**Exposure 2019 Oral Session Judging Criteria**

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| --- | --- | --- | --- | --- | --- | --- |
| **Academic Content** | **Context / Background:** Did the presenter provide a clear understanding of the study background, while avoiding jargon? | 1 | 2 | 3 | 4 | 5 |
| **Impact / Significance:** How effective was the presentation in describing the impact, significance and/or results or outcomes of the research?  *For presentations on research-in-progress, consider how effectively the student has considered the broader implications to date.* | 1 | 2 | 3 | 4 | 5 |
| **Sub-Total:            / 10** | | | | | |
| **Presentation and Delivery** | **Presentation:** Did the presentation follow a clear and logical sequence? Was it clear, legible, and concise? How well integrated was the presentation in relation to the supporting material/ slides? | 1 | 2 | 3 | 4 | 5 |
| **Timing:** Did the presenter spend adequate time on each element of their presentation? Did they elaborate for too long on one aspect, or was the presentation rushed? Did they stick to the time limit? | 1 | 2 | 3 | 4 | 5 |
| **Engagement:** Did the presenter convey enthusiasm for their research? Did they capture and maintain their audience’s attention and/or interest? | 1 | 2 | 3 | 4 | 5 |
| **Delivery:** Did the speaker have sufficient stage presence, eye contact, effective body language (including gestures) and vocal variety? Did they maintain an appropriate speaking pace, and have a confident stance? | 1 | 2 | 3 | 4 | 5 |
| **Sub-Total:            / 20** | | | | | |
| **Appeal to a Broad Audience** | **Comprehension:** How well are the main concepts explained to a broad audience? How effectively does the presenter answer questions? | 1 | 2 | 3 | 4 | 5 |
| **Appeal and Creativity:** How innovative, creative and effective is the presentation? Overall, was the presentation appealing to a broad audience? Did the presentation make the audience want to know more? | 1 | 2 | 3 | 4 | 5 |
| **Sub-Total:            / 10** | | | | | |
| **Total:            / 40** | | | | | | |