



aes 19

International **Evaluation** Conference

Conference workshops 15 & 19 September

Conference 16–18 September 2019

Sydney | Australia

CHAIRPERSON BRIEFING NOTES

These briefing notes are designed to assist you in understanding your role as a Chairperson within the AES 2019 International Evaluation Conference Program.

This role is very important to the professional and timely delivery of the conference program, and in ensuring the quality and relevance of information provided to delegates. Good chairing is a vital component of a successful conference and we truly value your contribution.

As Session Chair, you are responsible for the presenters in your session. Seize the opportunity to build a learning community. Part of your role is to know who is presenting in your session and the focus of their work. You also play an important role in engaging with the audience and ensuring that everyone observes the ground rules. Here are some tips for being a great session chair.

- **Arrive early**, at the correct room (up to date room allocations are always available in the online program: <https://aes19.sched.com/>) and at least 15 minutes before the session is due to start. Identify the speakers and help them to feel at ease.
- **Brief the speakers on the session format.** Each session runs to either 60, 90, or 120 minutes and contains between 1 and 4 presentations (or 1 and 2 presentations, along with up to 5 Ignite style presentations). Negotiate and confirm the time that each speaker will have to present and the time available for questions.
- **Talk tech.** Give all the speakers an opportunity to check their presentation is available and, where necessary, show them how to control the presentation. Ask for assistance from the conference technical support if necessary. The list of speakers for the session should be visible on the slide when you arrive. You can access the presentation by clicking on the name of the speaker. At the end of the first presentation, click on the name of the next speaker to open their presentation.
- Contact the onsite technician for any AV assistance that you may require.
- **Where am I sitting?** If the room set up allows, have the presenters all sit together (usually the front row of chairs). As session chair, sit closest to the lectern as you will be getting up to introduce each speaker and open and close the session.
- **Familiarise yourself** with the Presentation Briefing Notes, available at <http://conference2019.aes.asn.au/index.php/the-conference/presenter-and-chair-information>

Once the speakers and audience have arrived, here's how you can keep the session on track:

- **Start and finish on time.** Maximise the time you have available by getting the audience settled quickly and starting on time (not early). Encourage the audience to take their seats and, where possible, suggest that audience members move to the front of the room and to the centre of the rows of seats so that people who come in late can quickly find somewhere to sit without disrupting the speaker.
- **Set the stage.** Welcome the audience and introduce yourself (name and affiliation). Let the audience know what the focus of the session is. Ask them to turn their phones to silent. Remind them what the session format is; how long each presenter will have to speak and how long the audience will have for questions.

Example:

Welcome to this session, which focuses on using surveys as a data collection tool. My name is Seuss I am, and I work at the Research Centre for Green Eggs and Ham. I'll be the chair for this session. We have 60 minutes for today's sessions, and two, 15 to 20-minute presentations. There will be 5 to 10 minutes at the end of each presentation for you to ask questions. I'll be keeping presenters informed about how long they have left, and stopping them when they need to finish.

Today, the presenters will cover a range of topics relating to using surveys, including useful ways to access hard-to-reach populations, and how online surveys can help boost response rates.

It's now my pleasure to introduce our first speaker ...

- **Introduce each presentation**
(See below for Ignite segments.) Use the presenter profiles to introduce each speaker, noting their name and affiliation and the general topic. Transition between presentations by thanking the previous speaker and introducing the next. Most presenter bios are available online at <https://aes19.sched.com/> and will be available to you on the day of the session. Collect them from the registration desk.
- **Ignite presentations**
Introduce the speakers for the Ignite segment of presentations in the sequence they will present. Ensure that each speaker has no more than 5 minutes. Facilitate a very short Q&A at the end of the whole Ignite segment (and not after each Ignite presentation).
- **Watch the clock!**
Use a pre-agreed signal to warn the speaker as their time elapses. Dinging on something with a pen works!
- **How do I make it stop?**
Be polite, but forceful if a presenter does not stop when required to. You can do this by standing, moving toward the lectern, thanking the presenter and stating the need to move on. Encourage the presenter to move to a slide that displays their contact information.
- **Facilitate discussion**
Keep a note of who has raised their hands and call on people in turn. Set an expectation for professional, courteous discussion. Ask that questions be short and targeted, and encourage people to follow up with the speaker after the session. If lots of people have questions, try to avoid any one person taking over the discussion.
- **Ensure everyone hears the question**
People in the audience are typically facing forwards, and people sitting behind them may not hear the question. Use the lectern microphone to repeat the questions that audience members ask. This also gives the speaker a chance to think about their response. Be careful not to let the question time go longer than allowed.
- **Tie up the loose ends**
Help to finish up the session by thanking the presenters and the audience. If there is a session following, ask that the audience leave the room quickly.

NOTE: It is extremely important to keep the program to time. Please be aware of the time periods within which speakers have been designated to present.

If one of the papers in your session is cancelled or the speaker is not present, please keep to the program running order. **We request that the order of the presentations remain the same.** and any gaps should be filled only by informal discussions. The same policy applies if a speaker should finish their presentation earlier than expected. This will allow participants to move between sessions to attend presentations at their scheduled times.

PRESENTATION TIMES AND TYPES

Each presentation allows for the following time frames. In the program, a 25 minute oral presentation has been allocated 30 minutes in order to allow for a change over time between sessions. Likewise a 50 minute oral presentation has been allotted 60 minutes in the program.

Short paper

25 minutes

– A presentation of up to 20 minutes, with time for questions, as negotiated by the presenter and chair.

Long paper

50 minutes

– A presentation of up to 40 minutes, with time for questions or discussion, as negotiated by the presenter and chair.

Panel

50 minutes

– A Panel session will generally involve up to four panellists exploring a topic related to a conference sub-theme. In planning your discussion, allow time for the panel to respond to audience questions. Timing will be negotiated by the panel and chair.

Skill building session

50 minutes

– In a skill building session, the presenter delivers a demonstration or mini-workshop. Ideally, the session will enable attendees to practice a skill or use a concept or tool. In some cases, the session may be a demonstration of a concept or tool.

Interactive session

50 minutes

Ignite presentation – 5 minutes with no Q&A after each Ignite. Instead, the chair should facilitate a short Q&A after all the Ignites have been delivered.

Please see the appendix for more details on the procedures for each presentation type (or modality).

HOUSE KEEPING ANNOUNCEMENTS

At times it will be necessary for housekeeping announcements to be made at the beginning or end of the session. These announcements will be provided by the AES conference staff, either in person or will be left at the front of the session room on the lectern prior to the start of the session. We request that these announcements are made to ensure that all delegates are aware of the necessary information.

AUDIO VISUAL

Presentation room equipment

Every presentation room is equipped with:

- screen
- audio
- a presentation smart lectern containing a computer
- lectern, and
- Q&A microphone if necessary

Microphones will remain on (if there are microphones). It is unnecessary to turn them off. In the unlikely event that any of the equipment fails, speakers are requested to continue with their presentations whilst the technician rectifies the problem. It may be necessary for you to prompt the speaker to continue, if this should occur. A technician will be available in order to assist with any audio-visual requirements.

CULTURAL PROTOCOLS

The AES Cultural Capacity and Diversity Committee has prepared the attached cultural protocol document. The Conference will commence with Welcome to Country. Presenters are encouraged to carefully read the following protocols and make appropriate acknowledgement to the people of the land they are visiting.

Sydney traditional owners are the Gadigal people of the Eora Nation. More information is available here: <https://www.cityofsydney.nsw.gov.au/council/about-council/welcome-to-country>

See Appendix 2.

*Thank you for your help in making the AES 2019 International Evaluation Conference a success!
For further details or assistance, please email conference@aes.asn.au*

APPENDIX 1

PRESENTATION FORMATS FOR CONFERENCE PRESENTATIONS

1. Short paper

Duration: 25 minutes

Format: A presentation of up to 20 minutes, with time for questions, as negotiated by the presenter and chair.

Content: The short paper session is a formal presentation related to a conference sub-theme. The short paper is suited to covering one innovative or interesting project with learnings for theory or practice, or an idea/ approach of interest to others working in evaluation.

Abstract: In your submission, identify:

- why your topic is important
 - the way(s) in which it contributes to the body of knowledge in the field of evaluation.
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2. Long paper

Duration: 50 minutes

Format: A presentation of up to 40 minutes, with time for questions or discussion, as negotiated by the presenter and chair.

Content: The long paper session is a formal presentation focused on:

- an issue facing the field of evaluation
- an emerging methodology
- a critique of an evaluation methodology
- approaches to working with specific stakeholder groups or in specific contexts.

The long paper mode is suited to an expert lecture. It gives more time for in-depth exploration of the ideas presented.

Tip: If you have multiple experts on the same topic and the value of the presentation would come from conversations between these experts, please submit a panel session instead.

Abstract: In your submission, identify:

- why your topic is important
- the way(s) in which it contributes to the body of knowledge in the field of evaluation
- how you will use the time (based on experience).

In your justification statement, note your experience in delivering long format presentations.

3. Panel

Duration: 50 minutes

Format: A Panel session will generally involve up to four panellists exploring a topic related to a conference sub-theme. In planning your discussion, allow time for the panel to respond to audience questions. Timing will be negotiated by the panel and chair.

Content: The format is suited to:

- weaving together innovative ideas
- debating a topic
- exploring concepts or critically reflecting from multiple perspectives
- evaluators, program managers and service users reflecting on learnings from practice.

Abstract: In your submission, identify:

- the role of your moderator
 - your panellists and their backgrounds in relation to the topic
 - the key questions your panel will discuss
 - the structure of the session.
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4. Skill building session

Duration: 50 minutes

Format: In a skill building session, the presenter delivers a demonstration or mini-workshop. Ideally, the session will enable attendees to practice a skill or use a concept or tool. In some cases, the session may be a demonstration of a concept or tool.

Content: Skill building sessions need a clear learning objective. Skill building sessions can focus on:

- foundational evaluation skills and capabilities
- advanced evaluation capabilities
- new tools.

See list of suggested topics [here](#)

- Abstract:** In your submission, identify:
- the learning objective for the session
 - why this skill, tool or concept is important
 - how you will teach the skill within the allocated time frame.
-

5. Interactive session

Duration: 50 minutes

Format: We invite you to nominate an interactive session format, which could include

- world café
- campfire session
- another format that you nominate.

In planning your format, consider what approach will best suit your purpose and make use of participant contributions.

You might consider speaking for 10–15 minutes before facilitating a discussion. Consider also how you will feed back the findings from the session to participants in the session and/or after the session.

Content: Have a clear objective of what you are hoping to achieve through the interactive nature of the session. This format is suited to facilitators with a question you are trying to answer or an issue you are trying to address that is related to a conference sub-theme and will help develop the evaluation community.

- Abstract:** In your submission, identify:
- the topic for discussion
 - the purpose of the interactive session
 - the type of interactive session
 - how the interactive nature of the session will benefit participants
 - how the session will further the evaluation community
 - how information will be fed back during and/or after the session
 - how the information generated in the session will be distributed to participants after the session.

In your justification statement, note your experience in facilitating sessions of this format. On acceptance of a proposal for an interactive session, the aes19 committee may wish to collaborate with the facilitators to suggest amendments to increase alignment with other conference content.

Note that this year we will also be hosting an unconference – to enable deep conversation between colleagues. Some topics may be better suited to this day. If you would like to discuss the unconference, please contact Jade Maloney on conference@aes.asn.au

Helpful resources:

- Vic McWaters <http://vivmcwaters.com.au/resources/>
 - World café method <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/#>
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6. Ignite Sessions

Ignite presentations are back in 2019!

Format: Ignite presentations run for exactly five minutes using 20 slides that auto-advance every 15 seconds. The result is a short and informative presentation – which can often also be very entertaining! For examples of the format see <http://www.ignitetalks.io/>.

Content: Ignite presentations have a central idea that every slide and every sentence supports. In five minutes, you have time to present about three points that support your idea.

You could focus on:

- telling the story of an evaluation
- introducing a tool or technique.

Your Ignite slides (like all slides) should be visually appealing. Find images that show your story.

Abstract: Describe your topic and how it relates to one of the conference sub-themes in 100 words only (entered in the Abstract field). You don't need to complete a justification statement.

APPENDIX 2

CULTURAL PROTOCOLS

Indigenous communities in Australia have experienced significant imposed upheaval in our Country. Unlike some of our Indigenous brothers and sisters, Australia has no treaty with its Indigenous people, but despite this, we remain strongly connected to the Country of our ancestors. We are the traditional custodians of this land.

In Australia there are diverse Aboriginal language groups of different countries. An Aboriginal language group and connection to Country forms part of Aboriginal people's cultural identity. Aboriginal's peoples' connection to Country and to their cultural identity is maintained through a number of key institutions of culture. We have our own unique ways of keeping, preserving and practising our knowledge systems. Hence, for us as Aboriginal peoples it is important that we respect and affirm:

- own language and/or dialect
- the Country where our families are from eg Wergaia, Gunditjmarra
- our own laws and lore, customs, cultural practices and protocols, and
- our own beliefs, stories, keepers of stories, ceremonies and totems.

In situations where we are visiting another person's Country, i.e. not our own, it is appropriate to give acknowledgement to the people of that land. In a Conference setting, such as that run by AES every year, it is appropriate that the Conference organisers recognise the Traditional Owners in two ways, first by understanding the process of the Welcome to Country and then by understanding the Acknowledgement of Country.

The AES encourages its members to become familiar with the distinctions between these two events and to use them appropriately when acting as a representative or member of the AES.

Welcome to Country

A Welcome to Country is where an Aboriginal or Torres Strait Islander Traditional Owner, Custodian or Elder welcomes people to their land. Protocols for welcoming visitors to Country have been part of Aboriginal and Torres Strait Islander cultures for thousands of years.

Therefore, a Welcome to Country can only be offered by a Traditional Owner.

Welcome to Country always occurs at the opening of a large or significant event and has to be the first item on the program. The local Aboriginal or Torres Strait Islander Custodian or Traditional owner conducts the ceremony and this may be done through a speech, song, ceremony or a combination of these things. It is important for the Traditional Owners to be comfortable with the arrangements and is held as a sign of respect.

Prior to the event, organisers are advised to seek advice on who should perform the Welcome to Country. Local Aboriginal or Torres Strait Islander people may be able to assist identify the Traditional Owners of that country. Organisers may also seek advice from Regional Aboriginal Land and Sea Councils or from the appropriate government department responsible for Indigenous Affairs, or major Indigenous peak bodies (e.g. an Aboriginal Medical Service)

Once having identified the correct people to undertake the Welcome to Country the organisers should then spend time, preferably face to face, explaining the type of public event which is being organised and how best to prepare for this.

It is important to consider that the performing of a Welcome to Country ceremony is a right of the local Aboriginal Traditional Owners and not a privilege.

Acknowledgement of Country

An Acknowledgement of Country does not replace a Welcome to Country. Usually an Acknowledgement of Country is done at smaller gatherings. It is carried out to show respect to the Traditional Owners. It is strongly encouraged that an Acknowledgement of Country is conducted at the start of AES Board meetings, the Regional Meetings, and may also be given at any other meeting already opened with a Welcome to Country.

An Acknowledgement of Country is a way of showing respect and awareness of Aboriginal and Torres Strait Islander owners of the land on which a meeting or event is being held, and of recognising the continuing connection of Aboriginal and Torres Strait Islander peoples to their Country. It is a demonstration of respect dedicated to the traditional custodians of the land or sea where the gathering of participants is being conducted.

In order to offer an Acknowledgement of Country it may be helpful for people to know that:

- There are no set protocols or wording.
- It need not be an elaborate ceremony and may consist simply of a few words.
- It is offered at the beginning of a meeting, speech or formal occasion.
- It is the **minimum** standard protocol for any meeting or gathering.

To make an Acknowledgement of Country really meaningful and not a token gesture, it is important people find out that name of the Aboriginal group and nation who are the Traditional Owners of the area and learn how to properly pronounce their names.

Below we provide some examples of how you might structure an Acknowledgement to Country. Remember there is no one correct way – the important thing is to be genuinely respectful of what Traditional Owners have given up as a consequence of sharing their lands with non-Aboriginal people, and their ongoing and profound connection to that land.

Examples of Acknowledgement of Country

I would like to acknowledge the people who are the traditional custodians of this land.

I would also like to pay my respects to Elders past and present of the nation, and I extend that respect to other Indigenous people who are present.

I would like to acknowledge that we meet on Aboriginal land, the land of the people of thenation. I like to pay respect to their Elders past and present.

NB: If you don't know, are uncertain or can't find out who the Traditional Owners are, it is better NOT to name any specific peoples and instead use the acknowledgement below:

I would like to acknowledge the traditional custodians of the land on which we meet today and pay my respects to the Elders past and present.

More information can be found at the following website:

<https://www.reconciliation.org.au/>

<https://www.reconciliation.org.au/wp-content/uploads/2016/05/Welcome-to-and-Acknowledgement-of-Country.pdf>