

## Introduction

Excellent ← → Poor/Absent  
4 - 3 - 2 - 1

<b>Amount of information</b>	All information required for understanding of the research	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Main research question</b>	Clearly explained	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Significance</b>	Motivation for research and its significance clearly explained	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Tailored for students</b>	Students with appropriate background knowledge can follow the introduction/significance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Communicate to diverse audience</b>	Excites audience about research question(s)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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## Data

<b>Logical flow</b>	Logically follows the data and each interpretation is clearly justified	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Methods</b>	Clearly explains methods and their significance to the current work	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Results</b>	Presents only necessary data	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Clarity</b>	Clearly explains all results figures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Evidence of collaboration</b>	Clearly describes what candidate did versus collaborators/mentees	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Inferences</b>	Explains what the work infers or means, competing explanations addressed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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## Conclusions and future

<b>Broad Impact of the work</b>	Clearly explained	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Future research</b>	Outlines plan for next 2-3 years	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Students in research</b>	Explicitly outlines projects suitable for that institution's <u>students</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Institutional resources</b>	Explicitly states research plan feasible with institution's <u>resources</u>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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## Overall

<b>Big picture</b>	Clearly articulates broader context of work and a unifying theme	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Evidence of teaching potential</b>	Communicates information at a level understandable to students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Repetition</b>	Main ideas redefined throughout	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Student interest</b>	Research is exciting for students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Examples</b>	Use of analogies/anecdotes to known subjects	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Brand</b>	Unique perspective on the field	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Career narrative</b>	How you ended up where you are + what's next for you	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

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## Q&A

Excellent ← → Poor/Absent  
4 - 3 - 2 - 1

<b>Active listening</b>	Pays attention to and lets questioners finish their questions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Repeating and Clarifying</b>	Repeats the question or rephrases and clarifies it as necessary before answering	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Flaws</b>	Gracefully acknowledges flaws or defects pointed out by questioner	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Brevity</b>	Answers are short but clear and complete	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Discussion</b>	Capable of discussing questions in a thoughtful way	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____

## Interaction with audience

<b>Eye contact</b>	Faces audience nearly all of the time, frequent eye contact	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Body language</b>	Open body language, appropriately animated (i.e. gestures)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Clarity of delivery</b>	Speaks clearly and loudly enough, does not read from slides/notes, no noticeable disfluencies (ahm/uhm)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Pace</b>	Pace is easy to understand (not too fast)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Jargon</b>	All unfamiliar terms are defined and re-defined throughout presentation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____

## Organization

<b>Slide purpose</b>	Purpose of each slide is clear to the listener (Important: Title of slide contains premise)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Continuity</b>	Effective transitions between slides create a continuous sequence of connected ideas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Figures</b>	Every figure and image is clearly labeled and all figures are fully explained by the presenter	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____
<b>Visuals</b>	Majority of presentation is figures/visual aids	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____

## Summary Evaluation

Strongly Agree      Agree      Disagree      Strongly Disagree      Don't know/Can't assess

I can articulate the 1 sentence take home message from this presentation.

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What is your 1 sentence take home message? \_\_\_\_\_

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I am convinced that the work is exciting for a broad audience.

I am convinced that the work is feasible at an institution with limited resources (money, students, time).

The topic and its significance was communicated in language appropriate to students.

I believe students will find this work interesting/exciting too.

I have a clear sense of who this person would be as a colleague.

I could easily tell which parts of the project were driven by the presenter and which were collaborations.


### References:

#### How to Give an Effective Job talk.

Sharon Milgram seminar at the NIH, June 2008

<http://bit.ly/sharonmilgram>

#### How to give a job talk and why it's not the same as a research talk.

Bill Schrader seminar at Duke, December 2013

<http://bit.ly/billschrader>

#### How To Give a Good Talk.

Uri Alon, *Molecular Cell*, Volume 36 , Issue 2 , 165 – 167

#### Guest post: How to give a science talk

Blog post reproducing Andrew Murray's article, August 19, 2011

*It Takes 30: A blog from the Department of Systems Biology @ Harvard Medical School*

<https://ittakes30.wordpress.com>

### Recommended Outline:

For a 45 minute presentation, recommended outline:

- 15-25 min introduction tailored to your audience
  - Example: Undergraduates with 1 year of introductory coursework in your discipline
- 15-20 min summary of your methodology and results
  - Tailored to your audience
- 5-10 min potential impacts, future directions, thank you

Use this space below to provide additional comments or suggestions.

Introduction

Data

Conclusions/Future

Overall

Q&A

Interaction with audience

Organization