

**MARY BALDWIN COLLEGE
CAPSTONE FESTIVAL
2010**

GUIDELINES FOR MULTIMEDIA-SUPPORTED PRESENTATIONS

Congratulations on your selection to make a presentation at the Capstone Festival on Thursday, May 13, 2010! Here are some guidelines to help you deliver a high quality presentation. We have also included an example of the criteria and type of form that the judges will use when evaluating Capstone projects (the exact form may vary slightly).

LOCATION AND SET-UP

Multimedia supported presentations will be held in Miller Chapel or the Nuthouse, beginning in the early afternoon of May 13. You will be assigned to a session with several other presenters from a variety of disciplines. All presenters will sit together as a panel at the front of the room. A student moderator will introduce each speaker in the order printed in the program. You will have 15 minutes to make your presentation and answer questions from the judges, other panelists, and the audience.

Your assigned location will be available beginning at 9:00 a.m. for you to review the set-up and/or test equipment. All testing must be completed by 1:00 p.m. You should arrive at your assigned location no later than ten minutes before the scheduled start of your session. At the session break, check in with your room host. Please plan to remain in the room for your entire session unless you have made prior arrangements with the room host and moderator.

JUDGING AND AWARDS

A team of three judges will evaluate each paper session. The judging team will include people who are not knowledgeable about your particular field, and you will be evaluated on how well you are able to make your project understandable to this type of educated non-specialist audience. A number of special awards will be made at the concluding Celebration, but you should remember that it is also a significant achievement to be nominated for and participate in the Festival.

HELP SESSIONS

Two optional workshops are available to help you prepare. Please read these guidelines completely before you attend. Advance registration is not required, but it would be helpful to let us know whether you are coming to the Academic Paper workshop (call x7235 or send a message to LPETERSS@mbc.edu).

General Information Session. Date to be determined.

Adapting and Presenting an Academic Paper. Date to be determined.

GENERAL SUGGESTIONS FOR MULTIMEDIA-SUPPORTED PRESENTATIONS

ADAPTING A LONGER PAPER. Identify a limited number of the significant ideas in your longer paper and make sure that you can articulate these to a general audience (people not familiar with your specific area of study). What would a general audience find most interesting, unusual, or compelling? Include a clear introduction that gives context and purpose to your work. Minimize details about methodology, differing points of view, etc., to highlight your major ideas. Provide a clear conclusion and mention any follow-up work that could be done by you or future MBC students to capitalize on your research or project. Have your longer paper on hand as a reference in case the audience has specific questions. Anticipate questions that might be asked.

DESIGNING YOUR SLIDES: Design templates on PowerPoint are making it increasingly easy to design effective presentations, but it is good to keep a few basics in mind. Keep it simple. Avoid distracting your audience with animation, flying text, or sounds, unless these are essential to your meaning. Limit the amount of text on your slides to six lines focused on a single idea. Use the largest font possible. Avoid using more than two or three different fonts (at most) on your slides.

KEEP WITHIN THE ALLOTTED TIME. Allow one to two minutes per slide. In other words, for a ten-minute presentation, you should have between five and ten slides. One minute goes by very quickly!

PRACTICING YOUR DELIVERY. Practice delivering your presentation aloud to make sure it fits the allocated time and to hear how it sounds when spoken. On the day of your presentation, dress professionally. Whether sitting or standing, remember not to slouch (not even when others are presenting). Remember to make eye contact with your audience. If you encounter a difficult question, pause before you answer. It is perfectly all right to say, "I don't know," or "That wasn't part of my project." Try to relax and enjoy presenting your work: remember to speak slowly and allow time to breathe!

SPECIAL TECHNOLOGY. If you plan to use technology other than a computer and standard multimedia projector, you must notify Lydia Petersson and make appropriate arrangements with Val Gangwer in Audio-Visual Services or Bill Betlej in Computer Information Services. Please be aware that technologies such as video-conferencing web cameras are notoriously unreliable.

FOR ADDITIONAL ASSISTANCE. If you have additional questions, consult further with your advisor and/or nominating faculty member about the conventions for presentations in your discipline, remembering that you also need to anticipate that your audience may not be familiar with these conventions. Plan to attend the workshops. If you have additional questions, feel free to contact Lydia Petersson (lpeterss@mbc.edu).

General advice on slide presentations:

http://www.cob.sjsu.edu/splane_m/PresentationTips.htm

A good generic outline for an academic slide presentation:
<http://pages.cs.wisc.edu/~markhill/conference-talk.html>

Some research on how visual design affects comprehension:
<http://sigchi.org/chi97/proceedings/paper/pf.htm>

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JUDGES' EVALUATION FORM

Presenter's name: _____

Judges have the option of using numerical ratings or ranking holistically.

| Criterion | Does not meet → Meets highly | | | | |
|------------------|---------------------------------|---|---|---|---|
| 1. Creativity | 1 | 2 | 3 | 4 | 5 |
| 2. Challenge | 1 | 2 | 3 | 4 | 5 |
| 3. Execution | 1 | 2 | 3 | 4 | 5 |
| 4. Communication | 1 | 2 | 3 | 4 | 5 |

ADDITIONAL COMMENTS:

Description of Evaluation Criteria

1. Creativity

- a. The premise or research question is original and/or posed creatively.
- b. The project made me think about the material in new ways.
- c. The approach and execution seemed fresh and original.

2. Challenge

- The material was selected, composed, or approached at an impressive level for at this stage of scholarly or artistic development.
- The project engaged the field beyond the apprentice level.

3. Execution

- The presenter appears to have been rigorous in searching for answers and approaches, working within an appropriate set of disciplinary and/or instructional constraints.
- The project's goals, methodologies, and conclusions are intellectually coherent.
- The artistic approach was well conceived and executed.
- Visual materials are attractive, well executed, and accurate.

4. Communication

- The presenter made the project understandable to a non-specialist, making appropriate adaptations in language without sacrificing content.
- The presenter was able to make the shift from student to expert.
- The presenter used the allotted time effectively, providing an appropriate balance of introduction, explication, conclusion, and audience response time.
- The presenter answered questions clearly and concisely. Appropriate recognition was given to related areas of interest and concern raised by questions.
- The performer or artist was able to orient the non-specialist listener/viewer and highlight the significance of the work.