

Student Seminar (BCH618/619) Evaluation

Faculty Form

Speaker:

Date:

Learning outcomes	Excellent 4	Good 3	Adequate 2	Deficient 1	Score
Ability to introduce/explain background of research topic	Speaker clearly described the general area of the research topic, the specific literature that led up to the hypotheses being tested by the research, and the significance of hypotheses with respect to biology, biochemistry, or medicine.	Mostly excellent elements, some deficient elements	More excellent elements than deficient elements	Speaker did not clearly describe the general area of the research topic, the specific literature that led up to the hypotheses being tested, or the significance of the hypotheses being tested.	
Ability to describe relevant experimental details	Details of all experimental designs and methodologies were clearly presented, with appropriate schematics provided to make the designs/methodologies easy to grasp by the audience.	Mostly excellent elements, some deficient elements	More excellent elements than deficient elements	Many experimental designs were unclear, or key details of the methods were not provided or were incorrectly explained.	
Ability to interpret and discuss results	The Interpretations of all experimental results were clearly described, and results were discussed in terms of supporting or refuting the hypothesis being tested.	Mostly excellent elements, some deficient elements	More excellent elements than deficient elements	Speaker did not provide clear interpretations of many results, or interpretations were incorrect. Speaker consistently did not indicate whether results supported or refuted hypotheses.	
Ability to identify future directions	The speaker described a number of important questions, which followed logically from the research findings presented, that could be addressed in future studies.	Mostly excellent questions, some deficient ones.	More excellent questions than deficient ones.	Most of the questions listed were not based on the findings that were presented, or were questions whose pursuit was not likely to lead to significant advances in that field.	
Able to respond to questions	The speaker repeated questions or paraphrased to clarify and sought to understand questions that were unclear. Questions were answered appropriately. The speaker demonstrated a depth of knowledge about the field.	Mostly excellent elements, some deficient elements	More excellent elements than deficient elements	Speaker answered questions inappropriately due to failure to understand the question or a failure to understand the larger context of the field. The speaker became flustered during questioning.	
Ability to communicate clearly and effectively use presentation technologies	Speaker spoke clearly, loudly enough, and with an appropriate tempo. No distracting movements or gestures, and maintained audience attention with eye contact, voice inflection, facial expression. Slides easy to read and not overcrowded, crucial slides presented long enough for viewing, no typos or slides out of order.	Mostly excellent elements, some deficient elements.	More excellent elements than deficient elements.	Speaker difficult to hear, spoke to only part of room, displayed numerous distracting movements/gestures, or tempo was consistently too fast/slow. Many slides difficult to read, had difficult-to-see color choices, speaker went through some slides too fast, had overcrowded slides, multiple typos.	
Overall quality of presentation	All of the elements of this talk were excellent.	Mostly excellent, some deficient elements.	More excellent than deficient elements.	Most of the elements of this talk were deficient.	

Comments/Suggestions:

Quality of Seminar Abstract _____

Should seminar be repeated? Yes No

Grade _____ **Name** _____

(Please return to Craig Vander Kooi)