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Dr. Angela Ardington:
ORIENTATION PROGRAM 2010
Oral presentations:
Workshop goals

- to provide you with some strategies to help you design and deliver an effective oral presentation

- highlight some of the cross disciplinary criteria and expectations of oral presentations
Graduate attributes

Communication

- A. Communicate effectively in English, orally and in writing, with a variety of recipients and audiences and using a variety of media.

- D. Work effectively as individuals, partners and as members of a team.
What makes an effective presentation?

Consider:

- message
- purpose
- audience
- delivery mode

be prepared!
Content

- topic made clear to audience
- relevance of content to topic
- evidence of sound grasp of subject matter and appreciation of key issues and context
- use examples where appropriate
Structure & development

- clear introduction and ending with appropriate linkage between
- coherence and logical organisation of material
- ending of presentation signalled clearly
Planning your presentation

Consider:

- Where will your presentation occur?
- What does your audience already know about your topic?
- What is their purpose for listening to you?
- Is it a group or individual presentation?
The academic context

- make yourself comfortable
- make your audience comfortable
- language choice (register)
Purpose of presentation

Informative
- be brief, clear, relevant
- use logical sequencing: temporal or cause and effect structure to present information

Instructional
- leaves participants with a new skill
- cover topic thoroughly
- design activities to develop and apply new skills

Persuasive
- Convince audience to accept your proposal or solution to a controversy/problem through thorough examination
Group or Individual presentation

Consider:

- timing
- order of presenters
- respective functions of 1st, 2nd, final speakers
Differences in the message

**Written reports**
- More content developed in greater depth
- Message limited to one channel of communication
- Provides a complete written record
- Future information retrieval is easy

**Oral reports**
- Less content with less detail
- Message has more than one channel of communication
- No permanent record unless recorded
- Future information retrieval dependent on direct interaction

*What does this mean for you as oral reporter?*
Differences in the audience

Reader
› non-present
› cannot give direct feedback
› can control the pace
› can recycle the message
› usually has a longer attention span
› uses resources, e.g. paragraphs, punctuation to reflect meaning
› has more time to respond

Listener
› present
› can give direct feedback
› cannot control the pace
› cannot recycle the message
› has a limited attention span
› uses resources, e.g. pauses, inflection, loudness, length to process talk
› more tolerant of error

What does this mean for you as oral reporter?
Performance: content

› **93%** of the **impact** made by your **voice and body language**
  yet we spend most of the preparation time on the content

You, the performer

› are probably aware of your weaknesses as a presenter
› are probably unaware of your strengths as a presenter-

**focus on your individuality**
Adjust spoken language

- level of technical language
- complexity of word groups
- level of impersonal language
- level of formal and abstract language
Possible delivery modes:

- read from a written transcript of your talk
- refer to notes or cards
- speak from overheads/ PowerPoint slides integrated weblinks, videoclips, podcasts
Select your delivery mode

<table>
<thead>
<tr>
<th>POSITION</th>
<th>closest to</th>
<th>closest to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>written text</td>
<td>conversation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>read from</th>
<th>speak without notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODE</td>
<td>written paper</td>
<td></td>
</tr>
</tbody>
</table>

Strategy:

- decide where you feel most comfortable
- consider your audience
Make your audience comfortable

- give your audience a plan and follow it
- present the main points clearly
- use a variety of prosodic signals
- get your timing right - practice with a tape recorder - it helps to identify sections that are not vital
- relate to your audience: use body language, eye contact, interaction
- use appropriate audiovisual aids to support your message
Characteristics of visuals

- legibility
- relevance
- balance (text : image)
- clarity
Use visual aids

- to present an outline
- to signal new information
- to add emphasis to a key point
- to present relevant visual material e.g. photographs, drawings
- to present statistical, diagrammatic or numerical information in tabular or graphic form
PowerPoint as delivery mode

- make a clear plan then create slides
- keep your purpose in mind
- consider audience - informed/general
- no spelling errors
- beware of technical glitches
- is a tool that should support and enhance your presentation
Effective PowerPoint slides

- standardize position, colours and style
- use colours that contrast
- include only necessary information
- be consistent with effects, transitions and animation
- too many slides can lose your audience
Figure 6: a) Scanned images of STM-SP duplexes  
b) Intensities of those spots were shown in a graph.
Text guidelines

- no more than 6 lines a slide
- avoid long sentences
- larger font indicates more important information
- font size ranges from 18 to 40 point
- choose an easy-to-read font e.g. Arial, Verdana, Century Gothic
- contrast text with background
Clip art and graphics

- should balance the slide
- should enhance and complement the text, not overwhelm
- no more than two graphics per slide
Think about:

➢ recent academic presentations you have witnessed
What makes them successful or less successful?

➢ academic presentations you have given
What could you have done differently?
What are your strengths?

Tell your neighbour
Presenter

- **Voice**: pace, expression, clarity, intonation, volume

- **Distractions**: frequent use of ‘um’; distracting body/hand movements; obscuring visuals

- **Delivery**: eye contact with audience; appropriate reference to and explanation of visuals; suitable vocabulary – avoidance of jargon and repetition

- **Knowledge**: evidence of sound knowledge of topic (lack of reference to notes or hesitancy in delivery)
Voice and Body Matters

- 40% of the impact of communication comes from the quality and power of the voice.

- We restrict and constrict our voice in many different parts of the body:
  - toes curl
  - knees lock
  - buttocks tighten
  - stomach muscles pull in and prevent diaphragm from expanding and contracting
  - ribs are held tight
  - upper chest freezes
  - neck tightens
  - jaw locks
  - tongue bunches
  - forehead clenches
Strategies:

- If you have a choice, when do you want to answer questions?
- Tell your audience
- Practice with a clock and (video) recorder
Performance aspects

- stance and posture
- hand and body movement
- eye contact
- facial expression
- pace of your delivery
- voice quality:
  - variation in pitch and volume
Voice

- Good voice control and clear articulation are essential for an effective oral presentation

Breath

- Deep breathing exercises are useful for developing maximum lung capacity
STRATEGIES TO REDUCE STRESS

- Rehearse - practice practice practice!
- Exercise
- Relax - meditation, yoga, listen to classical music
- Avoid stimulants, tranquillisers, problematic foods
- Drink water
- Make the strange familiar
- Don’t trust inanimate objects

It gets easier!
can be found at:

http://www.usyd.edu.au/lc