

# Final Year Project Display and Presentation 2017

## Guidelines and mechanics of the FYPDP 2017 Best Project Award



*For specific questions/queries, kindly contact Engr. Mary Jean Apor or Engr. Hercules R. Cascon of the Recognition and Awards Committee for FYPDP 2017.*



75 cm

m

EXPLORING

NAVIGATION

THE CALICOCHO TEAM

Allison Leach, Bill Riba, Janine Markel, and Ian Woods

California College of the Arts  
Design Research class  
November 3, 2011

methodology

**PHOTO DIARY:** Interviewees took photos of visible landmarks on a single familiar route.

**EXPERT INTERVIEWS:** We spoke to gaming, user experience, and GPS design specialists about navigation.

**MAP DRAWING:** Interviewees drew maps of their neighborhoods from memory.

**INTERVIEW INTERVIEWS:** We asked 10 interviewees to draw maps, and asked settings for discussion.

**IN-DEPTH INTERVIEW:** The experts needed to talk at length about their navigation experience.

**PUBLIC BLOG:** We collected stories about getting lost from the CCA community via a blog.

our research goal

Gavin approached us to conduct research for a new approach to direction mapping that integrates elements of the natural world.

in their own words:

"I still would've wanted to explore that landscape, but I think in the long run it's probably more important to get lost in a way that's not just about the map, but about the experience of being lost."

"I would've liked to see the map, but I think it's more important to get lost in a way that's not just about the map, but about the experience of being lost."

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findings

3 CONTRADICTIONS

We uncovered three thematic, prevailing contradictions regarding navigation:

1 "I use my GPS often, but I wish I could navigate without it."

The respondents expressed that they often used their GPS. They also expressed a desire to navigate without it, which was a contradiction.

2 "The accuracy isn't getting lost, it's even got lost as purpose."

The respondents expressed that they often used their GPS. They also expressed a desire to navigate without it, which was a contradiction.

3 "I don't use a GPS to give directions."

The respondents expressed that they often used their GPS. They also expressed a desire to navigate without it, which was a contradiction.

NAVIGATION—BEYOND A TO B

Our research shows that there is more to navigation than getting from point A to B. Learning, exploring, and sharing are essential parts of the holistic navigation experience.

Getting from A to B

Most of the time, the purpose of navigation is to get from point A to point B. It's not about the journey, it's about the destination.

Exploring

Exploring is the act of discovering new things. It's about the journey, not the destination. It's about the experience of being lost.

Learning

Learning is the act of gaining new knowledge. It's about the journey, not the destination. It's about the experience of being lost.

Sharing

Sharing is the act of sharing new experiences. It's about the journey, not the destination. It's about the experience of being lost.

primary insight

A desired navigation experience:

- creates a learning adventure
- supports self-efficacy, curiosity and empathy
- evokes a multi-sensory journey

opportunities

EXPAND NAVIGATION SYSTEMS INTO THE LEARNING, EXPLORING AND SHARING ARENAS

For this research project we observed people's behavior and interviewed them about navigation in their natural environments to see where they encounter problems, and how to gain a better understanding of their needs and wants.

Our respondents showed us that there is a need for navigation systems that help them get from A to B, but also offer options for learning, exploring, and sharing. We saw that there is a need for navigation systems that support learning, exploring, and sharing.

How can navigation systems help users build upon their innate navigational capabilities?

How can navigation systems encourage people to learn and explore their surroundings?

How can navigation systems encourage people to share their experiences with others?



For specific concerns/queries, you may contact Engr. Bonn Kleiford Seranilla of the IE department.

## ABSTRACT

An abstract is a brief summary of the main facts and conclusions in the report. It should be viewed as a stand-alone document – something that can be read and understood independently of the rest of the report. This is because it often *is* read independently by readers who want only a general idea of the report's content. Therefore, you must craft the abstract carefully, making sure to include only pertinent information in a logical order.

The abstract must generally include the following information in the following order:

- The objective of the experiment
- A *brief* explanation of the methodology (typically 1-3 sentences will suffice)
- A summary of your results (give numerical values, if applicable)
- An explanation of the larger significance of your work ("The results suggest..." or "The results indicate..." or "The results demonstrate...")

Two optional elements of an abstract are "Background" and "Scope." Background information often explains the motivation or engineering context of the experiment. Scope defines the limits or parameters of the experiment. If you choose to include a background statement, place it before the objective statement. If you choose to include a scope statement, place it after the objective statement.

### **Abstracts should:**

- Be one paragraph in length
- Be written in the present tense (except methodology, which can be written in the past tense)
- Be concise, but still include words like "a" and "the"

### **Abstracts should not:**

- Include extensive background material, i.e., no developed discussion of the problem (or need) that led to this work; however, as stated above, you may include a brief reference to the problem in relation to the objective of the experiment.
- Include overly broad conclusions which are not developed in the report
- Cite references
- Refer to any part of the report
- Include figures, tables, equations, or footnotes

*Excerpted from the on-line notes of Prof. Kimberly Kurtis of the School of Civil and Environmental Engineering at the Georgia Institute of Technology*

# Title of the research/experiment

Firstname Familyname\*, Firstname Familyname, Firstname Familyname  
, Departmentname, Universityname, Address  
\* email address of corresponding author

**Abstract** - A concise and factual abstract is required. The abstract should state briefly the purpose of the research, the principal results and major conclusions. References are normally not cited here. Non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself. Non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself. Non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself (max. 200 words).

**Keywords:** word1; word2; word3; word4; word5. (for example, vegetable oil, oil refining, oil bleaching, essential oil.)

## I. INTRODUCTION

State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. Please follow in-text referencing example (Author name, year).

FINAL NOTE: THE NUMBER OF PAGES IS LIMITED TO 6 ONLY TO FORCE THE WRITING TO BE DIRECT AND CONCISE.

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## II. EXPERIMENTAL

Provide sufficient detail to allow the work to be reproduced. Methods already published should be indicated by a reference; only relevant modifications should be described. If necessary, provide figure or table. Methods already published should be indicated by a reference; only relevant modifications should be described.

Methods already published should be indicated by a reference; only relevant modifications should be described.

For equations, use a table with invisible grid as container. Use Microsoft Equation 3.0 (object):

$$x = \frac{\cos 4z}{\tan^{-1}(5/\sin 3y)} + H \quad (1)$$

Methods already published should be indicated by a reference; only relevant modifications should be described. If necessary, provide figure or table.

## III. RESULTS AND DISCUSSION

A combined Results and Discussion section is often appropriate. Results should be clear and concise. This should explore the significance of the results of the work, not repeat them. Avoid extensive citations and discussion of published literature. Results should be clear and concise. Do not use the research objectives (word for word) as headings but rather think of an appropriate heading that will describe the data/results you obtained.

### III. 1. Subsection title

This should explore the significance of the results of the work, not repeat them.

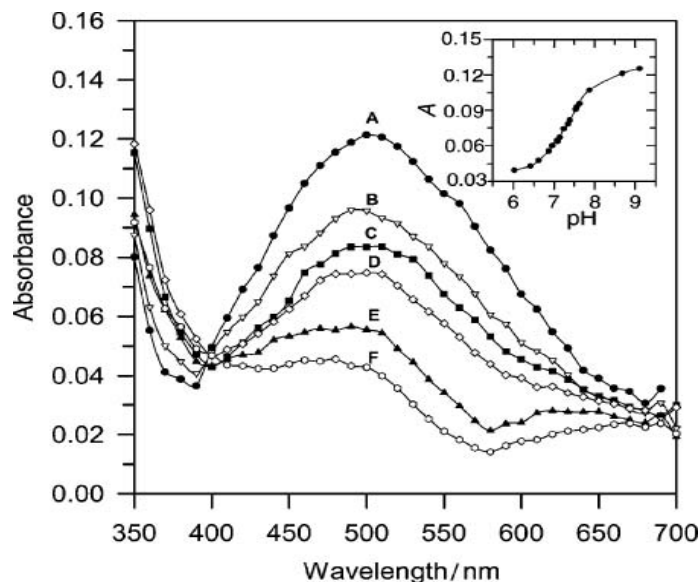


Fig. 1. Provide caption of figure here. Do not put grids inside the graph area (see above); put legends inside the draw area. You can make graph in Excel, copy/paste into Powerpoint and save as picture file (TIFF, JPEG). Using Windows Explorer, copy picture file and paste unto the document.

This should explore the significance of the results of the work, not repeat them [6].

Avoid extensive citations and discussion of published literature.

This should explore the significance of the results of the work, not repeat them.



III. 2. Subsection title

Avoid extensive citations and discussion of published literature. This should explore the significance of the results of the work, not repeat them.

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Table. 1. Put proper table caption here above the table.

| Abbreviated Name | Molecular Formula   | MW    | Physical properties (at 25 °C) |          |            |
|------------------|---|-------|--------------------------------|----------|------------|
|                  |   |       | ρ, g/cm <sup>3</sup>           | μ, cP    | δ, dyne/cm |
| [Ph3t][NTF]      | C <sub>34</sub> H <sub>68</sub> F <sub>6</sub> NO <sub>4</sub> PS <sub>2</sub>              | 764.0 | 1.080 [12]                     | 145 [12] | 33.08 [13] |
| [OMA][NTF]       | C <sub>27</sub> H <sub>54</sub> F <sub>6</sub> N <sub>2</sub> O <sub>4</sub> S <sub>2</sub> | 648.8 | 1.105 <sup>b</sup>             | 136 [14] | 27.93 [15] |
| [Ph3t][DCN]      | C <sub>34</sub> H <sub>68</sub> N <sub>3</sub> P  | 549.9 | 0.904 [12]                     | 201 [12] | 35.04 [13] |

<sup>a</sup> mole fraction solubility of water in ionic liquid extractant  
<sup>b</sup> density data from product literature  
<sup>c</sup> measured gravimetrically in this study  
<sup>d</sup> solubility of extractant in water (solubility of water in extractant)

To make a good table and avoid the hassles of space restrictions, make the table in a separate Word document. Do not provide shading. No table entries in bold setting. Do not put vertical gridlines (just like the sample table above). For numerous legends, use letter exponents instead of asterisks. Show the table in Print Preview in a size as big as possible, print screen and paste the screen capture as picture onto your report document. Set picture to locked aspect ratio. Crop out and adjust size to have a clearer table.

This should explore the significance of the results of the work, not repeat them. This should explore the significance of the results of the work, not repeat them.

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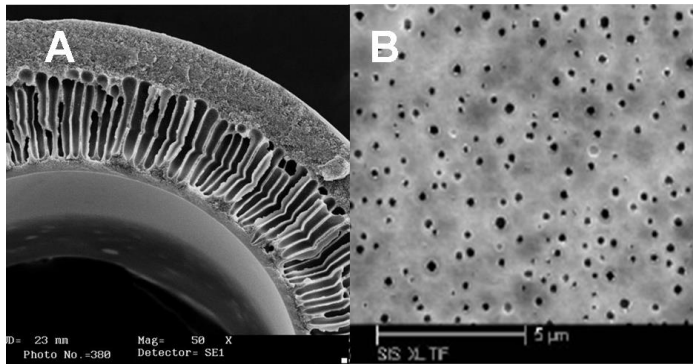


Fig. 2. Provide caption below the figure. You should do picture editing in Powerpoint (cropping, adding captions, letters, arrows, etc.) so that you picture will be like the one shown above.

Avoid extensive citations and discussion of published literature. This should explore the significance of the results of the work, not repeat them. This should explore the significance of the results of the work, not repeat them. Avoid extensive citations and discussion of published literature.

IV. CONCLUSION

The main conclusions of the study may be presented in a short Conclusions section. The main conclusions of the study may be presented in a short Conclusions section. The main conclusions of the study may be presented in a short Conclusions section. The main conclusions of the study may be presented in a short Conclusions section. The main conclusions of the study may be presented in a short Conclusions section. The main conclusions of the study may be presented in a short Conclusions section. The main conclusions of the study may be presented in a short Conclusions section. The main conclusions of the study may be presented in a short Conclusions section.

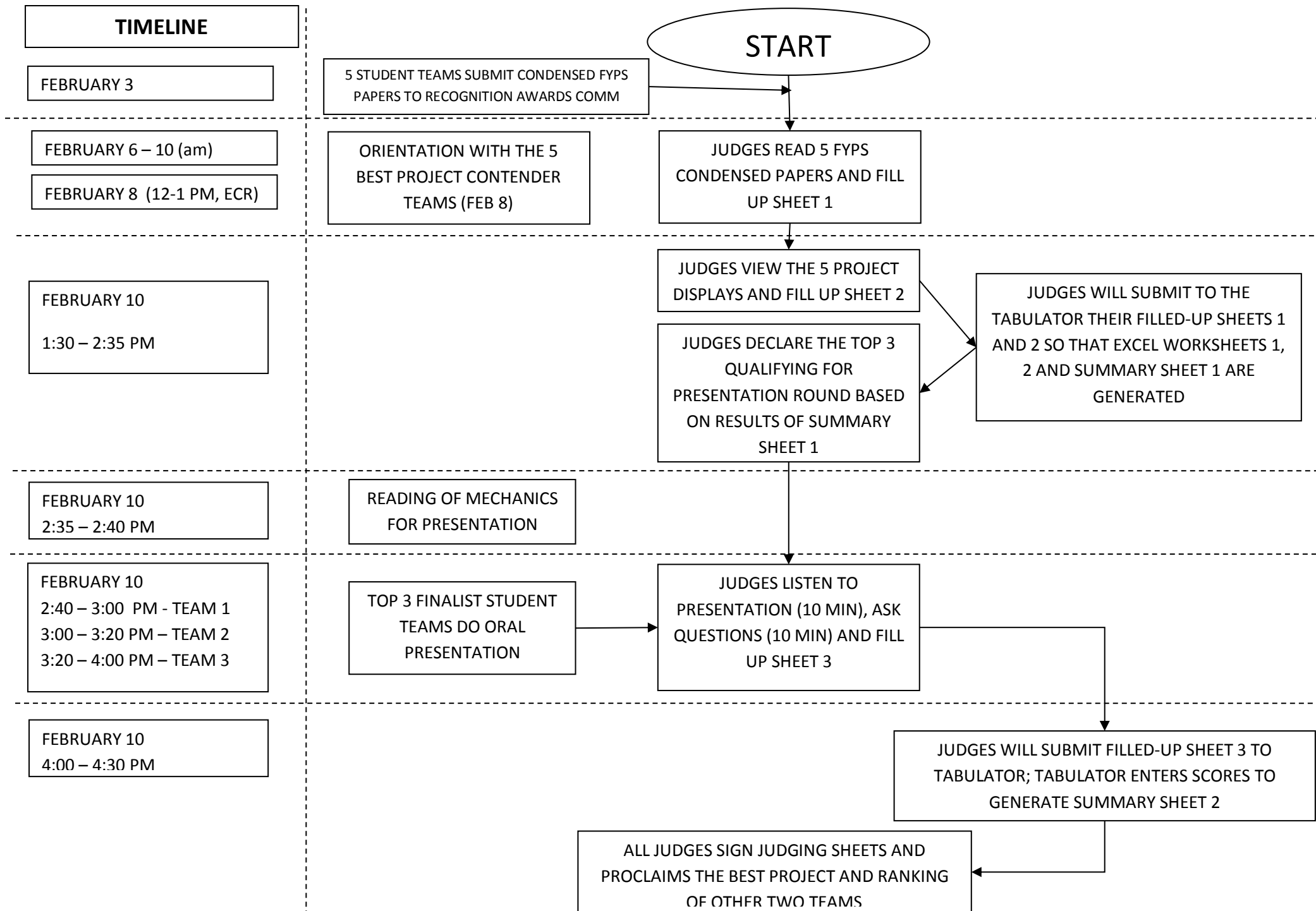
FINAL NOTE: THE NUMBER OF PAGES IS LIMITED TO 6 ONLY TO FORCE THE WRITING TO BE DIRECT AND CONCISE.

V. ACKNOWLEDGEMENT

Collate acknowledgements in a separate section at the end of the article before the references. Cite here individuals/organizations who provided help during the research. Two sentences maximum, maintain scientific tone even here, avoid “sentimental” slum-book kind of statements.

VI. REFERENCES

[1]. J. van der Geer, J.A.J. Hanraads, R.A. Lupton, The art of writing a scientific article, J. Sci. Commun. 163 (2010) 51–59.  
[2]. Or follow APA style of referencing.....only those cited in the article version will be included here, arranged alphabetically. Do not categorize the references.....



**GENERAL GUIDELINES:**

**1. Best Project award of the College of Engineering Final Year Project Display and Presentation is composed of 3 MAJOR CRITERIA:**

**TECHNICAL CONTENT OF THE CONDENSED FYPS PAPER - 40 PTS MAX**

Technical process (12 PTS MAX)

Creative ability (12 PTS MAX)

Social relevance (8 PTS MAX)

Thoroughness and Clarity (4 PTS MAX)

Skill (4 PTS MAX)

**PROJECT DISPLAY COMPONENT – 20 PTS MAX**

Content (8 PTS MAX)

Organization (6 PTS MAX)

Quality (6 PTS MAX)

**PROJECT TEAM PRESENTATION – 40 PTS MAX**

Delivery (8 PTS MAX)

Clarity (8 PTS MAX)

Duration (8 PTS MAX)

Questions & Answers (8 PTS MAX)

Visual Aids (8 PTS MAX)

**2. ALL PROJECTS (EACH REPRESENTING THE ENGG PROGRAMS OF THE COLLEGE COMPETE FOR THE FIRST AND SECOND CRITERIA. THEIR SCORES WILL BE TABULATED AND RANKED TO GET THE TOP THREE PROJECTS. ANNOUNCEMENT OF THE TOP THREE WILL BE DONE IN NO PARTICULAR ORDER.**

**3. THE TOP THREE PROJECTS WILL QUALIFY FOR PRESENTATION (10 MIN PPT, 10 Q &A). ASIDE FROM THE STUDENT TEAMS AND JUDGES, ONLY THE FACILITATOR/TABULATOR WILL BE ALLOWED INSIDE THE PRESENTATION ROOM.**

**4. PROJECT ADVISERS MAY WITNESS THE TABULATION PROCESSES DURING THE CONTEST BUT NOT DURING THE PRESENTATION, Q&A AND DELIBERATION (IN CASE OF TIE)**

**XAVIER UNIVERSITY-ATENEO DE CAGAYAN**  
College of Engineering  
**Final Year Project Display & Presentation (FYDPDP) – SHEET 1**

NAME OF JUDGE/PANELIST: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

| N | RESEARCH TITLES | TECHNICAL/RESEARCH COMPONENT (40 POINTS MAX) |                     |                     |                     |                     |                          |                     |          |
|---|-----------------|--|---------------------|---------------------|---------------------|---------------------|--------------------------|---------------------|----------|
|   |                 | Technical Process                            |                     | Creative Ability    |                     | Social Relevance    | Thoroughness and Clarity | Skill               | Subtotal |
|   |                 | A<br>(6 POINTS MAX)                          | B<br>(6 POINTS MAX) | C<br>(6 POINTS MAX) | D<br>(6 POINTS MAX) | E<br>(8 POINTS MAX) | F<br>(4 POINTS MAX)      | G<br>(4 POINTS MAX) | H        |
| 1 |                 |  |                     |                     |                     |                     |                          |                     |          |
| 2 |                 |  |                     |                     |                     |                     |                          |                     |          |
| 3 |                 |  |                     |                     |                     |                     |                          |                     |          |
| 4 |                 |  |                     |                     |                     |                     |                          |                     |          |
| 5 |                 |  |                     |                     |                     |                     |                          |                     |          |

| COMPONENT                | ITEM | CRITERIA SHOULD ANSWER THE FOLLOWING RELEVANT QUESTIONS...  |
|--------------------------|------|---|
| Technical Process        | A    | Does a project have a clear, concise objective? Is the objective relevant to the potential user's needs?  |
|                          | B    | Is the solution workable? Acceptable to the potential user? Economically feasible? Could the solution be utilized successfully in design or construction of a product? Is the solution a significant improvement over previous alternatives? Has the solution been tested for performance under the conditions for use?                             |
| Creative Ability         | C    | Does the project show creative ability and originality in: the research questions asked? The approach to solving the problem? The analysis of the data? The interpretation of the data? The use of equipment? The construction or design of new equipment?  |
|                          | D    | Does the project show a creative contribution, which promotes an efficient and reliable method for solving a problem? What process did the student or team use to choose this project? Where did the idea come from?  |
| Social Relevance         | E    | Does the research output project vital social implication and benefits? Does the study support the needs of its direct or indirect community? Does the study promote environmental and social acceptability? Does the study promote policy formulation and application in solving local/national/social issues/problems?                            |
| Thoroughness and Clarity | F    | How completely was the problem covered? Are the conclusions based on a single trial or replication? Is the team familiar with scientific literature in the studied field? How clearly does the team discuss their project and explain the objective, design and conclusions?  |
| Skill                    | G    | Does the team have the required laboratory, computation, observational, and design skills to obtain the supporting data? If the crucial equipment is not part of University labs, was it designed and built independently by the team? Is data obtained of good quality (within expected variance)? Is mathematical skill evident in data analysis? |



**XAVIER UNIVERSITY-ATENEO DE CAGAYAN**  
College of Engineering  
**Final Year Project Display & Presentation (FYDP) – JUDGING SHEET 1 - continued**

Space allocated for questions or clarification/s on the day of the defense .....

| N | RESEARCH TITLES | YOU MAY WRITE YOUR QUESTIONS HERE.... |
|---|-----------------|---------------------------------------|
| 1 |                 |                                       |
| 2 |                 |                                       |
| 3 |                 |                                       |
| 4 |                 |                                       |
| 5 |                 |                                       |

**XAVIER UNIVERSITY-ATENEO DE CAGAYAN**  
College of Engineering  
**Final Year Project Display & Presentation (FYDPD) –SHEET 2**

NAME OF JUDGE/PANELIST: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

| N | RESEARCH TITLES | DISPLAY COMPONENT        |                               |                          | SUBTOTAL (20 pts max)<br>L |
|---|-----------------|--------------------------|-------------------------------|--------------------------|----------------------------|
|   |                 | Content (8 pts max)<br>I | Organization (6 pts max)<br>J | Quality (6 pts max)<br>K |                            |
| 1 |                 |                          |                               |                          |                            |
| 2 |                 |                          |                               |                          |                            |
| 3 |                 |                          |                               |                          |                            |
| 4 |                 |                          |                               |                          |                            |
| 5 |                 |                          |                               |                          |                            |

|                                 |   |
|---------------------------------|---|
| <b>Content (8 pts max)</b>      | Display items are chosen carefully to completely portray not only technical content of the work, but also the process followed in completing the project.   |
| <b>Organization (6 pts max)</b> | The display should serve both to showcase the project and to support the presentation.<br>Appropriate placement of displays and posters were considered, such that these are visible to all members of the audience.            |
| <b>Quality (6 pts max)</b>      | Exhibits must be professional in appearance.<br>Display items are labeled with signs using a font large enough to be read from a reasonable distance.<br>Special effort is dedicated to maintaining a clean, organized exhibit. |

**XAVIER UNIVERSITY-ATENEO DE CAGAYAN**  
 College of Engineering  
 Final Year Project Study (FYPS) – SUMMARY SHEET I

NAME JUDGE/PANELIST 1: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

NAME JUDGE/PANELIST 2: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

NAME JUDGE/PANELIST 3: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

**TABULATION, COMPUTATION AND RANKING FOR TOP 3**

|   |                 | JUDGE A                         |                      |           | JUDGE B                         |                      |           | JUDGE C                         |                      |           | GRAND<br><br>TOTAL | RANK |
|---|-----------------|---------------------------------|----------------------|-----------|---------------------------------|----------------------|-----------|---------------------------------|----------------------|-----------|--------------------|------|
| N | RESEARCH TITLES | COMPONENTS                      |                      | SUBTOTAL  | COMPONENTS                      |                      | SUBTOTAL  | COMPONENTS                      |                      | SUBTOTAL  |                    |      |
|   |                 | TECHNICAL/RESEARCH<br>COMPONENT | DISPLAY<br>COMPONENT | M = H + L | TECHNICAL/RESEARCH<br>COMPONENT | DISPLAY<br>COMPONENT | M = H + L | TECHNICAL/RESEARCH<br>COMPONENT | DISPLAY<br>COMPONENT | M = H + L |                    |      |
|   |                 | H                               | L                    | M         | H                               | L                    | M         | H                               | L                    | M         |                    |      |
| 1 |                 |                                 |                      |           |                                 |                      |           |                                 |                      |           |                    |      |
| 2 |                 |                                 |                      |           |                                 |                      |           |                                 |                      |           |                    |      |
| 3 |                 |                                 |                      |           |                                 |                      |           |                                 |                      |           |                    |      |
| 4 |                 |                                 |                      |           |                                 |                      |           |                                 |                      |           |                    |      |
| 5 |                 |                                 |                      |           |                                 |                      |           |                                 |                      |           |                    |      |

TABULATOR NAME AND SIGNATURE\_\_\_\_\_

**XAVIER UNIVERSITY-ATENEO DE CAGAYAN**

College of Engineering

**Final Year Project Display & Presentation (FYDPD) – SHEET 3**

NAME OF JUDGE/PANELIST: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

| N | RESEARCH TITLES | PRESENTATION COMPONENT       |                             |                              |   |                             | TOTAL<br>(40 PTS MAX)<br>S |
|---|-----------------|------------------------------|-----------------------------|------------------------------|---|-----------------------------|----------------------------|
|   |                 | Delivery<br>(8 PTS MAX)<br>N | Clarity<br>(8 PTS MAX)<br>O | Duration<br>(8 PTS MAX)<br>P | Questions & Answers<br>(8 PTS MAX)<br>Q | Visual Aids<br>(8 PTS)<br>R |                            |
| 1 |                 |                              |                             |                              |   |                             |                            |
| 2 |                 |                              |                             |                              |   |                             |                            |
| 3 |                 |                              |                             |                              |   |                             |                            |

|  |  |
|--|--|
| <b>Delivery (8 PTS MAX)</b>              | A good presentation delivery is accomplished by looking at the audience, by speaking with a loud and articulate voice, and by employing variable vocal tones to convey important points. |
| <b>Clarity (8 PTS MAX)</b>               | Thoughts should be well-structured to provide a natural flow from one point to the next.   |
| <b>Duration (8 PTS MAX)</b>              | The presentation must be completed within the allocated time of <b>10 minutes</b> .  |
| <b>Questions and Answers (8 PTS MAX)</b> | Questions should be answered concisely, without launching into a whole new presentation.   |
| <b>Visual Aids (8 PTS MAX)</b>           | The visual aids (PPT, etc) should serve as tools for supporting a presentation and questions.  |

**XAVIER UNIVERSITY-ATENEO DE CAGAYAN**  
College of Engineering  
**Final Year Project Study (FYPS) – SUMMARY SHEET 2**

NAME JUDGE/PANELIST 1: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

NAME JUDGE/PANELIST 2: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

NAME JUDGE/PANELIST 3: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

**FINAL TABULATION, COMPUTATION AND RANKING**

| No. | RESEARCH TITLE | JUDGE 1 |   |   |                      | JUDGE 2 |   |   |                      | JUDGE 3 |   |   |                      | TOTAL AVE<br>SCORE<br>(T1+T2+T3)/3 | FINAL<br>RANK<br>(1 <sup>ST</sup> , 2 <sup>ND</sup> ,<br>3 <sup>RD</sup> ) |
|-----|----------------|---------|---|---|----------------------|---------|---|---|----------------------|---------|---|---|----------------------|------------------------------------|--|
|     |                | H       | L | S | TOTAL<br>SCORE<br>T1 | H       | L | S | TOTAL<br>SCORE<br>T2 | H       | L | S | TOTAL<br>SCORE<br>T3 |                                    |  |
| 1   |                |         |   |   |                      |         |   |   |                      |         |   |   |                      |                                    |  |
| 2   |                |         |   |   |                      |         |   |   |                      |         |   |   |                      |                                    |  |
| 3   |                |         |   |   |                      |         |   |   |                      |         |   |   |                      |                                    |  |

H (RESEARCH PAPER TECHNICAL CONTENT) + L (DISPLAY COMPONENT) + S (PRESENTATION COMPONENT)      MAX POSSIBLE TOTAL SCORE = 100 PTS

TABULATOR NAME AND SIGNATURE \_\_\_\_\_