Pilot assessments: Component 3

Component 3): Presentation of the Research

The purpose of this component is to enable students to practice shaping and presenting the research in a coherent and meaningful way – in a conference with other students and project supervisors.

The first step will be to **write an abstract** - either individually or as a group. (Eventually this might be submitted externally to, for example, the British Conference for Undergraduate Research www.bcur.org. QMUL now sends student here each year).

Suitable-looking guidance on abstract writing can be found here:
https://urc.ucdavis.edu/conference/write.html

The abstract will go into a **conference programme** and form the basis for an **oral presentation** as part of the conference. The audience will be other students and project supervisors/academics from within the area of study and beyond it (e.g., a mix of student researchers from different disciplines). Length: c.10 mins, plus questions. Depending on the number of participants and type of research project this could be an individual or group presentation. (Again this could be practice for presenting at BCUR.)

Assessment weighting: 30%

Assessment Criteria:

In this component of the assessment, we are looking for evidence that the student can shape an effective presentation of the research from their participation in the project, both in writing and orally.

For both modes, this should involve developing a coherent structure that communicates and connects the research purpose, its objectives, the methods used, what was found, and its significance or implications. *(Project Supervisor to adjust as appropriate)*

For the written abstract:
- following guidelines set out by the conference organisers (for this Pilot, use the ucdavis link above), summarised as:
    - Acts as a condensed version of the project, including purpose, problem, methods, sources of data, (preliminary) findings/ conclusions, significance;
    - Achieves a balance between showing specialist knowledge and comprehensibility by a non-specialist audience;
    - Technical language is limited and explained where necessary;
    - Style – follows the 4 C's of abstract writing: Complete, Concise, Clear and Cohesive.
- accuracy in grammar, punctuation and spelling.
- within 150-250 words in a single paragraph (250 is the BCUR maximum).

For the oral presentation:
- effective selection of content and key messages to engage a mixed and relatively non-specialist audience;
- well-selected visuals and other aids as appropriate;
- a clear, articulate manner that engages the audience;
- keeping within the allotted time;

- thoughtful and relevant responses to questions.

The Project Supervisor should modify or add criteria that relate to their specific project, and check that the suggested guidance is suitable

Grading System

As for the other module assessment components, we propose using a simple grade-based approach: A, B, C, D (where for translation into a 0-100% scale the numerical value is taken as A= 75%, B= 65%, C= 55% and D= 45%)

A – shows established ability in the majority of areas covered by the assessment criteria

B – shows developing ability in the majority of areas covered by the assessment criteria; some further consolidation needed

C – shows emerging ability in the majority of areas set out in the assessment criteria; a number of areas still need further development and consolidation.

D - shows emerging ability in some areas of the assessment criteria; the majority of areas need considerable further development and consolidation.

Sources used for the development of this component:

David Hanuaer et al (2009) Active Assessment: Assessing Scientific Inquiry

Craig Agnor, QMUL – Physics Projects – BCUR abstract as formative exercise

SEDA discussion on categorical assessment

UCDavis: How to Write an Abstract for the Undergraduate Research, Scholarship and Creative Activities Conference: https://urc.ucdavis.edu/conference/write.html