# ENViSion 2022 Participant Requirements

ENViSion is an annual exchange of innovative ideas and research related activities happening within the Department of Environmental Science and is a unique opportunity for students to present their research and experiences as part of the larger UA and SEES Earthweek celebration and to socialize with students and faculty from ENVS and beyond. It is also a fun way to practice presenting the work and activities you are doing as an ENVS student while learning about all of the great work your peers are doing too!

Presenting your research or related aspect of your area of study at ENViSion is <u>required of all ENVS Graduate Students</u> throughout their graduate program and is <u>highly encouraged for all undergraduate students</u>. All presentations will be reviewed and scored by a panel of ENViSion22 judges and presenters receiving the top scores will be awarded prizes and celebrated on the ENVS website as the official winners of the ENViSion22 event!

- **Requirements:** Abstract and Title Submission, Panopto Video with Captions Posted in D2L, Post ENViSion Survey
- **Optional:** Attend the virtual Q&A Help Session on March 3, 2022 from 5-7pm
- **Optional:** Present in person during one or both of the UA SEES EarthWeek Sessions

**Required: An Abstract with Title submitted using the provided online form by the 2.28.22 Deadline**

All ENViSion22 participants are required to create and submit an abstract and presentation title as well as information about their program of studies, advisor, and collaborators in advance, using the online form provided, by February 28, 2022. Abstracts can be related to a variety of topics including

**Required: A Panopto Video with Captions (8-10minute video with captions) submitted in D2L by the 3.15.22 deadline.**

All ENViSion22 participants are required to create an 8-10 minute Panopto Video presentation with captions within the D2L platform (this is a requirement set in place to meet accessibility standards, to provide universal access to technical support to all students through UA D2L and UITS 24/7 tech teams, and to ensure that all students and judges are able to safely view presentations due to ongoing COVID-19 concerns).

- Videos must show the presenters face **and** the slides or poster/materials you are presenting, this is for accessibility and scoring reasons. Be sure to practice using Panopto a few times to ensure your device settings, lighting and sound quality are ideal for your audience and that your captions can be toggled on and off for anyone who may need access to captions. Note that you will be able to edit your captions after they are imported automatically.
- Participants are automatically registered within the designated **[ENViSion22 D2L site](#)** and can access Panopto and Panopto WebCapture through the [UA Tools menu on the ENViSion22 D2L Site](#).
- Participants will upload their video along and with a title and their abstract in the Discussion tool. Specific information on how to do this will be provided to ensure posts are consistent in labeling subject headers, titles, and abstracts.
- Participant Video Uploads must be titled using this format: "LastNameFirstInitial_ENVISION22" e.g. "WilburW_ENVISION22" and presenters must ensure the title and captions are visible.

- A 2 hour virtual Q&A help session will also be offered by the ENViSion22 Grad Students over Zoom to assist participants in preparing for the event and answer questions on March 3, 2022 from 5-7pm. Students can join the Zoom at any time between 5-7pm using this Zoom link: https://arizona.zoom.us/j/83139545522

- **Resources**
  - Panopto Help for Students: https://help.d2l.arizona.edu/content/students-panopto
  - Panopto Help for Faculty/Staff: https://help.d2l.arizona.edu/content/instructors-panopto
  - UA UITS 24/7 Free Tech and Device Support with Live Chat
  - Contact the Academic Technologies Team at email: acadtech@arizona.edu

  - Also see the ENViSion22 D2L page for tips on creating a great ENViSion presentation!


**Required: Completion of a Post ENViSion Event Survey**

All ENViSion22 participants will be provided a link to a complete a required Post-ENViSion Event survey (on D2L). Survey must be completed between March 21-25, 2022. Although the information collected will be anonymous, your email will be collected for tracking purposes to ensure that all ENVisIon22 participants have completed this survey. Students who do not complete the post ENViSion survey by the deadline provided will receive an email reminder as will their advisor as this step is required of all ENViSion participants and provides participants a way to share their experiences and voice for shaping future ENVS events.

**Optional: In Person Presentations delivered as part of the larger UA SEES Earth Week Event**

ENVS students also have the opportunity to present "in person" at the larger UA SEES Earth Week Event, during the following 2 multi department sessions:

1. In Person Opportunity 1: In-Person Poster Presentation (March 21st, 8:30-3:30 at ENR2, requires printing a week ahead of time)
   a. You will be asked to attend the event and stand near your poster and present to attendees at your allotted time (schedule posted on D2L)
2. In Person Opportunity 2: In-Person Presentation of Research (beginning at 1:00 PM on Thursday, March 24th in ENR2 S215 and S225)

   a. You will be asked to present live at ENR2 S225 during your allotted time (schedule posted on D2L). We ask you to post your presentation to the Google Drive Folder by March 23rd at 5pm.

   b. We recommend that you bring a back-up copy of your presentation a USB Stick to the event

**ENViSion22 Scoring Rubric for Student Presentations**

| Performance Indicators<br>ENVS PLO Alignment: GPLO3<br><br><span style="color:red">*All ENViSion22' participants must submit Panopto Video Recordings even if they have also opted to present in the optional "in-person" sessions.</span> | Rating Scale | | | |
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| | **4pts \| Excellent** | **3pts \| Good** | **2pts \| Fair** | **1pts \| Poor** |
| **Presenter Preparedness and Presence (Professionalism)**<br>Presenter was well prepared, device settings were correctly set to ensure presenters face and materials were visible in their Panopto recording, that captions were embedded in their video and that their sound, screen and lighting were adequate for audiences and judges to view and score the presentation. | Video recording was well prepared, presenter ensured that their face and their materials were visible in the video recording, the recording was recorded in Panopto as directed and with captions, presenter chose sound and lighting settings that enhanced the overall presentation and the presenter appeared poised to deliver a high quality presentation presentation. | Video recording was adequately prepared, presenter ensured that their face and their materials were simultaneously visible in the video recording yet enhancements could have been made to improve overall quality of sound, lighting, Video was in Panopto as directed with captions, and the presenter appeared to be somewhat prepared to deliver a high quality presentation. | Video recording did not demonstrate that the presenter had checked to ensure that their face and materials appeared in the video or that their captions were available in the recording, Presenter's sound, lighting or other settings decreased the clarity of the presentation and it did not appear that the presenter had practiced or prepared to deliver a high quality presentation. | Video recording lacked components of sound, lighting, or captions, were not easy to follow or decreased the overall clarity and quality of the presentation. Both visual aids and presenter video were not simultaneously present in all/most of the presentation. Overall presentation lacked adequate preparation and professionalism. |
| **Structure and Organization**<br>The grouping and sequencing of ideas and supporting materials were organized and followed a logical flow | Presenter introduced themselves, their title and topic at the start of their presentation, all ideas and supporting materials flow logically to support the central purpose or argument. The audience can follow the line of reasoning. | Presenter introduced themselves, their title and topic at the start of the presentation, most ideas and supporting materials flow logically to support the central purpose or argument. For the most part, the audience can follow the line of reasoning. | Presenter attempted to introduce themselves. title and topic at the start of the presentation yet enhancements could have been made, some but not all ideas and supporting materials flow logically and occasionally ideas fail to make sense. The audience can intermittently follow the line of reasoning. | Presenter lacked an introduction or needed more practice with introducing themselves, title and topic, presentation containing illogical/disconnected flow of ideas and supporting materials. Ideas frequently fail to make sense or connect making it difficult for the audience to identify a line of reasoning. |

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| **Central Idea** Expresses a central idea and a coherent theme related to the presenters topic and includes significance and broader implications of their research | Central idea is compelling - precisely stated, appropriately repeated, memorable, and strongly supported through the articulation of broader implications. Title and abstract were well aligned with the central idea presented. | Central line of thought is clear and consistent with the supporting material and articulation of broader implications. Title and abstract were adequately aligned with the central idea presented. | Central line of thought is basically understandable but is not often repeated and is not memorable or excludes broader implications. Title and abstract were not well aligned with the central idea presented. | Central line of thought can be deduced, but not explicitly stated in the presentation or connected to broader implications. Title and abstract were completely disconnected from the title and abstract central idea presented. |
| **Supporting Materials** Materials demonstrate evidence to support the topic and central idea (explanations, examples, illustrations, statistics, graphs, and statistics) support the main ideas. | Varieties of supporting materials significantly support the presentation or establish the presenter's credibility/authority on the topic. | Supporting materials generally support the presentation or establish the presenter's credibility and authority on the topic. | Supporting materials partially support the presentation or establish the presenter's credibility/authority on the topic. | Insufficient supporting materials minimally support the presentation or establish the presenter's credibility or authority on the topic. |
| **Broader Impacts** Topic was connected in some way to participation of under-represented groups, enhanced research and education infrastructure, benefits to society, and broader dissemination to enhance scientific and technological understanding. | Broader impacts were well-grounded, adequately contextualized, presenter clearly and convincingly presented the broader impacts of the research/topic in a manner which demonstrates broader impacts beyond the discipline, field of study and academia. | Broader impacts were adequately contextualized, presenter clearly, and convincingly presented the contribution of research to the field and academia but not the broader impacts beyond the academic setting. | Broader impacts were unclear or lacked context, presenter did not convincingly present the contribution of their topic to the field of discipline in a manner that would be evident to others in different disciplines or beyond the academic setting. | Broader impacts were not evident or there was a noticeable disconnect between topic and broader impacts Improper contextualization and overall the presenter was unable to articulate implications or impacts. |
| **Degree of ENViSion Audience Engagement** Presentation was informative, engaging, tone demonstrated passion and excitement for the topic presented, eye contact and expressiveness, materials were visually appealing and designed for the EnviSion Audience. | Presentation was informative, delivered with an engaging tone, avoided use of jargon, demonstrated passion and excitement for the topic presented, materials were visually appealing and designed for the ENViSion audience from various disciplines and backgrounds | Presentation was informative, engaging, tone demonstrated general enthusiasm, materials were visually appealing yet the presentation was clearly aimed more toward an academic/discipline specific audience rather than a broad ENViSion audience. | Presentation was informative and somewhat engaging, lacked vocal expressiveness, or enthusiasm. Visual aesthetics could have been improved to increase engagement and tone of the presentation was somewhat misaligned from the ENViSion audience. | Presentation contained clear content yet the presenter made little to no effort to make content appealing/engaging to audience members. The overall tone of the presentation was disconnected from the event and from the ENViSion audience. |