



## **Billion Oyster Project Student Symposium Guidelines 2023**

***\*In-person on Friday, June 2nd 2023 – 10:00am-2:00pm\****

**PLEASE [RSVP HERE](#) (by Monday, May 1st)**

### **Overview**

Every year BOP hosts a Student Symposium which is an opportunity for students from across New York City to showcase their research, learning, and projects related to their local waterways. This year Billion Oyster Project is excited to accept a wide variety of student projects related to New York Harbor. Projects may include, but are not limited to: art, design, engineering, scientific research, advocacy, environmental justice, recorded interviews, and more. We welcome students to think outside the box for projects this year!

### **Guest Reviewers**

Every year BOP recruits and trains Guest Reviewers to provide individualized feedback for each and every student project. Guest Reviewers are caring adults, vetted from our greater BOP community who volunteer their time to help us at the Symposium. This is an essential tenet of our Symposium for the following reasons:

- Students feel they and their work is being taken seriously.
- Students have fun talking about their work to an unfamiliar adult, and this develops their communication skills.
- BOP can identify strong work and acknowledge the specific strengths of each piece of work.

Each Guest Reviewer is given a group of student projects on which to focus. During the Symposium, the guest reviewers ask the students questions about their projects such as:

- Reasons for choosing the topic
- Reasons for choosing the medium / method
- Lessons learned along the way
- Highlights and lowlights of the experience
- Future ideas or plans in this area of work

## **Important Dates**

### **RSVP Accepted: *from Friday, March 31 through Monday, May 1, 2023***

The RSVP collects approximate numbers of projects and students for our planning purposes.

### **Project Commitment Accepted: *from Monday, May 1 through Friday, May 19, 2023***

- Student projects will NOT be eligible for a Guest Review or an award if Project Commitment is not turned in on time.
- Final projects do NOT need to be completed when you submit the Project Commitment
- Project Commitment includes:
  - Name of School/Organization
  - Name of Teachers(s)
  - Name(s) of project creator(s)
  - Title of Project
  - Short Abstract about project

### **Final Projects Accepted: *from Friday, May 19 through Thursday, June 1, 2023***

You or your students will submit final projects into a portal on our website. The final project can be a digital project (like a video or a slide deck) or it can be a photo of a physical project (like a diorama, model or research poster).

### **BOP Student Symposium: *Friday June 2nd, 2023***

You and your students will bring your final projects to Governors Island!

## **Things to know about the Symposium**

- The Symposium is held on Governors Island.
- The ferry from the Battery Maritime Building in Manhattan to Governors Island will be free for all students and accompanying adults. NYC Ferry from other locations to Governors Island requires you to pay for tickets.
- The Symposium is held outdoors under a large tent.
- There will NOT be walls on which to hang posters, so we recommend using a trifold poster that can stand up by itself or a poster that can lean on a tabletop easel.
- We provide tables on which to set up each project.
- We can provide tabletop easels.

- We provide electricity, extension cords, and WiFi. If you need an electronic device such as a laptop or tablet you will need to bring it with you.
- We provide a simple lunch (sandwich, fruit, chips) for all students and accompanying adults.
- There will be an Exemplary Project Award Ceremony at the end of the event

### **Coming Up With a Project Idea**

**Topic + Format = Project Submission**

#### **Topics**

**What aspect of New York Harbor are you focusing on?**

- Ecosystems of NY Harbor
- Built Environment of NY Harbor
- Human Interaction with NY Harbor
- Advocacy and NY Harbor
- Strengthening Communities
- Environmental Justice
- Oysters in NY Harbor
- History of NY Harbor
- Climate Change and NY Harbor
- Sustainable Design or Redesign
- Your Local Waterfront
- ***Your Own Creative Idea about NY Harbor!***

#### **Formats**

**You can Submit your work under one of the following formats:**

- Visual Art
- Recorded Interview
- Informational Slideshow
- Creative Writing
- Short Fiction and Creative Nonfiction Writing
- Short Video
- Advocacy Campaign
- Written Magazine or Newspaper Article
- Traditional Scientific Research

#### **Exemplary Projects**

BOP celebrates exemplary projects by announcing them at the Symposium Celebration, featuring them on BOP's social media and website and presenting them with a trophy.

Exemplary projects demonstrate students':

- *personal investment* in their project
- *craftsmanship* in executing their project, and
- *reflectiveness* when they discuss their project with adult reviewers.

Projects will be judged within one of four **grade bands**:

- pK-2
- 3-5
- 6-8
- 9-12

See examples of past projects here:

- 2022: <https://www.flickr.com/photos/nyhf/albums/72177720299769646>
- 2021: <https://www.billionoysterproject.org/2021-symposium-projects>

### **Symposium Project Requirements**

- Every student you bring to the Symposium must be able to talk informally, but confidently, about their project with other students and adults. Students will NOT be giving a formal presentation about their project.
- Projects can be authored by an individual student or by a group of students. In the case of group projects, there should be no more than 8-10 students working together on a single project.
- Each Symposium project must include some sort of poster, signage or written interpretation. For example, if your students make a diorama, they should also have some writing about their diorama. (Note: We recommend using a tri-fold poster because it stands up by itself.)
- The writing can include answers to questions such as:
  - What was the process you went through to choose your Symposium topic and format?
  - What inspired you to choose your topic?
  - What were the steps you went through to create your final project? Where did you do your research? How did you take that research and incorporate it into your project? What kind of drafting and revision did you go through to get to your final project?
  - What is your own reflection on your project? What would you do differently if you had more time or if you did the project again? What would you do if you had a budget to spend on your project?

### **Professional Development Opportunities to help prepare for the Symposium**

***Student Symposium Info Session*** - These discussion-based, virtual sessions will be offered several times in order to help teachers learn about and prepare for the Symposium.

- Wednesday, December 14, 2022 @ 4:00pm
- Wednesday, January 11th, 2023 @ 4:00pm

- Thursday, February 16, 2023 @ 4:00pm

**Field Season Kickoff** - In-person event, location TBD. Learn more about the Symposium and network with other teachers who will be bringing their students!

- Tuesday, March 21, 2023 @ 4:00pm

**Get Those Symposium Projects Across the Finish Line!** - Do you have students planning to participate in the Symposium? Do you have projects that need loose ends tied up before submission? Do you have some questions about how to get your students across the finish line? If yes, join us for a 90-minute, virtual discussion session!

- Thursday, April 20, 2023 @ 4:00pm
- Tuesday, April 26, 2023 @ 4:00pm

## **FAQs**

**My students have a question they are investigating, but they won't have an answer by June 2nd!**

**What should we do?**

We are not expecting your students' project to be a traditional scientific research project. We recognize that science is an ongoing process. We at Billion Oyster Project do not have all the answers yet to all our investigation questions, so we encourage inquiry. While your investigations/questions can be ongoing or unanswered, we ask for the submitted product to be finished and for a meaningful explanation about the status of the investigation.

**Are group projects allowed?**

Yes! We encourage students to collaborate on projects. Ideally, there are no more than 8-10 students working together on a single project.

**Can a school/teacher/class/student bring more than one project?**

Yes! You may bring more than one project. You may bring multiple projects in multiple topics and formats. Our intention is for the Symposium to be inclusive!

**Can we bring students to view the Symposium that are not part of a project team?**

No. Unfortunately we only have the capacity to host students who are presenting projects. Please do not bring any students as observers.

**Who will review project submissions?**

BOP will invite a diverse pool of Guest Reviewers from our network of harbor educators, scientists, and maritime industry experts in order to provide individualized feedback for every project submission.

**What will the Guest Reviewers and others be interested in hearing about when we talk about my project?**

You should be able to speak comfortably about the following:

- The process you went through to create your project
- How your project changed or morphed as you worked on it
- What you enjoyed about working on your project
- What was challenging about working on your project
- Your reflections as you look back on the process and the final draft of your project

**Is there a cost associated with the Symposium?**

No! The Symposium is free for all participants!

**Help! My question isn't listed here.**

Please feel free to contact us if you would like help developing an idea or project -- we'd love to talk it over with you! Email us at [educate@nyharbor.org](mailto:educate@nyharbor.org).



## Visual Art

	1	2	3
<b>Accuracy of Information</b>	Information about New York Harbor is missing or mostly inaccurate.	Information about New York Harbor is present and mostly accurate.	Information about New York Harbor is present, mostly accurate, and integral to the piece.
<b>Authorship</b>	No evidence of authorship.	Students demonstrated some authorship.	Students obviously led and created this work!
<b>Personal Investment</b>	No evidence of personal investment.	Not very enthusiastic about the work.	Students express how and why this project matters to them.
<b>Craftsmanship</b>	No evidence of craftsmanship.	Well crafted.	Students practiced close attention, and drafted and revised.
<b>Reflection</b>	No evidence of reflection.	Some reflection.	Students show self-awareness of progress over time.



### Recorded Interview

	1	2	3
<b>Research and preparation</b>	The student did not have questions prepared and did not appear to have done background research.	The student had some questions prepared but seemed to have done limited background research.	The student clearly prepared questions informed by background research prior to the interview.
<b>Arc and purpose</b>	The interview is scattered and does not follow a clear path or theme.	The interview has somewhat of an arc and the questions occasionally bring the purpose back into focus.	The interview is shaped by the questions asked, having a clear arc and purpose.
<b>Questioning technique</b>	The students frame their questions to allow the interviewee to elaborate on their responses, and allow time for elaboration rarely.	The students frame their questions to allow the interviewee to elaborate on their responses, and allow time for elaboration occasionally.	The students frame their questions to allow the interviewee to elaborate on their responses, and allow time for elaboration often.
<b>Follow up questions</b>	The students ask follow-up questions based on the interviewee's responses rarely.	The students ask follow-up questions based on the interviewee's responses occasionally.	The students ask follow-up questions based on the interviewee's responses often.
<b>Relevance to New York Harbor</b>	The interview has no relation to New York Harbor.	The interview has some relation to New York Harbor.	The interview has a clear relation to the New York Harbor.





### Informational slideshow

	1	2	3
<b>Legibility and Visual appeal</b>	Information and images on the slides were challenging to read and haphazardly formatted.	Information and images on the slides were mostly legible and show evidence of intentional formatting.	Information and images included on the slides were easy to read and visually appealing.
<b>Content</b>	Information and images on the slides were coherent and delivered the intended message rarely. .	Information and images on the slides were coherent and delivered the intended message sometimes.	Information and images on the slides were coherent and delivered the intended message often.
<b>Accuracy of information</b>	Information about New York Harbor was missing or mostly inaccurate.	Information about New York Harbor was present and mostly accurate.	Information about New York Harbor was accurate and in depth.
<b>Presentation</b>	Students read directly from the slides.	Students read directly from the slides and then elaborated on what was written.	Students used each slide as a jumping-off point for a brief, engaging, & insightful comment.
<b>Articulated purpose</b>	Students do not articulate the purpose and goal of their presentation.	Students attempted to articulate the purpose and goal of their presentation.	Students clearly articulated the purpose and goal of their presentation.



### Creative Writing - Poetry

	1	2	3
<b>Imagery and Engagement</b>	Poem contains limited content that is engaging for the reader.	Poem contains some imagery and content, but is inconsistent in its use.	Poem contains imagery and content that engages the reader throughout.
<b>Style and Organization</b>	The poem's style and organization are not suitable for the task, purpose, and audience.	The poem's style and organization are suitable for the task, purpose, and audience.	The poem's style and organization are well-suited to task, purpose, and audience.
<b>Ideas</b>	Ideas expressed in the poem are limited in their creativity and substance.	Ideas expressed in the poem are creative or thoughtful, but not developed or elaborated.	Ideas expressed in the poem are creative, thoughtful, and thoroughly developed.



### Short Fiction and Creative Nonfiction Writing

	1	2	3
<b>Engage and orient the reader</b>	It is hard to follow a logical sequence of events.	Events unfold logically in sequence. It may be hard to understand the context, or it may be unclear who the characters are and what they have to do with the piece.	From the start of the piece, the author establishes context and characters. Events unfold logically in sequence.
<b>Narrative technique</b>	There is minimal dialogue and description, and the pacing seems haphazard or unintentional.	The author uses dialogue, pacing, and/or description, but these tools are not very successful at giving life to the characters and/or events in the story.	The author uses dialogue, pacing, and/or description to give life to the characters and/or events in the story.
<b>Language and Sensory Detail</b>	The choice of words does not contribute to the uniqueness of the piece. Sensory details are lacking.	The author chooses a few words carefully or provides a few sensory details, but most of the piece is lacking these things.	Precise words and sensory detail are used throughout the piece.



## Advocacy Campaign

	1	2	3
<b>Identifying the problem</b>	Student does not identify a problem to be addressed.	Student presents a problem but it is not clearly defined (e.g.the student does not focus on one issue).	Student clearly identifies the problem.
<b>Background Information</b>	Student lacks relevant factual information.	Student presents relevant information related to the topic.	Student clearly researched and presents accurate information (e.g statistics, or examples).
<b>Actionable Item</b>	Student does not include any actions that should be taken by the audience.	Student is vague about what actions should be taken by the audience.	Student clearly outlines what action(s) should be taken by the audience.
<b>Persuasive argument</b>	Student presents an argument that lacks persuasion and/or enthusiasm.	Student shows effort in developing a persuasive argument. Student attempts to connect to the reader but with limited success.	Student presents a persuasive argument for why the audience should care about their topic. The student connects to the reader using personal connections, humor, repetition or another writing technique.



### Short Video

	1	2	3
<b>Content</b>	The video is difficult to follow and the topic is unclear.	The video is easy to follow but the purpose of the video is unclear.	The video is easy to follow, and shows a clear purpose.
<b>Audio</b>	The audio is not clear or does not include any audio.	The audio is easily heard but incomprehensible or included copyrighted music.	The audio is clearly heard, and does not include copyrighted music.
<b>Visual</b>	The visuals are of poor quality.	The visuals are suitable but could be improved.	The visuals are clear and of good quality.
<b>Background &amp; sources</b>	The student does not include any research in their video.	The student conducted some background research but did not cite their sources.	The student conducted background research and cited their sources.



### Written Magazine or Newspaper Article

	1	2	3
<b>Written argument (point of view)</b>	The article does not have a clear purpose, nor provide a unique perspective, and is not informative or relevant.	The article is informative but it does not have a clear purpose or provide a unique perspective.	The article provides a unique perspective with a clear purpose.
<b>Headline</b>	The headline is not accurate and not strongly connected to the article.	The headline is accurate, but it does not capture the reader's attention.	The headline is accurate and captures the reader's attention bringing the reader into the article.
<b>Reporting</b>	The sources of information are lacking or unrelated to the purpose of the article.	The sources of information are perhaps reliable but not strongly connected to the purpose of the article.	The sources of information are plentiful, reliable, and strongly related to the purpose of the article. (I spoke to this person about this issue because they are an expert in...)



### Traditional Scientific Research Project

	1	2	3
<b>Background Research</b>	Poster's background research provides minimal context for the investigation, or a lot of irrelevant information to the investigation.	Poster's background research provides relevant context for the investigation, but it needs significant improvement in one or more areas: the information is not accurate, the sources used are not likely to be reliable, sources are not cited appropriately.	Poster's background research provides relevant context for the investigation. The information presented is accurate, comes from sources purposefully selected because they are likely to be reliable, and sources are appropriately cited.
<b>Data &amp; Analysis</b>	Data presented are not incorporated meaningfully into the project as a whole, or are not present.	Data presented are relevant, with some effort at meaningful analysis. But the analysis doesn't connect logically to the project as a whole.	Data presented are relevant, and the data analysis is meaningfully related to the project as a whole.



### Additional Components Reviewed for All Projects

	1	2	3
<b>Authorship</b>	No evidence of authorship.	Students demonstrated some authorship.	Students obviously led and created this work!
<b>Personal Investment</b>	No evidence of personal investment.	Not very enthusiastic about the work.	Students express how and why this project matters to them.
<b>Craftsmanship</b>	No evidence of craftsmanship.	Well crafted.	Students practiced close attention, and drafted and revised.
<b>Reflection</b>	No evidence of reflection.	Some reflection.	Students show self-awareness of progress over time.