

Judge Instructions for Scoring Oral Presentations

We greatly appreciate your important contribution to the 37th Annual California State University Student Research Competition of 2023!

Registration

Check-in: Pick up your name badge and judging packet at the registration table, located in the Aztec Student Union, entry to the courtyard. **We suggest you arrive 45 minutes prior to your session start time** to allow time to check-in, locate your room, and get breakfast. Your judging packet contains a pen, a copy of these instructions, and your scoring sheets for the session you are judging. Staff at the registration table can help you locate your session.

Session Arrival:

Please arrive at your session early enough to introduce yourself to the session moderator before the start of the session. Your session moderator is responsible for starting the sessions, the timing of the presentations, and moderating the Q&A portion of each presentation. Your session moderator may also be a judge. Moderators will be seated in the front of the room - as a judge, you may sit anywhere in the audience.

Scoring

Prior to the start of the presentations, locate the scoring sheets in your packet provided to you at check-in. You will have one scoring sheet per presentation. Moderators will have extra scoring sheets if needed. For each presentation, please fill out the top of the scoring sheet with the name of the lead presenter, the session number, and the start time of the session. The session number(s) you are judging will be included on your name badge, as well as in the program.

Important Session Information

- Students will be given 10 minutes for their presentation and 5 minutes to respond to questions (15 minutes total). Presentations are judged on a 5-point scale. Please read the descriptors in each of the categories on your provided scoring sheets ahead of time. Select a score (1 through 5) for each of the seven categories. It is extremely important that your evaluations are fair, consistent, and that standards/expectations are appropriate for the academic level (i.e., undergraduate, master's, doctoral). Be very discriminating with awarding a 5. This score should be reserved for only truly exceptional presentations.
- Once you have made your selections in each category, please add up your selected scores to create a total score at the bottom of the scoring sheet (maximum score is 35). Complete this step for each presentation in your session.
- At the end of the session, confer with other session judges to add up each presentation total, indicating the 1st and 2nd place winner of your session. Together, complete the 'winners sheet', located in the room/session packet (see moderator).
- In case of a tie, share your individual assessment with other judges and together select the 1st and/or 2nd place winner.
- Return completed 'winners sheet' and all scoring sheets, to your session moderator. Your moderator will return these items to the staff desk, located in the Montezuma Hall.

Implicit Bias: *We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision making process.*

Conflicts of Interest: *Please note, faculty members cannot judge and score their mentee's*

presentation(s). This presents a conflict of interest and scores from faculty mentors will not be included in the final scoring summary from the other judges.

Co-presenters: *In the case that an oral presentation is being presented by two or more co-presenters, the entire presentation will be given one score as a whole (e.g., the first author of the presentation). This pertains only to co-presenters, not co-authors.*

Judge Questions

Please consider asking some of the following questions of students:

- *Please say more about your research methods. Why did you choose the techniques you did? What ideas or examples informed your work?*
- *What are some of the ways your research improves knowledge in your discipline?*
- *How might your research be used for the greater good or highlight social issues?*
- *What inspired your interest in this topic?*
- *What did you find challenging about the research process? How did you overcome that challenge?*
- *What, if anything, do you plan to do next with this research project?*

Please help keep the session Q & A balanced. If you notice that the other questions are primarily about one aspect of the research process or about only one presenter's work, please consider asking a question on another topic or of another presenter. Additionally, please consider the student's academic level (e.g., undergraduate, graduate) in the context of your scoring.

Methodological Approaches

You may be asked to judge presentations in fields that are unfamiliar to you. Please remember that goals and methodological approaches vary across disciplines and that all should be valued for the ways they may facilitate student engagement in the research or creative process.

Some things to keep in mind when judging or asking questions about different presentations:

- *Some research may be solely focused on theory testing, while other research may be focused on finding solutions for real-life problems.*
- *Some research may be observational, descriptive, or even imaginative in nature.*
- *Still other work may focus on self-reflection, interrogating one's life for the ways it reveals disciplinary concepts.*
- *Work may also be interdisciplinary, combining approaches and ideas from multiple disciplines.*

As judges, we want to recognize that all of these approaches are valid. Further, even within a given approach, students may be in very different stages in their development as researchers. We want to both challenge and encourage them on their journey!