definition of Scholarly Work

At it’s core, and no matter the discipline, scholarly work describes a focused study of a specific topic that results in new knowledge, new understanding, or creative or technical innovation.

Page 11: Definition of Research

Research is a form of scholarly work that results in an intellectual or creative contribution to the discipline. Generally, the form of contribution is a publication in a peer-reviewed journal or book, in which nothing is published without first being scrutinized and approved by a group of experts (i.e., peers of professors and other research professionals).

Page 12: Scholarly Process = Research Process

If you are thinking that the differences between scholarly work and research are nuanced, you are right. The subtle distinction is this: When you engage in a scholarly or research process to benefit or inform yourself, that is appropriately referred to as scholarly work. To qualify as research, the outcome should be intended to benefit or inform society.

Given the nuanced distinction between scholarly work and research, it should not be surprising that the scholarly process and research process are virtually the same. The undergraduate scholarly showcase intentionally uses the word “scholarly” instead of “research” to encourage the presentation of projects that advanced the student’s understanding or development in some capacity, without necessitating the activity benefit or inform society.

Page 13: Scholarly Process = Research Process Diagram

No matter the discipline, the scholarly process involves:

1. A question or goal

A specific question or goal that has not been adequately answered or achieved previously. Undergrads rarely come up with their own question or goal. Rather, they are often prompted by their professor or research supervisor. The student is responsible, however, for understanding the context of the question/goal and the rationale for taking it on (e.g., what is the value to society?) as inferred from previous work/scholarly literature.

2. Discipline-appropriate strategy

Application of a discipline-appropriate strategy to answer the question or achieve the goal. The strategy could be an experimental, observational/case study, library (lit review), or survey approach. It could be a modelling, logic, or design thinking approach. Like the question, the strategy is typically informed by the research advisor, but the student is responsible for understanding why it is the right strategy to answer the question/achieve the goal. Research strategies vary widely across disciplines, but one thing is true for all: the research strategy informs the methods for gathering and analyzing information needed to answer the question or achieve the goal.

3. Information gathering & Analysis

The work involved in this step is often the responsibility of the student where the methods involved are guided by the project advisor.

4. New knowledge or innovation

New knowledge or innovation emerges as a result of the first three parts of the research process

5. Dissemination of process & outcome

The scholarly process and outcome must be disseminated (or shared) as broadly as possible so that others can use your process and outcome to inform their approach to future projects. Showcase presenters who leave their findings with their project advisors may be acknowledged or asked to co-author a future publication. Those with permission from their project advisor may archive their abstract and visual aid with scholar@uc, which provides a permanent digital archive of your work that employers and graduate programs may access on-line. No matter how broadly you are able to disseminate your process & outcome, practice presenting at a conference is a valuable experience that will undoubtedly inform how you approach future presentation experiences.

Page 14: Scholarly Process Across Disciplines: Question or Goal

As you might imagine, the scholarly process can vary widely across disciplines...and at the same time, there can be considerable overlap. These next few pages show general distinctions in terms of the types of questions, strategies, and information gathering that in different disciplines. The point of this is to show that all disciplines engage in research, even though the process may emerge differently depending on the type of question or goal one sets out to answer/achieve.

STEMM disciplines (Science, Technology, Engineering, Math, & Medicine)

The question or goal is typically aimed at expanding knowledge of the natural world & applying that knowledge to inform technical & medical advancement.

AHSS disciplines (Arts, Humanities, & Social Sciences)

The question or goal is typically aimed at understanding human experience & applying that understanding to inform or influence individuals or groups.

Page 15: Scholarly Process Across Disciplines: Strategy to Answer the Question or Achieve the Goal

It's hard to distinguish STEM & AHSS disciplines according to research strategies, e.g., all disciplines can apply scientific method (that is an experimental approach to revealing new information) to test hypotheses & all can use case studies (that is, observation) to generate hypotheses. Generally speaking, strategies used in STEM disciplines lead to the gathering of quantitative information (i.e., numbers) and strategies used in AHSS disciplines lead to the gathering of qualitative information (words, images).

Page 16: Scholarly Process Across Disciplines: Information Gathering & Analysis

STEMM Disciplines

Information (i.e., data) tends to be **Quantitative** (e.g., counts, measurements) & analyzed using Quantitative **Methods**

AHSS Disciplines

Information (i.e., data) tends to be **Qualitative** (e.g., images, documents, language) & analyzed using **Qualitative Methods**

Creative & Performing Arts

Information (i.e., data) tends to be **Qualitative** (e.g., ideas, examples) & processed with reason & reflection to inform **Creative Process**

Pages 17 & 18: Frequently asked questions

These pages address 6 frequently asked questions, each of which has the same answer.

Questions:

1. I just did an internship. Is that scholarly?
2. We helped a company solve a problem for a class. Is that scholarly?

3. I wrote an essay for a class. Is that scholarly?
4. My capstone is a recital. Is the Showcase for me?
5. I made a clothing line. Is the Showcase for me?
6. My project isn't finished. Is the Showcase for me?

Answer:

Yes, as long as

1. There was a question or goal.
2. You used scholarly and/or primary sources to justify & inform your project
3. You gathered information and processed it in such a way that it led to new understanding, knowledge, or innovation (even if only to inform the next steps of your project).

Page 19: Presentation Goals

Relaxed, relevant, organized, and easy to follow.

Once you recognize the scholarly merit of your project, it's time to start thinking about how to communicate your scholarly process and outcome in a way that is appealing to broad audiences. That is, in a way that is relaxed, relevant, organized, and easy to follow.

Page 20: Step 1: Choose your presentation format

Two options involve timed speeches

Podium Presentation: 10-minute talk plus 2 minutes for questions.

Location: TUC 4th floor classrooms

Organization and practice are key. Great tips by [University of Wisconsin](#) & [University of British Columbia](#)

Capstone Competition: 3-minute talk without time for questions

This format is the ultimate test in story-telling and is passed on the popular "3-minute thesis".

Location: Cinema

Great tips by [University of Sussex](#) and [University of Notre Dame](#)

Two options involve presentations that are not time and are more of a conversation than a speech

Poster: Stand by your poster and tell your story to visitors while using your poster as a visual aid.

Location: Great Hall

Maximum poster size is 3 feet wide by 4 feet tall; smaller posters are encouraged

Tips provided on slides 30-36.

Unposter: Think “chalk talk” meets “show & tell”. Presenters sketch on a blank page tacked to their poster board while they talk. Presenters may also show items of interest related to their project.

Location: Great Hall or Atrium

This is a new format, so tips are hard to find. The main recommendation is to organize your story as you would for a slide show, only instead of making slides, sketch out key points on your blank paper.

Page 21: Know your audience: everyday people!

Whether you are presenting to a professor, employer, academic advisor, grad student, or peer, the most important thing to do is tell a story that they can follow. The process of boiling down months of work into a short-story is hard. Making the story understandable and interesting is harder, as well as possible and necessary. Before you consider this “dumbing down your talk” remember the words of Einstein: If you can’t explain it simply, you don’t understand it well enough.

Page 22: The Evaluation Form

The main point of the evaluation is to provide feedback that informs future presentations. The more you present, the better you get...and no matter your profession, it helps to have good presentation skills.

Judges will evaluate all presentations by rating how well they agree with the following 14 statements on a scale of 1 to 5, for a total of 70 possible points:

1. Title is compelling & easy to understand
2. Visual aid is visually stimulating
3. Visual aid is a valuable supplement to the presentation
4. Images/Figures Informative
5. I understand the main question or goal
6. This work is important
7. Scholarly sources inform project
8. Methods are appropriate
9. I understand how info was gathered & processed
10. Outcomes (or conclusions) are innovative (or logical)
11. The quality of work achieved is high
12. This work is important
13. The presenter was engaging

14. This presentation deserves a Top Award

Our aim is for all presentations to be evaluated by two professionals and 2 peers. We will be lucky if we have enough judges to provide 1 professional and 1 peer evaluation. Please encourage professors, professionals, grad students, and friends to participate.

Page 23: Step 3: Organize Content

These are the things you will want to include in your talk:

1. Big picture question or goal
2. The hook (why it matters)
3. Specific question or goal (& how it relates to the big picture)
4. Methods
5. Challenges (all good stories have tension)
6. Findings/Achievements
7. Meaning + Why it matters + What's next
8. Images & Figures for posters & slides.

Other visual aids include but are not limited to video clips embedded into a slide show or shared on your phone; a prototype; an object meaningful to your project.

Page 24: Step 4: Get Inspiration

On-line, in the halls

Most research posters are too wordy; be the change.

The “unposter” concept is too new to find examples. Be the inspiration for future presenters.

Page 25: Step 5: Construct Your Visual Aid

Podium Presentations: 5-10 slides

Capstone Competition: 1-3 slides

Poster: 1 big slide, 5-6 sections

Unposter: no slides, but practice your sketch

Slide Tips

Adopt a theme, not a template (Exception: [UC Templates](#))

6X6 Rule: no more than 6 words per bullet; no more than 6 bullets per slide (or section of your poster)

Image Resolution Minimums:

4-inch by six-inch image: 600 X 900 pixels
5-inch by 7-inch image: 750 X 1050 pixels
8.5-inch by 11-inch image: 1650 X 2100 pixels

Resources

[UC Libraries Media Guide](#) for images

[Canva Color Guide](#) for compatible colors

[Canva Font Guide](#) for compatible fonts

Page 26: Register to Present

Student presenters can access the registration form from the [Undergraduate Scholarly Showcase website](#). Registration opens January 10, 2019 and closes March 28. In addition to basic information about presenters and the project advisor (e.g., name, department, email addresses), presenters will be asked to select their presentation session and availability for evaluating other presentations. Poster Sessions in the morning and afternoon accommodate poster and unposter presenters. Podium Presentations and The Capstone Competition will occur during the lunch hour. Please refer to the [website](#) for a detailed schedule. Note that the registration form requires presenters to submit their project title and abstract. The abstract, or project summary can be no more than 200 words.

Page 27: Titles that Work

Students are often tempted to draft long, complicated titles. Because this event is intended for general audiences, it is important that your title clearly convey the gist of your project using language familiar to people outside of your discipline. It is a good idea to brainstorm ideas and test them on friends outside of your major. Titles that work include results-based titles, Methods-based titles, or titles that begin “The relationship between...”, “The effect of...”, “Progress on...”, or “Reimagining...”. Question titles work sometimes. Titles with acronyms should be avoided. Please see the activities calendar for Title & Abstract feedback sessions.

Page 28: How to Write an Abstract

The first and second sentences of your abstract should introduce the topic and the reason your project is of value. The second and third sentences should describe your specific question or goal and your general method. The final 2 or 3 sentences should state your main outcome and the impact of that outcome. Abstracts are generally between 150-200 words long. Abstracts greater than 250 words will not be accepted. The abstracts will be included in a digital program that will be available to attendees and provide to judges in advance of the event. Abstracts

should not be included on posters. Please see our [activities calendar](#) for title & abstract workshops and feedback sessions.

Two completely fabricated, hypothetical abstracts: 1 from a STEMM discipline and one from an AHSS discipline.

Hypothetical abstract from a hypothetical STEMM project:

Although suburban neighborhoods may appeal to people who are sensitive to air pollution, little is known about the impact of traffic fluctuations on suburban air quality. As population density in suburban areas increases, there is a need to understand daily and seasonal air quality fluctuations in these areas. We collected a suite of air pollutants every day for six months in high-traffic and low-traffic areas in 3 suburban communities outside of Cincinnati, Ohio. We found high-traffic areas had higher concentrations of pollutants than low-traffic areas, but the concentrations detected did not exceed national standards. These results indicate the importance of considering the impact of traffic on air quality, even in suburban areas where the concentration of pollutants tends to be lower than concentrations typical industrial and urban areas. 128 words.

Hypothetical abstract from a hypothetical AHSS project:

Our team was challenged with designing a park that appealed to all ages in a mixed economic urban neighborhood. To inform our design, we facilitated 3 focus groups in the community: one at a community council meeting, one at an elementary school PTA meeting, and one at a retirement home. During each focus group, we had participants reflect on a number of images taken from parks around the country. We then asked participants to list important qualities of a community park and identify 10 key elements that we should integrate into a park to achieve these qualities. The focus group feedback indicated that the most important aspect of the park would be its capacity to facilitate relationship building among residents from diverse age groups and backgrounds. Drawing from focus group responses and literature regarding the evolution and impact of public park design, we created 2 options that will be presented to our focus group populations later this spring. At this interactive poster, we ask viewers to vote for the design that best supports the intention of bringing together diverse members of the community. 183 words.

Page 29: Last Step: Go to Showcase

Dress

It is advised that you dress comfortably with flat shoes. Most presenters dress somewhere between business casual and business-professional.

Checking In

Students will check-in at tables in the Great Hall Lobby. At Check-in, presenters swipe their Bearcat Cards through a machine, check their names off of a list, and pick up their name tags. Check-in tables for presenters will open at 8:30 am. Presenters are advised to arrive 45-minutes to an hour before the start of your session. Arriving early allows time to enjoy refreshments, mingle, and set up your visual aid without feeling rushed. Presenters for Poster Session 1 are advised to arrive between 9 and 9:30. Podium and Capstone Competition Presenters are advised to arrive between 11:30 and 12. Poster Session 2 presenters are advised to arrive between 12 and 12:30.

After you check in and find your presentation location, you should have time to enjoy refreshments or lunch and perhaps judge a project. All presenters should stay for the duration of their presentation session. After words, by all means, take time to honor and celebrate your accomplishments. You earned it!

Page 30: Poster-making in PowerPoint

The next 6 pages instruct students how to make a poster in PowerPoint. Instructions for making slides for Podium Presentations & Capstone Competition are not provided here because most students know how to make slides for presentation purposes and can find plenty of solid guidance on-line.

For example, you may refer to the [University of Wisconsin](#) & [University of British Columbia](#) for guidance preparing your 10-minute podium presentation, and refer to the [University of Sussex](#) and [University of Notre Dame](#) for guidance on how to develop your 3-minute Capstone. You may also attend one of our presenter prep or open feedback sessions (see [activities calendar](#)).

Page 31: Play with Layout, then Add Content

We think this is the best way to make a poster:

1. **1st** [change slide size](#) to poster size you will print (max 36" wide)
2. Click "scale" content
3. Insert a square. Each square will represent the location of a section, figure, or image.
4. Copy & paste your square multiple times to represent multiple sections of your poster.
5. Adjust the sizes of your squares to reflect the anticipated size of each section, figure, or image.
6. Explore various layout options, considering focal point, weight & balance, and logical flow (examples provided on Pages 31-36)
7. [Align](#) squares to one another & [distribute](#) evenly
8. Create text for each section in a Word document. Paste the text into the appropriate sections, where each section has an appropriate sub-heading. Paste in figures and images, including the logos of supporting institutions, such as the UC logo found on [UC's Branding website](#).

Page 32: Example 1 of how layout can translate into poster design

This layout uses portrait orientation and includes a space at the top for the Title and authors as well as 5 sections with the following subheadings: Background, Goals, Methods, Results and What it all Means. There is also a small space at the bottom for citations and acknowledgements and a circle offset from the middle that says “focal point”. In the image to the right of this layout, you see a poster that uses this layout in developing the overall design.

Page 33: Example 2 of how layout can translate into poster design

This layout uses portrait orientation and includes a Title section with 6 additional sections. The sections include: Background, Finding 1, Finding 2, Focal Point, What it all Means, and Methods (at the bottom). In this case, the focal point is in the center of the poster and hosts an illustration called “anatomy of a kiss”. The following two comments of the final poster are provided: (1) “May have benefitted from white background with tan sections” and (2) “Bold colors here balance bold colors used on top and in middle”

Page 34: Example 3 of how layout can translate into poster design

This layout uses landscape orientation with a Title section across the top with a row of 7 rectangles lining the bottom of the Title section and 7 additional sections as in the previous examples. The final poster shows a row of images related to the project lining the bottom of the title section. These images are the attention-grabbing with the main focal point being a large, centrally located figure illustrating the main result of the project.

Page 35: Timeless Tips

The following tips are useful for all visual displays:

1. Include clearly defined sections (clear background & foreground)
2. Titles should be larger than subheadings, which should be larger than bullet points
3. Use logos to recognize sources of support
4. Use san serif font that is easy to read
5. Remember the 6 X 6 rule
6. Use bold colors sparingly
7. Balance the use of colors and balance the sizes of sections.

Page 36: A comparison of two posters from the 2018 Showcase

The poster on the left has nice images, nice flow, and isn't too wordy

The poster on the right is too wordy with long, narrow columns that draw the eye up and down in a way that counters natural flow.

Page 37: Have questions? Need help?

Check out our [web site](#)

Attend a [prep or feedback session](#)

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