# Graduate Oral Presentation Guidelines

# General Description

This competition provides an opportunity for graduate students to gain experience and exposure before an audience, while highlighting their research. The top 20 abstracts will be selected for oral presentations. If the submitted abstract is not selected for the oral presentation it will automatically being considered for the poster presentation.

# Competencies

* Creative Thinking
* Communication
* Self-Development
* Critical Thinking

# Requirements for Entry

# Must be a graduate student. Graduate students are allowed to submit the abstract for oral presentation or poster presentation. NO SINGLE ABSTRACT WILL BE ACCEPTED FOR BOTH.

Each presentation will be limited to 10 minutes, including two minutes for questions and answers.

PLEASE FOLLOW THE GUIDELINES FOR PREPARATION OF YOUR ABSTRACT.

All abstracts must be submitted electronically via the AAMU 2020 STEM DAY website by the deadline. All abstracts should be in Microsoft Word format. The AAMU 2020 STEM Day Oral Presentation Committee reserves the right to reject a submission if it does not meet the established guidelines as shown by the sample abstract provided below.

# Contest Evaluation

The abstract will be evaluated prior to selecting the finalists who will compete on STEM Day. The abstract provides a brief overview of your research in no more than 300 words, arranged in a single paragraph. The abstract should briefly state the research problem, how the problem was evaluated (methods), what was observed/found (results), and how the results are related to the research problem (discussion and conclusion). The abstract should stand on its own and NOT include citations or references within the abstract. Abstracts submitted will be evaluated by at least three judges on the content of the abstract. The abstracts will be assigned 0-50 points based on

* (10 pt.) Proper spelling, grammar, complete sentences, readability
* (10 pt.) Well written introduction
* (10 pt.) Methods are discussed
* (10 pt.) Results are summarized
* (10 pt.) Conclusions are presented

# Sample Abstract

CONSUMER PERCEPTIONS AND DEMAND FOR MUSCADINE GRAPES AS TABLE FRUIT: A SUPERMARKET STUDY

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Among the different varieties of grapes grown in Florida, the muscadine grapes are the most popular among grape growers because of their resistance to diseases and pests. They also have a unique flavor and aroma that are not found in other kinds of grapes. Unfortunately, muscadine grapes also possess certain inherent disadvantages such as a thick skin and seeds that tend to discourage some consumers from buying them. A market study was conducted at three Winn Dixie Stores in 1995, to determine consumers’ perceptions of muscadines as fresh fruit, and their willingness to purchase them at various retail prices. Three hundred and fifty-three supermarket customers were randomly selected to participate in the study.

The survey revealed that about 50% of the 353 consumers surveyed had a favorable perception of the muscadine taste after eating the fruit. Thirty-eight percent of Blacks and 29% of Whites liked the taste and flavor. By gender, 51% of males and 24% of females liked the taste after eating the fruit. Consumers’ willingness or likelihood to purchase muscadine grapes was determined by using a logit function to estimate likelihood probabilities with respect to sex, race, age and household size. The projected probabilities showed that there is a relatively good fresh fruit market potential for muscadine grapes in the local supermarket stores.

KEY WORDS—Muscadines, Consumer Perception, Logit Analysis

Sample Abstract Source: MANRRS 2020 Conference Competition Guidelines

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| GRADING RUBRIC FOR ORAL RESEARCH ABSTRACT | 6 – 10 | 1 – 5 | 0 |
|  | **Fully meets all requirements and expectations** | **Partially meets requirements** | **Does not meet minimum requirements** |
| Mechanics The abstract  contains proper spelling, grammar, complete sentences, syntax,  diction, and is readable. | Contains no spelling, usage, grammar, or mechanics mistakes.  Defines all acronyms  except the very common ones. | Contains two or fewer mistakes in grammar, usage,  spelling, or  mechanics. Contains one or  more undefined  acronym or key  terms. | Contains three or more mistakes Contains numerous  undefined terms. |
| Introduction The  abstract briefly states  the subject of  investigation purpose of project and its context. | Gives concise,  thorough  introduction to  provide context and  background of  project.  Includes statement  of the problem and the significance of the study. | Does not define key  terms or uses them  incorrectly.  Does not give enough information  or provides unclear  context or  background. | Contains no  introduction.  Starts with either  methods or results. |
| Methods The abstract  identifies how the  problem was studied  and defines all jargon or  acronyms. | Discusses what  tests/ procedures  were used in an  organized, clear, and  concise manner. | •Discusses methods, but is disorganized, vague, or verbose, or uses lots of  jargon. | Contains no  discussion of the  method or  procedure. |
| Results The abstract has  provided an explanation  of what was discovered  or produced using concise and specific detail. | Refers and connects  results to the  methods.  Presents results independently of methods.  Gives a justification  if no data/results  are possible | Merely states results  [Qualitatively].  If no results are  possible, then only  says “No results.” | Gives no results or  does not even  mention results. |
| Conclusion The abstract  interprets the results,  evaluates what the  results mean to the  project, and defines the  context within the field. | Clearly interprets  results and concisely  reflects the purpose  of the investigation.  Suggests further  work (if applicable).  Provides meaning  and context to work. | Reflects the purpose  or only suggests  further research  without providing  context. | Provides no conclusion |