

Learning Centre

Level 7, Education Building

Manning Road

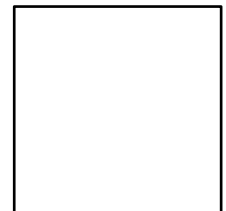
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Dr. Angela Ardington:
ORIENTATION PROGRAM 2010





THE UNIVERSITY OF
SYDNEY

Oral presentations:

Effective Communicative Events

- 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

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 !

- 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?

The medium and the message

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

POSITION

closest to
written text

closest to
conversation



DELIVERY

read from

speak without notes

MODE

written paper

Strategy:

- decide where you feel most comfortable
- consider your audience

Make your audience comfortable

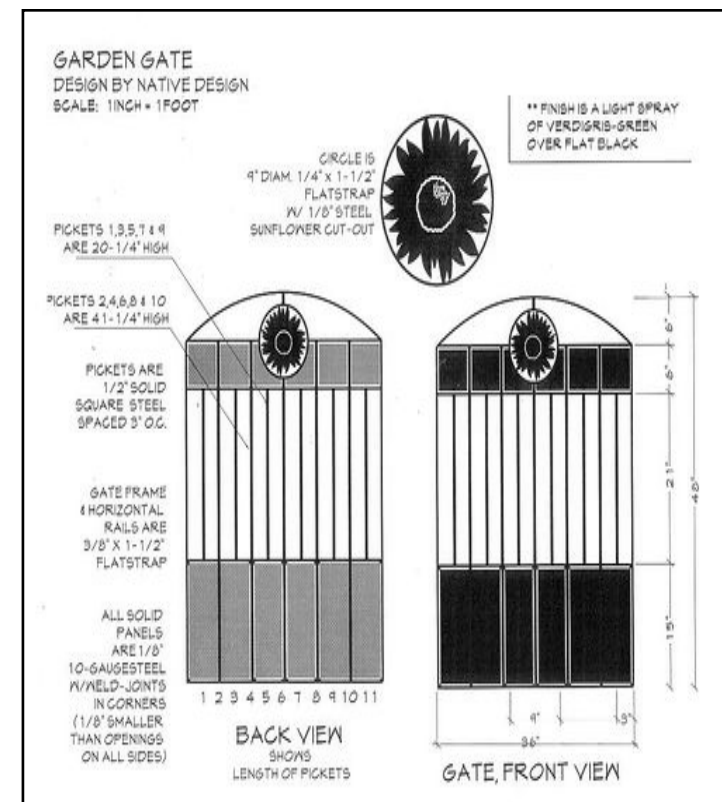
- give your audience a plan and follow it
- present the main points clearly
- use a variety of prosodic signals
- get your timing right - practice with a tape recorder - it helps to identify sections that are not vital
- relate to your audience: use body language, eye contact, interaction
- use appropriate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



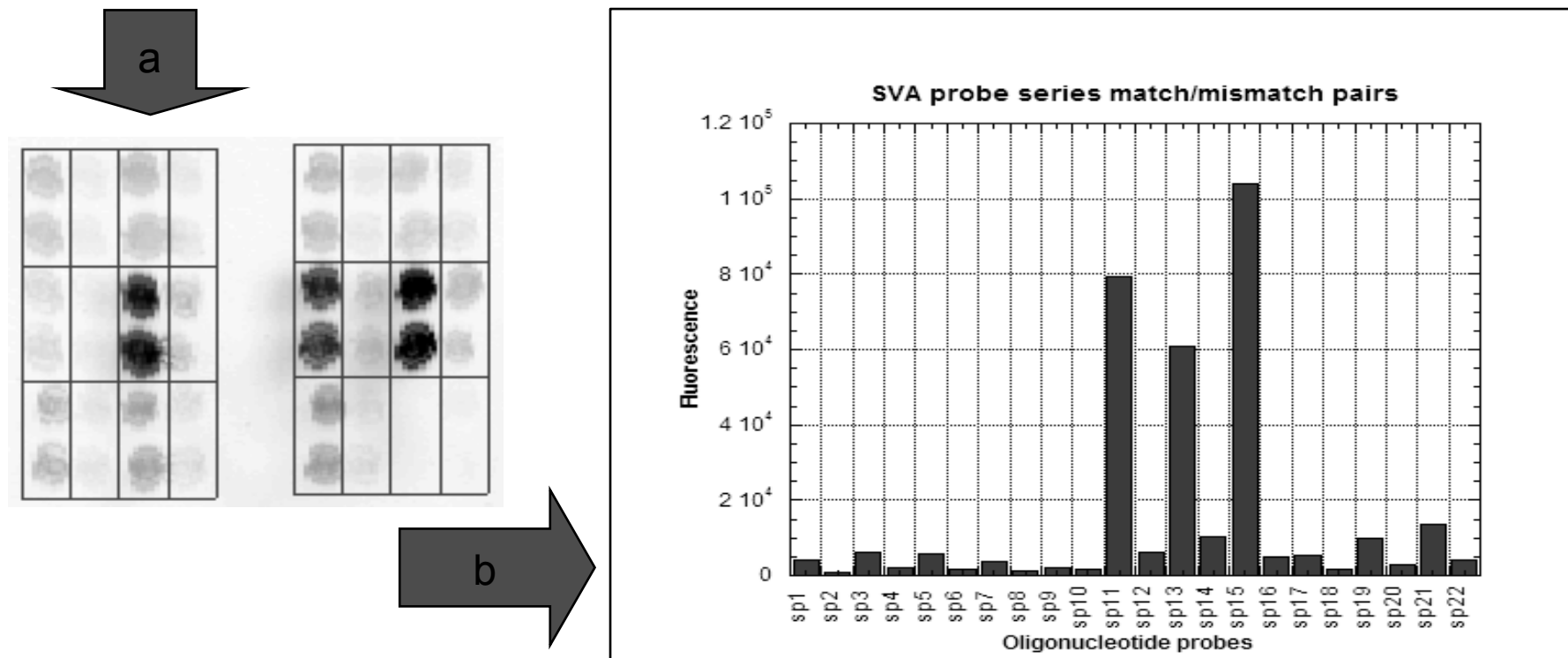
PowerPoint as delivery mode

- 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

- **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

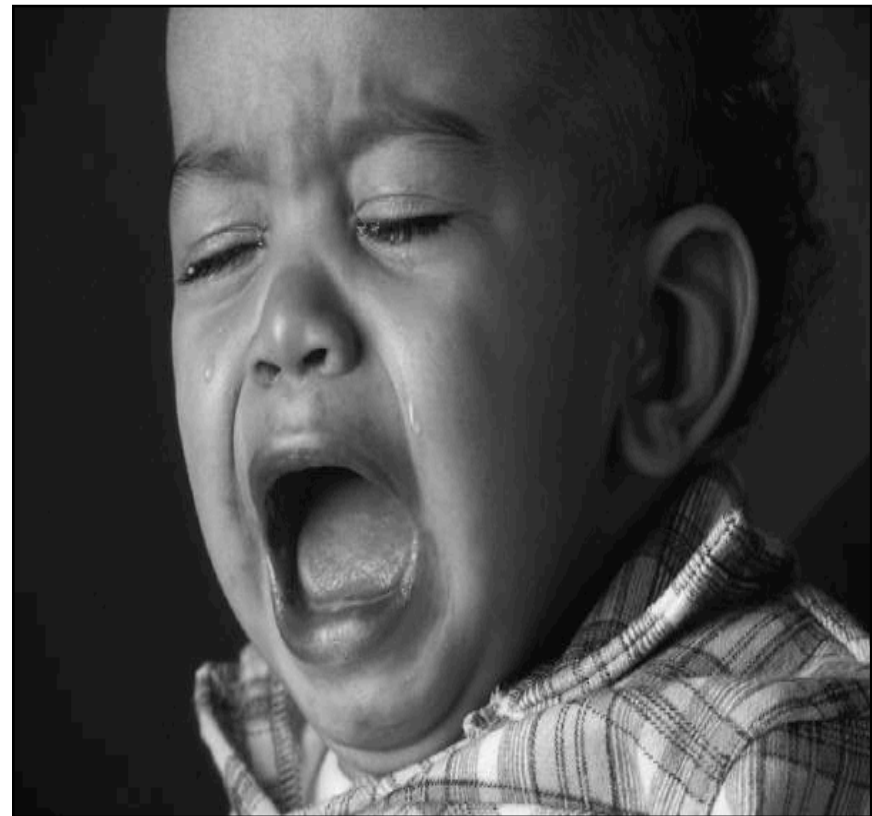


Voice

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

Breath

- Deep breathing exercises are useful for developing maximum lung capacity



It gets easier!

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

enjoy !

Details of Learning Centre programs

can be found at:

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