**Section for Clinical Epidemiology and Biostatistics**

**Faculty of Medicine Ramathibodi Hospital, Mahidol University**

**Mini Workshop Handbook and Assessment Tool**

**Purpose:** This handbook is to help you prepare for, and make the best use of our Mini Workshops. The format for the Mini Workshop is provided and the assessment form, so you can see how you will be assessed for your participation.

**Rationale:** Mini workshops are a valuable part of your training as a researcher. In addition to being a social activity to bond with your peers you can learn from the experience of your peers. They enable the instructor team, and students to interact and discuss what we can learn from each other. They help you to understand better the process of research and how to work together to solve clinical questions by applying evidence-based medicine. Mini workshops help to link research to clinical practice by sharing the experience of senior students of conducting evidence-based medicine research.

**Procedure for preparation to present at a mini workshop:**

**1) Mini workshop speakers’ collaboration**

In a mini workshop senior students collaborate together to share their experience and pass on advice to their juniors. Senior students involved in presenting at a mini workshop should arrange a collaboration meeting as early as possible.

At the collaboration meeting look for common themes in your research. Although each senior student is bringing their individual contributions from their research experience, look for ways you can link these together to give valuable advice to junior students. Common themes might be for example, handling big data, collaborating across multiple sites, or dealing with missing data.

Then choose a title for your mini workshop and decide how to arrange the mini workshop, who will do what, who will speak on what, what will be demonstrated/practiced, what facilities you need in the room, and what pre-workshop and workshop information/documentation/materials you want to share with participants. Make sure your demonstration/practice runs smoothly.

After you have reached agreement, meet together with the academic coordinator for your mini workshop to discuss and receive valuable suggestions on how to enrich the learning experience for students. After consensus please inform Education Support of your plan for the mini workshop.

**2) Preparation for presentation**

You may need to cover the following points in your presentation.

1) Describe the issues/problems/questions which relate to your mini workshop theme.

2) Describe briefly your research studies and how they help to deal with these issues/problems/questions.

3) Explain how you learned to resolve these issues/problems/questions.

4) Try to draw out some strategies for dealing with similar issues/problems/questions.

5) Explain the lessons to be learned from your experience.

6) Show the pitfalls to be avoided and how to avoid them.

7) Explain the concept behind and set up your demonstration/practice.

8) Run the demonstration/practice and share together to assist any student who needs help.

9) Form a panel for questions and answers. Encourage students to ask questions.

The typical timing for a 180 minute mini workshop is like this:

|  |  |
| --- | --- |
| Moderator introductions | 3 minutes |
| Presentations by mini workshop team | 60 minutes |
| Refreshments | 15 minutes |
| Demonstration/practice | 45 minutes |
| Questions and answers | 30 minutes |
| Moderator announcements and close | 7 minutes |

When your presentations and demonstration/practice is ready, you need to share these together to reduce unnecessary overlap, and then share with the academic coordinator for your mini workshop.

Our mini workshops are international and so your presentations should be in English. You can practice your English presentation with our Education Support team. Remember there may be guests, so be ready to explain anything technical like new terminology, so everyone can understand clearly.

**3) Presentations for a mini workshop**

**English:** You should use American or British English throughout. Sentences should not be too long for listeners to understand easily. Technical words should be defined/explained. Good pronunciation of words is required, with intonation. You can contact Education Support to practice your presentations.

**Clarity:** You should speak slowly and clearly. Check the sound quality in the room before the mini workshop starts. Do not talk through slide changes. Try to avoid hesitation. Your slides should have a clear background with good colour contrast. Do not put too much information on one slide. If you have a table or figure an arrow, colour outline or highlight can help the audience to see where to look. Short bullet points are better than a lot of text. When you present you expand the bullet points to sentences.

**Body language:** You need to interact with your audience. Show you are confident, and know what you are talking about. You should have eye contact with your audience and be smiling. Use appropriate gestures to support your talk. Do not read from a script. You should have practiced sufficiently to deliver your presentation. You should be well dressed and groomed to create a good professional impression. When you get to the discussion you can ask the audience if anyone has related experience. Do not sit down all the time, when you need to point something out, do it physically. During demonstration/practice be active going around the room to help students.

**Organisation:** About two weeks before the mini workshop send your presentation to Education Support to provide on our website (we will convert to PDF format). You need to come early, so you can set up, have lunch and relax so you are refreshed to begin. Make sure you have water nearby in case you get a dry throat. Set up your Powerpoints and demonstration/workshop before the start of the mini workshop, and check the sound quality of the audio system. If you plan to point something out, have a pointer ready. Your slides should be well organised, so the transitions from background to method, method to results, results to discussion, and discussion to conclusion are clear.

**Timing:** Arrive at least 30 minutes before the mini workshop starts. While you are practicing your presentation, you should check the timing. A good speaker neither loses time by having nothing more prepared to say, or steals time from the next person. If you timing is under you can add in some more detail. If your timing is over, look for the least important and move it to the end, so you save it in case of a question, but otherwise do not present.

**Timeline for mini workshops**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | | **Weeks before Mini Workshop** | | | | | | | | | | | |
| **12** | **11** | **10** | **9** | **8** | **7** | **6** | **5** | **4** | **3** | **2** | **1** |
| **1** | Select mini workshop theme |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Agree with academic coordinator |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Send title/theme to Education Support |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Meet together |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Develop presentations |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Develop demonstration / practice |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Share with academic coordinator |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Send presentation and demonstration / practice to Education Support. |  |  |  |  |  |  |  |  |  |  |  |  |

**4) Mini workshop Handout**

During your research you will have found useful articles which relate to the issues/problems/questions which lead to your mini workshop theme. Select the best of these to share with other students. You should send these to Education Support to upload to our website [www.ceb-rama.org](http://www.ceb-rama.org) for students to access at least two weeks before the mini workshop.

**5) Assessment and Scoring**

All your participations in our mini workshops are rewarded with points which will be accumulated on our mini workshop database and added into your next TOR achievement. This is how the assessment and scoring works.

**Participants**

Check the schedule of events on our website and if you want download for your personal convenience, so you book all events in your schedule and do not miss an event.

Before the mini workshop you should look through the mini workshop downloads provided on our website for that event. They will be posted on our website about two weeks before the mini workshop.

Come for 12 o’ clock and join us for lunch and some social interaction with instructor team, staff and fellow students.

During the mini workshop we take questions at the end of the presentations, but if at any point you feel you do not understand clearly, please raise your hand and ask for clarification.

Every time you attend a mini workshop you will earn 1 point, so please be sure you sign the attendance sheet.

Each time you ask a question in question time you will be rewarded with 1 point, so please ask lots of relevant questions.

If you can answer someone else’s question you will be rewarded with 1 point, so please try to answer as many questions as you can.

Complete the Participants’ Satisfaction Evaluation and submit at the end of the mini workshop to be rewarded with 1 point.

**Presenters**

You will be assessed using the Mini Workshop Assessment Rubric for Presenter in this handbook. Assessment will be done by the instructor team. After the mini workshop the mean of these scores will be calculated and then scaled to give a final score out of 10.

**Mini Workshop Assessment Rubric for Presenter**

Researcher Name: ………………………………………………...………Date: ……………………….

Mini workshop theme: ………………………………………………………………………………….. **Assessment Criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 Unsatisfactory (>40%) | 2 Needs a lot more development (40-54%) | 3 Average but could improve (55-69%) | 4 Developing (70-84%) | 5 Satisfactory achievement (85-100%) |
| Inadequate preparation, minimal understanding, limited detail, Ajarn has to intervene to clarify, poor delivery | Weak preparation, weak understanding, insufficient detail, Ajarn has to prompt, below average delivery | Prepared, some understanding, adequate detail, clarification required, few prompts from Ajarn, average delivery | Good preparation, reasonably organized, good understanding, above average detail, minor clarification needed, no Ajarn support needed, clear delivery | High quality presentation, well organized, in-depth understanding, fully detailed, no clarification or Ajarn support needed, competent delivery |

**Assessment Rubric**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Item** | | **Points** | | | | | **Comment** |
| **1** | **2** | **3** | **4** | **5** |
| 1 | Issues/problems/questions  *Explain how they relate to mini workshop theme* |  |  |  |  |  |  |
| 2 | Research studies  *Brief description of study*  *How study relates to mini workshop theme*  *How experience gained helps with (1)* |  |  |  |  |  |  |
| 3 | Resolution of issues/problems/questions  *Learn how to solve*  *Solutions*  *Tips and tricks* |  |  |  |  |  |  |
| 4 | Strategies for issues/problems/questions  *Process for resolution* |  |  |  |  |  |  |
| 5 | Lessons from experience  *Learning experience*  *What works and what does not work*  *Suggestions* |  |  |  |  |  |  |
| 6 | Pitfalls  *What to avoid*  *How to avoid* |  |  |  |  |  |  |
| 7 | Demonstration/practice  *Explanation of concept*  *Realistic demonstration/practice* |  |  |  |  |  |  |
| 8 | Operation of demonstration/practice  *Smooth and effective demonstration/practice*  *Support for demonstration/practice* |  |  |  |  |  |  |
| 9 | Questions and answers  *Elicitation of questions*  *Questions answered effectively*  *Presenter manages difficult questions well* |  |  |  |  |  |  |
| 10 | Delivery performance  *English*  *Clarity*  *Body language*  *Organisation*  *Timing* |  |  |  |  |  |  |
| **Total** | |  |  |  |  |  | **Total points / 50 x 2 = %** |

Evaluator: ……………………………………………….. Signature: …………………………………..

**Mini Workshop Participant Satisfaction Evaluation**

Researcher Name: ………………………………………………...………Date: ……………………….

Mini workshop theme: ………………………………………………………………………………….. **Evaluation Criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 Unsatisfactory (>40%) | 2 Needs a lot more development (40-54%) | 3 Average but could improve (55-69%) | 4 Developing (70-84%) | 5 Satisfactory achievement (85-100%) |
| Inadequate preparation, difficult to understand, limited detail, intervention needed to clarify, poor delivery | Weak preparation, not easy to understand, insufficient detail, some points need clarification, below average delivery | Prepared, can understand, adequate detail, minor clarification required, average delivery | Good preparation, reasonably organized, good understanding, above average detail, fairly clear, good delivery | High quality presentation, well organized, in-depth understanding, fully detailed, very clear, competent delivery |

**Evaluate each presenter on each item on a scale 1 to 5 where 5 is best, and then put overall comments below**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Item** | | **Presenter** | | | | | **Presenter** | | | | | **Presenter** | | | | | **Presenter** | | | | |
| **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** | **1** | **2** | **3** | **4** | **5** |
| 1 | Issues/problems/questions  *Explain how they relate to mini workshop theme* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | Research studies  *Brief description of study*  *How study relates to mini workshop theme*  *How experience gained helps with (1)* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Resolution of issues/problems/questions  *Explained how to solve*  *Solutions*  *Tips and tricks* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Strategies for issues/problems/questions  *Process for resolution* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Lessons from experience  *Learning experience*  *What works and what does not work*  *Suggestions* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | Pitfalls  *What to avoid*  *How to avoid* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | Demonstration/practice  *Explanation of concept*  *Realistic demonstration/practice* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | Operation of demonstration/practice  *Smooth and effective demonstration/practice*  *Support for demonstration/practice* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | Questions and answers  *Question time well managed*  *Questions answered effectively*  *Presenter deals with difficult questions well* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Delivery performance  *English*  *Clarity*  *Body language*  *Organisation*  *Timing* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Totals** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Comments** | | | | | | | | | | | | | | | | | | | | | |
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***Thank you for your evaluation***

Evaluator: ……………………………………………….. Signature: …………………………………..