[ Please stand by for realtime captions. ] >> We will go over [ Inaudible ] scoring mechanism [ Indiscernible - speaker too far away from the mic ]

Discussion and question-and-answer which we will turn and getting to most of them.

[ Indiscernible - speaker too far away from the mic ]

Trenton biomedical research conference is one of the largest conferences trim instruments military veterans with advanced training technology [ Inaudible ] mathematics. [ Inaudible ] registered for [ Inaudible ] 2019 conference --

[ Music playing ] -- [ Indiscernible - speaker too far away from the mic ]

When continues to grow and 2018 is the height of the movie with nearly 5000 [ Inaudible ] and about over 28 4500 and it's likely [ Inaudible ] 2018 level attendee and in terms level a small percentage for the community college 251 or [ Inaudible ] the majority Trenton to be expected in a small percentage for [ Inaudible ] and level turn on and we at a level II expert presentations to be and [ Inaudible ] quite a bit of differences and great number of [ Inaudible ] representative you see the larger one social behavior compliance in public health and [ Inaudible ] chemistry [ Inaudible ] occupation through the treatment and pharmacology turned [ Indiscernible - speaker too far away from the mic ]

Look and other [ Inaudible ].

In 2018 the program [ Inaudible ] largest program treatment history and about 2500 presentations representing 12 scientific this was an hundred and 20 [ Inaudible ] scientific sessions and 23 2300 [ Inaudible ] and three judges per student presentations roughly around 700 [ Inaudible ] >>

[ Indiscernible - background noise ] >> [ No Audio ] >> In the criteria [ Inaudible ] policies objectives and background and terminology may vary from the supply but all in all meet or turn one scientist that we look for turn on objectives and background and [ Inaudible ] participants and at least [ Inaudible ] where you can try carryout and result and conclusion [ Inaudible ] overall presentation in [ Inaudible ] and policy [ Inaudible ] to accept and the background by which general search indicates why [ Inaudible ].

Research methods survey design [ Inaudible ] and study procedures that we used to carry out the research measurement techniques that were used in research and information on the data analytic technique or strategy to determine the findings and the results will include main findings and results that were found on the research and conclusions of the research and what the results mean an impact on the results and what are the next steps.
And now I will go over each print area and we will start with a score of one and work 25. One being the weakest in the lowest score and five being the strongest and highest instruments need to perform each indicator of the single level before moving on to the next level and what I mean by that they need to master all indicators in each level before going on. And the student met indicators with level XII and three or four but not for in the score should be three. It is a higher response but number one being the weakest and five being the strongest,

Let's look at each criteria in how we might score. For the background section of the hypotheses objective, number one is if a student had no hypotheses objective stated in the background was not stated and I will say this probably a number of times during the presentation and it will be rare to see that. Once the students are presenting they are usually well-prepared but in a Rick Pierce it happen and then score that a number one and if the hypotheses or object is in the background or not stated. Two is if the background is not clear or appropriately linked to the hypotheses objective in the hypotheses was not clear and or rubble and to the project. Number three would be if the backgrounds not clear or incomplete. Hypothesis was clear but not appropriately linked to the background. That would be a score of number three. >> Number for his background was clear and relevant to the hypothesis but not including prevalence beyond projects scope. Also if the hypothesis was not clear and appropriate link to the background. We want to make sure there's a connection between the background and hypotheses that are being stated. Five would be if the background is clear and provided a concise overview of the previous research that informed the projects hypotheses and also clear and appropriately to the background. So again we are looking for five that had a connection between hypothesis in the background and rounded in prior research. >> Looking at research methods this again will vary discipline to discipline but looking at procedures with what was done to carry out the research and it is clear and coherent that explains how it is carried out. Let's start with a number three, it's the methods where not appropriately to hypotheses but prevalent to the hypothesis that relevant information to fully understand what was done. And they were clear and not sufficient to understand what was done or why it was done and a five for be the methods were clear and appropriate link to the hypotheses with a clear rational encumbrance of detail to fully understand what was done so you can read the methods and say this is exactly what is carried out in the study and this is why it was carried out. We are looking for again something that is clear and coherent and linked back to two the background in the hypothesis. The result again is self-explanatory and one would be if there are no results provided and that would be highly unusual for that to occur and number two would be background and results provided but lacks sufficient data and data was difficult to comprehend. If there were not enough information or not very clear you read it but not determine what the findings were exactly. The results included,

if they include sufficient data to address hypotheses and data were difficult to comprehend. A number four would be the results were sufficient data to address the hypotheses and object and the data was sufficient to comprehend. A five would be the results included sufficient amounts of high-quality data to address the hypotheses and
object of and the data was clear, logical, thorough and easy to comprehend. You can look at the results and understand what the results were. Conclusions and future work is another criteria by which general instruments and again number one is conclusions were missing and statement of [Inaudible] were not included and let's look at a number three, the conclusions were resume is supported by the results and great prevalence to the hypotheses were not provided in the statement by future work somewhat follow the results but not necessarily complete her understanding and a four is they were supported by the results with prevalence of the hypotheses and the objectives were not clear or incomplete. A statement about future work and logically followed the results. On the other hand a five would be conclusion to strongly supported by the results in prevalence to the hypotheses objectives and [Inaudible] literature were clearly stated and so you can understand why and what are the findings and what are implications of the results and how does it fit with the objectives and how does it fit in a larger context of the research which is done and in the statement of future work, logically follow the results included realistic next steps even though the students may not be the ones to carry out a statement would be a logical next up for research. >> Another area, not only scientific aspects of the study that I described with the previous criteria but we also score the students on the overall presentation if you have any questions because we not only want them to be good scientists but to be able to present the science to the scientific community. We are looking for in this criteria, we want to be able to see the questions and how they handle the imprisoned the Reformation. If we look at a score of number one in this case is doing it does not demonstrate the knowledge of the project and reads the poster slides or scripts all the time and does not understand the questions that are being asked of them. The presentation is very confusing. Again this is highly unlikely but any case that this would happen and in your case you would score it as a number one. A number two is student illustrates poor knowledge of the research where they have some information and the read from the poster was the same as difficulty answering questions on the presentation generally unclear and again it would be rare. Three would be the student demonstrates and has difficulty answering questions in the presentation is still unclear and still inconsistencies with a presented and the student demonstrates the research and answers most of the questions but the presentations clear for the most part but some inconsistencies and they understand the aspects and may not be able to understand why and carried out parts of the study.

Speaks really naturally with enthusiasm and eye contact and answers questions, difficult questions or clearly answers succinctly on the presentation is logical and very clear and also want to add as scientists we sometimes may not know the answer and if a student says they don't know the answer but it's something that can consider it might not just might ask, that's an appropriate response [Inaudible] but it's important for that to be the next step in a research project in an appropriate response taken into account as appropriate and also looking at the quality of the poster itself or presentation and looking at how well it was prepared. I won't go over maybe just one or two because of the likelihood that might be the case that looks look at a
three or four in terms of quality of the presentation and three is most expected components are presented but the layout is somewhat confusing and follow -- confusing to follow. But relatively it's clear legible and [Inaudible] typographical errors in the background is distracting in the photographs and tables are not related to the text or labeled correctly or understand the project [Inaudible] what we are looking for in terms of expected components, the expected components is the title of project in the author of the project and institutional affiliation in the hypotheses and objectives and backgrounds and introductions and methods and results, conclusions [Inaudible] and bibliography provided. And acknowledgment so we expect to see this both on the slide as well as oral presentations. Let's look at a number five. This is typical of most presenters. All expected components are presented and clearly laid out and easily to follow in the absence of a presenter. That is you can walk up to a poster or thumb through a PowerPoint presentation and understand exactly what the research is about. The text is concise and legible and free of spelling with typographical errors in the poster slide background information is obtrusive and all photographs are appropriate and labeled correctly. Which improves understanding of the project and enhance treatment and we're looking or how well the information is presented in was a clear and easy to follow and understand and that is what we look or in terms of the presentation. We use and evaluate the presentation overall and we can go over some of them in further detail but I highly encourage you to go to your book and understand it for yourself and future questions that we can try to address.

Now we will turn our attention to the meeting and what to expect and there are scientific discipline buys chairs and ambassadors who are there to the on-site as your point of contact person and your discipline that will be helping you to address any questions or concerns and to at each poster session, maybe the chair or vice chair or investor or combination thereof it will be too that are stationed at the tables near the [Inaudible] particularly -- early on and they float around during sessions as well but some will be there. They will be identified by Teal lanyards to what you know that they are the discipline chairs ambassadors. Let them know if you have any concerns of the help you in any questions and anything that is confusing and understand. Any issues that arise, they are there to help you on the floor at the time of the presentation.

I will go through -- will go through each of these but everyone has three ambassadors and so it's important to meet beforehand and talk about the judges meeting Thursday morning and you can go there and meet the chair and vice chair and Amb. and again look through the handbook and you can see who the individuals are.

What happens and what do we expect from you as judges? Be fully present for the students and be there to interact with them, I tie in to be there to encourage them to hear them and listen to them and be there to see what they have been doing in terms of preparing themselves. In your job is to turn off your cell phone and its portal and I say this with
it, very strongly do not recruit students while judging. If you want to recruit an interesting student but not while judging and unfair to and to their advisor and preparedness and unfair to judges that me around and ultimately other students who are being judged. There is a time and a place where recruiting and doing judging is not an appropriate time and we say this over and over again but every year it happened so we are hoping that this year all judges would inhere to that requirement. When you to limit the time with each student, 15 minutes and again that is something that we strongly would like you to it hereto and we know that time you get into deep rescissions and lose track of time but it is your job to limit it to about 15 minutes and again so that every student will have an opportunity to be judged in plenty of time to come back if you want to follow up what a student who has interest or of that but judging 15 minutes is plenty of time to accomplish that goal. For whatever reason, the third judge is not here and won't show up but if you know you will be late then maybe go to the third student on the list in a hey I'm running late and with the last presentation, it could be judging more than three. But say I'm running late and please [Inaudible] but make sure I hear about your presentation and your job is to find verbal feedback and again constructive positive and specific to improvement and it can and must judges adhere to this some judges cannot help themselves where they are grilling the student.

And learning scientist so your job is to provide them with instructive feedback and in order for them to grow as scientist and not be discouraged so what are next steps for you? On-site you can pick up the judging assignments on Wednesday of your [Inaudible] time and there is a judge lounge room 207 AB and on Wednesday only from on Wednesday only from 12 to 6 PM and if you're not able to pick up your judging assignments then you can pick them up on Thursday at the judges meeting but otherwise you can arrive after the judges meeting on Thursday, W know and she can set aside your assignment with your package so assignments are not given to other judges. It is important you attend judges [Inaudible] and Jordan meeting third [Inaudible] 14 and 15 in the morning and you are able to see the rooms that are assigned for each discipline and broken into disciplines and meet with the ambassador and vice chair and chair as well. And in the purpose of the meeting is for all three judges to the their assignments and make sure all students 100% of the students presenters have three judges and that is a nice rounded we to get feedback and during the meeting if there's conflicts or students [Inaudible]. Her own program or you may have obligations or other meetings early and judges altogether swap out and it works well if the judges are in attendance and an opportunity to meet again as I mentioned the chairs and ambassadors. Can also meet the other judges. The other thing that we ask is you arrive 15 minutes before the presentation symptoms of difficult to get into the meeting hall in the conference hall and presentations [Inaudible] but again as soon as you can, what the judges know that pickup attendance and helps us understand his presence and if there's any gaps or students who are not present. We want you to help us out so we can ensure all students have an opportunity to have three judging experiences. This would be in the handbook and also that you are able to download this and you get more information about that and as you can see in the convention hall, the posters are by discipline along the walls if you will of the convention center. Some to the left as you walk in and some to the right
and some straightahead at the back of the convention hall. You will be able to find that by the signage in look at this on the app and there's more information around to tell you exactly where your discipline will be. >> What are some things we want you to do next steps? Introduce yourself as a judge. A lot of people come up to students who are interested in work and might be people that didn't know or might not know you've been talking to them so make sure if the students are talking that they are talking to a judge. If they are not in your free to interrupt and let them know that you're a judge in your there to hear about the presentation and make sure you introduce yourself and let them know you are a judge. Feedback should be constructive and positive. Tell the student that this is my feedback and let them know that he never got feedback and they really don't realize that this is the feedback and the feedback that I have or you and give an example of something that they did well and describe a specific thing that they did and can improve and continue the studies. Note that the students did not get the that are not written and they don't get the score and don't let them know what the score is and you don't discuss scores with them. Your information is verbal and content-based. You don't have to go, that they didn't do well with results but specific areas that they can improve. These are undergraduate students and many times it's the first research project and presentations so understand that they are growing scientist.

Once you finish, place a sticker on the poster number, not on the students poster but a poster number and place the sticker with your initials on that poster so again the reason for this it helps your chairs and ambassadors know that if the student has been judged and again we're looking for three stickers by the end of that session ended during a session we might have to make adjustments if a student does not have that third. So please don't forget to place a sticker on the poster number. Use the rubric to determine student score and again you won't necessarily be discussing this and fill up the numbers in the presence of the student and you may step aside and thought the numbers or however you are comfortable. Record the score on the score sheet, it's important to keep track and don't wait until you have done several of the students because you may forget or don't wait until after the poster session [ Inaudible ]. Is again you may forget some of the nuances. Reese -- record score, and of completion of the chair and additional students if they need to be judged it's great for you to check in once you're done to ask if there are any others in helps to ensure students are scored. Enter the scores in the scoring system in receive the URL provided on-site that will be unique to you as a judge and you cannot use other judges URL because it will not work for the login. Enter the score and enter it during the mobile app or in a judges lounge, there's a computer there in the mobile app works well. And you have both options and students will not receive the scores as imagined or written comments and again it is extremely important that you enter the scores and all scores have to be entered by noon on Saturday so that the scores can be average to determine a presentation for a Saturday night banquet.

Judging or presentations, these are two returning judges and they will be emailed prior to the conference with instruction time. It's and we
highly encourage you to attend the oral presentation and the goal is to have all oral presentations including Saturday morning well attended and it's a great opportunity to see how well the students do in terms of their oral presentation. >> The opportunity for quick questions or answers at this point, I have not had a chance to follow along with those I will pause here and the there are questions that I can answer quickly before going on to best practices. >> Are there any questions? >> One question that came in that we have not gotten a chance to answer is the presentation of awards, or other determined by numerical leveraging of scores or do comments also get taken into consideration?

The numerical scores, only verbal written feedback that you write about the students is not considered for a number of reasons. Lack of time. Want to keep everything weighted equally and don't want so that the score reflects what you want. And what you want to feedback to be for that feedback so if you want to write comments, you are free to do so but not a factored into the awards for that reason. The score is speaking for you and what you intended for that student.

Another question was are each judge scores entered separately or do the three judges discuss the poster presentation among themselves?

Great question. Individual judges, you don't collaborate what other judges to come up with the score, it is your determination based on your interaction with the interaction. You do not collaborate so that is why the score is average because that way it takes into account each judges score separately. Again whatever score you put down his again speaking for you in terms of your feedback regarding the students separately.

And this is a side comment, has there been discussion about providing feedback for students because I guess you just plugged in but go back and when the recording is available, watch the beginning of this webinar and we talk more about how to provide feedback and what types of feedback should be presented. Then I guess go along with that it is what is the purpose of the [Inaudible] feedback and that is actually just for [Inaudible] staff. For example if there was a no-show during for one of your students you can write 80 and in the comments you can say the student was a no-show. Simple things like that or anything else that might be relevant for us to know. That's what you should put in the box. But Bowyer said there should not be anything that pertains directly to the student because they won't be receiving those comments.

And they won't be taken into account for averaging the score so awards are based on the averages of the scores. And I highly encourage you to look at the rubric because it really explains and let the scores speak for what you intend for that student in terms of feedback and evaluation of their presentation.

And all categories of criteria that we discussed. And to wrap up this conversation about scoring, there's a question that says there is no discussion with judges after scoring to determine winners and so that is correct, what happens is on the [Inaudible] team side we take a look at the average of every students scores and we go back in the chair of the conference and the program director and the director of
the ASM education department, they go and look at the scores and from there they select the top winners for poster and oral presentations and so this is another reason is important to enter the score because that will affect the average and that is what is used to determine who gets the presentation prizes.

To underscore the discipline chairs and vice chairs and ambassadors are not involved in the award at all or the scoring whatsoever so once you enter your score the staff see the scores and gets to average them and make decisions based on it again and that's why we to make sure you enter the score you intended for each criteria and make sure you put your score into the system otherwise it is [Inaudible] so we like 100% of the students to be judged by three different judges. Any other ones before we move on? >> I think some scenarios might help answer other questions also.

We want to take this up to put this into practice and to think about what are the best practices in we have case takes scenarios that we go over and you can put the responses in and it will help in terms of capturing the responses and hopefully this will be helpful. Let's look at one scenario. When scoring each student's poster or presentation, do you very away the score in each research category based on level of education that is sophomore versus junior versus senior? Or the length of the research experience in some students have a single summer in which they carry out the project and some have a year-long training experience so you do -- so do you take that into account or based on the institution that he or she attends? Take these factors into account based on the judging rubric. Type the responses in and we will see what you are thinking in that regard. >> We have multiple attendees typing. >> A few comments would be that I would not factor in institutions and it aims bias following the definition on the rubric and I don't think you should take into account any of those rubrics they should be followed. And in order to see objective you have to use the rubric as a guideline and so external factors have to be omitted. >> I think based on those responses, that is actually right. You don't wait any of those factors based on the law education and based on the type of research institution they attend or the level of training experience that they have. Based solely on what is presented and how it is presented and how well it is presented in use the rubric as a guide. So don't take those external factors. Sometimes it's hard not to do that but it is based on your experience and interaction with the student is telling you and how well understood and how well they carried it out and presented it and that again is the only factor that you should look at. So the rubric, beginning middle and end. Let's take another look. In the scenario, in addition -- in addition to serving as a judge the role is 2019 conference is to recruit highly qualified students to University graduate programs and even with the possible goal of encouraging them to join the research lab and there's an vested interest in while reviewing abstracts of the students you are assigned to Judge one abstract that stands out to you as cutting-edge and scientifically strong and well-written. Your familiar with the students research mentor and students are always well-trained [Inaudible] and given the schedule you realize you only have the one opportunity and that you can speak with the student and during the procession in which you will
judge the poster. So what is the main responsibility to this situation and what is the best way to handle this situation? >> Objectively judge the poster, no recruiting and do not recruit at poster but contact by email later. Judge first and recruit second and responsibility is to judge the poster and at the end of the session, come back and give them your card. That looks like the type of answers we are getting. Thank you for those responses. The responsibility is to judge. The judge is for that student in the program to for everyone is to serve as a judge and that is the role. Recruit second and recruit a little during post presentation is not allowable unacceptable so again a lot of you mentioned getting contact information and follow-up by in and even maybe plan to meet after the poster session is appropriate and totally fine but not during the actual time of the poster presentation session at all. You understand that you got that message through and thank you for supporting that and adhering to that again it's all about the student and their experience and if you take away from one student again it is a failure on our part picture all students have the same opportunity during the time for being judged in the poster presentation.

Thank you for that and adhering to that. So scenario number three. You are assigned three poster sessions on Friday morning you find you have an important, is you cannot miss. The call is assigned during your assigned time which is poster session C. How should you handle that? >> We have contact scientific chair. And contact plan -- scientific chair and meet with the chair to see if someone can cover your session. See if the call can be rescheduled. And let the chair know as soon as possible to find a replacement. We schedule a call.

Again I think it is we're that you understand the importance that the student should be judged and if you accept the poster session and know it is a conflict, the best time to do that would be the Thursday meeting that you discover somewhere between the time that Leah assigned you and you accept it that you have to say that I am not available for poster session session C and let you know ahead of time and on-site you attend and let you know but if you discover this is a morning and the judges meeting it would be the best time to switch with other judges so there are other judges in the room and the best time where these conflicts can be sorted out and that's why it's important that you attend in if you do it right before the session, it is difficult because other judges have their assignments as well. But for some reason if it uncovered until right before the poster presentation them up for discipline chair know and they can help sort it out. That should be the last resort. Try to do it ahead of time before the actual poster presentation session. Make sure when you get the assignment look at the schedule and make sure you're available and look at the other conflicts in not only other scheduling conflicts but student conflicts.

We have one more and then we can answer more questions if you have any we will have more time to do that. In this scenario, the new poster policy states that they can only have scientific images printed or adhere to poster board with the exception of the University or funding logo. As you walk up you begin to judge your students that your assigned to in the presentation and you notice a large state flag printed on the students poster. What should your next step be? Tell them that death what should your next step be? -- What should your next
step be? Tell the student they are ineligible, skip the judging this presentation moved to the next to or tell your scientific discipline chair about the violation? >> C is absolutely right. If you think a student is in violation of [Inaudible] policy for presentation then you let the chair know and let the chair and dress it and we will talk with students of the job is to judge and talk with the students and be there for the students and let everything else regarding policy be addressed by the chair who will work with advocate staff to speak with the student or to make sure any policies are not violated. Again it is about [Inaudible] to all students because all other students may want to have their Petri dish to self-expression of sorts but they have chosen to adhere and make sure that all students in here but not your call to do anything about it except to let your chair know about it. >> Any other questions or scenarios that you come up with? We have 10 or 11 minutes. An opportunity to talk through that maybe was not clear for that you want to go back over? >> We do have attendees typing.

Will all disciplines have posters during each session?

Yes. Can we score using the app?

What happens is there is a link to the scoring site within the mobile app. Then that app for the link within the Apple take you to the scoring site. I noticed one question that it was too judges showing up at the same time and that happens a lot. With the lanyards we can readily see that you are both judges and I strongly suggest that you do not judge together and it's best that the student have a singular experience with the judge because it can be overwhelming. We want the student to have three separate experiences that is unbiased by any other experience with judges together so if you arrive together amongst yourselves and decide that I will go on to my next one and I will come back and let judge K talk with you or just -- judge A just talk with you. We don't want you to double up in terms of judging. Do it separately and work that out amongst yourselves.

Another question was and this is in terms of an exhibitor asking. If we are done with judging install time, can we help out our booth?

Yes. Once you have completed what you committed to in terms of judging assignment, you are free to go to the booth and free to leave and don't have to stick around. It might be nice to check in with the discipline chair or whoever is on-site representing the discipline to see, is there any other assignments that are left before I go. I am done with mine and oftentimes is helpful to do that because there are last-minute changes in some students may not get that. Things do come up so before you leave it might be nice to check in and it's great to check in with the chair ambassador before taking up at once you honor that commitment you have done what we asked you to do. >> As a presenter a few years ago I remember getting distracted when he was talking and judges were writing the scores at the same time. I went into the session [Inaudible] will this be problematic?

I think I mentioned, I shared that sense that if at all possible, it's great if you didn't write all while the student was presenting but look at the student as if you're having a conversation because they work so
hard to be there and they want to do well and looking at you and looking at your feedback and body language, it could be something that could help serve them or support them or distract them or turn them down a bit so to the extent possible we hope you would not spend time writing notes but writing on the score and be present with the students you can hear all aspects because you are judging across not just science but how the while they presented information was given to you and as they look for your full attention, we would like you to give them your full attention and in the same way and so I agree with the comment that it's nice if you had the experience with the students and step aside and write whatever mental notes you need to write and write your score afterwards to the possible and recognizing sometimes you may forget or may want to put a note for yourself and a brief note but not spending time and want I contact with the student so it is a more meaningful time for the student as well as yourself. >> It should be available within the next two days and you will search [ Inaudible ] and I don't believe it is available yet but like I said we're hoping by air close of business tomorrow it is available and you will also have access to all the abstracts within the mobile app as well and if you search by speaker you can search by student. When you get your students on site you can pretty easily search for that student who abstract is judging. Then -- >> Abstracts are grouped by session as well so if you are for example doing poster session see, due to poster session see and see that as well.

My colleague and I were just discussing the possibility that that is what I would like to do or to be able to do in search by discipline but not sure if we will have the capability set up in time but something we are working on. >> Another question was about conflicts of interest. If I am assigned to judge someone from my department or institution, should I speak up to swap whether or not?

The best thing around conflict is to avoid appearance of a conflict and again in the spirit of fairness, I think [ Inaudible ] correct me if I'm [ Inaudible ] institution it would be great if you did swap and able to do so and certainly someone in your department and certainly someone that you have been a part of training is definitely a conflict and there is institutional complex knowing what's at stake whether or not the student is able to get an award based on perhaps your score or not and I think those are the ones that you should speak up about because there's lots of other judges with zero conflict or [ Inaudible ] that would be happy and able to switch with you so I would highly encourage that to the extent possible and great to raise it again at the Thursday morning meeting, it's a great way to find someone to swap with.

What happens if a student is not available at the time of judging the poster?

I assume not a bill meaning not present so there are things that happen in students, or things might happen just before so they may run a little bit late so what I would encourage you to do is go to the next student on your list and we believe that student for last and if they're not there then certainly by the end of the poster session, write that
student not present because at some point they should be present but we do know things do happen and a student has any of us they could relate to things happen at the last minute even though we strongly encourage them to be present beyond time and they put up the poster and there is a set amount of time for judging occur but in any event to happen and come back to the extent possible and maybe put that student last on the list and again by the time you finish and still not there then it's fair to say that the student is not present and therefore that would be the zero with a comment student was not present in the staff can understand what the zero meant that you are not scoring zero but the student is not available for the presentation and if the student is again speaking with another judge one available then it's fair for you to wait and come back in a few minutes and if all judges are hearing to that 15 minutes then you have a 15 minute wait possibly in Québec and speak to the students. So by available I hope you may not present and not there opposed to being judged by someone else. Also I want to say, sometimes students are talking with people from the wrong institution with friends or colleagues and advisers and if that is happening then you can step in and say that high judge in here to Georgia and waiting for you but oftentimes if they are speaking with someone that is a judge and make sure that you understand you are talking with the judge and not just someone else.

Just to clarify one note. For the posters, you don't have a chance to view them beforehand without the visitor there. Because the sessions take place in one hour and 15 minutes. In the student is at the poster the tire time. So keep that in mind when you're thinking about how to set up your judging federal and that will be there the whole time. I had another question that I saw. >> I also want to say it is important for US judges to comment at the beginning, I've been doing this for quite a few years and sometimes judges show up for the last 30 minutes and 40 minutes and show up and think that I can zoom in and do my assignments but it is important for it to work well to show up at the beginning. They are supposed to be there and we ask that you be there for the first part so in order for it to work, every thing to work well will continuing on participating fully so don't come 30 or 40 minutes into the session and think that you can zoom through the assignment. These don't do that because as a chair, I might that you will be a no-show. Show up at the beginning and be present and if you finish early that is one thing but don't come late thinking you can get it all at the back end of the session. That is really important so I want to encourage you not to do that to that extent possible.

Selects and on this question it is I remember as a presenter having people other than judges come to my poster and as a judge should I wait for the other people to leave or jump into the conversation? >> As opposed to jumping the conversation, I would put politely interrupt if you will which is to say the same thing but politely say hi, judging the student in the name here as the judge and usually willing you step back and knowing that that's when the student is there in your there to be judged. If they are talking again with other people who are interested in the poster or from the institution or someone interested, you have the right away in that regard. Simply because of the timing issue when you politely ask that they let you go ahead and
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proceed and usually the students are willing to do that because that's why they are there and anxiously awaiting to speak with you anyway. At least let them know that you are therefore the judging and usually the conversation will be cut short automatically.

Think you. It is exactly 2 o'clock so think you so much Dr. Boyer for leading us in the discussion and also what to think all the judges who logged in and we truly appreciate you took time out of your busy schedule to join us for this orientation and know that the students that they forward to this and we get Colosimo thing how much of an impact has had on their experience and postgrad career so know that you are doing important work and if you have any questions at all, feel free to reach out to me and on site the best person to reach out will be the scientific discipline chair advice chairs and ambassadors and you will receive an email with who those are. Probably next week.

Think you all so much -- thank you all so much and for taking the time and I will see you at ABRCMS. >> [Event Concluded] >>