

FOOD 500/600 and HUNU 531/631
Food Science and Human Nutrition Graduate Seminar
Handbook

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Contents

1	Course Information	2
1.1	Course Objectives	2
1.2	Seminar Presentation Requirements	3
1.3	Attendance and Participation	3
1.4	Course Evaluation	4
1.5	Seminar Evaluation	4
1.6	Criteria for Evaluation:	4
1.7	Providing Feedback to Your Peers	4
1.8	Video-Recording	5
2	Seminar Content Information	5
2.1	Selecting a Topic for the Open-Topic Seminar (PhD Students Only)	5
2.2	Objectives of the Open-Topic Seminar	6
2.3	Elements of an Open-Topic Seminar	7
2.4	Elements of a Proposal Presentation	9
2.5	Elements of a Results Presentation	9
2.6	Elements of a PhD Progress Seminar	10
2.7	Elements of a Supplemental Seminar	10
2.8	Preparing & Submitting an Abstract	10
3	Seminar Delivery and Evaluation	11
3.1	Audio-Visual Aids	11
3.2	Delivery	12
3.3	Being an Effective Audience Member	13
3.4	Providing Feedback	13
3.5	Guidelines for Giving Constructive Feedback	14
3.5.1	Additional Tips on giving feedback	14

3.5.2	Receiving Feedback	14
3.5.3	Tips for accepting written feedback	15
3.6	Duties of the Chairperson	15
4	Links	16
5	Evaluation and Orientation Forms	17

1 Course Information

1.1 Course Objectives

The graduate seminar is an important component of graduate training, and the objectives are unique from other graduate courses. Active participation in seminars provides the opportunity to become informed about and engage in discussion on a variety of topical issues in Food Science and Nutrition, many of which are not addressed in other course work. It is also an opportunity to learn about research activities of students throughout the Food Science and Nutrition graduate programs. Preparing, presenting and attending seminars will help to develop a range of important skills, such as:

- ^ selecting a topic of current relevance and interest to be developed into an open-topic seminar
- ^ researching, critically analyzing, and accurately summarizing scholarly literature
- ^ presenting complex research methods, analyses and interpretations of research findings to a diverse audience
- ^ developing the skills to engage a diverse audience (i.e., learning how to "make people care" about why the selected topic or your research is important)
- ^ communicating your views clearly and concisely
- ^ effectively using modern visual aids
- ^ "thinking on your feet" in responding to audience questioning
- ^ self-evaluation of your presentation
- ^ constructively evaluating others' presentations
- ^ asking relevant, thoughtful questions
- ^ gaining familiarity with a wide range of methods, analyses and current issues in food science and nutrition

The skills and confidence that you gain from participating in the graduate seminar will be valuable to you in future interactions with your colleagues and peers in formal settings; examples include your thesis defense, presentations at conferences, and other less formal discussions that may involve sharing your point of view and asking thoughtful questions in an open forum.

1.2 Seminar Presentation Requirements

In the MSc program, you are required to give a minimum of 2 seminar presentations (proposal and results seminars) and in the PhD stream, you are required to give a minimum of 4 seminar presentations (proposal, open topic, progress, and results seminars). All presentations except the open-topic seminar are related specifically to student's research project. For PhD students only, a progress seminar is required in years when you do not present one of the other seminars (15-20 minutes presentation describing research progress). The length requirements and recommended time for giving the different seminars are summarized in Table 1.

Table 1: Suggested timeline for completing the seminar requirements. Note that you must give at least one seminar per year and that timelines may vary from student to student.

Seminar	MSc Students	PhD Students	Duration* [minutes]
Proposal	Year 1	Year 1 or 2	20-25
Open topic	N/A	Year 1 or 2	25-30
Progress	N/A	Year 3	20-25
Results	Year 2	Year 4	25-30

*This includes 5 minutes for questions, so be sure to plan accordingly.

1.3 Attendance and Participation

As a full-time graduate student you are expected to attend at least 80% of the weekly seminars, including guest speaker and workshop presentations, as well as end of the term mini-conference presentations (2 mini-conference presentations are equivalent to one weekly seminar). Failure to do so will result in you having to present an additional seminar. MSc and PhD students who have attended at least 80% of the seminars for 4 and 8 semesters, respectively, are considered to have fulfilled the minimum attendance requirement, provided they have completed their seminar requirements (i.e., gave all required presentations). In case you have not yet presented all required seminar presentations, you are required to attend seminar until you have completed your seminar presentation requirements.

You are strongly encouraged to continue to attend seminars after the completion of the attendance and presentation requirements to support your peers, but it is not mandatory. If you are a part-time student, arrangements can be made with the seminar instructors to meet the attendance requirement in a manner that recognizes your status. If you have met the requirement for seminar presentations, the minimum attendance requirement can be waived if you defend your degree early.

Presenters typically serve as the chairperson for the seminar being presented immediately following their own, whether on the same day or the following week, and are expected to ensure that the seminar runs smoothly. All students are expected to demonstrate engagement during seminar by asking thoughtful questions to your peers.

1.4 Course Evaluation

Grading will be on a pass/fail basis and is based on whether you have met all the course requirements (seminar presentations and attendance). Your course grade will be submitted at the time of your successful defense. Please inform the course instructor once a date has been scheduled for your defense.

1.5 Seminar Evaluation

Each person who attends your seminar (i.e. seminar committee members, your student peers and other faculty members) will provide written feedback on your seminar to the course instructor using an evaluation form submitted immediately after the seminar. Following each of your seminar presentations, you will meet with a seminar committee, consisting of a student representative and the course instructor(s) and possibly an additional faculty member to provide feedback on your presentation. This will provide an early opportunity for you to do some self evaluation.

You will be asked to reflect on what worked, what didn't work, what you could do to improve, whether you met your goals, etc. Oral feedback will then be provided by the members of the seminar committee. Another faculty member will be designated to provide feedback if a course instructor is away or if your supervisor is the course instructor. Written feedback on the evaluation forms from seminar participants, together with an evaluation summary prepared by the course instructors will be given to you about one week after your presentation.

1.6 Criteria for Evaluation:

Please refer to the evaluation form templates included later in this Handbook. "Knowledge and Content" as well as effectiveness of "Communication" are both important aspects in the overall evaluation of your seminar presentation. It is recognized that presenters use a variety of presentation styles and differ in the ease with which they can deliver a seminar in the English language; these factors are taken into consideration by the evaluators. A key indicator used to decide if the expected standard for graduate seminar has been met is to evaluate whether the presenter has been successful in clearly communicating accurate information and demonstrating critical and/or integrative thinking about the seminar topic to the audience. In the event that the seminar does not meet the expected standard, you will be advised of the reasons and given suggestions for improvement. You will be required to present a supplemental seminar, usually within the same academic term or academic year.

1.7 Providing Feedback to Your Peers

Whether you are completing written evaluations on the forms or providing feedback during the post-seminar debriefing session, remember that your comments are important and should be accurate and fair assessments, based on careful and critical listening. Please note that your name will be removed from the written evaluation forms, but the original forms with your comments will be available for presenters to review. Try to be as specific as possible

with comments and suggestions. Constructive feedback to let someone know what they are doing exceptionally well or conversely, needing to improve, is valuable and appropriate.

Unnecessarily negative, rude or mean-spirited remarks are inappropriate, unhelpful, and unprofessional. Also, insufficient or vague feedback is also inappropriate. The instructor will provide you a warning if inappropriate feedback is noticed. If a pattern of inappropriate feedback occurs, you may not be given credit for attendance that term. Additional information on providing and receiving feedback is given later in this handbook.

1.8 Video-Recording

Presentations will be video-recorded for the purpose of self-evaluation and may occasionally be shared with other students or faculty who missed a seminar (with permission). Viewing yourself often provides valuable insights not available through other means. The video is a representation of how you appear to others. You may look and sound different than you had thought!

Here are some tips on using your video recording. Review your presentation as soon as possible after the seminar and again later in conjunction with the written feedback. This will help to reinforce your strengths and identify areas for improvement as well as to clarify any questions you may have. Try reviewing the video on "fast forward" as well as on normal speed. If you have any distracting mannerisms or if you move around a lot or very little, it will become obvious.

However, remember what you find "distracting" or "annoying" could be of little concern to your audience | check the written evaluation forms and/or ask the seminar committee for specific feedback about your mannerisms or sound quality. You may also want to view the video with the sound off, so you can better notice body language -{ an important part of the interpersonal communication message.

2 Seminar Content Information

2.1 Selecting a Topic for the Open-Topic Seminar (PhD Students Only)

You are encouraged to base your open-seminar topic on the same topic that will be used for your comprehensive exam. As such, you should refer to the guidelines and requirement for selecting a topic in the graduate handbook. In either case, your topic should be one that falls within or is closely related to the fields of Food Science and/or Human Nutrition. It is important to recognize the range of backgrounds and interests of the members of the audience when considering how you might develop your presentation. Some questions to ask yourself when considering topics include the following:

- ^ Is it new/cutting edge knowledge or an emerging concept?
- ^ Is this a controversy in the scientific literature or in the public media?

- ^ Is the topic likely to be of interest to the audience?
- ^ Is there sufficient current literature available to develop a presentation around?

A list of seminar topics given in recent years is available on the "Seminar Archive" tab on our graduate seminar web page at <http://www.landfood.ubc.ca/graduate/graduate-seminars/fnh-graduate-seminar-series/>.

Once you have tentatively identified a seminar topic (at least one month prior to your presentation date and, preferably, two months or longer), please inform the graduate seminar instructors who will confirm whether the topic is appropriate. Please note the following:

- ^ Your seminar may deal with a topic that generally relates to your research. However, it must not be a reiteration of your thesis literature review or relate directly to your thesis research. Check with the course instructors if you are uncertain about this.
- ^ Topics that have been presented in the previous year should not be used, although a different aspect of a previously presented topic may be acceptable.

Following approval of your topic, you should conduct a more thorough search of the literature. For Nutrition students in particular, it is recommended that you attend a tutorial at the Woodward library on searching databases such as MEDLINE, or FSTA (Food Science and Technology Abstracts). Using these databases may be crucial for obtaining current information on your seminar topic! You may wish to consult with your supervisor and/or the course instructor(s) for advice and suggestions that will help you to develop your topic into an interesting presentation that is appropriate for the graduate seminar audience.

2.2 Objectives of the Open-Topic Seminar

Food and nutrition professionals and researchers are frequently called upon to present, analyze and critically comment on the work and/or research of others, controversies in the field, and media reports. The ability to efficiently and critically discuss research outside your specific methodological or content expertise is now an expected skill for many jobs, including in the industry, public agencies, and university. In case you pursue a career that involves teaching (e.g., university instructor or TA) or community engagement (e.g., community nutritionist), you will often be expected to present complex material beyond the scope of the area of your research training or expertise. Therefore, the objectives of the open-topic seminar are to gain transferable skills related to:

- ^ choosing and presenting a topic of interest to a diverse audience
- ^ presenting and answering questions comfortably about a topic outside your area of research expertise
- ^ identifying the strengths and limitations of different kinds of research studies, methods and analytical approaches

2.3 Elements of an Open-Topic Seminar

The open-topic seminar should be 20 - 25 minutes in duration, followed by 5 minutes of questions from the audience. . You may be asked to give another presentation if your seminar is too short (e.g., 20 minutes), or the chairperson may cut your seminar short if your seminar is too long (e.g., 30 minutes). If you are using the same topic as your comprehensive exam, it will be of greatest benefit to you if you organize your presentation to be similar to the one you will give for your comprehensive exam, but tuned to the different audience. If you are using a different topic, your presentation might cover the following elements (although these are not rigid guidelines or formal requirements):

Outline

While an outline slide is typically not needed for a short presentation (less than 30 minutes) it is okay to let the audience know what specific aspects will be presented in your seminar. By giving a "road map" of your presentation, the audience will be able to follow it more effectively. Do NOT simply create and read off a slide that lists the generic elements in your seminar (such as "introduction", "background", "conclusions"). The outline may be presented before or after the Introduction.

Introduction

Indicate why the topic is of current interest. It is often useful to let the audience know why you think this topic is important | why did you choose this topic, and why do you think the audience will want to know about it? This is a good time to catch the audience's interest with some impressive statistics, an anecdote, cartoon etc. You can ask a real or rhetorical question.

If you attract the audience's attention now, it is likely you will hold it later. On the other hand, if you lose them now, it will be very difficult to have them become interested in the seminar later. Do recognize that the audience consists of people with a variety of scientific backgrounds and try to take that into account in the way you introduce your topic and present information and concepts. The information presented here should include clear statements of your specific objectives for the presentation and also set up the audience for the "take-home" message.

Background

Present background information that is necessary for the audience to understand the information in the body of the seminar. Remember that this is an audience with a diverse background, and everyone in the audience should be able to understand and get a message from this part of the seminar.

Body

This is where you could present current research evidence on your topic. You will need to cite specific scholarly evidence to support the information you are giving. You may wish to

present several key research papers. For example, there may be two hypotheses to explain an observation, and it would be valid to cite a few papers that support each, along with your views of the area (and why you selected these from the literature as a whole). Alternatively, there may be key papers, which represent turning points in research in a particular area, which can be presented chronologically. You may also select papers that demonstrate a unique application of a technology.

It is often difficult to choose particular papers to present, out of the many that deal with any one area. While you must judge which are the best papers to present, the following points are helpful:

- ^ An older paper that is highly cited by others in the area, and is of historical significance, may be useful as part of your seminar; however, most of these older papers are likely to be used in the seminar background.
- ^ The main message of your seminar should be based on recent literature (within the last 5 years).
- ^ You should be able to justify why you are presenting particular evidence/viewpoints/papers in your seminar. A brief comment to the audience explaining why you chose particular evidence/viewpoints/papers is a good way to show critical evaluation.
- ^ Furthermore, be sure to put the evidence you present into the context of the overall field of research. For example, to what extent is the evidence representative of the entire body of literature in the area?

Studies should be presented in sufficient depth so as to allow the audience to be aware of strengths and/or limitations in a particular study, but do not include too many details about specific procedures { if someone is particularly interested in a technique, they can ask about it later. A rule of thumb is that you should concentrate on the major concept or message from a paper and not give so many details such that they distract from the main message. Think about what the audience needs in order to understand the point you are making.

Divide the body of your seminar into segments as necessary. Remember, the average listener has a fairly short attention span, so break your talk into sections to keep the audience interested, and to refresh their memory on what you've just presented. It can often be effective to provide a "mini-summary" for these sections, and a lead-in to the next one. This bridging is an effective way to move from one section to the next, keeping the audience on track. An example of bridging is, "So, now we know what components are present in ginseng extract. Let's examine the health effects that are associated with each of these."

Summary

Highlight key points of your presentation.

Conclusion

Based on what you have presented in the seminar, including your interpretation of the literature, what can be concluded? What are the practical implications or significance? Is

there a need for additional research? List specific questions/experiments that need to be addressed in the area (don't just say "more research is needed"). This is an important part of your critical evaluation of the literature. Give the audience your own thoughts and opinions on the topic.

If your presentation is effective, the audience will have a "take-home message", which should follow naturally from the information you presented in the introduction and expanded on in the body of your presentation. Don't end your seminar with "Um, well that's all" { it will leave a poor impression about your talk. Plan your closing line and sound dynamic to the end! Let the audience know that it is time to clap. Do not include a slide listing your references | this information should already be in your abstract and would likely be difficult for the audience to read from a slide.

Response to Questions

Be prepared to address questions related to clarification of the information you are presenting. Listen carefully to each question as it is being asked and take time to think about your answer. Include the entire audience in your response. If necessary, get the question repeated or rephrased { you can ask the questioner if this is what they meant. You can also ask the chairperson for clarification.

Even the most experienced scientist does not have all of the answers. If you do not know the answer to a specific question, state so clearly. It is okay to provide some conjecture as to what you think might be a reasonable answer but, again, be clear that you are not sure.

2.4 Elements of a Proposal Presentation

Much of the advice given above pertaining to your open-topic seminar presentation is applicable to your proposal presentation. Your presentation should be based on your proposed thesis research. The expectation for this presentation is that it includes a synopsis of the information that you have shared with your thesis committee (i.e., a brief literature review/background, your research question & objectives, the methods you will use, how you will evaluate your results, what you expect to be the significance of the proposed research). Length of the proposal presentation is to be 15-20 minutes, followed by 5 minutes of questions from the audience.

2.5 Elements of a Results Presentation

The format of this presentation is intended to simulate a technical paper presented at a scientific conference session. The key challenges of a successful conference presentation are, first, selecting the information/ideas to present from the inevitably larger amount available; secondly, preparing the oral and visual components so that every phrase and image is relevant and makes an impact; and thirdly, staying within the prescribed time limit. Your presentation should be based on the main findings of your research, but remember to also include sufficient background and clearly stated objectives as well as significance of your

ndings, so the audience gains a good sense of the overall picture. Keep in mind that not everyone in the audience may have been present at your proposal seminar.

Length of the results presentations is to be 20-25 minutes, followed by 5 minutes of questions from the audience. The short amount of time available makes it especially important to practice your presentation beforehand to ensure that you do not exceed the time limit (and don't try to meet the time limit by talking faster!). You do not necessarily need to present ALL your findings if time really won't allow this | you can select those that tell the most important story.

2.6 Elements of a PhD Progress Seminar

In years when doctoral students do not present an open-topic seminar, proposal or final results seminar, they will be required to present a 15-20 minute short presentation describing their research progress. The format should be similar to that of a results seminar. This is an opportunity to share your progress, discuss your challenges and outline your plans for moving forward towards thesis completion.

2.7 Elements of a Supplemental Seminar

When a seminar is assessed as needing improvement in critical areas based on the evaluation criteria, the course instructors will provide the student with detailed constructive feedback on the specific areas needing improvement and with information on the requirements of a "supplemental seminar". The supplemental seminar will usually be a 15-20 minute short presentation, although in some cases, a 20-25-minute supplemental seminar may be recommended to meet the requirements of the "open- topic seminar".

2.8 Preparing & Submitting an Abstract

Regardless of the type of seminar you are presenting, you must submit to the seminar course instructor an abstract of your seminar (as an e-mail attachment). A template for the abstract can be found on Canvas and on the seminar web page. Your abstract should include:

- ^ Your name and e-mail address
- ^ Your supervisor's name
- ^ An indication of whether the seminar is an open-topic seminar, a proposal seminar, a results seminar (PhD students must indicate whether it will be a short or long results seminar), a supplemental seminar, or PhD progress seminar
- ^ The presentation date
- ^ The title of your presentation
- ^ A brief (350 word maximum) abstract
- ^ A list of key references

The abstract for your presentation should be submitted by e-mail to the respective HUNU or FOOD course co-instructor with cc: to your supervisor, at least TWO WEEKS in advance

of the seminar presentation. NOTE: The abstract should already have been vetted and approved by your supervisor prior to being submitted to the course instructor. The course instructors may provide suggestions for revision to the abstract.

If you choose to make these revisions, please inform the instructors of your intention, and note that the revised abstract must be re-submitted by the Wednesday a week before your seminar. Abstracts submitted one week or less before the seminar presentation date will not be eligible for revision and will be posted with errors. Moreover, failure to submit your abstract to the course instructor within one week of your scheduled seminar will result in an additional seminar requirement. This will be enforced.

A copy of the abstract will be sent by the course instructors or FNH program staff in the form of an e-mail attachment to each member of the seminar course, a week before the presentation. On the day of your seminar, you are encouraged to project the abstract on a slide preceding your main presentation, so that the audience may refer to it as they wait for class to start.

Everyone should read the abstract(s) prior to the seminar class each week and be prepared to be engaged in the discussions during the question and answer period.

3 Seminar Delivery and Evaluation

3.1 Audio-Visual Aids

Logistics:

- ^ It is recommended that you use Powerpoint, Prezi, Beamer, or other presentation software to prepare your seminar presentations. There is a permanently mounted projector and a computer available in each room. You can also connect your personal laptop to this projector.
- ^ Please practice your presentation with the equipment that you will be using prior to your seminar date. It is your responsibility to make sure that the technical aspects of your presentation are successful.

Formatting Slides:

- ^ Be sure that the background does not distract from the information presented. Keep a good contrast between the colour of the background and the lettering. Projecting your slides during the practice session is important to ensure that the contrast is adequate; sometimes, what looks fine on a computer screen will not project well.
- ^ Check to ensure that members of the audience can read your visuals. Use a large enough font size so that people can see your slides clearly at the back of a large room (or on a small computer screen).
- ^ Key words and ideas should be used rather than using full sentences. One rule of thumb is { no more than 5 words per line and no more than 5 lines per slide.

- ^ Use a mix of upper and lower case lettering. Avoid using all upper case.
- ^ Avoid the use of abbreviations where possible. These are often very confusing for the audience. If the use of a few abbreviations is unavoidable, you may want to include them on your abstract, so the audience can refer to them if necessary.

Slide Content:

- ^ Use a variety of ways to present data { tables, gures, graphs, charts and text. Whenever possible, use an alternative to text for more visual impact.
- ^ When copying or adapting data from a published source, indicate the source.
- ^ Be sure that you proofread for spelling errors. Use of a spell-check program in your word processor is a good starting point, but it won't catch all errors.
- ^ Don't show raw data.
- ^ Do make sure that every slide provides meaningful content.
- ^ Consider including a slide containing your abstract, that could be projected to the audience prior to the start of your presentation.

Presenting Slides:

- ^ Take time to explain charts and graphs (what the x and y axes represent, what symbols are used for di erent groups, what the graph actually shows). While you are familiar with the data, the audience isn't!
- ^ Don't use extra animation or special e ects for entertainment purposes. These are invariably distracting from your seminar; however, an appropriate use of a special e ect, such as highlighting of text on a slide while you are commenting on it, can be a very e ective way of focusing audience attention.
- ^ Practice techniques to focus attention on key areas of your slides. This may include shading, highlighting, or brief animations within your slides to help the audience focus or follow along as you describe information shown on the slides.
- ^ Be sure to present all the information that appears on a slide. If you're not going to discuss one or more points, they shouldn't be included on the slide.
- ^ Don't talk for long periods of time without having the key points presented on a slide { the audience will absorb much more with the help of a visual aid.

3.2 Delivery

Below is a list of tips:

- ^ DO NOT READ YOUR SEMINAR!!! Slides can serve as reminders of key points, but try to talk to your audience.
- ^ Practice beforehand { more than once. If possible, try your seminar out with another real human or two (e.g., fellow graduate students with some experience in seminar presentations), but even the mirror can act as an audience. Practice is also important for estimating whether your seminar is of appropriate length.
- ^ Make sure that the audience can see the slides.
- ^ Make an e ort to engage with your audience and use visual cues to see if your audience

is following.

- ^ It's normal to be nervous. Have water available if your mouth is likely to be dry.
- ^ Let your voice reflect your enthusiasm about your topic. You may need to "act" a bit to prevent a flat delivery.
- ^ Speak slowly and clearly. Don't fall into the trap of speaking quickly in order to cover more material.
- ^ If you're good at incorporating humour, this can be effective in maintaining the audience attention.
- ^ Don't apologize for mistakes in your slides, just explain.
- ^ Don't ever start explaining a slide by saying "I know you can't read this but..."
- ^ Have a dynamic closing statement.
- ^ Be prepared for the technology to fail and the connection to be imperfect. Make sure to have a backup plan (i.e., a printout or other version of your slides, a phone to call in if the internet connection fails) and have a plan B for how you'll meet your objectives even if technology is not perfect.

3.3 Being an Effective Audience Member

As a member of the audience, you are expected to be an active and knowledgeable participant in the seminar | it is not enough to just be present in the room, warming a seat.

Before the seminar:

- ^ Read the abstract before the seminar
- ^ Check the schedule on our Graduate Seminar Series website, and come to class prepared to ask thoughtful questions.

During the seminar:

- ^ Jot down points to remind you of what the speaker did that was effective or distracting, or points that were unclear.
- ^ Write down questions that occur to you while you are listening | were these addressed in the talk? If not, then ask them during question period.
- ^ Try to show your interest by making eye contact and nodding | this gives positive feedback to the speaker, and may help him or her keep the energy level of their presentation high.
- ^ Keep in mind that all presenters (including guest speakers) are members of our learning community; and that oral and written feedback is meant to be constructive and respectful, as noted below.

3.4 Providing Feedback

Giving and receiving feedback are important skills. Clear, specific feedback is a very valuable tool that will help you to improve as a speaker. Unfortunately, many of us tend to associate feedback with criticism. Realistically, the road to accomplishment involves learning both

what we do well and what we need to improve upon. Feedback helps us as presenters in the following ways:

- ^ A firming our effectiveness and increasing our confidence
- ^ Identifying how we could improve
- ^ Providing a focus for reflection on possible future action

3.5 Guidelines for Giving Constructive Feedback

You will have opportunities to provide feedback to speakers in written and oral formats. Use the feedback as an opportunity for personal reflection and to practice critical evaluation. Always remember that you are making observations and not judgments. Decide on the value the feedback will have for the person receiving it, not on the degree of "release" it gives you to express it.

Constructive feedback is helpful and has the following ideal characteristics:

- ^ It is specific, rather than general. Specific information helps the receiver reflect on immediate behavior. General feedback may confuse and can lack impact. For example, rather than saying "You did a great job", provide specific examples of what was effective ("The way you summarized each section and linked it to the next really helped me follow and understand your presentation.").
- ^ It is descriptive, as opposed to evaluative. Avoids using judgmental terms. Rank the behavior as more or less, not in judgmental terms such as "good" or "bad" (i.e. more/less effective or distracting)
- ^ It is factual, rather than inferential. Refers to what the person does and what you observed or felt, rather than suggesting reasons for their actions. (e.g. "Bob, you kept rattling the change in your pant's pocket", not "Bob, you seemed very nervous")
- ^ Balanced, in that it provides positive feedback as well as suggestions for development. Focus first on the positive.
- ^ Is something that is changeable, in that it is directed toward behavior that the receiver can change. Give concrete examples of how the speaker can improve.

3.5.1 Additional Tips on giving feedback

Whenever possible, frame comments in the form of an assertion. For example: "I found your visual aids helped me." Or "To me, your visual aids contained more information than necessary to achieve the objective. I started to get confused." If you are uncertain about your comment, you could frame it as a question. For example: "What was your objective for that part of the seminar?" Or "I didn't seem to have enough background to understand the detailed information in the flow chart. Did I miss some information you presented?"

3.5.2 Receiving Feedback

It is often useful to accept all feedback initially and then set about to clarify its meaning, identify its implications, and rank it in terms of its importance. If you disagree with

the feedback, try to avoid arguing before you have had time to personally reflect on your experiences.

Consider the following principles for receiving oral feedback:

- ^ Make eye contact with the feedback giver
- ^ Accept all feedback initially
- ^ Paraphrase what you hear
- ^ Ask for specifics if unclear
- ^ Give honest responses
- ^ Focus on the positive
- ^ Determine importance
- ^ Separate your feelings from the content

3.5.3 Tips for accepting written feedback

Expect that some points that are raised in the feedback on individual evaluation forms may not be perceived as equally significant or even the same by all members of the audience. You can check to see if similar points are noted on several evaluation sheets, and/or on the written summary provided by the course instructors.

3.6 Duties of the Chairperson

You are responsible to serve as the Chairperson for the seminar that follows your own presentation, whether it be on the same day or the following week. If you are unable to fulfill this role, you are responsible for finding your own replacement. The chairperson's role is to ensure that the seminar runs smoothly by carrying out the following duties:

- ^ Contact the speaker at least a week before the presentation, to confirm information you will use to introduce him/her on the day.
- ^ Provide assistance to the speaker prior to the start of his/her presentation (e.g., checking that the presentation is properly loaded and projecting to audience; microphone is working etc.)
- ^ When in person, dimming lights or turning them on as required, closing doors if there is noise in the hallway, distributing samples or handouts that the speaker may have prepared for the audience.
- ^ Introduce the speaker
 - { Provide a few brief biographical points about the speaker, e.g., previous university degrees; starting date of current program at UBC; a few brief comments of interest about the speaker's area of research, work experiences etc.
 - { Indicate the title/topic of today's seminar (unless the speaker has confirmed that he/she prefers to do this)
- ^ Monitor the time and alerting the speaker as (s)he approaches the time limit
- ^ Facilitate the question period by:
 - { thanking the speaker (mention something specific if possible, e.g. something that you found of particular interest)

- { calling on participants to ask questions
- { asking a question yourself if there is a lag in questioning from the audience
- { bringing the "roving" (wireless) microphone to question askers from the audience so that everyone will be able to hear the questions being asked or reminded speakers to "unmute" themselves during on-line seminars o ensuring that the speaker understands the question
- { nurturing a respectful atmosphere during the question period, including possibly changing or ending a specific line of questioning when it is getting out of hand, or the presenter appears to be "harassed" by ongoing questions that he/she obviously has difficulty answering.
- { ending the question period when time is running short. It is appropriate to stop question period with a statement such as "This has obviously been a very stimulating topic for the audience today, but unfortunately, we are out of time. Would the speaker be able to stay behind and answer remaining questions?"
- ^ Conclude the seminar by thanking the speaker for their presentation, and the audience for their participation
- ^ Provide constructive suggestions and highlighting well-done aspects of the seminar, in a short debriefing session immediately after the seminar (please remember to stay after seminar).

4 Links

Some useful resources on giving scientific talks (several of these are also available as links from the course website) are:

- ^ <http://ctl.t.ubc.ca/> UBC's Centre for Teaching, Learning and Technology regularly offers Presentation Skills Workshops for graduate students. These workshops are highly recommended! You can register online (Check the CTLT website).
- ^ <http://www.micab.umn.edu/news/Seminartips.htm> (This is a "slide" presentation)
- ^ http://biology.anu.edu.au/hosted_sites/Scott/how-to-give-a-good-15-minute.html (Some do's & don'ts of giving a good 15-minute talk by Scott Keogh. Short & sweet.)
- ^ <http://www.comm.toronto.edu/~frank/guide/guide0.html>
- ^ <http://www.kumc.edu/SAH/OTEd/jradel/effective.html>
- ^ Thinking Verbally: Communication Tips for Technical Presentation, John H. Ruponow, James W. King, and Lana K. Johnson. Food Technology 55(1) January 2001. pp 46-48. <https://www.ift.org/news-and-publications/food-technologymagazine/issues/2001/january/features/thinking-verbally-communication-tips-for-technical-presentations>
- ^ Thinking Visually: Graphic Tips for Technical Presentations. James W. King, and Lana K. Johnson and John H. Ruponow. Food Technology 55(1) January 2001. pp 49-56. <https://www.ift.org/news-and-publications/food-technology-magazine/issues/2001/january/features/thinking-visuallygraphic-tips-for-technical-presentations>

Online presentation tips:

- ZOOM training videos: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-1>
- ZOOM presentation tips: <https://support.emerson.edu/hc/en-us/articles/360015811011-Zoom-1>
- Presentation skills: https://wiki.ubc.ca/Presentation_Skills

5 Evaluation and Orientation Forms

There are three evaluation form templates on the following pages that we will use to collect feedback after each seminar:

1. An evaluation form for the Proposal Seminar, the Results Seminar, and the PhD Progress Seminar;
2. An evaluation form for the Open-Topic Seminar; and
3. An evaluation form for the Supplemental Seminar.

Evaluator's Name: _____

I am a student/ faculty member / guest in HUNU / FOOD
(circle one)

Speaker: _____ Date: _____

Type of Seminar: Proposal / Results / PhD Progress (circle one)

Evaluation Criteria	COMMENTS: Please provide meaningful comments on two (2) criteria in each section – KNOWLEDGE & CONTENT and COMMUNICATION
	KNOWLEDGE AND CONTENT
Background information prepared audience for hypotheses & objectives	
Research Objectives were clearly stated	
Methods & research design discussed so audience understands approach	
Results were explained clearly, with critical and meaningful interpretation (N/A for proposal seminars)	
Conclusions included clear take-home message(s), significance, future research needs	
Answers to questions demonstrated in-depth knowledge of material	
	COMMUNICATION
Oral – pace, voice level, inflection were appropriate & allowed for understanding	
Written – slides clear, good layout, graphics used effectively, etc.	
Nonverbal – Good eye contact, confident, no distracting gestures, professional, etc.	
Flow of information - Clear, logical structure; 'bridging' between sections	
Organization - Adhered to the time limit (15-20 min; up to 30 minutes for some PhD results seminars, as indicated on seminar abstract)	

Evaluator's Name: _____

I am a student/ faculty member / guest in HUNU / FOOD
(circle one)

Speaker: _____ Date: _____

Type of Seminar: Open Topic

Evaluation Criteria	COMMENTS: Please provide meaningful comments on two (2) criteria in each section – KNOWLEDGE & CONTENT and COMMUNICATION
<p>Objectives and rationale for focus of presentation were stated clearly</p> <p>Background information was useful to understand the main body of the seminar</p> <p>Rationale for literature selected for the presentation was clearly explained</p> <p>Main findings were explained clearly, with an overview of the methodology & critical interpretation of the evidence</p> <p>Conclusions presented with clear take-home message(s), significance, and future directions for research</p> <p>Answers to questions demonstrated in-depth knowledge of material</p>	KNOWLEDGE AND CONTENT
<p>Oral – pace, voice level, inflection were appropriate & allowed for understanding</p> <p>Written – slides clear, good layout, graphics used effectively, etc.</p> <p>Nonverbal – Good eye contact, confident, no distracting gestures, professional, etc.</p> <p>Flow of information - Clear, logical structure; 'bridging' between sections</p> <p>Organization - Adhered to the time limit (20-25 min)</p>	COMMUNICATION

Evaluator's Name: _____

I am a student/ faculty member / guest in HUNU / FOOD
(circle one)

Speaker: _____ Date: _____

Type of Seminar: Supplemental Seminar

<p>Evaluation Criteria</p>	<p>COMMENTS: Please provide meaningful comments on two (2) criteria in each section – KNOWLEDGE & CONTENT and COMMUNICATION</p>
<p>Objectives and focus of update presentation were stated clearly</p> <p>Background information was useful to understand the main body of the seminar</p> <p>Main Findings explained clearly, with an overview of the methodology and critical interpretation of the evidence</p> <p>Conclusions with clear take-home message, significance, future research needs</p> <p>Answers to questions demonstrated in-depth knowledge of material</p>	<p>KNOWLEDGE AND CONTENT</p>
<p>Oral – pace, voice level, inflection were appropriate & allowed for understanding</p> <p>Written – slides clear, good layout, graphics used effectively, etc.</p> <p>Nonverbal – Good eye contact, confident, no distracting gestures, professional, etc.</p> <p>Flow of information - Clear, logical structure; ‘bridging’ between sections</p> <p>Organization - Adhered to the time limit (15-20 min; up to 30 minutes for some PhD results seminars, as indicated on seminar abstract)</p>	<p>COMMUNICATION</p>

