

The Society for the Advancement of Biology Education (SABER) Abstract Review Rubrics

CONSIDERATIONS SPECIFIC TO EACH PRESENTATION FORMAT
<p>Long talks are restricted to faculty. These 50-minute talks are intended to be a synthesis of multiple projects over several years that have been completed and/or are nearing publication and that tell a cohesive story about a central theme. The most successful long talk abstracts will have made a substantial contribution to the DBER discipline. Abstracts submitted for long talks may be recommended for short talks, roundtables, or poster presentations.</p>
<p>Short talks are 15-minute presentations intended to showcase results that are being prepared for publication. Emphasis is on communicating robust findings (i.e., appropriate and thorough, triangulation of diverse data streams), tried and tested instruments and protocols, and other developed work. Abstracts submitted for short talks may be recommended for roundtables or poster presentations.</p>
<p>Roundtables are one-hour, small-group presentations and discussions on similar research projects. Each presenter has ~10 minutes to present their work, with the remaining time for feedback, suggestions, and larger group discussion from all presenters and non-presenting participants. The short presentations are used as a springboard for interaction, discussion, and critique. Presenters are encouraged to prepare a one-page summary, including focused discussion questions, to share with session attendees. Abstracts submitted for roundtables may be recommended for poster presentations.</p>
<p>Poster presentations are ideal for sharing a new or developing project or gaining specific advice on a particular set of data. Projects that are still early in development are encouraged, including studies with promising, yet minimal, outcomes data; or studies with inconclusive results.</p>

**The Society for the Advancement of Biology Education (SABER) Abstract Review Rubric
SHORT TALKS, POSTERS, & ROUNDTABLES**

Each abstract is evaluated according to the following four main categories. Within each main category, the abstract is given three sub-scores using this guideline: this component is not present/clear at all or is only briefly mentioned (**score 1**), this component is present but not clear or complete (**score 2**), or this component is present and clear and complete (**score 3**). This rubric is applicable to mixed methods, qualitative, quantitative, and theoretical studies. Note that space for written comments within each category is provided in the online system. Written comments are required and we encourage you to make these as specific and clear as possible.

CATEGORY	QUESTIONS	Not present/ clear or only briefly mentioned	Present, but not clear or complete	Present, clear and Complete
Study Context	Is the study context and/or literature base clearly described with key citations (author, year).	1	2	3
	Is there a sound rationale for the project?	1	2	3
	Is there an appropriate model, theoretical framework or philosophy ?	1	2	3
Research Design	Is a clear research question and/or educational problem in biology education described?	1	2	3
	Are the research design and methods clearly described?	1	2	3
	Are the design and methods appropriate and well-aligned with the research question or problem?	1	2	3
Analyses and Interpretations	Are the analyses clearly described?	1	2	3
	Are claims supported by evidence and appropriate given the focus of the study and the methods?	1	2	3
	Are the analyses at an appropriate level of completeness given the desired presentation format?	1	2	3

Contribution	Does the study add to, refine, or refute the literature base in biology education?	1	2	3
	Is the study likely to be of general interest to SABER attendees?	1	2	3
	Does the study provide clear implications for teaching, learning, or research in biology?	1	2	3

**The Society for the Advancement of Biology Education (SABER) Abstract Review Rubric
LONG TALKS**

Each abstract is evaluated according to the following four main categories. Within each main category, the abstract is given three sub-scores using this guideline: this component is not present/clear at all or is only briefly mentioned (**score 1**), this component is present but not clear or complete (**score 2**), or this component is present and clear and complete (**score 3**). This rubric is applicable to mixed methods, qualitative, quantitative, and theoretical studies. Note that space for written comments within each category is provided in the online system. Written comments are required and we encourage you to make these as specific and clear as possible.

CATEGORY	QUESTIONS	Not present/ clear or only briefly mentioned	Present, but not clear or complete	Present, clear and Complete
Study Context	Is the study context and/or literature base clearly described with key citations (author, year).	1	2	3
	Is there a sound rationale for the project?	1	2	3
	Is there an appropriate model, theoretical framework or philosophy ?	1	2	3
Research Design	Is a clear research question and/or educational problem in biology education described?	1	2	3
	Are the research design and methods clearly described?	1	2	3
	Are the design and methods appropriate and well-aligned with the research question or problem?	1	2	3

Analyses and Interpretations	Are the analyses clearly described?	1	2	3
	Are claims supported by evidence and appropriate given the focus of the study and the methods?	1	2	3
	Are the analyses at an appropriate level of completeness given the desired presentation format?	1	2	3
Contribution	Does the study add to, refine, or refute the literature base in biology education?	1	2	3
	Is the study likely to be of general interest to SABER attendees?	1	2	3
	Does the study provide clear implications for teaching, learning, or research in biology?	1	2	3
Scope	Does the project integrate multiple smaller projects that address a central theme?	1	2	3
	Is the research journal-quality and published or close to publication?	1	2	3
	Does the research make a substantial contribution to the DBER discipline?	1	2	3