UCONN
ENRICHMENT PROGRAMS
OFFICE OF
UNDERGRADUATE RESEARCH

PREPARING YOUR VIDEO PRESENTATION

Your **video presentation** complements your poster by providing a brief, accessible overview of your research, creative, or other innovative project. Through a 2-3 minute video of yourself speaking and/or displaying selected visual content, you will present the highlights of your larger project, conveying what you learned. Through your presentation, you should aim to help your audience understand:

- the purpose of your project (the **why**),
- the steps you took to achieve your project goals and objectives (the **what**), and
- the results, outcomes, and implications of your project (the **so what** and/or **what's next**).

This presentation can take many forms. We encourage you to review the questions and prompts below to start generating ideas about what you'd like to share. Consider looking at your poster alongside these questions. Preparing a poster requires considerable thought about how to summarize and organize information about your project; you may be able to make use of the poster's structure and/or some of the visual elements you've included on your poster in crafting your video presentation. See also Recording and Captioning Your Video Presentation.

INTRODUCTION

Start with a hook that will draw in your audience and introduce the problem, topic, or focus of your project. Include key information on the importance of the project, its purpose, and the gaps in knowledge the study is addressing.

- What are your research questions or goals?
- What is your thesis statement?
- What is the problem you are solving or the need you are meeting?
- What are the artistic intentions or motivations informing the project?

BODY

Next, move into what you've done to research, explore, study, and analyze your topic, or engage in the creative endeavor. Highlight key takeaways from what you've accomplished to date.

- Describe your study, your research methods, and/or the steps you have taken to address the problem or need.
- Describe the creative process.
- What was learned through the study? Explain your results (preliminary findings are perfectly acceptable) and describe the outcomes of your work.
- Explain the outcomes or products of your creative endeavor.

CONCLUSION

Finish by explaining why your results are interesting, as well as what they mean to your field or discipline. If you are still in the middle of your project, that's fine! Describe next steps that you or others could take or identify areas in need of further study. You may also wish to reflect on the significance of your project for your learning; the prompts on the reverse of this handout can help guide your reflection.

- What are the implications of your work? Outline how your work contributed to the current state of knowledge.
- What can be done moving forward with this knowledge?
- How will this work inform future creative endeavors?
- What have you learned about yourself, or about engaging in research or creative activity?

PLAN FOR SOUND QUALITY

While visuals are typically front of mind in a video, sound quality affects the audience experience too! Try to record your video in a quiet space with minimal background noise. Consider a test recording in which you vary your distance from your microphone or the type of microphone you use (e.g., headset/headphones, built into your computer) if you have access to different equipment; this will help you optimize your recording setup. Maintaining a moderate speaking pace will also help ensure that your voice is captured clearly.

CONSIDER VISUALS

You don't need to be a set designer or visual artist to create a visually appealing video presentation. Keep these general guidelines in mind:

- **Keep it simple.** If you are recording yourself speaking, try to keep your background and clothing simple. If you are preparing slides or other visuals, keep the background solid and the layout uncluttered. Small scale patterns can blur or distract in a video, taking focus away from the content you are sharing.
- **Make your visuals work for you.** What is shown on the screen should add to - not duplicate - what is spoken.
- **Keep text minimal.** Your video may be viewed on a small screen, like a phone or tablet, making lengthy text hard to read. If you use text, keep it as succinct as possible and enhance readability by using bullets.
- **Borrow from your poster.** If a particular image or figure illustrates a point you are highlighting in your presentation, don't reinvent the wheel - repurpose that visual element in your presentation!

REMEMBER YOUR AUDIENCE

When preparing a presentation of any type, it is essential to keep your audience in mind. Frontiers in Undergraduate Research reaches a **general audience**. When addressing a general audience, simplify your content and avoid overwhelming your readers with technical jargon and acronyms that are not widely recognized outside of your field of study. Also, it is important to clearly interpret your results and explain the importance of your work in accessible language.

Since you are so deeply familiar with every aspect of your project, it can be challenging to identify the places where definitions, explanations, or alternate terminology might be needed. One strategy is to **seek feedback** from people who are less familiar with your project and your field, such as friends or family members. Ask these "audience members" for very specific feedback: Were there any terms they didn't understand in the context of your project presentation? Did they understand what you did and why you did it? Were they left with unanswered questions? Their feedback on these points can guide the revision of your presentation.

REFLECT ON YOUR LEARNING

Beyond sharing information about the project you have pursued, Frontiers represents an opportunity to share **what you've learned** through your engagement in research and creative activity. You may already have a clear sense of your takeaways from your project, you may still feel too immersed in the experience to have identified any lessons learned, or you may fall somewhere in between. In any case, the following sets of prompts may provide useful structure for reflecting on what you learned by engaging in research or creative activity.

I LEARNED...
- I learned...
- I learned this when...
- This matters because...
- I will use this knowledge to...

THEN AND NOW
- What have I come to see differently because of my experience with this project?
- What do I know now that I didn't know then?
- What do I know now about what I *don't* know?

WHAT HAVE I LEARNED ABOUT...
- The process of research or creative activity?
- Myself, my strengths, and my areas for growth?
- How I learn and what conditions support my learning?
- My educational goals and career goals?

WHATS
- What? (What did I learn?)
- So what? (Why does it matter?)
- Now what? (How will I build on this learning?)

SKILLS
- How did I develop these skills through my work on this project?
- How did I demonstrate these skills through my work on this project?

Critical thinking/problem solving
Teamwork/collaboration
Leadership
Oral/written communications
Technology
Professionalism/work ethic
Self-awareness & career management
Global perspective
Research-specific skills