



2017 endMS Summer School Homework & Pre-Session Readings

as of May 5, 2017

Be sure to note the **homework** and suggested **pre-session background readings** below which have been provided by the presenters to help you prepare for and ensure you get the greatest benefit from the Summer School.

Tuesday, June 13th to Thursday, June 15th – 3 Minute Thesis (3MT) Competition & Scoring Criteria

Participating in 3MT develops academic, presentation and research communication skills, while developing research candidates' ability to effectively explain their research in language appropriate to a non-specialist audience. Trainees will be dividing into 8 groups of approximately 5 individuals. Mentors will be available to help evaluate these presentations (along with the other trainees) and give feedback according to specific guidelines that will be provided. This competition will have different stages with the "winners" proceeding to a "semi-final" and "final" round. We encourage you to begin to develop your 3MT before you arrive.

- Rules will be adapted from the 3MT website: (<https://threeminutethesis.uq.edu.au/>)
- No slides, additional electronic media (e.g. sound and video files), additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.
- Presentations are limited to three minutes maximum.
- Presentations are to be spoken word (e.g. no poems, raps or songs).

If you have any questions or concerns regarding 3MT, please do not hesitate to contact Dr. Michelle Ploughman (Michelle.Ploughman@med.mun.ca) or Dr. Craig Moore (craig.moore@mun.ca).

Trainee Presenters will be scored using the following criteria:

Comprehension & Content – 50%

- Did the presentation provide an understanding of the background to the research question being addressed and its significance?
- Did the presentation clearly describe the key results of the research including conclusions and outcomes?
- Did the presentation follow a clear and logical sequence?
- Was the thesis topic, key results and research significance and outcomes communicated in language appropriate to a non-specialist audience?
- Did the speaker avoid scientific jargon, explain terminology and provide adequate background information to illustrate points?
- Did the presenter spend adequate time on each element of their presentation - or did they elaborate for too long on one aspect or was the presentation rushed?



Engagement & Communication – 50%

- Did the oration make the audience want to know more?
- Was the presenter careful not to trivialise or generalise their research?
- Did the presenter convey enthusiasm for their research?
- Did the presenter capture and maintain their audience's attention?
- Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?

Tuesday, June 13th – *A Brief History of MS*

Not mandatory: Dr. William Pryse-Phillips suggests reading through [Chapter 1: The story of multiple sclerosis in McAlpine's Multiple Sclerosis \(4th Edition\), written by Compston et al.](#)

Thursday, June 15th – *Partnering with Patients in Research*

Not mandatory: Ms. Vat has provided some background [information about SPOR and patient engagement](#). Trainees may read this in advance or after the summer school.