Effective Presentation Skills

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How do you feel about giving a presentation?

Contents
A. Introduction to effective presentations
B. Getting started
C. Detailed planning
D. Designing a presentation
E. Visual aids
F. Handling nerves
G. Delivering the presentation
H. Handling questions

A. What is involved in effective oral presentations?
- Organize your thoughts & materials
- Present them logically to an audience
- Engage your audience's interest
- Assist the audience to learn something new
- Promote interactivity with the audience
- Express ideas clearly

B. Getting started
- Be very clear about you want to achieve e.g. inform, train, persuade/ sell, entertain, demonstrate etc.
- Who is the audience?
- Check the time arrangement e.g. 10 mins delivery & 5 mins Q&A
- Room layout & equipment

C. Detailed planning
- Know your topic
- Gather and use relevant information
- If in a group, agree who is preparing what by a deadline
- Design the presentation – introduction, body, conclusion
- Prepare visual materials
- Consider speaker's notes (e.g. on cards)
- [Prepare neat handout]
D. Designing a presentation

- **Introduction**
  Tell them what you are going to say
- **Main body**
  Say it
- **Conclusion**
  Tell them what you said

D. Designing a presentation

- **Introduction** — establish interest; state aims
- **Main body**
  - Use of contents slide

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D. Designing a presentation

- **Introduction** — establish interest; state aims
- **Main body**
  - Use of contents slide
  - This is not a full paper
  - Focus on explanation
  - Use images & tables, but not too much detail
  - Summary of procedures – NO recipes!
- **Conclusion** — short; findings and problems you faced; give acknowledgements

E. Visual aids - 1

Reasons for using them:
- Grab attention
E. Visual aids - 1

Reasons for using them:
- Grab attention
- Help the audience understand
- Make the presentation look professional
- Help you if you are nervous (the audience will look at the visual aids not at you)
- Provides notes for you and them

E. Visual aids – 2 (ppt)

- Make slides clear, visible and large enough for the room
- Not too much on each slide
- Think about the diagrams and graphs
- Check them in the room you will be in
- Use enough slides BUT NOT TOO MANY
- Check spelling
- Rehearsal (use checklist)
- Look at the audience, not the computer screen

Let's look at examples

F. Handling nerves

- Identify reasons of anxiety
- Ways to minimize anxiety:
  - be ready and prepared
  - use of visual aids
  - have rehearsals
  - using notes cards
  - Just relax (!)
- Pause and breathe before you begin
- Have some water available
G. Delivering the presentation -1

- Being organized: arrive early; check equipment
- Timekeeping
- The opening section is critical: engage the audience
- Read your audience; a sleeping audience is not good!

G. Delivering the presentation - 2

- Maintain eye contact
- Movement and body language
- Watch distracting mannerisms
- Project your voice
- Avoid reading notes
- Speak slowly and clearly
- Use variety in your voice

H. Handling questions

- Anticipate the questions
- Actively try to get questions
- If you don’t know the answer, compliment the questioner & say so
- Keep answers short and focused
- Thank the audience at the end!
- Congratulate yourself!
Investigation of learning approaches

- Marton and Säljö (1976)
- Asked students to read academic text
- Interviewed students about what learnt and how
- Discovered two approaches

Deep approach

- The academic task is seen as interesting
- The student searches for underlying meaning
- Relationships are sought
- Knowledge is personalised

Surface approach

- The task is seen as an imposed demand to be met
- Time taken is a concern
- Memorisation is relied upon
- Aspects are seen as discrete
- Personal meaning is avoided

Calculating scores

- \[ DA = 1 + 2 + 5 + 6 + 9 + 10 + 13 + 14 + 17 + 18 \]
- \[ SA = 3 + 4 + 7 + 8 + 11 + 12 + 15 + 16 + 19 + 20 \]

Deep approach by year

[Graph showing the decline of DA scores by year]

DA scores for Radiography

[Graph showing different DA scores for various years and degrees]
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Self-assessment</th>
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<tbody>
<tr>
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