

Edited on June 29, 2018

## Guidelines for Moderators, Discussants and Presenters



The APMAA conference consists of a plenary session, a panel session, parallel sessions and a company and cultural visit. For parallel sessions, here we provide some guidelines for moderators, discussants and presenters. The intent of the guidelines is to create sessions that benefit both the authors and the audience. It is particularly important that everyone pay attention to their time allocations.

### 1. MODERATOR GUIDELINES

Arrive at the session room ten minutes prior to the scheduled starting time and introduce yourself to the presenters and discussants.

Begin the session (on time) by welcoming the audience and stating the session title. Tell how the session will be run, notifying the audience how many papers will be presented, how long each presentation will be and when there will be time for questions. Keep your own comments to a minimum-stick to introducing presenters and their paper titles. It is crucially important that you keep presenters to their allotted times.

Moderators have a variety of different ways for communicating time use to presenters. One way is to sit in the front row after introducing a speaker, where you can be seen by the presenter when he or she looks up. Bring along time cards which can be read from that distance. As a minimum, have a **5-minute card** and a **wrap-it-up card**. Regardless of your preferences, be tough with presenters who try to continue past their allotted time.

After the papers have been presented, introduce the discussant, who will comment on the papers. Keep track of the discussants time, alerting him or her when time is running out as you did with the paper presenters. After the discussion, open the session to questions, where you will serve as a traffic coordinator. In managing the question-and-answer-time, please ask questioners to identify themselves and to keep their comments as short as possible to allow the presenters to respond in full.

In case you are presenting a paper yourself during the session you are moderating, we strongly recommend you present at the end of the session, even if this means altering from the printed program slightly.

Finally, make sure that the session ends on time so that the next group can get into the room on time.

## **2. DISCUSSANT GUIDELINES**

Arrive at the session room ten minutes prior to the scheduled starting time and introduce yourself to the moderator and discussant.

A well-prepared discussant can greatly enhance a paper session, so spend time reading the papers and preparing your comments on PPT slides.

Try to mention the strengths of a paper, besides your suggestions for improvement. One of the big challenges for a discussant is making points that are useful to the authors, yet interesting to the audience. Try to avoid an “insider” discussion that probes small details of a paper.

Finally, make sure to wrap-up on time, keeping an eye out for the moderators’ time cards.

## **3. PRESENTER GUIDELINES**

Arrive at the session room ten minutes prior to the scheduled starting time and introduce yourself to the moderator and discussant.

In developing your PPT slides, consider what information is necessary to guide the audience through key points of your paper. Within your presentation, go lightly on relevant literature, concisely describe your methodology, and spend the bulk of the time on results, discussion, and conclusions. Try not to overwhelm the audience with a lot of tables that each takes much time to interpret. In a nutshell, be an interpreter-of your research rather than simply laying out the facts.

Go over your presentation notes for a general sense of how long they will take, then pare down to your allotted time. The moderator will use some sort of time cards to let you know when time is running low and when your time is up. Please wrap things up on time.

### **\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ Tips on Being a Good Discussant \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\**

(Excerpt from the Economic Scholars Program

<https://www.dallasfed.org/~media/documents/educate/events/esp/tipsdiscussant.pdf>)

Developing the skills of a good discussant pays off in several ways. It is something that you are often asked to do. The same skills that you develop to be a good discussant will also be used in your future responsibility as a journal referee. Learning how to read

other papers with the critical eye of a good discussant will help you improve your own writing.

*As a discussant, you have two main responsibilities.*

1. Help those in the audience better understand the paper. You have read the paper very carefully and have taken the time to understand the paper's contributions, its strengths and weaknesses and its most salient points that need to be conveyed to the audience.
2. Help the author. What's your reaction to the paper and why? What can the author do to improve the paper?

*There are various strategies to follow in forming your discussion. Here are some tips.*

**Stay on time.** There is a time limit on your portion of the presentation. This time limit is firm. Prepare your remarks in advance, practice them and be concise.

**Briefly summarize the paper's main message and its contribution.** The presenter must spend a good deal of time developing the ideas in the paper, carefully presenting the steps in the argument and reporting the main findings. Sometimes, the audience gets lost in the detail. On one slide, summarize the paper's main contribution, which will capture the essence of the paper for the audience. If the presenter gives a good summary, you can abbreviate this step of the discussion, but remember that a summary is almost always welcomed. If the presenter was confusing, then your summary is often the best way for the audience to follow the paper's contribution, and you may need to spend a bit more time on summarizing the paper.

**Describe how the paper fits into the literature.** Usually, this is clear from your summary of the paper's main message and its contribution and does not require any further elaboration. However, sometimes there are important references that the paper does not mention or entire literatures are ignored. In other circumstances, you may wish to point out that the paper's message is applicable beyond the narrow focus described in the paper.

**Evaluate if the paper makes its case.** Almost every paper in its introduction claims its contribution. Are the claims convincing? Are there problems with specific parts of the argument? For example, "It succeeds in making points 1–5 but not 6–8." If problems exist, identify them. Is it a mistake in economics, mathematics, data analysis or interpretation?

**Describe any unique aspects of the paper.** Is there a particularly useful and interesting approach in the paper? If the paper introduces you to a new technique or interesting data set and you think that it will be useful in other applications, and then share it with the audience.

**Simplify the paper's technical contribution if unduly difficult to understand.** Sometimes a paper's results are hard to understand. There may be a lot of technical detail that obscures the intuition behind a result. Something may seem counterintuitive at first, but not, if you look at it in a different way. You may be able to make the main

points in a way that highlights clearly what's going on in the paper. This is very hard to pull off but can be a great help to the audience. It's good training for you to think about just what you need and do not need to convey the paper's findings.

**Make suggestions on how to improve the paper.** Do you think the paper could be strengthened by changing it in some direction? Are there obvious directions for future research? Try to be specific. It's not helpful to make very general or vague recommendations, so be clear and concise.

**Focus on the big picture.** Do not get bogged down in details. A typical discussion lasts ten minutes, which allows you time for four to five overheads. Decide what needs to be said and focus on making your points to the audience and author on those slides. Try to distill your discussion to one or two important points, and use most of your time in discussing them. After the seminar is usually the best time to go over the many small but useful comments and corrections, including spelling errors, incorrect citations, etc. Don't waste your discussion time going over minutiae unless the paper includes no substantive points and is poorly written.

**Be constructive.** Authors need feedback on their work. Was something missed? Is something obviously wrong? Is the work interesting? And, most importantly, how can the paper be improved? Again, many small suggestions are best handled in a private conversation between you and the author after the seminar, but if one or two are particularly clever, then you can share them with the audience. Above all, try to avoid making unhelpful criticism. Substantiate your criticism.

**Do not apologize for being a poor choice to discuss the paper.** Over time, we all get asked to discuss papers that are not in our immediate area of expertise. Just do the best you can without apologizing. If the paper was delivered to you very late, or if the paper presented has undergone major changes from the draft the author sent you, then the presenter should apologize to you and the audience and should let everyone know that you were not given the tools to properly do your job. If the presenter does not offer you this courtesy, then you may explain. For example, "I haven't seen this draft of the paper, so some of my comments may no longer be relevant."

**Get down to business.** In preparation of your discussant role, you may find helpful the following suggestions:

Make a list initially of all of the paper's sections, tables, figures, etc., and the approximate number of pages devoted to each.

Read the paper once just to form an initial impression of what each section does and how they fit together.

Make a list of things that you particularly notice or questions you have.

Read the paper again making a new list in response to your first list. (Some questions may go away upon the second reading.)

Work through each equation and table, making sure that you can either reproduce the math or verify the calculations and, most importantly, you understand the result.

Jot down ideas for a potential extension or anything else that seems unusual or interesting.

Read a few of the background papers from the references to get a better idea of how the paper fits into the literature.

Review all your notes and develop a discussion outline.

Set the paper aside if time permits.

Prepare your remarks after reading the paper once again. Make sure you have concisely summarized the paper and your remarks are relevant and helpful. If you are not sure, read the paper and citations again until you are confident.

Prepare your slides with only the most important details/equations/results/etc.

Be happy with a preparation well done.

### **What you should do during the presentation.**

Pay careful attention to the paper's presenter, and try to adjust your comments to create a natural flow from presentation to discussion. This will require modification on your part. Do what you feel comfortable with. For example if the presenter makes a point particularly well, you will probably not want to spend much time on it. On the other hand, if an important idea was not well presented and you feel confident in addressing it, by all means do so.

## ////////////////// **APPENDIX (APMAA2015)** //////////////////////

### **1. Doctoral Colloquium (8 papers per session; 2 sessions)**

Presentations 14:00 p.m.-15:10 p.m. Friday, November 1 (4 papers×2 sessions)  
(two chairs + eight presenters(authors) + eight mentors) (Each paper: 20 min  
Presentation +15 min Advice+ 10 min Q&A)

**Session Chairs and Mentors (advisers)** communicate closely with presenters (authors). A chair sends papers to all mentors and authors in his/her session. A mentor develops PPT file and send it to the chair and the author. A mentor is allocated 15 minutes discussion time per paper to provide constructive inputs to the author. A mentor is required to develop about 15 PPT slides that aim to help the author to improve his/her paper.

Presentations : 14.00 – 17.30

Presenters(Authors), Mentors and Participants going to Rooms for Doctoral Colloquium Presentations/Review/ Q&A @ 45 minutes (20 min presentation, 15 min review, 10 min Q&A)

① 14.00-14.45, ② 14.45-15.30 break ③ 15.40-16.25, ④ 16.25-15.10

## 2. Plenary Talks, Tuesday, October 27 (1 talks)

A **plenary talk** at a conference is a talk that is scheduled at a time when everyone can attend, i.e. at a time when nothing else is scheduled. A **plenary speaker** is the speaker at a plenary talk, usually a notable person who is present by invitation. A **moderator** develops 1-2 PPT slide(s) that provide a profile of the speaker, and also develop 3-5 PPT slides that summarize the speech.

## 3. Two types of Parallel Sessions

(a) **In-depth Parallel Sessions**, Tuesday, October 27 (8 papers) (2 papers per session: a **moderator** + two presenters + two discussants):

Time allotted for each paper in the In-depth Parallel Sessions (A1-A4) is 45 minutes (25 minutes for presentation, 10 minutes for discussion, and 10 minutes for Q&A. A discussant uses about 10 PPT slides developed from the proceedings paper.

(b) **Interactive Paper Sessions**, Wednesday, October 28 (96 papers) (3 papers per session: 20+10+10: a **moderator** + three presenters A, B and C+ three discussants B, C, and A)

An interactive paper session, where 3 papers are presented, is aimed at providing constructive inputs. Moderators, discussants and audiences provide inputs. Each paper will be given 40 minutes (20 minutes for presentation, 10 minutes for discussion and 10 minutes for Q&A). A presenter serves as a discussant of an assigned paper written by other presenters in the same session, and discusses the paper for 10 (5) minutes by using 5-10 PPT slides developed from the proceedings paper.