

SENIOR SEMINAR PRESENTATIONS: PEER REVIEW

To the Presenter:

- The presentation is supposed to be aimed at junior and senior majors – you may occasionally assume a familiarity with classes we offer in this department (discrete, probability, algebra, analysis, multi-variable, for instance), but you do not want to assume a strong mastery or memory of those subjects, and you do not want the entire talk to revolve around 300 level class material.
- Please do run through it at least a few times on your own before being reviewed - for one thing, they aren't going to want to sit through a talk that's an hour long because you didn't realize how much content you had put in.
- Each person should be reviewed with an audience of at least 2 people at the same time, at least once. (This is because I think it will help the discussions – people can bounce ideas off each other.) *And* everybody has a responsibility to do reviewing - reviewing and turning in a couple forms is part of your participation grade.
- In an ideal world, you will choose your reviewers so that at least one of them *has* seen each of the subjects you're assuming familiarity with *and* so that at least one of them has *not* seen each of the subjects, so that they can each give you feedback as to what extent they were able to follow along.

To the reviewer:

- Your main focus for this peer review should be whether you find the presentation clear, and whether you feel the order flows.
You are *not* looking (yet) at the presenter's energy, ability to grab and keep your interest, movement, placement, or even really the timing (as long as it's not too far out in either direction).
- As I say above, the presentation is aimed at junior and senior majors and may assume a bit of familiarity with classes we offer in this department. Whether or not you've taken any one of those classes, you should be able to follow most of it; if you're having trouble following along, *please tell the presenter*, as that's a problem.
- You *must* allow enough time to really do justice to the presenter. This means allowing *at least* one hour *per person*.
- I'd suggest that you make initial comments, and then go back through the talk slide-by-slide, discussing together the content and amount on each one; it also may help you remember thoughts you had during the talk.
- Remember to make positive as well as constructive comments!

On the next page are some questions that you may find helpful as you listen to the presentation (mostly taken from the "Advice on Giving a Good Powerpoint Presentation" article). Whether or not you give a copy to the presenter, or just discuss the contents is up to you, but I would like you to turn in a copy for each talk you listen to.

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PRESENTER: _____

REVIEWED BY: _____

1. Was the presentation aimed at the target audience?
2. Did the presentation try to do too much?
3. Were there examples and/or concrete special cases? "Non"-examples where called for to clarify? (A good example beats a theorem or a proof, in a talk!)
4. Did the presentation use intuitive definitions, and avoid technical details?
5. If appropriate, did the presentation "test" definitions on a simple or familiar example?
6. Did the presenter mention applications?
7. Did the presenter provide a context for the topic, perhaps explaining interest, or mentioning others who have worked in the field?
8. Were definitions, technical terms and unfamiliar symbols kept to a minimum? When used, did the presenter remind the audience of their meaning, in simple terms?
9. Did the presenter avoid proofs? If not, was it because a proof was unavoidable?
10. (If possible and not obvious) did the presenter relate the topic to other fields?
11. Was the font sufficiently large?
12. Was there plenty of space on each slide? Did the presenter keep the number of lines or items down to no more than 4 or so?
13. Did the presenter use key words or phrases on the slides, rather than complete sentences, where possible?
14. Did the presenter avoid filling slides with equations and formulas?
15. Did the slides have diagrams or pictures where necessary, while still avoiding clutter?
16. Did the slides make good use of color, where it might help emphasize a point?