

GROUP PRESENTATION GUIDELINES

Purpose

1. To gain experience leading an organized presentation.
2. To observe the culture of genetic research and how it is conducted.
3. To practice using digitally based presentation technology.
4. To practice reading analytically and summarizing key points.

Four groups will be created during the second week of lab. Each student will be assigned one chapter from: Weiner, J. (2000) *Time, Love, and Memory. A Great Biologist and His Quest for the Origins of Behavior*. New York: Vintage Books, 320 pp.

Each student will lead a presentation of their assigned chapter using Power point to organize their presentation. **The goal is to stimulate thought and discussion, not lecture.**

The non-presenting members of the lab will be motivated to participate because they are also getting points for their participation (participation points).

Members of each group should coordinate their work so that they do not cover the exact same material (e.g., presenter one might introduce something and presenter three might take it in a different direction).

Presentation

Structure

1. Each individual presentation should include its own **introduction, body and conclusion.**
2. **Methods**
 - a. **Interpret:** do not simply copy the authors' words, but instead, convey their meaning, reasoning, and evidence.
 - b. **Edit:** Do not try to present everything:
 - i. Summarize the authors' main points.
 - ii. Focus on those points that you think are particularly important.
 - c. **Outline topics for presentation (a bulleted list on a slide)**
 - i. **Questions** are critical to generating discussion.
3. **Slides** should outline your topic, remind you of what you want to say (through practice), summarize important information, and make complex ideas easily understood. Slides should **NOT contain** anything that will distract your audience (**repeating animation or sounds, etc.**) from your content. Generally, such presentations are trying to distract the audience from a *lack of content*. The audience is usually not fooled. Your instructor (and most future employers) will not be fooled.
 - a. Make sure to define the components (e.g., axes of graphs) and orient us to the figure so that we can understand what is shown. These may be created by you or downloaded, or some combination. Ideal uses of figures:
 - i. Summarize data
 - ii. Simplify complicated information or concepts
4. **Outside material:** You are encouraged to include any outside content that you think would be useful. It is often easier to find a good figure than to create one from scratch. Google images is a useful resource: <http://images.google.com/>
5. **Reference** your sources of information in two ways:

- a. Within the talk itself: any source used by you should be cited on the slide in which it is presented. This should be done in a way that does not interfere with the content (see citation guidelines).
 - b. In the last content slide, there should be a complete list of full references that correspond to the summary citations used in the talk (see citation guidelines)
 - c. Guidelines for referencing within slides can be found at the course website.
6. **Acknowledgments:** following the references slide you have the option to add an additional slide, acknowledging anyone outside of the group who helped you with any aspect of your project.
 7. **Discussion:** encourage your audience to think and listen by asking them questions. Let them know that if they have a question it is okay to raise their hand and ask.

Speaking Style

1. Speak to in a clear but conversational style. **Reading your notes or slides will put your audience to sleep like a dose of anesthesia.**
2. Speak loud enough to be heard at the back of the room.
3. Show enthusiasm (enjoy yourself), despite the situation, and you will be far more successful. Try to accept your nervousness. It is okay, and usually helpful, to admit that you are nervous. Even the best speakers get nervous.

What each group should bring to the presentation and submit

1. Bring a CD, or USB memory stick containing your presentation as PowerPoint file (sometimes it is also a good idea to bring both or duplicates).

Time for presentation and discussion: 15 minutes per student, unless announced otherwise by your instructor at the beginning of semester.

Grades: are based on your use of the above guidelines, with weight given to the following areas:

| Component | Percent of total score |
|--|------------------------|
| Content of your slides | 25 |
| Speaking (style, content) | 25 |
| Preparation (e.g., following guidelines) | 25 |
| Discussion | 15 |
| Meeting the time requirement (15 min.) | 10 |

Your lab instructor may provide you with a different point breakdown at the beginning of the semester.