UNDERGRADUATE RESEARCH & SCHOLARSHIP SYMPOSIUM

General Information for Judges

Welcome! We are so thrilled to have you serve as a judge for the annual University of Denver Undergraduate Research & Scholarship Symposium (URSS). As you will soon see, there is an amazing variety of student projects being showcased today. You may review student projects across multiple disciplines and methods. Projects include traditional research, creative works (such as musical pieces, visual arts, performance) and other scholarly works such as community-engaged projects. We embrace a broad definition of scholarship, based on the work or Ernest Boyer, including the scholarship of discovery, the scholarship of integration, the scholarship of engagement and the scholarship of teaching and learning.

Included in this packet you will find your list of assigned projects to review (6-8) including the title, student lead and abstract for each. You will also find a map to locate each project, a "Quick Guide on Giving Feedback," and a copy of the judging rubric for each project you will review. We appreciate your discerning and thoughtful feedback. We encourage you to use the full range of the rubric scale so that we can better discern differences in strength between student projects.

Please complete all sections of the rubric, including your name and judge number. We will compile the scores and feedback to share with students, but will NOT share your name. Each student's project will be reviewed by three judges.

Please feel free to provide students with feedback directly as you speak with them. Your advice is appreciated.

Please be sure to return your completed judging rubrics NO LATER THAN 4pm to the check-in table. We will be tallying the scores during the event and will announce award winners at 5:40pm.

Should you have any questions or needs, please don't hesitate to return to the check-in table for assistance.

Judge Name: _____

Judge #: _____

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Judge's Quick Guide on Giving Feedback

Why Feedback is Important:

1. **Feedback is integral to formative assessment**
   - Students learn faster and more deeply if they know what the strengths and weaknesses of their performance are and most importantly, how to improve future performance.
2. **Feedback produces learner autonomy**
   - Students tend to become self-regulated learners when they are provided with detailed feedback on performance as well as guidance. Feedback aligns teaching and learning.
3. **Feedback directly impacts student experience**
   - Constructive and properly delivered feedback contributes to positive self-esteem and an ability to interpret feedback, be it positive or negative, more objectively.

How to Give Constructive Feedback:

1. **Positive Phrasing – provide a positive framework for the message**
   - Explicitly identify and positively reinforce what was done well
2. **Concreteness – ground feedback in observable behavior**
   - Prioritize your feedback – focus on the most important areas you have observed. Choose one or two things the person can concentrate on. When giving feedback, call attention to those areas that need the most improvement.
   - Be descriptive rather than evaluative. Describe the students' actions and the results you observed. It is good practice to begin most feedback with, "In my opinion . . ." or "In my experience . . . . "
3. **Focus and Action-Orientation – give a specific plan of action to follow**
   - Constructive feedback should be specific and clear. This applies to when you are praising the student or pointing out an area that could have been done better.
     Examples:

     Rather than saying, "I thought you did an excellent job" you could list the specific things that the student did well, i.e. he or she might have solved the problem effectively or communicated interest and enthusiasm. Explain how these techniques contributed to their success.

     Rather than saying, "Sometimes you weren't clear in your explanations . . . . ," tell them exactly where they were vague and describe why you had trouble understanding them.
   - Avoid explaining what you would have done in a similar situation; frame your feedback in terms of students' learning. Try something like "Perhaps next time you could try _____."

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Project Title: _____

Lead Presenter Name: _____**Location Identifier** (e.g. "A1")**:**_____

Name of Judge: _____ **Judge #:**_____

Clarity of Abstract

Does the abstract provide a clear overview of the work?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5
Is the purpose/objective of the work clearly explained?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5

Quality of Visual and Oral Presentation

Is the poster/visual aesthetically pleasing?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5
Is the display free of unnecessary detail?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5
Is the presenter knowledgeable of subject area and speaking at a level appropriate to the audience?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5
Does the presenter actively engage with audience and clearly address questions?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5

Excellence of Content

Is the title clear and compelling?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5
Is the content easy to understand and does it flow logically?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5
Do the tables, graphs, photos or other images aid in the presentation?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5
Without verbal explanation, can readers grasp the intent of the poster?	Not At All 1	A Little Bit 2	Moderately 3	Very 4	Extremely 5

TOTAL SCORE

Comments:

_____ **out of 50**

Would you recommend this project win any of the following competitions?

Most Innovative Project	No, It Isn't Strong Enough 0	Possibly, It's Strong 1	It's Definitely in my top 3 2	Yes, Without a Doubt the Best 3
Best Oral Presentation	No, It Isn't Strong Enough 0	Possibly, It's Strong 1	It's Definitely in my top 3 2	Yes, Without a Doubt the Best 3
Project with the most impact (such as in the community, contributions to knowledge, or application to the field)	No, It Isn't Strong Enough 0	Possibly, It's Strong 1	It's Definitely in my top 3 2	Yes, Without a Doubt the Best 3
Best Overall	No, It Isn't Strong Enough 0	Possibly, It's Strong 1	It's Definitely in my top 3 2	Yes, Without a Doubt the Best 3