CONFERENCE TRAINING

KEYWORD

**Presentation skills
Discussion skills
Thoughtful feedback**

DESCRIPTION

An active presentation exercise with video taping and peer feedback

WHY IS IT INTERESTING?

Students practice assessing a scientific paper and giving a talk on it, discuss with their peers and obtain rich feedback.

HOW TO DO IT?

1. Give intro, assign papers

2. Students prepare talk

3. Students give talk, are taped

4. Students get feedback, video

FIRST STEPS

Assemble a diversity of scientific papers on the topic of the class, a video camera and a microphone. Prepare a thorough introduction to the topic and the setting. Prepare a name tag for each student for proper addressing during discussion.

Difficulty to set up

Investment time before session

Investment time post session

Suitable for managing large groups

Level of autonomy of learners

OUR ADVICE

Make sure (with examples) how thoughtful feedback is given, what a good talk looks like. Be supportive throughout.

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EXAMPLES OF USAGE

A typical student learns about topic, journals, authors, publishing etc. for 3 weeks, then picks a week, gets a paper, prepares slides within 14 days, will hear peers presenting, discuss, at some time be the presenter, give/get feedback.
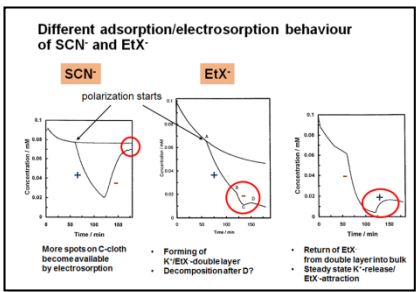
EXAMPLE AT RWTH

Level: Master studies
Number of students involved: growing from 17 (2011) to 40 (2019)
Required ressources: video camera, good microphone, a set of papers
Introduction: Discuss pros and cons of Hirsch indices and impact factors, describe the process of peer-publishing, share ways of searching the literature…
Discussions: The first question comes from the preceding presenter, the second from a randomly picked student. This trains to mentally prepare questions (like session chairs).

May easily be transferred to an online format

WHAT TO BE CAREFUL OF?

Permit students to replace their assigned paper by a similar one they prefer. Discuss papers with flaws to foster critical reading. A final short test for a bonus supports high attendance until the end.

Marcel Liauw
liauw@itmc.rwth-aachen.de