



Talking about my learning

Saturday April 1, 2017

Advanced Oral Presentations

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Differences between Undergraduate and Postgraduate

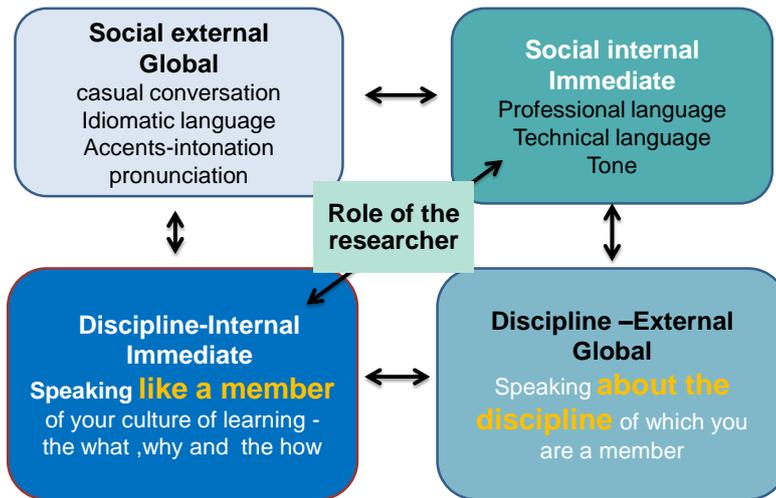
Research Listening and Speaking Tasks

UNDERGRADUATE STUDY	POSTGRADUATE RESEARCH
<p><u>Main contexts</u>: listening to lectures, talking to other students; talking to demonstrators & lecturers in labs & tutorials; seeking out lecturers or duty tutors to obtain answers to specific questions</p> <p><u>Relationship of listener to speaker</u>:</p> <ul style="list-style-type: none"> • lectures are given by experts to a less expert audience • lecturer's intention is to explain; terms are defined as they are introduced; explanation usually includes all logical conceptual steps <p><u>Student's own speaking contexts</u>:</p> <ul style="list-style-type: none"> • student has few opportunities to speak in front of a group • student, when speaking, is mostly concerned with obtaining information or help; may also be concerned with sounding intelligent & covering up ignorance 	<p><u>Main contexts</u>: departmental seminars; conference presentations, informal discussions with supervisor, colleagues, research team</p> <p><u>Relationship of listener to speaker</u>:</p> <ul style="list-style-type: none"> • relationship is now more collegial expert to expert • in the above contexts, a speaker's intention is often to persuade, present a case; there are large areas of assumed knowledge; terms are not always defined <p><u>Candidate's own speaking contexts</u>:</p> <ul style="list-style-type: none"> • candidate increasingly expected to be able to speak confidently in front of a group • candidate usually concerned with sounding objective, open, unbiased, reasonable, rational, logical, professional, authoritative on own research area, interested in the research of others; needs to adopt a 'detached observer' stance should not deny ignorance or try to hide it - needs to learn how to admit ignorance without 'losing face' - needs to learn the various respected ways of participating in academic discussion and debate

Oral Communication

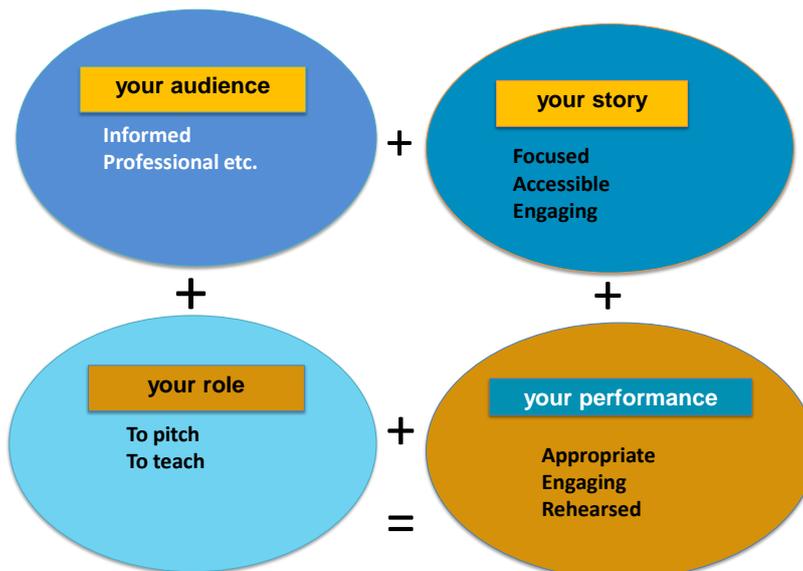
Communicating your ideas orally is an important part of your learning experience. It offers the opportunity to develop various levels of language and practice formulating your ideas in a variety of contexts. The figure below represents four matrixes that you may need to engage within a single day on campus. This awareness can help you be aware of the nature of your audience and therefore the language you need to use for effective communication.

Oral Communication in context



Context Matrix (Jones © 2010)

An effective oral presentation takes time and consideration. It is a complex process involving four areas of thought. One is to be clear about the role you are playing. Are you teaching a topic or persuading your audience to follow your thinking. The next consideration is your audience. Without them you have no presentation, so you need to consider their expectations. Also the story you are telling must be engaging and accessible and performed in a confident manner otherwise you will lose their interest.



Oral presentation

(Jones © 2010)

Research A argues that...

Researcher B argues that...

Debate centres on the issue of...

There is still work to be done on.....

My position is closest to that of Researcher A in that...

My position is...

Potential questions

Step 2: Thinking about the focus questions write a single summary of your talk. You will talk for 5 minutes therefore you must say what you need to say in 500 words. Choose the main points you will use to develop you summary and decide the order in which these points will be presented.

Step 3: Identify the main points you want to develop for your presentation Decide on a means of supporting each main point; visually by examples, stories or analogies.

1,

2,

Step 4: Now that you have a clear idea what you want to say and you have your main ideas story board your slides to help you to visually convey your understanding

Slide 1	Slide 2
Slide 3	Slide 4

Preparing your task

Please consider the following

Your Audience:

Your Purpose:

Your Position:

Your Pitch:

Double check:

- your introduction. Before you start, look at your audience then simply say for example, “today I would like to talk to you about.....”
- how you are going to move from one point to the next
- your conclusion. How you are going to finish the talk.
- PowerPoint’s or other visual aids

Using PowerPoint in your Oral presentation

Visual aids are an important element of good oral communication. Using visuals helps to cover more ground in less time, aids audience retention and comprehension and adds interest to your presentation.

Visual aids can:

- Indicate your understanding of often complex issues
- make a dry subject interesting
- help link the sections of your presentation together
- illustrate factors which are difficult to explain or time-consuming to describe
- show reality in ways that words alone cannot (photographs, plans, maps)
- help the audience visualise abstract concepts (charts/ diagrams/ conceptual visuals)
- reinforce or compare information (numbers, graphs, charts)
- summarise information (keywords, graphs)
- make visual links to concepts

You can use PowerPoint software to produce overheads, or to make a computer-based presentation. If you use it well, PowerPoint allows you to present colourful, interesting visuals and manage and combine a range of multimedia information simply and easily.

Preparing your PowerPoint

Check your plan

Before you consider visuals, you must know what you are going to say. Write your presentation ‘script’. Identify the main points and concepts, and then determine which of these will require a visual for clarity. Write an outline to help plan your visuals.

Write your talk, **AND THEN** start planning your slideshow.

Plan Your Visuals

Like every other aspect of a presentation, visuals should be planned. Planning helps you gather and organise your thoughts and ideas before beginning work at the computer on a PowerPoint slideshow. This will not only save time, but ensure that your visuals are effective.

Make a sketch of your visuals

Draw up a ‘storyboard’. A storyboard is a visual layout of the different ‘scenes’ in your presentation in rough sketch form. Storyboarding your visuals before you create them helps you visualise how the content of your presentation will flow and how slides relate to each other. Your storyboard should be a type of map, outlining the main points of your presentation.

Materials for storyboarding

Draw in pencil and have an eraser handy. You can rule up some frames on A3 paper or use a set of index cards or large post-it notes (cards/ post-its can be rearranged to try out different presentation sequences).

Getting Started with your PPP

- Decide how many slides you need to use and draw up the appropriate number of frames. (The number of slides to use will depend on the length of your presentation; use no more than five or six slides per 10 minutes).
- Consider how the outline will fit into consecutive frames.
- Look beyond bullet points and think about how you can translate text or data into something visual.
- Make rough sketches for each slide. Do not worry about neatness at this point, just ensure the idea of the visual is clear. The sketching process helps to identify what you want each visual to convey.

Evaluate

Evaluating and redrafting your storyboard allows you to make adjustments during the early formative stage while revisions are easy to do.

Read your written script while looking at the storyboard and ask yourself:

- Do my slides clearly display the key ideas from my presentation?
- Is the structure of my presentation apparent in my slides?
- Does my slideshow 'flow' from one section to the next?
- Is each slide as visually effective as I can make it?
- Is the information presented in the most suitable way? (eg. would a picture be more effective than a description?)
- Can the audience understand my visual completely in less than 30 seconds?

Make sure you complete your storyboard before you move to the computer.

Hints for Designing Slides

Make it clear

Your first aim is to **communicate**.

- Visuals should be concise, simple and relevant.
- Arrange your visuals in a logical sequence in line with your presentation structure.
- Each visual should convey a specific idea or point, or topic area. Use one message per slide.
- Limit the amount of text on each slide. Don't reproduce the text of your presentation, just main points and key words. Edit out words you don't need until each statement is as concise and to-the-point as possible.
- Check your spelling and grammar.

Make it big

Visuals should be readable from the back of the room.

- Use a large clear font (at least 24 points). Choose a simple font that is easy to read, like Helvetica, Arial or Times, and be consistent.
- Avoid overly elaborate or cursive typefaces and don't use all capitals.
- Ensure tables or graphs are simple and can be easily understood.
- Captions should be readable from the back of the room.

Keep it simple

Don't 'over design'

- Keep your slide design clean and simple. Eliminate extraneous information and clutter.
- Make use of white space and don't cram too much on one slide.
- For each addition to your slide, ask yourself 'is this necessary; what does it add to the message?'
- Don't go overboard in displaying how many fonts, colours, styles etc you can use.
- Avoid busy backgrounds that make it hard to read text.

Don't go overboard with technology

Your aim is to communicate, not to win an Oscar for special effects.

- Only include elements like sound and video if they are the best way to convey particular information.
- The sound effects that accompany PowerPoint animations are best avoided altogether. What value do they really add to your talk or your topic?
- Use animations very sparingly. Effects like flying or flashing text can be very distracting for an audience.
- Use transitions (effect between each slide) carefully and consistently.

Be consistent

- Choose a general 'look' for your presentation and stick to it. Change can distract and confuse an audience.
- Maintain a unity of key design elements from slide to slide.
- Use the same themes (colours, backgrounds, fonts etc) throughout your presentation.

Be Visual

Colour

The impact of visual messages can be greatly increased by colour.

- Ensure there is a clear contrast between text and background colour.
- Use a highlight colour to emphasis key points/ words
- Don't use too many colours on one slide.
- Use colours that harmonise rather than clash. Bright shades can look harsh when projected. If you're not sure how to put colours together, make use of the colour schemes available in PowerPoint.

Move beyond bullet points

Take advantage of the medium and look for ways to convert data to visual information. Would a picture, graph or chart convey information more effectively than text?

Use graphics well

- Choose graphic material to support your presentation. Don't include graphics (like computer clip art) purely for decoration.
- Use 1-2 images per slide.
- Pictures should be clear and in focus.
- Ensure tables or graphs are simple and readable from the back of the room.

PowerPoint Pitfalls

Expecting PowerPoint to do the presenting for you

Visual aids are intended to support you, not replace you. Whatever you use to support your presentation, the focus should remain on you and your ideas. It's normal to experience 'stage fright' when you are giving a presentation. However, don't try to hide performance anxiety, poor presentation skills or lack of preparation behind an elaborate slideshow. The best way to conquer performance anxiety is by rehearsing and developing your presentation skills and delivery.

Spending more time on producing PowerPoint graphics than on the actual talk

Focus on writing your presentation, and then plan your visuals to support it. If the content of your presentation is poor, no amount of elaborate visuals will help.

Ignoring the audience

Don't become so preoccupied with your slideshow that you pay more attention to clicking the mouse at the right time than to delivering your talk. Speak to your audience, not to your screen or your notes.

Turning all the lights off

Dimming the light can increase the clarity and contrast of your slides. However, don't turn off all the lights and leave your audience in darkness. They may want to make notes or read handouts.

Hiding in the corner

Don't stand too far to the side of the room or hide behind a lectern or computer. Sitting behind a computer screen or too low behind a desk creates a barrier between you and your audience. If the layout of the room you are presenting in has the computer in the corner, make sure you vary your position and step further into the middle.

Reading from the slides

You wouldn't read a script of your presentation word-for-word, so avoid reading your slides aloud. Not only is reading boring for your audience, but they will stop listening to you and read instead. Don't simply read your slides aloud: supplement or explain text and graphics.

Too many slides with too much text

Don't reproduce the entire text of a presentation onto your slides. You will end up reading them aloud. Slides are best used to display headings and a few main points, rather than the whole text of what you are going to say. Only include key points. Limit the number of slides to 5 or 6 per 10 minutes

Too many animations/ decorations/ bells & whistles!

Too much on-screen movement (in the form of clickable bullet points, effects and slide transitions) is very distracting. Be careful not to go overboard with all of PowerPoint's possibilities. Your audience will focus more on the technological wizardry than on your content.

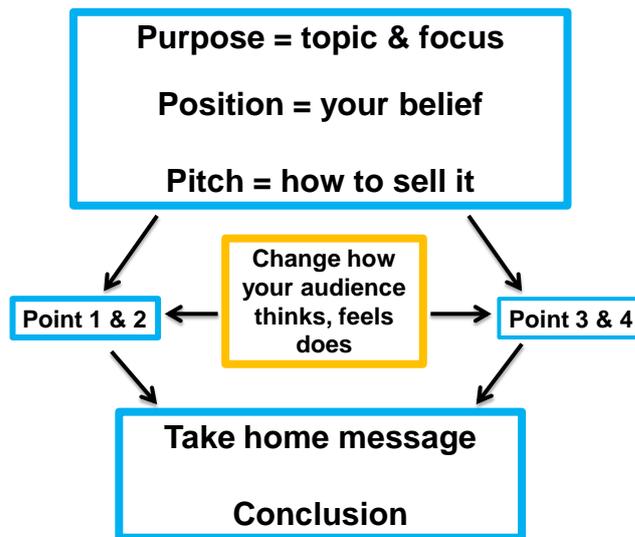
Inadequate preparation and rehearsal

Make sure you rehearse with your slideshow. Rehearsal will help you ensure the timing of your presentation is correct and will help you manage the technology efficiently.

PowerPoint is a graphic and visual tool...

it is not a text collector!!!

The organisation of your actual talk



Organising your presentation

The Rehearsal Process

Once the objective of your presentation is established and the material is prepared, it is important to discover all the **changes of intention** within the material.

Activity: Take a large piece of butcher's paper. At the top, write your **objective**. Then divide the sheet into two columns. On the **left hand side**, write down each key point.

On the **right hand side**, opposite each key point, write down your **intention**, ie. your reason for speaking the words. Express this in the form of an **ACTION VERB**.

Sample of Action Verbs:

to alert
to amuse
to arouse
to assure
to attract
to challenge
to command
to compliment
to congratulate
to consult

to entertain
to entice
to examine
to exhilarate
to excite
to extend
to fathom
to gratify
to help
to influence

to prepare
to pressure
to protest
to pursue
to query
to question
to reassure
to re-examine
to reform
to remind

- | | | |
|----------------|----------------|--------------|
| to convert | to inform | to reveal |
| to convince | to interest | to satisfy |
| to correct you | to introduce | to stimulate |
| to criticise | to investigate | to summon |
| to educate | to involve | to support |
| to engross | to pacify | to teach |
| to enlighten | to praise | |

Now stick your butcher's paper on the wall. Stand at a distance from it. Look to the key point, then to the intention. Find the **need to speak your words**. Make the words count. Practise several times until you are very comfortable with your specific reasons for speaking and hence your connection with the audience.

An example of a rehearsal outline

Objective: *To educate and warn the audience in the process of renovations.*

Main Points	Intention
<ul style="list-style-type: none"> • <i>Introduce the topic</i> • <i>Give background</i> • <i>The process</i> • <i>Conclusion</i> 	<ul style="list-style-type: none"> • <i>To interest</i> • <i>To entertain</i> • <i>To advise</i> • <i>To warn</i>

- Now **refine your performance**. Go through the entire presentation as though it is for real. Go from a sitting position to standing. Establish your sense of presence and power. Rehearse the presentation at a full energy level, with all factors discussed through this workshop integrated.
- Rehearse until you feel very much in the **comfort zone** rather than in the **panic zone**.
- If possible, rehearse at least once at the **actual venue** and in the **clothing** you are going to present in.
- Rehearse in front of an audience including all the visual aids you plan to use.

Rehearse the time it takes to deliver your talk. Don't forget to leave time for questions.

- Rehearse by recording your entire presentation on a cassette tape and evaluate it yourself.

Practice

Rehearsal is essential to giving an effective presentation. Rehearsing increases your confidence, ensures you are familiar with your material and allows you to polish your presentation skills. It is important to not only practice delivering your talk, but to practice using your visual aids.

- Rehearse your presentation to yourself at first (speak in front of a mirror, or to the dog or cat), then in front of a friend or colleague.
- Time your rehearsal. Make sure you can complete your talk within the allotted time.
- Rehearse with your slideshow. Practicing running it at the same time as your talk will ensure that it runs as you expect.
- Make sure that the structure of your talk matches the sequence of your visual aids.
- Consider the timing of your slideshow. Does it fit with your words? Is there too much on-screen movement? Too many mouse clicks too close together?

On the day of your performance

Managing the Equipment

Many presenters suffer from 'stage fright' before speaking, so ensuring that your equipment is prepared can increase your confidence and give you one less thing to be nervous about. While PowerPoint slides add interest to a presentation, they can also add distractions and technical problems that you need to prepare for.

Before your presentation:

If possible, rehearse your presentation in the room where you will be giving it. Rehearse with your equipment.

- Look at the layout of the room:
- Where is the computer/ overhead projector located? Where do you need to stand to operate it?
- Where is the projection screen? Do you know how to switch it on? If there is no screen, use a clean white space—a wall or whiteboard will suffice
- Where should you stand to avoid blocking the screen?
- How light is the room? Will you need to dim any lights, or close the curtains before your presentation begins?
- Test all your equipment in advance. Make sure it will work, and that you know how to use the equipment and the software efficiently.
- If you are using PowerPoint on a computer already installed in the room, find out which version of PowerPoint is installed and ensure that your slideshow file is compatible. Check that the file opens and that it looks the way you intended.
- If you are using your own laptop, make sure that you are able to connect it to the overhead projector.
- Check that you can plug in your equipment. Locate the power outlet Will you need an extension cord or a double adaptor?

Immediate Pre-Performance Preparation

While Waiting To Speak:

- Sit comfortably.
- 'Sensitise' self to whole body.
- Think up, vertical, balanced and released.
- Breathe.
- Psyche up. Find the passion for what you are about to say.
- Give one last thought to the general theme of your address and its specific objectives.
- When you walk to the rostrum, move in a confident and focussed manner.

Delivery Techniques

Establish contact with your audience immediately.

Pick your moment (sense your power and the readiness of your audience) and make the first words count.

Be aware and care about the **needs of your audience** more than your own.

Tune into yourself:

- Am I breathing?
- How am I sounding?
- Am I connected with my thoughts and the audience?
- Am I physically balanced and grounded?
- Are my facial expressions and gestures reinforcing the intention of my words?

Learn to pause. Pausing allows:

- You to think about what to say next
- You to hear what you have just said
- You to breathe fully
- Your audience to mentally digest and respond
- For drawing an audience's attention and interest.

Take your time. Talking too fast can lead to:

- Poor articulation
- Slurring or swallowing of words
- Loss of contact with the audience.

Consciously slow down, as the flow of adrenalin speeds up your sense of time.

Carry your thoughts forward.

- Commit to the words
- Own them
- Offer the words to the audience.

On the day of your presentation:

You are likely to feel nervous and want to concentrate on your presentation. Minimise stress by getting the practical preparations out of the way before the class starts.

If you can, arrive early and set up the room you will be presenting in. Set up and check the equipment before you class starts.

Check that:

- The computer is running and set up correctly
- The computer will open your slideshow file
- The projector is plugged in and switched on
- The projector is in focus
- The projection screen/ area is set up.

Ask a friend/ colleague who understands the technology to help you set up, and to be on hand during your presentation in case there are any technical problems.

Always have a Back-up Plan

Remember that PowerPoint may look great, but if the technology goes wrong you may be very embarrassed. It's a good idea to print your slides on overhead transparencies or print a handout, or have some overheads as a backup just in case. Another idea is to email yourself the slides so you can access your presentation on line

Reviewing your own Presentation a performance Checklist

- Did I achieve my objective? (If so, why? If not, why not?)
- Did the audience react as expected? (If not, how and why?)
- Was the content relevant? (If not, how could it have been improved?)
- Did I perform to expectation? (If not, why not? What performance improvements are needed?)
- What, if anything, caught me by surprise, and why? (Could I have anticipated this?)
- Was the presentation to time or over time? (If the latter, by how much and why?)
- Did all technical facilities work perfectly? (If not, why not?)
- What, if anything, would I do differently if I were starting again?
- What did I learn from that presentation?
 - If you are using your own laptop, make sure that you are able to connect it to the overhead projector.
 - Check that you can plug in your equipment. Locate the power outlet Will you need an extension cord or a double adaptor?

What makes a good presentation?

<p>voice</p> <p><i>effective use of volume, flow, ease of listening</i></p> <p><i>also the thinking of the individual speaker being very clear, the 'student voice'</i></p>	<p>Pitch</p> <p><i>Seeling your ideas. Did the speaker win over their audience with a clear memorable argument -i.e their story, their take home message, their thinking.</i></p>	<p>eye contact</p> <p><i>engaging with the audience</i></p>	<p>Slides</p> <p><i>Quality design, assessable relevant, understandable. Tells a clear graphic story of links and of process</i></p>	<p>impression given</p> <p><i>confident and clear understand of the topic etc</i></p>
<p>stance</p> <p><i>how you stand, still, & centred, not distracting Also the position you might take in your augment</i></p>	<p>projection</p> <p><i>clarity, energy & passion</i></p>	<p>facial expression</p> <p><i>appropriate for the audience and situation</i></p>	<p>Relevance</p> <p><i>Of the topic to the audience and purpose of f the task</i></p>	<p>appropriate tone</p> <p><i>dependant on the audience, task, situation and role</i></p>
<p>pace</p> <p><i>speed of speech and the use of pauses</i></p>	<p>Intonation</p> <p><i>The rhythm of the spoken pattern-</i></p>	<p>Gestures</p> <p><i>Physical movements of the body, hands and face</i></p>	<p>Script</p> <p><i>The written story you want to tell</i></p>	<p>audience awareness</p> <p><i>the presenter looks interested in the audience and obviously are speaking 'to' them not 'at' them. Is aware if points need to be restated for clarity</i></p>
<p>volume</p> <p><i>sound intensity</i></p>	<p>a clear role</p> <p><i>a personal approach that is clearly executed and appropriate for the situation ie teaching, preaching or pitching your thinking</i></p>	<p>Clear content structure</p> <p><i>Clearly accessible and constructed beginning , middle and end</i></p>	<p>accessible topic</p> <p><i>you can understand what they are talking about</i></p>	<p>other</p>

Peer Feedback Sheet

Intended audience _____

Speaker's Name: _____

Feedback from: _____

Please tick the description of each criterion that you consider best describes the oral performance.

Criterion Judgement

Communication style – Speaker's Performance

Volume	• Too quiet	• A little quiet	• Just right	• A little loud	• Too loud
Clarity	• Very hard to follow	• Hard to follow	• Clear	• Very clear	
Speed/ pace	• Very slow	• Slow	• Just right	• Fast	• Very fast
Intonation/tone	• Seek help	• Needs work	• Clear	• Good	• Very good
	• Very poor	• Poor	• Adequate	• Good	• Very good

Engaging with the Audience i.e. paralinguistics and the physical

Mannerisms	• None	• Few	• Many	Types:	
Visual Impression	• Very nervous	• A little nervous	• relaxed	• confident	• Very confident
Rehearsal	• Obviously not Rehearsed	• Needs more work	• Rehearsed	• Well Rehearsed	

Comments

PowerPoint Slide/s

Quality of image–rating	• Poor	• Adequate	• Good	• Very good	• Excellent
Effective Design	<input type="checkbox"/> Very Poor	<input type="checkbox"/> Poor	<input type="checkbox"/> Adequate	<input type="checkbox"/> Good	<input type="checkbox"/> Very good
Demonstrates clear understanding	<input type="checkbox"/> Very Poor	<input type="checkbox"/> Poor	<input type="checkbox"/> Adequate	<input type="checkbox"/> Good	<input type="checkbox"/> Very good

Comments

Comprehension- the structure of content resulting in an accessible message

Introduction	• Needs work	• Okay	• Good	• Very Good	
Conclusion	• Needs work	• Okay	• Good	• Very good	
Content	• unclear	• Adequate	• Focused	• clearly focused	• Too much
Balance	• Too broad	• Just right	• Too deep		
Logical Flow	• Needs work	• Good	• Very Good	• Excellent	
Timing	• Needs focus	• Good	• Very Good	• Excellent	
Engagement and Overall impression	• Needs work	• Good	• Very Good	• Excellent	

Was the take home message clear?

Did they 'pitch' their thinking clearly?

Any suggested improvements.