### ASSESSMENTS LIST:
Share Your Research

**MODULE: Framing Your talk**

| Q1 | Spend a moment reflecting on what you are hoping to get out of this course. Please write 2-3 goals for yourself with this course.  
*For example, what do you want to improve in giving a research talk? Are there specific aspects of building and delivering a research talk you want to work on?*
|---|---|
| Q2 | Identify the research talk you will work on and use as your personal example in this course. It could be a research talk that you are about to give, or a talk that you did give, but want to revisit. Describe the setting of the talk (is it a group meeting? Conference talk? etc.) and the length of the talk.
| Q3 | List 3-4 questions you want to ask about your audience and how you will go about answering them (e.g., I will ask the meeting organizer the level of expertise and the demographics of the audience).
| Q4 | After you have answered the question above as best as you can on who the audience for your example talk will be (you might need to make some assumptions, but that is OK). Write a brief description of that audience here.
| Q5 | List 2-3 examples of how you will tailor your presentation to your audience (e.g., Identify a key concept from your research that you need to define).
| Q6 | Using the example talk you previously identified, define the goal(s) for your talk.
| Q7 | Find a friend or colleague and practice the “Half-Life Your Message” exercise with them and then document any feedback they gave you or any reflections you had about the process here. Use this worksheet to help you.
| Q8 | Using the insights from the “Half-Life Your Message”, write down the core message of your example talk in 15 words or less.
Q9  List the individual experimental data from your research that you think will be necessary to support your core message.

Q10 List 3 things you would like to work on in your speaking style and how you will go about doing so (e.g., are you using too many filler words like “um” or “you know”? Are you moving around a lot?). We recommend filming yourself practicing or giving a scientific talk (or find a recording of a talk you have given before). You could also ask others for feedback or do a self-reflection to help you come up with this list.

**MODULE : Start Building Your Talk**

Q11 Identify the key elements of your research story using the example talk you have been working on so far. Write down a few bullet points or sentences of which information, data, figures, etc. you could use for each of the following.

a. Exposition (Introduction/Background)  
b. Inciting Incident (Research Question)  
c. Rising action (Experiments and Results)  
d. Climax (Discovery)  
e. Resolution (Conclusion/Ending)

Q12 Write down 1 or 2 different story vignettes (e.g., about triumph, excitement, impact, struggle, failure, etc.) that you could use in your research talk.

Q13 Choose a storytelling technique from the examples presented in the video, the list above or of your own preference, and use it to convey the story vignette you wrote down in the previous assessment. Write out bullet points or a few sentences of how applying your chosen technique to the story vignette will look like.

*For example, if your story vignette is about an experiment that took many years to work, you could 'make it personal' by describing both the difficult process you went through and the emotions you felt. Remember you can also apply multiple techniques to the same story at the same time. For example, in this example, you*
could ‘show not tell’ the specific time in the lab when the experiment finally worked, setting the scene with descriptions of the environment, emotions and people.

| Q14 | Think of a piece of complex data that you plan including in your example talk. If you have the data in a slide already, have it in front of you to take notes or make a copy to modify it. What is the main message from the slide? What is the minimum information needed to send that message? Write down your notes below of how you can simplify the data. |
| Q15 | Look through the data set for the research project you will present in your example talk. With your audience, goals, and core message in mind, pick out the most relevant data, and summarize or distill each key result down to one main point that supports your core message, and list those key points here. |
| Q16 | Take each main point you listed above and briefly write:

  a. How will you set up/introduce the data/techniques you used?
  b. How will you show these data (e.g., a graph, plot, images)?
  c. What did you learn from that data?
  d. What are/were the next steps based on that data? |

**MODULE : Rounding Out a Strong Talk**

| Q17 | Based on the audience, core message and goal(s) you have defined, and information that you have included in the body of your talk, what information do you need to include in your introduction? What information can you leave out? Write down a few bullet points or sentences summarizing that information here. If you are building slides at the same time as answering these assessments, use these notes to build the individual slides of the introduction section of your talk. |
| Q18 | Following the examples we provided in the text or the video, come up with two different types of hooks you could use in the introduction of your talk and write |
them down here. If you are building slides for your talk and want to use a hook, add those slides to the talk now.

| Q19 | For the example talk you are working on, what is your “so what?” Why should people care about your work? Write it down here. If you are having trouble defining a “so what,” talk to a colleague or post in the discussion forum above. If you are building slides for a talk, go into the introduction section and add the “so what” to the talk now. |
| Q20 | For your example talk, briefly write down the three key elements of your ending (e.g., core message, summary of research, and future directions). If you are also working on building slides, make sure to spend enough time translating these ideas onto the slides so that they are as clear and concise as the talk’s introduction and body. |
| Q21 | Use the core message you have identified and write down two (2) different possible titles for your example talk. Share them in the discussion forum to get feedback. If you are also making slides for a talk, choose the title you like best and make your title slide. |

**MODULE: Giving Your Talk**

<p>| Q22 | Identify two (2) examples of jargon you commonly use to talk about your research and write the down below. Consider if the words might be inaccessible (i.e., difficult to understand) or misinterpreted (i.e., they might have other meanings to people outside of your field of expertise). Then determine which strategies (e.g., using analogies, defining a key concept) you can use to explain or describe the jargon terms to make them more accessible to your audience and also write those down. We recommend checking out this Watch Your Words Toolkit by American Geophysical Union. It has some great examples of jargon words with dual meanings (even if you are not a geophysical scientist, we think it will help you get the idea). The toolkit also has a worksheet with some simple questions and |</p>
<table>
<thead>
<tr>
<th>Q23</th>
<th>Describe how you will practice your talk (e.g., will you script your talk? Will you practice in front of a mirror with or without visuals? Will you record yourself? etc.).</th>
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<tbody>
<tr>
<td>Q24</td>
<td>List individuals or groups of people that you would like to receive feedback from on your presentation. Provide them with the “Checklist for Getting Feedback” before you practice in front of them in order to get the most targeted, useful feedback. Feel free to adapt the checklist to your own circumstances/needs.</td>
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<tr>
<td>Q25</td>
<td>Now that you have seen others’ examples of how to lessen the nerves on the forum, list your favorite 2-3 strategies you will try before or during your next talk to help you lessen the nerves.</td>
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<td>Q26</td>
<td>What are some questions you can anticipate you might be asked during your talk? And, what are your responses to those questions?</td>
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