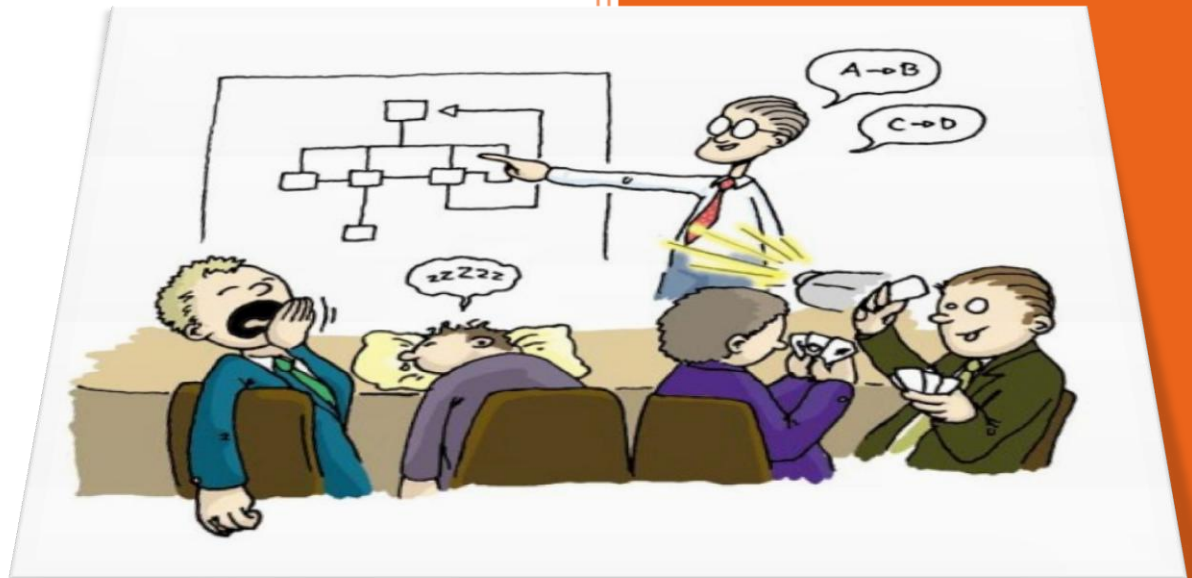


2012

Presentations



This pack has been created using materials from the above Centres of Excellence in Teaching and Learning



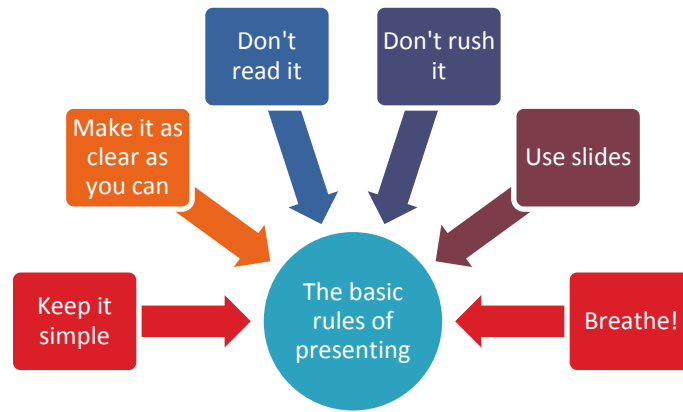
Andy Mitchell

On behalf of Tom Burns & Sandra Sinfield

1/1/2012

Student Name	
Student ID	
Module Code	
Module Title	

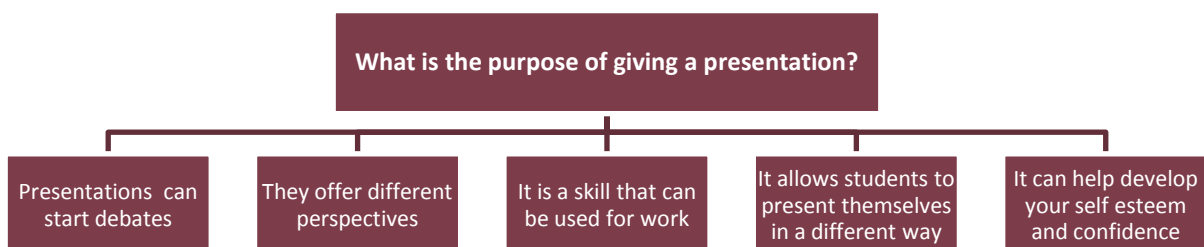




Giving a presentation

Presentations are set by tutors as it helps in the academic learning process. The process of planning, practise, performing and later to reflect on what you have done, helps you to understand and get to grips with learning the material. You will either do them on your own or in groups. Presentations might be given informally in seminars and tutorials or formally, when they will be assessed. Whatever the purpose, you will always want to follow the same approach as any other assignment to prepare.

Giving a presentation is considered a skill which will add to your employability. If you plan to get a job after completing your course then it's very likely that your employer will require you to give a presentation as part of your interview and later as part of your work. Having good oral skills also helps you to get a better job and progress in the workplace.



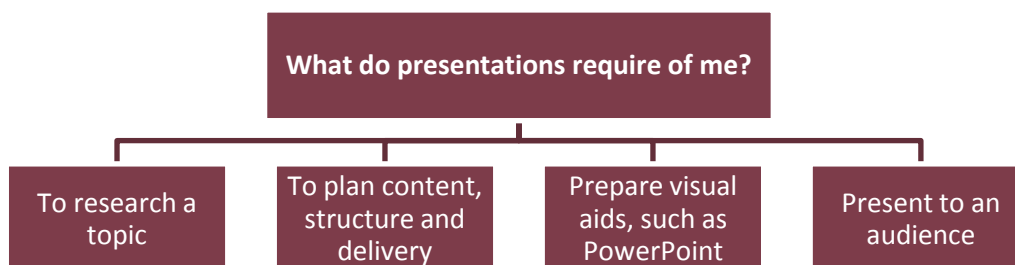
Activity 1

Spend a few moments thinking about your own work, which of the following are true about you?

	Yes/No
a) I feel more comfortable writing about a subject than speaking about it	
b) Being able to speak clearly helps me to understand a subject	
c) I am unable to speak in front of a group without preparing	
d) It's easier to talk if I am interested and know something about the subject	
e) Explaining things to people helps me to understand more clearly	

Everyone has different strengths, including with writing and speaking at university. Some people prefer written assignments, while others will be better at giving a talk because they find topics easier to explain. Whatever your preferences, most people are wary (or even frightened) of giving presentations - but this does NOT mean that they cannot do well at them. Which is fortunate because preparing and delivering presentations is a method widely used to help students learn course content. It is also widely used as an alternative way of assessing student progress.

Further, all courses have their own language or way of saying things. Giving presentations gives you opportunities to become more familiar with 'speaking in the discipline', which helps increase your knowledge, understanding and skills



Body – this is the presentation!

Presents information in a logical structure

One idea at a time:

- ◆ Argument
- ◆ Evidence
- ◆ Discussion
- ◆ Point
- ◆ Audio Visual Aids

The body makes up 60% of your presentation

Introduction and Agenda

Tell the audience what is coming in the whole presentation

This takes up about 15% of the time allocated

Plan, Prepare, Practise and Present

Conclusion

- ◆ Re-visit arguments
- ◆ Re-state points
- ◆ Thank people for listening
- ◆ Ask for questions

This makes up 25% of your presentation

Questions & Answers

- ◆ Take questions
- ◆ Answer briefly
- ◆ Thank again

Activity 2

How do you feel about giving a presentation?

Consider presentations you have listened to and/or given before, then answer the following questions.

What did you like and dislike about the presentations you listened to?			
Liked		Disliked	
1		1	
2		2	
3		3	
4		4	
5		5	

Now consider yourself:

What are your strengths and weaknesses when you give a talk?			
Strong points		Weak points	
1		1	
2		2	
3		3	
4		4	
5		5	

The major steps in oral presentations are:



Planning your presentation

Planning ahead and being thorough with your preparation will help you to give an excellent talk, so before you dive in check that you have all the information you need:

1. What is the **time and date** of the presentation?
2. **How long** are you talking for?
3. **Where** are you speaking and **what equipment** is available?
4. Make sure you are **clear on your topic**. It needs to be:
 - a. **Specific** enough to have a clear focus
 - b. Broad enough to be **interesting** to your audience
5. **Who** are your audience?
 - a. How much do they know about your topic?
 - b. What are their **expectations** of your talk?
6. How will you be **assessed**? If you are not sure speak to your tutor.
7. What **research** do you need to do?

Planning tips and questions

Time limit:

How can you fit the topic into the time you've been allocated?
What will you have to put in and what will you leave out?

Topic and audience:

Remember, an audience is made up of real people with real knowledge and expectations of their own.

Other questions to consider:

- Have you been supplied any guidelines to follow?
- Is the presentation being assessed?
- How long do I need to prepare and research? Is the presentation equivalent to an essay or is it something much shorter?
- Who is your audience? What kind of knowledge can you presume on their part?
- What is the intention of your presentation? What are you trying to achieve? (this can give you the aims of your presentation)
- How much time do you have available to talk?
- How will you deal with questions at the end?
- What questions are the audience likely to ask and how will I answer them?
- What visual aids do I need?

Action Plan: Now that you have considered all of these things, decide on what you will do next. What will you read? Or find? And what will you make to get your presentation ready?

Analyse the question

- Break it down - what are the keywords?
- Link it to the assessment criteria and learning outcomes

Decide on your objectives

- Why are you giving this talk?
- What is your central theme?
- What message/effect do you want the presentation to have?

Analyse the audience

- Who will you be talking to?
- How much do they already know?
- Do you want to inform, persuade, challenge and/or entertain?

Consider your topic

- Narrow the topic if necessary
- Focus on the title or area you are covering

Brainstorm!

- Use these ideas to organise your research
- Create a mindmap around the topic

Research the topic

- Undertake targeted research and active reading
- Make notes of key ideas and avoid irrelevant information

Prepare an outline

- Decide what you will include in your introduction, body and conclusion
 - **Introduction:** say what you want to achieve
 - **Body:** present information in a logical order
 - **Conclusion:** Summarise and reinforce your argument

Create a draft

- Decide on your main points - three points is ideal for a 10 minute talk
- Organise your draft in a logical order
- What evidence can you produce to support your case

Prepare a PowerPoint or other visual aids

- Be familiar with the technology
- Keep it concise and avoid using too many pictures/diagrams etc

Prepare your notes

- Type your presentation notes for clarity
- You can use cards or sheets of A4
- You can use the 'add notes' section when using PowerPoint

Finalise the details

- Place your points in a logical order
- Show on your notes when you will use visual aids and where you make pauses
- Finalise your introduction and conclusion

Timing

- How long do you have?
- As a guide, we generally speak 150-175 words per minute. An A4 typed sheet will take about 1.5 to 2 minutes to complete
- Practice so you know how long it will take to deliver. Remember the time limit!

Practise makes perfect!

- Make sure you know how to use any equipment
- Identify weak areas and improve them
- Consider your delivery - practise with a friend or in front of a mirror

Commonly used criteria for presentations

When giving a presentation there is often a difference between the expectations of the audience and (assessed) criteria of the tutor. Good planning will help you to be successful with both tutor and audience.

Lecturers' Criteria	Audience Criteria
Content knowledge	Entertaining
Evidence of research/planning	Relevant and useful
Structure and organisation	Knowledgeable
Use of audio-visual aids	Involved by lecturer
Non-verbal communication	Well organised
Audience involvement	Easy to understand

Consider your audience

To make your presentation more effective, think about how you can **enlighten, educate** and **entertain** your audience. This will help you build a rapport and calm your nerves. It will also make your presentation more memorable which helps people to learn.



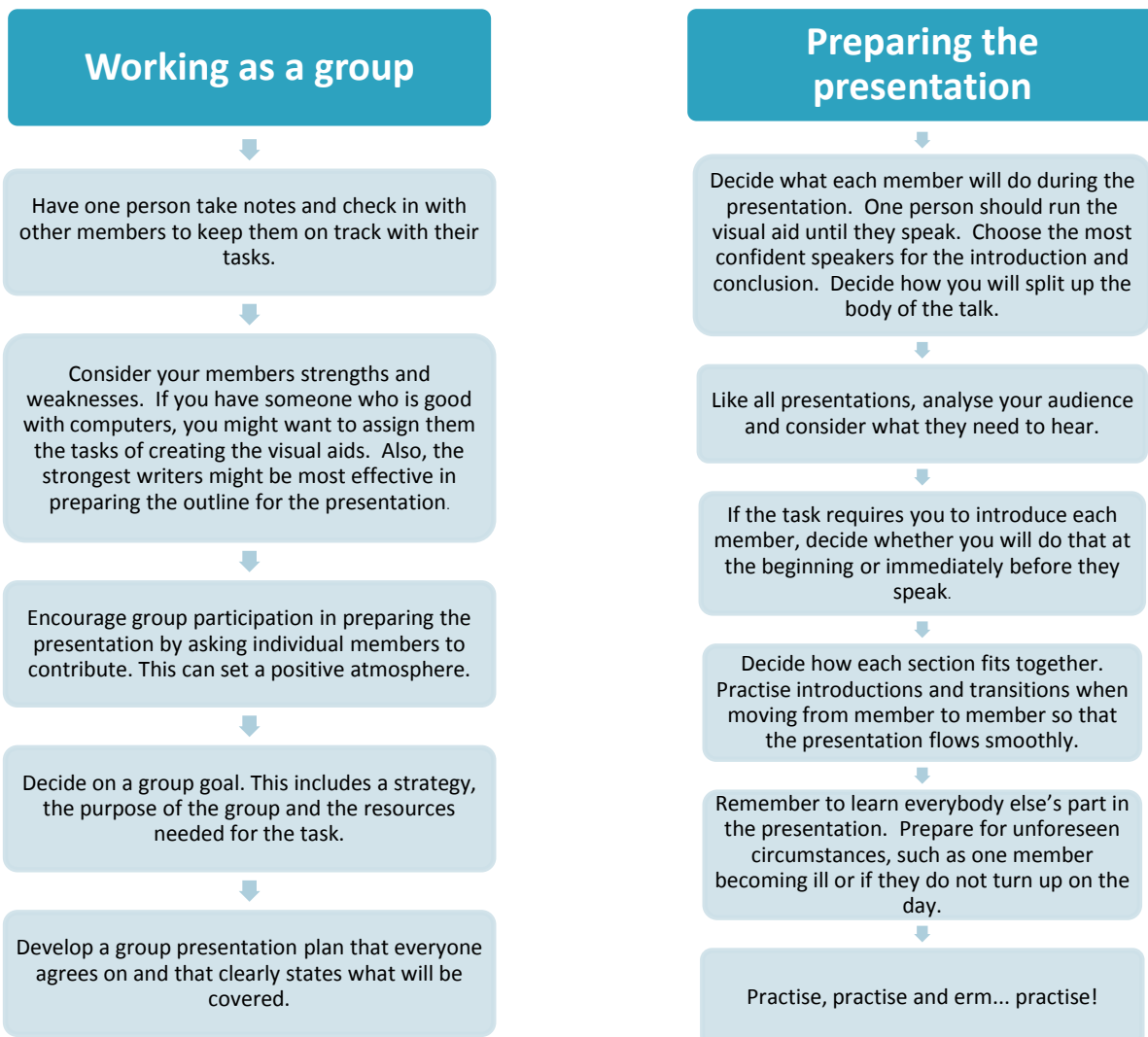
Group presentations

Working in groups can be a proper pain and many students will be able to recall a bad experience participating in group assignments.

Example

You are standing in front of the class, ready to present with three other people. As you begin speaking, you realise that another member has put up the wrong slides. After you finish, you listen to the next speaker and realise her points have nothing at all to do with what you were saying before. By the time the third member speaks, the audience is lost and confused, spoiling the presentation and resulting in a low grade.

Group presentations will run smoothly and help to improve your grade if you follow these basic tips:



Group presentations can be challenging because of the effort that it takes to co-ordinate all of the members and different sections, but if you give yourself time to work together you will be more likely to present a talk that is polished and effective.

Activity 3

Attitudes towards working in groups

Scenario 1 - Speaking up in seminars

Your seminar group has a lot of very articulate confident students of all nationalities. You often come away without having said anything and it always seems difficult to find the right time to put your point of view forward.

What strategies could you adopt?

Scenario 2 - Making presentations

You are part of a group of students which has to do a joint PowerPoint presentation on personal development planning to the rest of the class. All members of the group are expected to contribute equally. You are very worried about your English speaking skills and are wondering how you can get out of doing the presentation.

What strategies could you use to help you feel more positive?

Scenario 3 - Leading seminar sessions

You have been given a list of seminar topics and the dates you are expected to lead the discussion.

How will you approach it?

Scenario 4 - Group dynamics

Your group has 6 members. You, 2 male students and 3 female students. Your group has been given a 3 week deadline to deliver a presentation on organisational hierarchy.

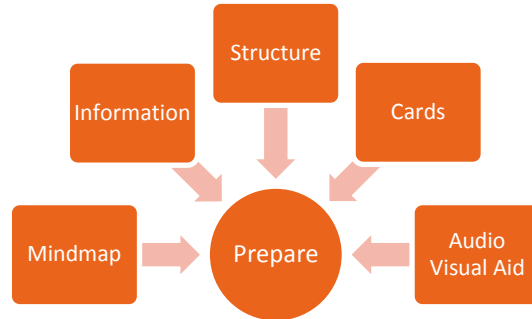
At your first meeting you allocated different areas of research to different group members. At your second meeting you have all got together to look at the research and decide how to structure the presentation. The girls have all brought their work with them. The 2 male students haven't done anything and are more interested in discussing last night's football results than they are in contribution to the session.

What should you do?



Preparation

Preparing a presentation requires the same research and hard work that an essay does, plus you have to think about making audio-visual aids (AVA) as well.



Analyse the task so you know exactly what you are meant to be doing. Ask yourself what you already know and consider the following steps:

- Brainstorm the topic. This will help to clarify what you know already
- Organise the research material into a logical order e.g. chronologically, spatially (diagrams and maps), sequentially (1, 2, 3...)
- Develop a plan or structure

One method used for brainstorming a topic is mindmapping. This has a three-step process:

1. Brainstorm the topic.	2. Organising the information	3. Complete the mindmap
<p>scientific breakthroughs Fleming 1928 penicillium mould on agar plate - antibacterial WW2 - allied troops dying - surgery/infection overuse/over prescribing/animal husbandry broad spectrum antibiotics finding solutions superbugs History of antibiotics problems with penicillin penicillin limited resistant strains virus to attack bacteria challenges today bacteria mutate faster than new antibiotics Patent 1943 Florty 1939 further research USA dev. fermentation process mass production</p>	<p>scientific breakthroughs Fleming 1928 penicillium mould on agar plate - antibacterial WW2 - allied troops dying - surgery/infection overuse/over prescribing/animal husbandry broad spectrum antibiotics finding solutions superbugs History of antibiotics problems with penicillin penicillin limited resistant strains virus to attack bacteria challenges today bacteria mutate faster than new antibiotics Patent 1943 Florty 1939 further research USA dev. fermentation process mass production catalyst</p>	<p>Scientific breakthroughs - Fleming 1928 - discovered antibacterial properties of penicillium mould Challenges today - overuse of antibiotics - over prescribed - use in animal husbandry - bacteria mutate quicker than new antibiotics are made - superbugs possible solutions - tracing viruses to attack bacteria History of antibiotics WW2 catalyst - allied troops - surgery/infection/death - women dying - childbirth Mass production - further research by Florty 1939 - Florty went to USA Problems of penicillin - not broad spectrum-limited - bacteria quickly became resistant - led to development of broad spectrum antibiotics developed fermentation process mass production of penicillin patent 1943</p>

Activity 4

Make your own mindmap

1 Get a piece of paper, A4 or larger. Use it in landscape orientation



2 Have some colour pens handy



3 Draw an image in the centre that represents the topic

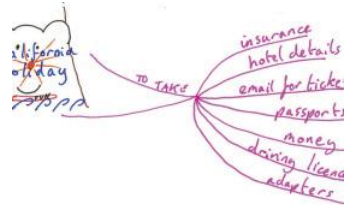
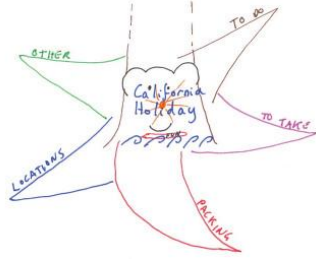
- Use at least three colours
- Keep the central image to about 5cm in diameter



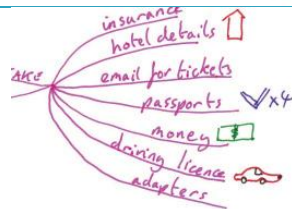
4 Choose your main sub-themes, allocate one colour to each and draw a branch for each one

OR

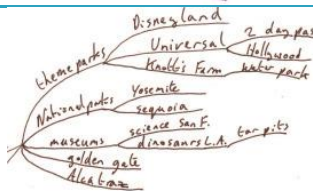
Pick one topic and work on that one before you move on to the next



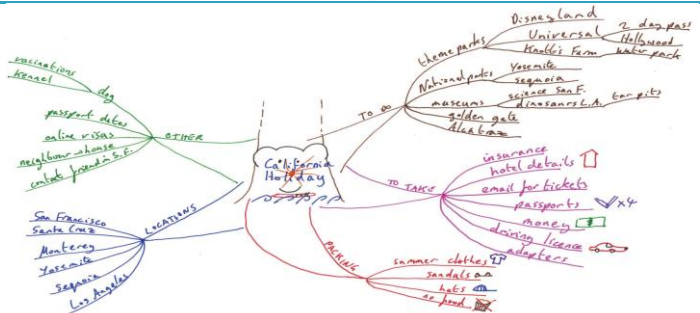
5 It helps your creative thinking if you add pictures associated with the topic



6 Add as many sub-levels as you need to. If you run out of paper use sellotape and add more



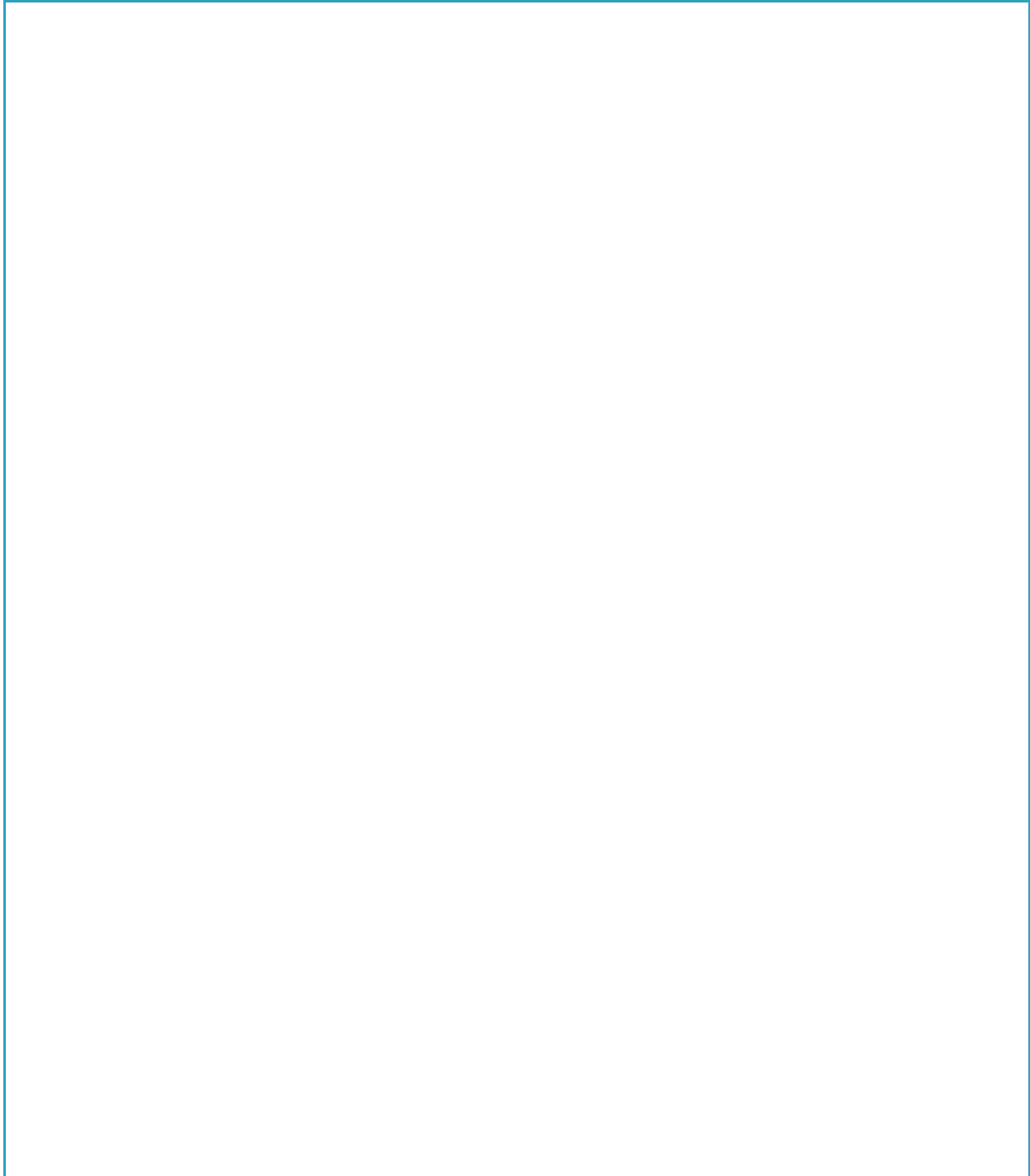
7 Create your mindmap



Make a mindmap about **summer** using the keywords below (they are just in a random order at the moment).

ice cream, picnic, sun hat, barbecues, tent, clothes, sun, salad, ball, sun cream, swimming, food, paddling pool, bucket, holiday, t-shirt, spade, yellow, hot, sunglasses, ferry, beach, tennis, caravan, music, sand, cycling, sea, sport, paddling pool, sun hat, shorts, strawberries, fun

Start with a central picture, with 4 colours, add in at least 5 more words you associate with the ones given and put in at least 5 pictures as you make the mindmap (use a separate piece of paper if necessary).



Preparation tasks

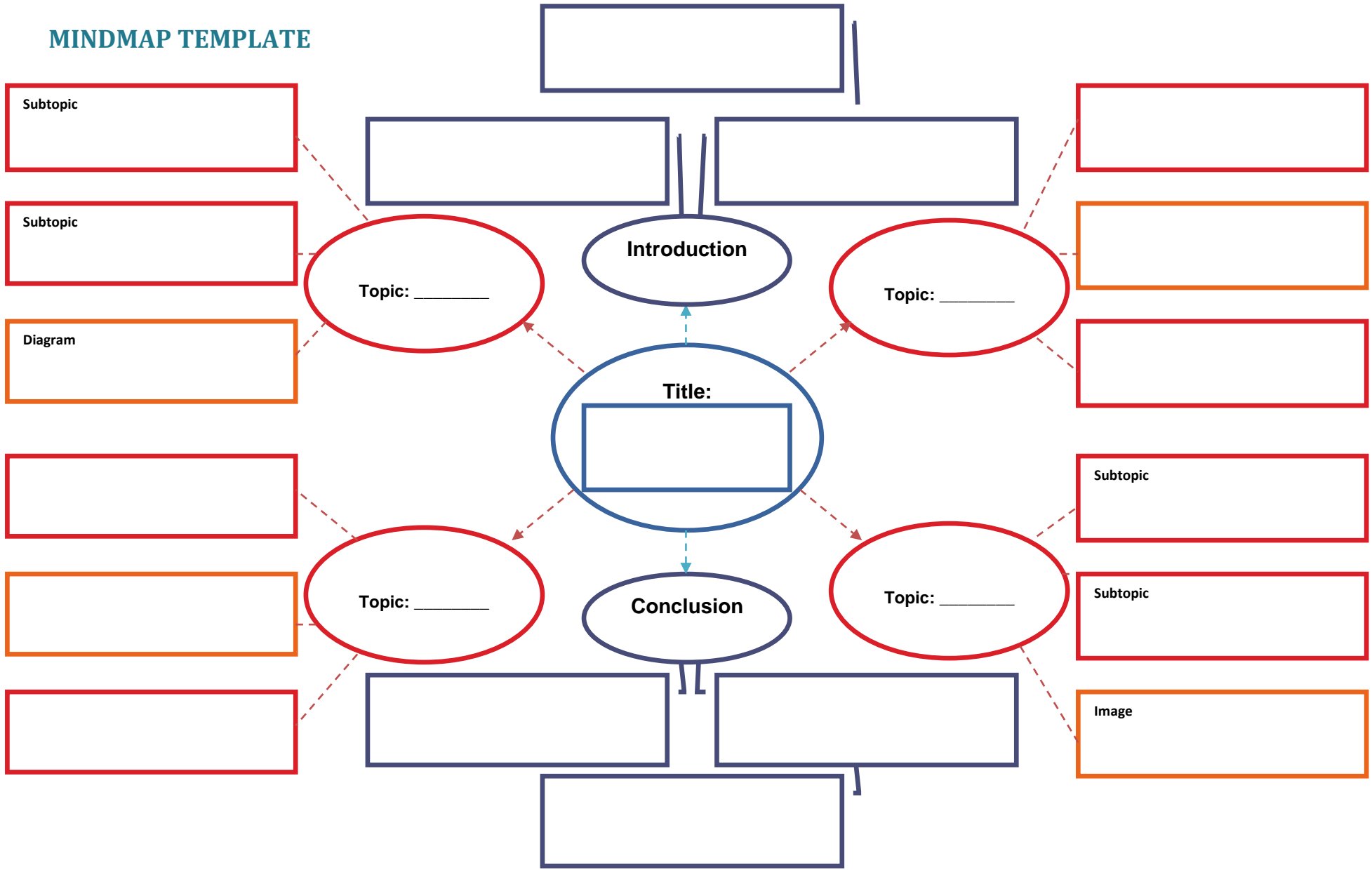
In the build up to giving the presentation consider...

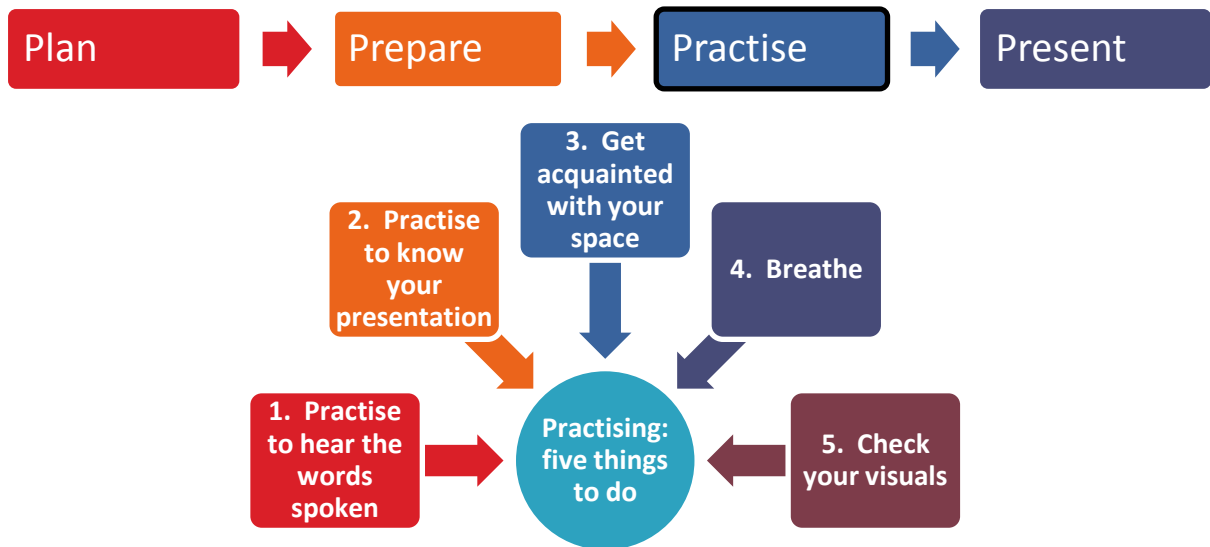
- 1 What is the title going to be?
- 2 Research the topic – this will help not only to determine what you will present, but also give you confidence
- 3 Refine your topic so that the presentation is clearly focused. This will benefit the audience and yourself
- 4 Write notes on cards to prompt you during the presentation. If using PowerPoint, use the 'add notes' pages for each slide
- 5 Be mindful of how you are being assessed
- 6 Always check the room/venue you will be presenting in beforehand and make sure it has the correct equipment
- 7 Decide what visual aids you will use (handouts, OHP, PowerPoint etc)
- 8 Proofread text and check graphics on visuals. Check your links are working.
- 9 Practise giving the presentation and time yourself. Use a mirror if no friend or sibling is available.

Then, on the day of your presentation...

- 1 Double-check your prompt cards/notes and any handouts you may have done. Make sure they are up-to-date with any changes you may have made and that they work with your presentation
- 2 Remember to bring any linked files you are using (e.g. a video file used in PowerPoint)
- 3 Make sure you have made enough handouts and that any visual aids work in the room/venue where you will be talking
- 4 Try to relax and breathe. Remember, the audience want you to do well.

MINDMAP TEMPLATE





When practising your presentation think about these five strategies

First of all, practise on your own to 'hear' the words – spoken words work differently from written ones. Change your presentation so it works when SAID. Check how long the presentation takes and revise it if it is too long. If you wrote a script – lose it and develop confidence in your story telling voice. If we read our presentation we will never make it our own 'story', also reading from a script can sound wooden and your script can act as a wall with your audience.

Practise again till you **KNOW** your presentation and can recreate it from just a few prompts - key words or cue sheets. Make sure you know what you have written – and act like you care about what you are saying. Practise in a room similar to the one you will be presenting in. When you feel confident practise in front of a friend and take on board their advice. Finally practise till you can say it as though for the very first time – your presentation must stay fresh and energised or else you will lose your audience.

On the day of the presentation, check the room and get acquainted with the space. Make sure the equipment is all there and is working properly. If there is time, practise again in the room – before anyone else gets there. Take control of the space and of your feelings. Act like you are enjoying yourself.

It may seem silly, but when people are nervous they tend to take shallow breaths which make their voice sound weak. This often leads to you feeling more nervous. However, you can overcome that by breathing slowly and deeply and breathing out slowly. Do this five times before you start or whenever you feel stressed out beforehand.

Many people get the visuals wrong. Do not write an essay on your slides. Use a few words – or better, just use images. Practise using them to make sure they convey the message you want. Once you feel confident using them you are more likely to look at the audience than your slides during the presentation. Then USE your slides – speak to them, let the audience have time to see them – then take them away.



To make sure your presentation is as good as it can be, follow these tips and tricks of things you can do before and during your presentation.

Before

Work on being positive!

Reassure yourself you know your presentation by running through the main points with and without cue cards

Get to the room early. Rushing in late will increase stress levels

Take control of the environment. Organise the seating for yourself, your group or for the people listening

Check the equipment is working

Use your adrenalin – it will help to think on your feet

If stressed (before or during a presentation) stop; sigh; drop your shoulders; wriggle your toes; unclench fists; take some deep, slow breaths and start again more slowly

Write your agenda on the board, on a handout, or on an OHT or flipchart

During

Introduce yourself and your topic

Give a brief introduction and say your agenda

Speak slowly and clearly

If you get lost, don't panic! Pause, look at your prompts and carry on

Remember to use linguistic markers (see below)

Make good eye contact – look at everyone in the room

Use visual aids with confidence and make sure everyone can see them

Remember your conclusion – revisit and restate

Thank people for listening and ask for questions

Keep your answers short and sweet. Be fair and when finished thank people again

After your presentation, review your performance

Linking words/signposts

Cause/effect	Comparison	Contrast	Addition	Examples	Conclusion	Time
whenever	likewise	although/but	also	for example	accordingly	as soon as
as/as a result	similarly	alternatively	and/and then	for instance	in brief	at the same time
because	equally	besides/despite	in addition	in other words	in short	as long as
consequently	as with	however/yet	moreover	in effect	in conclusion	at length/at last
hence	compared to	nevertheless	too	in this case	on the whole	meanwhile
since	equivalent to	on the other hand	further	in particular	to sum up	secondly/once
so		on the contrary	furthermore	specifically	throughout	first of all/first(ly)
thus		whereas	again	such as	in all	finally/eventually
therefore		while/whilst	the following	in the case of	overall	initially/next
accordingly		in contrast	what is more	to show that	in summary	after(wards)
until		otherwise	as well as	significantly	to conclude	subsequently
		conversely				henceforth

When giving presentations you should make it clear when you are moving to a new section and when you are telling the audience something important. This is done through signposting.

Signalling phrases

<p>1. Introducing the talk</p> <ul style="list-style-type: none"> • "I want to start by..." • "The topic I intend to discuss is..." 	<p>2. Introducing an example</p> <ul style="list-style-type: none"> • "Let me illustrate this by referring to..." • "A case in point is..." • "Take the case of..." • "A good example of this is..." • "I'd like to give an example to illustrate my point." 	<p>3. Handing over to another speaker (e.g., in a group presentation)</p> <ul style="list-style-type: none"> • "I will now invite (NAME) to " • "I will now hand over to (NAME) who will..." • "The next section relates to _____, and this will be presented by (NAME)."
<p>4. Introduction of main point</p> <ul style="list-style-type: none"> • "The crux of the matter..." • "The next point is crucial..." • "Fundamentally..." 	<p>5. A digression</p> <ul style="list-style-type: none"> • "I might just mention..." • "Incidentally..." • "That reminds me of..." 	<p>6. Summing up main points</p> <ul style="list-style-type: none"> • "To recapitulate..." • "To sum up..." • "Therefore..." • "As a result..." • "If I can just sum up..." • "Thus we can see..."
<p>7. Rephrasing the main point</p> <ul style="list-style-type: none"> • "That is to say..." • "So now what we have is..." • "The point I am making..." • "Let me put that another way..." • "In other words..." • "As I have been saying..." 	<p>8. Moving on to another main point</p> <ul style="list-style-type: none"> • "Let's now consider..." • "I'd like to move on to..." • "Now let's have a look at..." • "The next aspect of the topic I wish to consider is..." 	<p>9. Inviting questions</p> <ul style="list-style-type: none"> • "That concludes our presentation. However, I am / we are happy to answer any questions." • "Are there any questions?" • "Please feel free to ask questions." • "I am / we are happy to take questions."

Assessment form	
Presentation title:	
Name:	
Date:	

	Yes	No
<input type="checkbox"/> Was there a useful introduction? (Specific agenda given/not given) Comment:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Logical structure? Comment:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Evidence given? Discussed? Comment:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Was there a conclusion? (Main points restated? Yes/No?) Comment:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Use of appropriate visual aids (PowerPoint/OHP/etc)? Comment:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Rapport and eye contact? Comment:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Positive body language? Comment:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Use of cue sheets/cards? Comment:	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Sensitive handling of Questions and Answers? Comment:	<input type="checkbox"/>	<input type="checkbox"/>
<u>Overall thoughts on presentation:</u> 		

Presentation Skills Summary

Content

- Should be relevant to the audience
- Main points should be expressed more than once
- Only present what you know (don't try to bullshit your way through it)

Audience

- Size
- What experience does the audience have with the topic?
- Interest in the topic
- Needs
- Gender balance (content and delivery may change in a mixed gender audience)
- Age range
- Culture/religion (are there any cultural or religious factors that may influence the content or delivery?)

Venue

- Location (geographic)
- Physical access to the facility and to the room – it is better for the entrance of the room to be at the back
- Lighting (adequate for all to see you)
- The stage “set” (remove distractions – any materials from previous sessions should be removed)
- Size of the room
- Seating
- Temperature (cool is better than warm)

Delivery

- Eye contact (make frequent eye contact with the audience – pick two or three people seated in different places and look at them)
- Timing (time of day/time in relation to other topics/timing of specific remarks/silence can be powerful)
- Duration (stick to the time limit)
- Pace
- Keep It Short and Simple
- Voice (volume, tone modulation)
- Humour (if you are not sure that what is funny to you will be funny others – don't try to be funny)
- Language (avoid jargon)
- Gestures (some are better than none – too many detract)

Visual Aids

- Keep It Short and Simple
- Should support and not detract from the presentation
- Be sure all can see it
- OHP
- Flipcharts
- PowerPoint – see http://www.writing.engr.psu.edu/speaking/rethinking_psu.pdf

Choreography

- OHP (when not in use remove it from the stage or fold down the mirror)
- Flip chart stands (right handed-stage left/left handed-stage right)
- PowerPoint (check it works for everyone presenting)
- Co-presenters (clarify roles and responsibilities – follow the plan!)

Worksheet 1

Preparing your introduction

Instructions: *Complete the following questions*

What is the topic of your presentation?

--

Summarise the topic in five words?

1.	2.	3.
4.	5.	

Why is the topic interesting and useful to your audience?

--

Optional question: Write a question that you can ask the audience that will highlight their need to listen to your presentation. For example, if your presentation is about *'how to get a good job after graduation'*, you could ask *"If you are worried about getting a good job after graduation, please raise your hands."*

--

What is the background? (Why did you choose this topic?)

--

What is your objective? (What do you want the audience to know at the end of the presentation?)

--

Worksheet 2

Preparing the main body

What is the first main part of your presentation?		
Summarise the first main point in 5 words or less:		
1.	2.	3.
4.	5.	(To put on your note cards and slide titles)
What is the second main part of your presentation?		
Summarise the second main point in 5 words or less:		
1.	2.	3.
4.	5.	(To put on your note cards and slide titles)
What is the third main part of your presentation?		
Summarise the third main point in 5 words or less:		
1.	2.	3.
4.	5.	(To put on your note cards and slide titles)
If you have a fourth main point, type it in here:		
Summarise the fourth point in 5 words or less:		
1.	2.	3.
4.	5.	(To put on your note cards and slide titles)

Introduction

Instructions: Edit these boxes so that the grammar is correct:

Good (choose time) ladies and gentlemen,

Welcome to my presentation. My name is

The topic of my presentation today is called

Optional question here:

The reason this topic is useful for you is

We are going to talk about (insert number) things today. Firstly,

Secondly,

Next/Finally, we are going to talk about

Finally, we will look at

Please feel free to ask me questions at the end. This presentation will last for about minutes.

Main body of the Presentation – Point One

Firstly,

Write the details of your first point in here:

Write up to five words that remind you of the details in here:

1.	2.	3.
4.	5.	

That's the end of the first point.

Second Point

Now I will discuss the second point, which is about

Write the details of your second point in here:

Write up to five words that remind you of the details in here:

1.	2.	3.
4.	5.	

That's all for the second point.

Third Point

Next/My final point is,

Write the details of this point in here:

Write up to five words that remind you of the details in here:

1.	2.	3.
4.	5.	

That's all for this point.

Fourth Point

My fourth/final point is,

Write the details of this point in here:

Write up to five words that remind you of the details in here:

1.	2.	3.
4.	5.	

That's the end of the final point.

Conclusion

In conclusion, in this presentation my objective was to

I have covered main points, firstly

Secondly, we discussed

Next/Finally we discussed

Finally, we looked at

I hope you have found this presentation useful. Thank you.

Do you have any questions, please?

If there are no more questions, that is the end of my presentation.