

BEST PRACTICES FOR SUPERVISORS WITH STUDENTS PRESENTING AT AUGUSTANA'S STUDENT ACADEMIC CONFERENCE (SAC)

(Assembled by the Augustana Committee on the Learning Environment)

1. In the weeks before the presentation discuss with your student what to expect during their presentation so that the student understands what role you will take at the conference.
2. Encourage your student to do timed practice runs of their presentation so that they feel confident that they may deliver their research, without rushing and still leave time for questions. The library has a room specifically setup for students to prepare for oral presentations. Note that student volunteers will be session moderators ensuring that presentations are completed in a timely manner.
3. Ensure that students know to have their presentation setup **before** their session. Student presenters should not be realizing 5 minutes before their presentation that they do not have the correct dongle to plug their MacBook into the classroom's digital projectors. Files from thumb drives should be loaded up on to the classroom desktop before the session begins.
4. Ensure students know to leave time for questions. Questions are an important opportunity for the student presenter to show their mastery of the topic.
5. Discuss with your student, how s/he may call on you at any time during the presentation to provide clarification or background information from outside the student's specific area of research.
6. If unasked, avoid 'helping' a student with problematic questions. Dealing with unfamiliar territory can be very empowering for a student. Your protective instincts may unintentionally take away from the student a valuable learning opportunity. The focus of the SAC is on students presenting their research
7. Encourage students to be sufficiently loud to fill the room. With soft-spoken students ask them to do a short 'practice' presentation while speaking "too loudly". More often than not, this will bring the vocal level to 'adequate and clear'. With confirmation from fellow students that they were in fact not 'too loud' but rather 'loud and clear', the student begins to understand how much vocal energy it takes to fill a room.
8. Provide the students with a clear sense of how they'll be evaluated, including a grading rubric or guide, if available.
9. Encourage students to attend the SAC in a semester prior to their presentation.

Edited: 2011 July 27