.

Include your citations here:



Class Presentation

Outside Presentation

Tallwood Boards

Panel Judged Presentation

Notes and Techniques

PS

Global Connections

PRESENTATION





PS

|  |  |
| --- | --- |
|  |  |

Class Presentation: INTRODUCTIONS.

Write the needs / expectations of each audience and prepare a short presentation introducing a classmate to that audience.

The French

Monarchist Party

The Duck Hunters

Association

The World Affairs

Council of Hampton Roads

The Historic

Preservation Society

The Star Trek

Convention

The Glassblowers

Guild

The Kennedy Center

for Performing Arts

PS1

British Petroleum

The Volunteer Coordinators

of Virginia Beach

Class Presentations: Short and Sweet

There will be from time to time a very quick (stand and deliver) presentation that gets students talking about their progress. Despite their rather casual nature, students should be aware that these presentations do take a certain level of preparation as they are on the clock (2 minutes information, 1-5 minutes Q and A, time permitting). Furthermore, these or non-supported presentations (i.e. no visuals), so students need to address the class using only the skills of the voice. These presentation’s are designed to assist students with fielding questions.

One form that has proven successful is the 5 Ws Progress Check Presentation. In this form, students are asked to inform their classmates of the stages they have reached in their project. As this is an oral progress check, students should not focus primarily on their intentions or proposal, but rather on actual steps achieved.

Five W Progress Check PROJECT

Who-Is the audience?

What –are doing?

Where-are you having it?

When-are you having it?

Why-are you doing it. Awareness. Funds. Supplies.

How-will you implement it?

After the completion of the paper, students are filled with information on their particular field of study. Therefore, they will share this information with their classmates, giving particular attention to the Unanswerable Question, the Thesis, section setup, and ultimately a personal perspective or analysis on the topic. This presentation will also be followed by Q and A.

A note on this form, students are advised not to say “I don’t know” in any of its many forms. Rather they should learn some very useful phrases used by all of the experts who are in the hotseat. Record below some of these important phrases.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

Presentation Phobias and their Cures

Read the full article in the readings section

### Review Of 11 Hidden Causes Of Public Speaking Stress

1. Thinking that public speaking is inherently stressful (it's not).
2. Thinking you need to be brilliant or perfect to succeed (you don't).
3. Trying to impart too much information or cover too many points in a short presentation.
4. Having the wrong purpose in mind (to get rather than to give/contribute).
5. Trying to please everyone (this is unrealistic).
6. Trying to emulate other speakers (very difficult) rather than simply being yourself (very easy).
7. Failing to be personally revealing and humble.
8. Being fearful of potential negative outcomes (they almost never occur and even when they do, you can use them to your advantage).
9. Trying to control the wrong things (e.g., the behavior of your audience).
10. Spending too much time overpreparing (instead of developing confidence and trust in your natural ability to succeed).
11. Thinking your audience will be as critical of your performance as you might be.

### Review of 10 Key Principles To Always Keep In Mind

#1---Speaking in Public is NOT Inherently Stressful

#2---You Don't Have to be Brilliant or Perfect to Succeed

#3---All You Need is Two or Three Main Points

#4---You also Need a Purpose That is Right for the Task

#5---The Best Way to Succeed is NOT to Consider Yourself a Public Speaker!

#6---Humility and Humor Can Go a Long Way

#7---When You Speak in Public, Nothing "Bad" Can Ever Happen!

#8---You Don't Have to Control the Behavior of Your Audience

#9---In General, the More You Prepare, the Worse You Will Do

#10--Your Audience Truly Wants You to Succeed

Outside Presentation

Repeat as necessary

Venue:

Date:

Evaluator:

Justification for this engagement

PS2

Self Evaluation Notes

Level of Agreement between evaluations

Outside Presentation

What constitutes a valid “outside” presentation is essentially one that gives you essential presentation experience and skills to an authentic audience. It is, therefore, not necessary to have the topic related to that of your research or project – however, as you can imagine, this would be mutually beneficially if you found a tie in.

The second criterion is that the outside presentation needs to be completed within the timeframe of the senior year. If you are uncertain if a presentation “counts” please see your teacher. A case may be that you are asked to speak in front of a group before you actually begin your first day of classes (let’s say you speak on August 28th, and classes start on September 4th). Each of these situations will need to be decided on a case to case basis.

The third criterion is that you will need to be evaluated. The “Gut Instinct” evaluation sheet is included on the next page and it is the preferred form, however, if there is an official form for, say, a competition in speech, this other rubric would count. The point of the evaluation, is, in fact, to mark improvement. As a teacher, I don’t even care to keep these; my only goal is to have the student track their progress from one presentation to the next, improving at each stage. So if students have a series of rubrics of the same type, this is ideal.

One competition that students often bypass is the forensics (competitive speech giving) team. This is an excellent resume builder and, of course, an outstanding skill builder. I am happy to let forensics participation count as long as the category is in speech giving and students actually attend the full length competition. Generally speaking, forensics tournaments have three rounds, so students are expected to deliver the speech three times, and keep the rubrics as proof of involvement.

There are numerous other categories, and I encourage all students to explore these categories by sticking with the forensics team and starting a strong forensics tradition at Tallwood. As a Virginia State sponsored activity, students who excel at this can easily perform well at competitions at the District, Regional, and State levels, while practicing material that will benefit them for the final panel judged evaluation in June.

In the same vein, students may participate (and satisfy their outside presentation) through three other school sponsored activities, namely Model UN, Debate and Model Judiciary. In all of these cases, students should return a score sheet with written verification (a signature and an email to me from the sponsor) stating that the student satisfactorily competed in a competition. If there is no score sheet available, students are asked to request an audience member-preferably an adult evaluator to fill out a Gut Instinct Rubric.

Please see Tallwood’s coaches/sponsors of these four clubs for more details. Be aware that you may give more than one outside presentation to up your skills, and these programs may have different dates.

Outside Presentation

As you prepare for your outside presentation, consider the following: (you may use the thumbs rubric for self evaluation, and pass on the full sheet thumbs rubric to your evaluator. Information on returning the evaluation is on top of the evaluators rubric. What is the allotted time for presentation?

1. What is the allotted time for Q and A?
2. What are five anticipated questions regarding this topic that are NOT covered in the information you give in your presentation?
3. How are you prepared to provide answers for questions generated in #3 above?
4. Who is your audience?
5. What is the anticipated level of knowledge that the audience has prior to the delivery of your presentation?
6. What have you learned from this process? How will you apply it to future presentations?
7. Score yourself on physical. To what extent does your score match that of your evaluator?
8. Score yourself on vocal. To what extent does your score match that of your evaluator?
9. Score yourself on content. To what extent does your score match that of your evaluator?
10. Score yourself on Q and A. To what extent does your score match that of your evaluator?

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GUT INSTINCT RUBRIC for supervising teacher/ sponsor / coordinator.

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic of Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Affiliation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | thumbs up graphicthumbs up graphic | thumbs up graphic | thumbs up graphicthumbs up graphic | thumbs up graphic | thumbs up graphicthumbs up graphic |
| Physical |  |  |  |  |  |
| Vocal |  |  |  |  |  |
| Content |  |  |  |  |  |
| Q and A |  |  |  |  |  |
| COMMENTS |  |  |  |  |  |

GUT INSTINCT RUBRIC for supervising teacher/ sponsor / coordinator.

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic of Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Affiliation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The evaluator may either return the form to the student, or, if more comfortable to Tallwood HS, 1668 Kempsville Rd, Virginia Beach, VA or electronically to [earl.demott@vbschools.com](mailto:earl.demott@vbschools.com))

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | thumbs up graphicthumbs up graphic | thumbs up graphic | thumbs up graphicthumbs up graphic | thumbs up graphic | thumbs up graphicthumbs up graphic |
| Physical |  |  |  |  |  |
| Vocal |  |  |  |  |  |
| Content |  |  |  |  |  |
| Q and A |  |  |  |  |  |
| COMMENTS  use back of sheet as needed |  |  |  |  |  |

Tallwood Board Presentation

|  |  |
| --- | --- |
| Thursday 13 | Friday 14 |
|  | 1A  Whitfield  Hartigan  Graham |
| 4B  Hartigan  L. Walker  Metzgar | 114 Raechel  107 Erica  116 Monique |
| 306 Kim  303 Sharae  307 Taniqua |  |
|  | 2A  Cassida  Mueller  Y. Jones |
|  | 226 Kristina  208 Khyrie  205 Holly |

The Tallwood Board presentation is set up during the second semester. The date of completion of the project, based upon the original sign up, will determine when a student gives their Tallwood Board Presentation. See below:

Presentations in / for Projects Completed in

February / November-December

March / January-February

April / March

May / April

Although there are differences in the amount of time a student has to work on their Tallwood Board presentation (e.g. a November student has until February (3 months)- whereas an April student has until May (1 month)), it all evens out in the end. That same April student had five additional months to complete the project portion of the course.

Students should consider where their strengths and weaknesses lie. Those nervous about presentation skills may wish to sign up for an earlier project date, thus giving them time not only to prepare before the Tallwood Board presentation, but also more time between the Tallwood Board presentation and the final Panel evaluation. Students should also be aware that time, at best, is a dubious friend. The number one pitfall for students was the ever elusive “Sixth P” of the Global Connections Seminar: Procrastination.

PS3

Tallwood Board Presentations are for preparatory purposes only, and although it is a grade in the grade book (for participation and meeting the time requirement), students should view the experience as one in which they will receive advice on how to improve their presentation skills or display of information.With this said, it is important to note, the all judges are not created equal and what is preferred by one judge may not be preferred by another. What this means is that the student should be aware of what works and what doesn’t work in the presentation. The idea behind the Tallwood Board is not to revamp the entire set up, unless of course there was no set up, but rather to give an opinion of how a teacher sees it.

Within the month of the Tallwood Board presentation, students may see a chart similar to the one displayed here. Students should bear in mind, that as schedules fluctuate in the school system (meetings, absences, etc.), and as the evaluation is on a voluntary basis from the teacher, the schedule may change. The chart will be available on the message board when ready.

Tallwood Board Presentation Evaluation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| AREA I: CONTENT | Superb | Effective | Fair | Weak | Absent | |
| INTRODUCTION: has interesting attention-getter, states or implies purpose of the presentation | 5 | 4 | 3 | 2 | 0 | |
| BODY OF SPEECH: main ideas and points supported by interesting and appropriate details | 10 | 9-8 | 7-6 | 5-4 | 0 | |
| APPLICATION OF LEARNING: self-discovery, evidence of challenge and strong personal growth. | 10 | 9-8 | 7-6 | 5-4 | 0 | |
| BALANCED CONTENT: not too much on paper or project; shows relationship between paper and project within time limit | 5 | 4 | 3 | 2 | | 0 |
| ORGANIZATION: not choppy but logical idea flow | 10 | 9-8 | 7-6 | 5-4 | | 0 |
| LANGUAGE USE: transitions, avoids slang phrases, appropriate word choice, style | 5 | 4 | 3 | 2 | | 0 |
| CONCLUSION: summarizes, makes memorable impression | 5 | 4 | 3 | 2 | | 0 |
| TOTAL AREA 1 (50 possible) |  | | | | | |

**AREA II: DELIVERY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VERBAL: volume, rate, clarity, vitality | | 5 | 4 | 3 | 2 | | 0 |
| NON-VERBAL: poise, posture, appropriate gestures | 5 | | 4 | 3 | 2 | | 0 |
| EYE-CONTACT: not merely reading speech | 5 | | 4 | 3 | 2 | 0 | |
| DRESS/APPEARANCE/COURTESY: Neatness, appropriateness, preparedness | 5 | | 4 | 3 | 2 | 0 | |
| TOTAL AREA II (20 possible) |  | | | | | | |

**AREA III: VISUAL**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| AUDIO/VISUAL QUALITY: appearance, visibility, spelling, creativity | | 10 | 9-8 | 7-6 | 5-4 | 0 |
| AUDIO/VISUAL USE: skillful use of audio/visual aid to guide audience through speech | 10 | | 9-8 | 7-6 | 5-4 | 0 |
| TOTAL AREA III (20 possible) |  | | | | | |

**AREA IV: QUESTION AND ANSWER PERIOD**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| QUALITY OF STUDENT RESPONSES: knowledge and information—questions rephrased in answers | 5 | 4 | 3 | 2 | 0 |
| IMPROMPTU SKILLS: how fluently, confidently and easily student answer questions | 5 | 4 | 3 | 2 | 0 |
| TOTAL AREA IV (10 possible) |  | | | | |

Student Name: Paper:

Project: Teacher Name:

Total Speech Time:

|  |  |
| --- | --- |
| TOTAL SCORE AREAS I-IV (100 possible) | **(Please Place Comments on Back)** |

Panel Judged Presentations

Day I ORIENTATION PACKET

Dear Panel Members:

Thank you for expressing interest in assisting Tallwood High School’s Global Studies and World Languages Academy by serving as a panel judge for our June 1st evaluation of Senior Projects.  Below is a scheme that should assist you in your evaluation of our Academy students.

**Pre-Arrival:**

For your convenience a schedule is attached regarding your time of judging.  You should have already received an email with this information. Additional (paper) copies will be made available on June 1st in room 300.

Judges should plan to arrive 15 minutes prior to their scheduled duty for an orientation.  Information on rooms being used, locations of bathrooms, changes in schedules, and how to judge will be discussed at this time.  Orientations will run throughout the day to accommodate judges’ schedule.  To alleviate potential problems, most orientation questions can be answered in this packet.  Any questions prior to June 1st can be posed via email at [earl.demott@vbschools.com](mailto:earl.demott@vbschools.com) or by phone 1-757-648-5700.

**Arrival/Departure**

Once arriving at Tallwood High School (1668 Kempsville Rd, Virginia Beach, VA 23464), judges should report to room 300 and sign in. All vehicles can be parked at the front of the school without need for a permit.  We ask that judges return to room 300 to sign out if they depart so that we can assess who is available for judging.

After signing in, judges can report to \_\_\_\_\_\_\_\_\_\_ for an orientation.

**Judging Basics**

PS4

Once in the assigned room, each judge will receive a score card from the presenter.  On the score card, the following information is included: name of presenter, presentation number, title of presentation, focus points.  The focus points are highlighted areas students feel are their strong points. Although not required to do so, judges are encouraged to ask students questions from these points sometime during the Q and A.

Also included is a rubric with 5 sections: Presentation Skill, Visual Representation, Concept, Content, and Bonus Points. Each section is worth 25 points, except for the Bonus Points which could adjust the score minus or plus five points.

Finally, there is a place for comments on the presentation as a whole, as well as a location for signature and contact information. Since this evaluation does not determine class grade, and a realistic assessment is desired, judges should (while being friendly and encouraging) view the presentation as if they are evaluating their peers in the field. Judges may also request contact information regarding the student’s project via the school or through email at [earl.demott@vbschools.com](mailto:earl.demott@vbschools.com)

**Presentation and Q and A /Discussion**

The presentation from the student should fall between 9 to 11 minutes. If the presentation falls short or goes over, an automatic point deduction of minus 5 points will take place. Students may request hand signals to indicate time.

The Q and A/ Discussion portion should last approximately 10 minutes. The discussion should neither be artificially extended to reach the 10 minutes, nor abruptly cut off to shorten the discussion. If the conversation is meaningful, judges may extend the Q and A/Discussion up to 10 minutes so that the combined total time spent in the evaluation equals no more than 30 minutes for the student.

During the presentation, panel members are asked to do the following:

-Designate a timekeeper.

-Listen to the presentation, writing constructive comments in the comment section

-Fill out the score in each segment so that all areas are scored

-Potentially add or minus 5 points for a time violation and/or the “wow” factor

-Sign the scorecard

-be friendly and encouraging, while realistically assessing student presentations

-limit questions or comments to the Q and A/Discussion portion

During the Q and A /Discussion, panel members are asked to do the following

-ask meaningful questions (may be elaborations, focus points, or

-ask questions that will assist in any missing score from the presentation portion

-NOT to confer on scoring. Variety of scores, rather than consensus of scores, is desired.

**After each Round**

We ask that all scorecards from one block of time are turned in from a room before the next block of time begins.

**Break time**

Most judges have built in break times.  They are welcome to relax in room 300, see screenings of student projects (running all day) in the auditorium, or be an observer in other rounds.  Mentors are particularly encouraged to watch the presentations of their mentees. If observing, however, observers are asked to not partake in the discussion unless welcomed to do so by the assigned judges.  Observers will not be part of the assessment process.

Please feel welcome to partake a light lunch provided by GSWLA in room 300.

**After June 1st**

On June 2nd, the top ranking students (5-10 students) will compete for a monetary scholarship judged by a separate panel. This event is organized by the Academy Boosters. Students are selected by averaging the scores from the June 1st event.

**As always, thank you for your time.**

Your willingness to assist us allows us to improve from one year to the next. After judging, please feel free to send your comments about the process to [earl.demott@vbschools.com](mailto:earl.demott@vbschools.com)

**STUDENT SCORECARD**

**(DO NOT RETURN TO STUDENT)**

**Rubric Explanation**

Please circle the number which most closely corresponds to the scale below. Then place the number in the column marked “Item Score”.

If a presenter performed “between” two particular numbers on the rubric, circle the two numbers and place the medium number in the Item Score box.

For example, let’s look at sample student Jan Nowak’s performance for Presentation Skills below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Presentation Criteria | 1 | 3 | 5 | Item Score |
| Vocal |  | x |  | 3 |
| Physical |  | x | x | 4 |

There is a clear decision in “Vocal” so the circled score goes in the Item Score box.

For, physical, however, Jan Nowak fell between two scores, and therefore the medium number goes in the box.

Judges should be supplied with three sheets: the Student Score Card, the Criteria Explanation Sheet, and the Comment Card. At the end of each presentation, judges should place any checks on the score sheet based upon descriptions of the criteria explanation sheet, and make any comments on the comment card that would help the student improve.

The Room Facilitator will then tally up all the scores and bring them all to the judge’s room at the end of each round. The Room Faciliator will also supply any materials necessary for the room, including extra Score Cards, Criteria Explanation Sheets, or Comment Cards.

|  |  |  |
| --- | --- | --- |
| **Bonus Points**  **(Positive)**  **Judges may Add 1-5 points for any presentation descriptor that was spectacular. Judges should add only one point per area the student excels in. So for example, if the marketability of the concept was really, really fantastic, but nothing else warranted a bonus point, the student should only receive 1 bonus point total. If the student excelled in five separate areas, they can receive 5 extra points. (Judges should circle the appropriate number in the Bonus Box)**  **All Bonus Points must be explained in the comment sheet.** | **Penalty Points**  **(Negative)**  **The Room Facilitator will automatically minus five points for any time violation.**  **Judges may**  **Subtract 1-5 points if there is no evidence whatsoever in certain descriptors (e.g. if a student shows no reflectivity, score the student a 1 (the lowest score available on the Concept Rubric) then minus a point in the Penalty box (Circle the -1 under “Penalty box”)**  **All Penalty Points must be explained in the comment sheet. If it is a time violation, the Room Facilitator will circle -5 and write the word “Time” on the Scorecard.** | **Judges should be sure to explain any bonus points (positive or negative) and sign the Comment Card.**  **The Room Facilitator will take care of the Timekeeping and the Total Score**  **Comment Cards are returned to the students; Score Cards are brought to the teacher.** |

|  |
| --- |
| Bonus Box / Penalty Box  + 1 2 3 4 5 / - 1 2 3 4 5 |

**STUDENT SCORECARD STUDENT NUMBER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| Total Score (including Bonus) |

|  |
| --- |
| TIME |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Presentation | 1 | 3 | 5 | Item Score |
| Vocal |  |  |  |  |
| Physical |  |  |  |  |
| Expressiveness |  |  |  |  |
| Organization and Structure |  |  |  |  |
| Use of Transitions |  |  |  |  |
| Multi-media | 1 | 3 | 5 |  |
| Evidence of Process |  |  |  |  |
| Use of Sound/ Image |  |  |  |  |
| Creativity |  |  |  |  |
| Use of Technology |  |  |  |  |
| Variety |  |  |  |  |
| Concept | 1 | 3 | 5 |  |
| Originality |  |  |  |  |
| Sustainability/Depth |  |  |  |  |
| Practicality |  |  |  |  |
| Marketability |  |  |  |  |
| Reflectivity |  |  |  |  |
| Content | 1 | 3 | 5 |  |
| Research |  |  |  |  |
| Global Reach |  |  |  |  |
| Sources |  |  |  |  |
| Perspectives |  |  |  |  |
| Analysis |  |  |  |  |

The Criteria Explanation Sheet: Presentation Skills

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Presentation | 1 | 3 | 5 |
| Vocal | **Volume, pitch intonation and enunciation are weak and distract the listener from the message** | **Volume, pitch intonation and enunciation have some areas of improvement, but also have some areas of strength** | **Volume, pitch intonation and enunciation make for a clear, understandable and dynamic presentation** |
| Physical | **Minimal gestures, irritating movement distracts audience. Unprofessional dress.** | **Some unnatural repetitions and nervousness seen in physical presentation. Acceptable dress.** | **Stance, appearance, appropriate movement, and hand gestures enhance the presentation. Professional dress.** |
| Expressiveness | **Facial and vocal expressions minimal** | **Natural facial expression does not distract from meaning of presentation** | **Expressiveness shows enthusiasm to the topic. Natural, but draws audience in.** |
| Organization and Structure | **Sporadic and unorganized. Presentation jumps from one point to the next.** | **Somewhat clear in structure, but more organization would make it clearer.** | **Organization and structure make it easy to follow. “Roadsigns” tell listener where presentation is leading.** |
| Use of Transitions | **Little evidence of transitions** | **One of these: Vocal, physical, or textual indication that the presentation is moving to another point.** | **Combination of these: Vocal, physical, or textual indication that the presentation is moving to another point.** |

The Criteria Explanation Sheet: Multimedia

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Multimedia | 1 | 3 | 5 |
| Evidence of Process | **Little evidence of a process of creating the project** | **Some evidence of a process, could be clearer** | **Clear indication that the student evolved in their understanding of the project** |
| Use of Sound/ Image | **Images/Multimedia unrelated to project topic** | **Images/Multimedia is cliché, but satisfies the project requirements** | **Images/Multimedia enhance viewer’s understanding of the project.** |
| Creativity | **Cliche and trite** | **Some indication of creative understanding of the project** | **Images, words, and portfolios draw viewer in, makes viewers ask questions** |
| Use of Technology | **Little or sloppy use of technology** | **Technology used with only minor stylistic errors** | **Skilful use of technology without being overdone** |
| Variety | **There is little variety in the presentation** | **Images, text, color combination are shown but not as effective as it could be** | **Images, text, color combination are mastered to entice the viewer** |

The Criteria Explanation Sheet: Concept

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | 1 | 3 | 5 |
| Originality | **Project is overdone, cliché, or trite** | **Project has potential and elements of a unique project in some of its approach** | **Project is unique in its approach, in its solution/depth of understanding, and in its presentation** |
| Sustainability/Depth | **Suggested plan of action offers no real solution to the issue. Student did not dig deeper than the surface level** | **Project idea goes beyond the surface, but does not offer a lasting solution, or a depth of understanding** | **Project idea goes beyond the surface and can be repeatable to offer a sustainable solution or depth of understanding** |
| Practicality | **Concept has little, if any, practical applications. Does not consider practical aspects** | **Concept practical, but has logistical flaws** | **Student has considered all practical aspects and addressed them** |
| Marketability | **Potential audience is limited** | **Presentation and idea can entice a wide audience, but needs development** | **Presentation and idea can entice a wide audience on numerous fronts** |
| Reflectivity | **Student showed little reflection on the process of what will or will not work** | **Student showed reflection. Focused only on either what worked/ what did not work. Some grasping of big concept** | **Student showed reflection. Focused both on what worked/ what did not work. Deep understanding of big concept** |

The Criteria Explanation Sheet: Content

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Content | 1 | 3 | 5 |
| Research | **Poorly researched, student lacks basic knowledge** | **Adequate research to hold meaningful conversation** | **Student can be considered an expert on this topic** |
| Global Reach | **Little global aspect shown in research or project** | **Some global reach, not fully explained** | **Content clearly global in nature** |
| Sources | **Students unable to draw from expert sources** | **Student can identify sources but mixes up attribution** | **Students can ready access sources information** |
| Perspectives | **Students give one sided arguments** | **Students considers sides of arguments, but clearly have one side dominate** | **Student develops own opinion, but can argue comfortably multiple sides** |
| Analysis | **Student gives superficial explanations** | **Student could go more in depth with analysis** | **Student sees meaning, implication of content** |

|  |
| --- |
| **Student # Title of Presentation**  **Name**  **Unanswerable Question**  **Focus Points** |
| **Comments Presentation Skills** |
| **Comments Multimedia** |
| **Name Signature upon Completion**  **Judges #**  **Affiliation**  **Contact Information (optional)** |
| **Comments Concept** |
| **Comments Content** |

Round II

Due to the fact that the second round of presentations in June will involve a small portion of class, a full explanation of Round II scoring is included in the section entitled Scoring and Grading.

There are a couple of points to cover here however. Firstly, there is very little turn around time between Round I (June 1st Panel judged presentation) and Round II. Usually it is a next day after school presentation, so participants are encouraged to have presenters be prepared to make slight alterations on their presentation and preview their presentation venue beforehand to ensure no technical difficulties, etc. during Round II presentation time. In past, Round II presenters have been informed via email and/or telephone call regarding their status.

However, all students are encouraged to support their fellow classmates and view the top competitors for scholarship. All observers are asked to be silent observers as there is a limited amount of time allocated for the presentations and a clean set of judges (arranged through the Academy Boosters organization) will see the presentations for the first time and may have questions for the presenters.

After all presenters are finished, all audience members, family members, and presenters are asked to leave the room, where the judges will make their final decisions on who should receive the top honors. After the decision has been made, an announcement will go out at the Academy Cord Ceremony. Please bear in mind that there may be a full week between Round II presentation and the Cord ceremony.

I think it important to state that despite the process of fairness installed in the judging, complete with the culminating score system described in detail in the Scoring and Grading section, the quality of presentation skills, research content, and project idea to implementation has been traditionally at a very high level, and all students who have made it to Round II should be proud of their accomplishment. In the past after talking with judges of Round II, it is common to hear that any of the participants could have easily won the competition, and only slight variations have determined the winner.

Good luck to all of you in achieving this honor.

The Master Schedule

By the day of the final presentation, there will be a master schedule available for viewing. This will serve to let the judges know where and when to go, as well as give the students a chance to view their judges credentials.

|  |  |  |  |
| --- | --- | --- | --- |
| Z | Christine Campbell | 3  9,11,12 | ODU |
| a | Dan Edwards | 3  9,11,12 | School Board member |
| b | Angie Callahan | 3  8,9,10 | Director, Children's Services  WHRO |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Start time | Lib1 | Lib 2 | L3 | 124 | 138 |
| 7:25 | - | - | - | - | - |
| 8:00 | Presenters    301  101    Judges  CjbB  AA | Presenters    302  102  225  Judges  DEPg  FF |  | Presenters    308  226  109  Judges  TefI  JJ | Presenters    211  215    Judges  KiXY |
| 9:00 | Presenters    303  304  220    Judges  jaIC | Presenters    108  221      Judges  GBYe |  | Presenters    315  210      Judges  bTfZ  AA | Presenters    319  111  214    Judges  EXPK  JJ |

|  |  |
| --- | --- |
| 216 | Ashely McLoughlin |
| 217 | Brian Chamberlain |
| 218 | Devon Mulhern |
| 219 | William Craig |
| 220 | Darius Owens |
| 221 | Kelsey Lang |
| 222 | Maureo Phillips |

PowerPoint on PowerPoints

Look on the class Wiki.

In the box below, paraphrase the advice on each slide. Discuss below the 10-20-30 Rule, as well as the importance of Road signing, as well as three things to avoid in PowerPoint presentations.

PS5

Integrating Charts into Your Presentation

Let’s pretend for my project, I wanted to take a survey in which my participants went to the following Name Generators websites, and then had to give a simple answer to the question of if they liked, didn’t like, or were ok with the names that were generated.

Wouldn’t a visual (like the one below) do much more for the audience than you just reading off the answers. Visuals often engage audience members because it is asking their brains to process information. As long as what you are saying relates to the image, this makes them active listeners.

<http://rumandmonkey.com/widgets/toys/namegen/8834/>

<http://www.emmadavies.net/fairy/>

<http://rumandmonkey.com/widgets/toys/namegen/406/>

<http://bluebuddies.com/smurf_fun/what_is_your_smurf_name/what_is_your_smurf_name.htm>

Consider slipping in some charts that represent elements of this class. (Use the Insert function to do this)

Suggestions

-Time spent on Portfolio, Proposal, Paper, Project, and Presentation

-Surveys related to your topic

-Comparative Statistics

-Variety of Sources (see Noodletools application that can analyze your citations)

Practice Chart 2 (Insert into Presentation and/or Paper)

Practice Chart 1 (Insert into Presentation and/or Paper)

Integrating Surveys in your work

Pitfalls of Survey work

Mathematical Considerations

Considerations for Survey work

When In Doubt Quote an Expert

During the Q & A, things can get heated. So have a line of attack that takes the attention off of yourself. You’ve done all the prep work you can. You’ve reviewed your presentation cards in front of the mirror, you’ve bothered your neighbors for an honest evaluation, you’ve tweaked your Prezi, and even anticipated the questions judges will probably ask during the Q & A, but still you are nervous. All eyes, it seems, are on you.

But wait, there is always an expert to the rescue. Your research paper, yes, the one that you’ve put a labor of love into, the one that has loyally kept you awake, yes this paper will save you.

You see, no one is truly looking at you…they are really looking at the ideas, or the concepts you are presenting. So why worry when other people also had those ideas (I mean it was a *Research* Paper, right?) So why not have a few lines and/or quotes ready to go from that paper. And while you’re at it, why just anticipate the questions the judges might ask, why not anticipate your answers in terms of how an expert might answer them.

*Quotes collected from a Guide to Curriculum Planning in Global Studies, Wisconsin Department of Public Instruction, 1992*

One certain question at the final judging will be “How is this project Global?” You’ve already worked on the worksheet concerning Global Explanations in this manual and you will, no doubt have your pat answers which you should definitely plan on using.

Why not have a few expert answers as well. What follows are quotes about Globalization from many speakers across the ages. Use these or find your own, commit the ones you agree with to memory and voila, you are now seen as not only an expert in your field of study, but a philosopher to boot.

Place your favourite quote here and use these green brackets to fill up the manuals empty spaces with meaningful quotes...More deep quotes can be found at [www.youtube.com/watch?v=fE8PieLJttY](http://www.youtube.com/watch?v=fE8PieLJttY)

Of course, make sure you know a little background history from those you are quoting from. While you are collecting the background information on the person, see if you can’t find the context in which the quote was stated. If you go to a find a quote website, for example, you very rarely, if ever, see the quote in the original context or even see the full speech or writing in which the quote was drawn.

If you are having difficulties finding the context, don’t sweat over it; after all, finding a quote for use for an answer to a potential question in a Q and A should not amount to another research paper. Just make sure in your picking out of a quote that the background information covers who the person was historically. You certainly don’t want to suffer from guilt from association if the speaker is notorious. And you should at least know the field of expertise the speaker had.

|  |  |
| --- | --- |
| Quote | Background information/ Context |
| *When elephants fight, it is the grass that suffers.*  *-Kikuyu proverb* |  |
| *Do not seek to follow in the footsteps of the men of old. Seek what they sought.*  *-Matsuo Basho* |  |
| *All things are connected like the blood which unites only family. All things are connected.*  *-Chief Seattle* |  |
| *There can be hope only for a society which acts as one big family, and not as many separate ones.*  *-Anwar al-Sadat* |  |
| *Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.*  *-Henry Lord Brougham* |  |
| *Our knowledge is a little island in a great ocean of non-knowledge.*  *-Isaac Bashevis Singer* |  |
| *Our numbness, our silence, our lack of courage, could mean we end up the only species to have minutely monitored our own extinction. What a measly epitaph that would make: “They saw it coming but hadn’t the wit to stop it happening.”*  *-Sara Parkin* |  |
| *The wave of the future is coming and there is no fighting it.*  *-Anne Morrow Lindbergh* |  |
| *Authority without wisdom is like a heavy axe without an edge, fitter to bruise than polish.*  *-Anne Bradstreet* |  |
| *A people without a history is like the wind on the buffalo grass.*  *-Winnebago saying* |  |

|  |  |
| --- | --- |
| Your Quotable Quotes  (some may be from your research) | Background information/ Context |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Notes on Note Cards

|  |  |
| --- | --- |
| Number Your Note Cards | Punch a Hole in the Corner and Loop a Keychain Hoop Through Them |
| Highlight or Color Code Your Note Cards | Make Sure Your Note Cards are No Bigger Than an Index Card |
| Abbreviate and Use Symbols, Never Write Full Paragraphs or Sentences | Only You Should Understand Your Note Cards (i.e. the abbreviations/ symbols are custom-designed for you) |
| Limit The Number of Your Cards | Limit the Number of Words Per Card |
| Insert Emotional Cues (Like Smiley Faces) or Places of Emphasis (Like “Gesture Here” symbols. | For Additional Visual Effect, Mount Them on Colourful Paper…Make the Colour Match Your Clothing |
| Hold Your Cards Chest High When Presenting | Never Use Both Sides of the Card |
| You Need Note Cards Even If You Have A PowerPoint | The Note Card Should be Your Safety Net, Not Your Crutch |

Read through the following and make your own comments on why these are good or bad ideas.