

LASS/PRISM FACULTY GUIDE**I. Presentation types and proposal and abstract selection.**

Students have the option to present in an oral, poster, or panel format, which must be indicated upon proposal submission. One student may take the lead with a group or a student may work on their own. A committee of faculty from a variety of disciplines including the humanities and sciences will convene to review proposals and abstracts. The committee will organize accepted oral presentations into sessions of 3-4 talks; if a full panel is selected, it will receive its own 75-minute session.

II. Planning with your students.

It is the student's responsibility to initiate the process of presenting at LASS/PRISM, including idea generation and submission. However, this entire process is faculty mentored. We've put together some resources you may find helpful in guiding your students as they generate ideas, perform scholarly work, write their proposal or abstract, manage their time, and prepare for a rewarding experience as presenters. In addition, faculty-led Snack and Learns for students are typically held to guide students through abstract writing and submission, design and preparation for oral presentations, presenting a paper, and design and presentation of PRISM posters.

Note: Please work with your students as they develop their ideas. Improperly presented or late abstracts will not be considered.

Generation of ideas for a LASS or PRISM presentation.

Scholarly work presented at LASS/PRISM typically stems from H-designations, honors theses, independent studies, and coursework.

Proposals and abstracts

Students are required to submit a proposal or abstract of their work for consideration for a presentation at LASS/PRISM. We are using the terms proposal and abstract interchangeably as they are discipline specific. Abstracts for LASS/PRISM must not exceed 250 words and must be submitted electronically by midnight of the deadline to the form on the LASS website (<https://oglethorpe.edu/symposium/>). Proposals submitted by the late deadline will be considered for a poster only.

For faculty mentors:

- Encourage students to submit proposals for LASS/PRISM!
- Set up deadlines for proposal/abstract drafts and final review before submission.
- Review the draft prior to submission, in person or via email, to scout for potential revisions.
- Communicate potential changes with the student/s; this may be a good opportunity to teach Track Changes Reviewing in Microsoft Word.
- When your students receive notification from the review committee, if accepted, please schedule time to prepare and rehearse their presentations with them.

Discipline-specific guidelines:*Course-embedded research (CUREs)*

One student may submit an abstract on behalf of a class detailing the CURE for presentation at PRISM. Please include the course name and number, names of all students, number of posters, and description of the central theme underlying all projects.

Panel

One student may submit a proposal on behalf of a group detailing individual research projects to be presented in a cohesive session with a central theme. Please include the names of all participating students, the central theme underlying all projects, and a brief description of how the individual research contributes to the central theme.

Art, Photography, and Film

Student proposals must include the title of their work, dimensions (flatwork and photography) or length (film and digital media), and short description.

Music

Students must write a short proposal detailing their performance with verbal introduction. The proposal should include the title and length of the piece.

Resources for writing abstracts:

- <https://writingcenter.gmu.edu/guides/writing-an-abstract>
- <https://www.uky.edu/academy/sites/www.uky.edu.academy/files/How%20to%20Write%20Research%20Abstract.pdf>
- <https://urc.ucdavis.edu/conference/write.html>
- <https://writingcenter.unc.edu/tips-and-tools/abstracts>
- https://cdn.ymaws.com/acmq.org/resource/resmgr/annual_meeting/2019_annual_meeting/write-science-abstract.pdf
- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3732725/pdf/13191_2013_Article_299.pdf

Presentations

Oral: Students will be organized into sessions and given 15-20 minutes to present. Tech will be available.

Poster: Posters should be 24" x 36" and can be either portrait or landscape orientation. See poster template on the LASS website for additional details.

Panel: With their faculty mentor, students should organize themselves into a 75-minute cohesive session with a central theme. A faculty moderator will be assigned to the session and will work with the students to prepare discussion.

III. On LASS/PRISM day**Faculty mentor**

- Please meet your students in their presentation space fifteen minutes before their scheduled start time.
- Position yourself such that your student can use you as a point of contact while presenting.

Moderator

If you would like to moderate a session, please contact Lea Alford (lalford@oglethorpe.edu). Please note that moderators will be placed in sessions outside their discipline to demonstrate interdisciplinarity and flexibility in the liberal arts. We understand that your agreeing to moderate LASS presentations takes time. These tips are intended as a guide to help you and our students make the most of a great experience.

- Meet with students in advance, even if you are already working with them. Familiarize yourself with the work they're presenting, as well as the pronunciation of their names, their majors/minors, and their graduation years. Because you are the contact person for your panel, make sure you have your panelists' phone or text info, and they yours.
- Review the timeline for the event. Understand how much time each student has for their presentation. Be prepared to give a speaker a "time's running out" signal and a "time's up" signal if necessary. Make sure each member of the panel knows the signals in advance. Speak up politely if you need to. This demonstrates consideration for the panel and the audience. Students may be new to public speaking and will appreciate your guidance.
- Prepare a few questions to get the ball rolling during the Q&A. Prepare more than you think you'll need, so if one line of questioning isn't working you can move on to something else.
- Show up early. Please plan to arrive at your event room at least 15 minutes prior to the scheduled start. Make sure you have your panelists' contact info on hand.
- Flex. During the presentation, don't be afraid to go off script or veer away from your prepared questions. Practice active listening.
- Fade into the background. Interject only when necessary, such as if a presenter is faltering or a panelist is hogging the spotlight. Make sure that everyone gets equal time. Otherwise, fall back and enjoy the students' great work!
- Leave time for questions. Reserve at least ten minutes for Q&A. If you're in a big room, not everyone may hear the questions, so remember to repeat them or ask the students to do so. Say, "The question is..."
- Thank everyone for coming! Thank the students, the audience members, and yourself!

IV. Encourage student participation and attendance.

Advertise LASS/PRISM to your students and advisees well in advance of the event. Help them see the importance of scholarly engagement in the academic community here at Oglethorpe as well as the benefit to their future professional lives. You may decide to incentivize attendance to LASS/PRISM, such as by offering credit/extra credit. Any of the below assignments can be used as course credit opportunities at the instructor's discretion. Allowing students to choose the presentations they attend encourages creative and intellectual exploration. Any of these suggestions can be customized toward a particular presentation or topic. Feel free to come up with your own and share them with us!

- 1) A short reflective paper on the experience of attending at least one LASS/PRISM presentation of the student's choice. What did they attend, and why? What were their expectations going in, and how and why were those expectations met or challenged?
- 2) Student-led classroom discussion on their impressions/arguments after attending at least one LASS/PRISM presentation. This is essentially an oral version of item #1 and can be effectively done in teams.
- 3) A one-page summary of a talk/poster session attended, exploring key questions answered/new ideas presented about the topic. Who were the presenting students, and what were their topics?
- 4) For presenting students, a post-mortem paper on the student's personal experience as a LASS/PRISM participant, identifying presentation successes and opportunities for improvement.