

Guide to reviewing GES student presentations

Aloha and thank you for considering reviewing GES students' undergraduate senior research thesis/capstone presentations and offering them guidance in improving their talk! The objective of this assessment is not to critique the content of the talk, but rather the delivery of the presentation and the student's communication style.

This document aims to provide you with review guidelines and expectations of a reviewer, should you choose to serve in this capacity. If you are new to the GES program and/or reviewing our students' presentations, I have included a brief background at the bottom half of this document.

Reviewer obligations

1. Reviewing **both** the practice presentation and the GES Symposium for one student on how they can improve their presentation; and
2. Completing the assessment rubric for **both** the practice and final presentations, and emailing them to me after each session.

Note: Knowledge of the subject matter is helpful but not required.

Assessment procedures

The Program does not prescribe any particular manner in which to critique students' presentations. Generally, students go through their presentation in its entirety and at their own pace before reviewers critique each slide, as needed. Critiquing and advising can include, but is not limited to, ensuring the timing is good (fits into 12 minutes without being rushed), the slides are readable, delivery is smooth, conclusions are well-supported, asking potential questions someone in the audience might ask, etc.

Complete the oral presentation assessment rubric and return it to lentina@hawaii.edu at the end of the review session and after the GES Symposium. We ask that you be honest in your evaluation. We will share the results of your assessment with the student as well.

Even though many review sessions do not take the budgeted 1.5 hours to complete, we ask that you block this time in your calendar so that the student and the reviewer(s) have ample time to discuss and clarify comments and/or suggestions.

Presentation parameters (as given to students)

- Each presentation should be no more than 12 minutes. (Even though you have 15 minutes on the agenda, the time includes your mentor's introduction and Q&A, approx. 3 minutes.)
- Each presentation should have (in order) Title slide, Background (Introduction), Methods, Results, Conclusion, Acknowledgement.
- Pick only the main messages from your thesis.
- Slides should be numbered for easy reference.

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- Slides should not contain too much text; font and size should be readable. (If you will be in person, make sure you can read the slide from the back of the room.)
- Do not read text from the slides.
- Graphs should be labeled on both axes; font and size should be readable.

Pro tips (also given to students)

- You are telling a scientific story within 10-12 minutes. Make sure the text and images on your slides contribute to the story.
- Pace yourself, do not rush through the slides.
- Busy slides are distracting; keep them simple and self-explanatory.
- Stick to what you know and avoid using concepts or jargon that you don't understand.
- Questions to expect: Why, What, When, Who, Where, How, With what.
- It is OK to say you don't have the answer. If you don't understand a question, ask the person to rephrase; if you don't know the answer, simply state that and move on.

About GES and the Symposium

Housed within the Department of Oceanography, the Bachelor of Science in Global Environmental Science (GES) program is known for its rigorous math and science foundation, integrated study of environmental- and sustainability-related issues, and faculty-mentored research thesis requirement. This research experience results in every GES graduate having completed a faculty-mentored research project, written a thesis, and presented their research results in a public forum.

GES students are expected to act as apprentices in research programs of a theoretical, field (observational), or experimental nature offered by the Department of Oceanography, SOEST, or another department in UH Mānoa of their choosing in consultation with their academic advisor. Research for the thesis (GES 499 Undergraduate Thesis) is generally conducted during the junior year while the communication course (GES 490 Communication of Research Results) is taken during the student's final semester, to prepare them for their final presentation at the [GES Symposium](#). This presentation allows students to share their results with the public and to develop oral communication skills important in today's job place.

Students are required to register for a minimum of three (3) credits of GES 499. The topic, scope, and level of complexity varies per project. All theses become a permanent and official record of contribution to the body of scholarship and research undertaken at UH Mānoa, and are publicly available for purposes of *research, education, and private study*. The program [uploads the theses on the website](#) and also on [ScholarSpace](#).

For GES's **Program Educational Objectives** and **Student Learning Outcomes**, please visit

<https://www.soest.hawaii.edu/oceanography/ges/learning-objectives/>

If you have any questions or comments about the review process or this document, please email lentina@hawaii.edu.