

# **Research paper presentation: guidelines & marking scheme**

**(5 minutes)**

**Present a research paper published from May 2024. Your research paper must be a clinical trial.**

**Here are the elements you want to include in your presentation:**

- Type of study: double blind, randomized, open label, multicentre etc
- Goal of the study
- Inclusion criteria. If relevant, exclusion criteria
- Main evaluation criteria
- Design of the study: number of patients, control group, posology, length
- Main result of the study. Comment on a graph or table.
- Conclusion of the study. If relevant, limitations of the study.

**Along with your presentation, please provide:**

**1-A short PPT** to present the main information

**2-One word of the day:** a new word you have learnt that you think would be useful for the class to know/learn/remember. Explain what they mean in English, give a translation in French and say how it is pronounced.

**3- A 5-question quiz** (multiple choice or true/false) about your presentation

**How to find research papers in the online library:**

Paris-Saclay website > <https://www.pharmacie.universite-paris-saclay.fr/> > Vie à la faculté > Bibliothèques > Focus: type in The Lancet OR The New England Journal of Medicine > accès en ligne

Please make sure you use **impact techniques** and **linkwords** (see marking scheme).

**Advanced linkwords** include : furthermore & besides (addition), however, nevertheless & despite (concession), provided that (condition) on the one hand/on the other hand (comparing and contrasting), be that as it may (limitation). See course booklet for comprehensive list.

**You are allowed notes on an A5 sheet of paper that you will leave on the desk. No phones, tablets or laptops are allowed.**

See Marking Scheme on the next page →

<b>Research paper</b>	<b>GROUP</b>	<b>NAME</b>		<b>MARK</b>	<b>/20</b>
<b>Communication Skills</b> <b>4 points</b>		<b>0</b>	<b>0,5</b>	<b>1</b>	
	<b>Eye contact</b>	No or limited eye-contact.	Occasionally uses eye contact, but looks mostly at teacher or slides.	Looks at the audience and makes them feel included.	
	<b>Posture and hand gestures</b>	Static posture. No use of hands for emphasis or showing the slides.	Rather static, but occasionally moves hands for emphasis or showing the slides.	Dynamic. Moves hands for emphasis and showing the slides.	
	<b>Elocution</b>	Mumbles in a very low voice.	Voice is low-medium.	Voice is clear.	
	<b>Speed</b>	Speaks too fast or too slowly.	Reasonably good pace. Sometimes hesitant /too fast.	Good pace.	
<b>Impact techniques</b> <b>2 points</b>		<b>0</b>	<b>0,5</b>	<b>1 – 1,5</b>	<b>2</b>
	Signposting <input type="checkbox"/> Rhetorical Q° <input type="checkbox"/> Emphasis <input type="checkbox"/> Other <input type="checkbox"/>	Does not use any impact techniques.	Uses one technique	Uses correctly two (1) or three (1,5) impact techniques.	Uses correctly four impact techniques, including one question.
<b>Content</b> <b>6 points</b>  Type <input type="checkbox"/> Goal <input type="checkbox"/> Incl. Crit. <input type="checkbox"/> Design <input type="checkbox"/> Graph <input type="checkbox"/> Results <input type="checkbox"/> Ccl / limit. <input type="checkbox"/>		<b>0,5</b>	<b>1</b>	<b>2</b>	<b>Bonuses</b>
	<b>Presentation of the study</b>	Chosen study does not meet required criteria.	Chosen study meets required criteria. Most steps included.	Chosen study meets required criteria. All steps included.	
	<b>Interaction</b>	Cannot answer questions.	Can answer questions, but fails to elaborate.	Can answer and elaborate on most questions asked.	
	<b>Visual</b> Font size <input type="checkbox"/> Text <input type="checkbox"/> Slide numbers <input type="checkbox"/> Typos <input type="checkbox"/>	Small font, blurry pictures, too much text, typos and/or no slide numbers.	Clear, easy to read and follow. Few if any typos.		
	<b>Organisation</b> w/ linkwords <input type="checkbox"/>	Presents information in a logical sequence that audience can follow.	Very clear and organised presentation. Very easy to follow. Advanced use of linkwords.		Bonus: +1 uses a hook to catch the audience's attention.
<b>Language</b> <b>8 points</b>		<b>0,5 / A2</b>	<b>1 / B1</b>	<b>1,5 / B2</b>	<b>2 / C1</b>
	<b>Vocabulary</b>	Poor vocabulary.	Limited vocabulary.	Good range of vocabulary. A few mistakes.	Very good range of vocabulary. Use of idioms.
	<b>Grammar</b>	Poor grammar impedes communication.	Intelligible in spite of grammar mistakes (tenses, plurals, personal pronouns etc) on simple structures.	Reasonably good grammar in spite of a few mistakes on basic structures.	Very good grammar with a lot of complex structures. Minor mistakes.
	<b>Pronunciation</b> Sounds & Word stress	Partly understandable. Fails to pronounce or stress most words.	Pronounces incorrectly a number of basic terms.	Good pronunciation and stress pattern overall.	Pronunciation is clear and correct. Hardly any mistakes.
	<b>Intonation</b> Rise and fall	Does not use rise and fall. No tone differences.	Occasionally uses rise and fall, but mostly rise.	Often uses rise and fall, but not always successfully.	Hardly any mistakes. Varies tone successfully.
<b>Reading Penalty</b>		<b>- 3</b>	<b>-2</b>	<b>-1</b>	
		Reads from beginning to end	Reads a lot	Reads a little	