

English 2 d4302

Seminar 2 - Thursday 18th March, 10.40 – 13.10

1. Aims

Last seminar we discussed the structure and content of a presentation.

Today we will move on to other factors, tips and techniques to help you deliver a more effective presentation.

2. Homework task

Plan your research presentation. Think about how you might structure a presentation on your research topic. Think about including some of the structure and features discussed during the seminar today.

Bring your presentation plan / outline to the next seminar and be ready to discuss it.

** Listen to some examples from the student group.*

** Think about the structure, content, how the points of the main body are divided, use of a hook, an effective conclusion/summary etc.*

** Be prepared to give each other some feedback on what you hear.*

3. Planning your presentation

What factors do you need to consider when planning and preparing for your presentation?

Think once again of who, what, why, how...

** Discuss with the class group:*

4. What makes a good presentation

Ted Talks: Stacey Kramer – The Best Gift I ever Survived

https://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived?referrer=playlist-ted_in_3_minutes#t-172619

- * Listen to the presentation, then discuss with the group
- * Think about the below questions as you listen?

- a. What is the hook Stacey uses to get the audience engaged?

- b. How does she share her background?

- c. What are the main points of the talk?

- d. What is the take-home message?

- e. What other factors make this an entertaining presentation?

5. What makes a good presenter?

- * Complete the principles of an effective presentation below with appropriate verbs:
- * Think about each statement then discuss with the class group.

A good presenter...

.... the presentation short, but complete.

.... a proper introduction of himself/herself and the topic of the talk.

.... the presentation with adequate volume, diction, and eye contact.

Doesn't overly their notes.

.... the audience

.... participation and constructive comment

Avoids too much detail.

.... information to make the best use of the time

.... the main arguments or points

.... an original conclusion from what he/she said

...the talk within the time limit

...questions from the audience

6. Jump starting your presentation

** Brainstorm with a partner different ideas that may help to start your presentation effectively, engage the audience and get things off to a flying start...*

** Discuss your ideas with the class group.*

6.1. What type of beginning are the following statements?

** Read the statements below and discuss with the class group.*

a. Hello, I'm Steven....please feel free to have some refreshments while we are waiting for everyone to arrive and be seated...

b. Do you realize that recent studies have shown more than 60% of Americans are now considered to be overweight or obese? And this is not just happening in the US...

c. I'd like to share with you today the findings of our research, and how this may stimulate you to think completely differently about the topic of sports nutrition...

d. OK....to start with, I'd like to ask you a question. How many of you average less than 8 hours of sleep a night? And how many average 7 or less? 6?....

e. To start with today, I'd like to share with you a famous quote from the British Author, William Shakespeare.....and how does this relate to today's topic? ...

f. We often talk about improving communication and the lines of communication within large organisations. But what does this mean exactly? ...

g. Speaker projects the opening slide with a funny cartoon on it....the audience laughs...

7. Using Visual Aids

** What visual aids are might you need for a presentation? Why?*

** Discuss with the class group.*

** With a partner, discuss the following statements, then discuss with the group.*

a. A picture is worth 1000 words.

b. You should include as much information on each slide as possible.

c. If the audience can't understand me, they can always read the information.

d. The presentation hand-out should be exactly the same as the slides.

e. Everyone in the audience needs pictures because that's how people learn best.

f. There should never be more than 6 words on a slide.

g. It's important to have videos or clips in all presentations these days.

7.1. Using Slides

* Look at the headings below. What do you think is important when using slides in a presentation?

* Discuss with the class group.

a. Number of slides:

b. Layout and information on each slide:

c. Pictures / charts / visual aids:

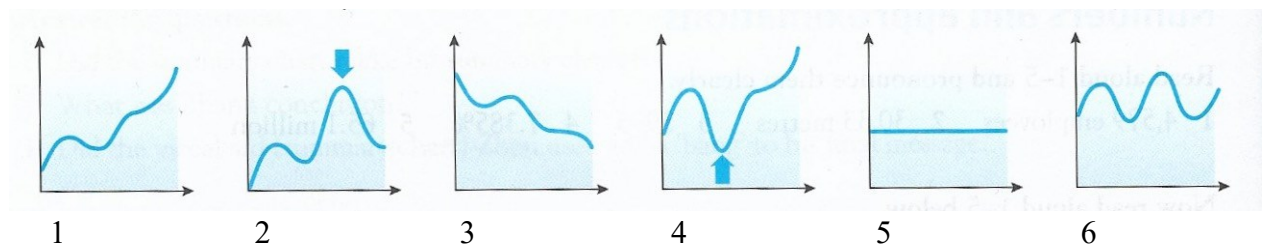
d. The way the speaker refers to the slides:

e. Other comments:

7.2. Describing Graphs and Trends

* Without using the descriptions below, think how you would describe graphs 1,3 and 6 below?

* Now match the trends in the graphs with the sentences below them:



a. You can see in the graph that the figures are quite stable / consistent...

b. There is a general downward trend that can be seen, with a small rise in the early to mid portion of the time period...

c. It can clearly be seen on the graph that the numbers fluctuate throughout the testing period..

d. There is a steep rise early followed by a small decrease. However then steady growth once again can be seen with a sharp rise towards the end.

e. The arrow indicates the lowest point on the scale, however prior to and following this point, the numbers were generally much higher.

f. There is an early steep rise in the curve followed by a shallow drop. Following this the figures skyrocket to the peak, which can be seen by the arrow.

8. Time for Questions

A short time period set aside for questions is a common feature of academic presentations. Think about why this is the case, what are the benefits of providing this time for your presentation, and how to best prepare for this time

** Discuss these ideas with the class group:*

a. Why invite questions from the audience and why do people ask questions?

b. When should you invite questions? Why or why not?

c. What are the advantages / disadvantages of allowing questions?

d. How can you best prepare for questions?

8.1. Repeating and Paraphrasing questions

When you receive a question from the audience, there are different methods that you can use that can both help you clarify the question for both yourself and the audience, and to give yourself a bit of extra time to respond as well as you can.

a. Repeating the question back: When a question is asked, it's possible to simply repeat the question using the same words, but without raising your intonation as used for typical questions....eg.

Question: Are there any previous studies that have found different results to yours?

Response: Are there any previous studies that have had different results to ours.....well....

b. Paraphrasing: When the question is more complicated and perhaps difficult to understand either for yourself or the audience, then it may be useful to paraphrase the question back to the person who asked it so everyone is clear on exactly what the question is. Then you can respond appropriately...

Question: You mentioned that there were some outliers in your study that may have skewed the results towards a positive finding, can you tell us why you think that occurred?

Response: OK, so am I right in saying that you are asking whether the outliers from our subject group may have skewed our results in a positive direction? Is that correct?OK...well.....

c. Prepared responses: You can have some other statements ready for when you receive a question which can function similarly to the above points:

I'm sorry, can you please repeat your question....

So to clarify, you were asking about....

So you would like me to explain in more detail....

To be clear then, you are asking about....

You've raised two points here....the first.....

I'll be discussing that point a little later so if its ok, we will move on for now...

I'm afraid that point moves beyond the scope of my research and this talk, however....

I didn't catch that, can you please repeat the question?

I'm sorry, I don't understand your question. Can you please put it another way?

So you're asking me if I agree with previous research findings or not?

Would you mind holding on to that question for the end? We will be talking about that soon.

Homework task

** Think about some of the features of academic writing that you have learnt or discovered during your studies.*

** Write a short essay (several paragraphs, around 2-300 words or so) using an academic style. The topic of the writing is: "How and why does academic writing differ from many other types of writing?"*

** Upload your written text on to the MS Teams files area before the next class*

*** name it: with your surname, HW task 2, (eg Floyd HW2)*

** Be prepared to share and peer review your writing with the group next week.*