Introduction

Spoken and written communication are key skills for scientists. They are often required to give formal technical presentations describing their work. These presentations can have a significant impact on how they are perceived by their managers, colleagues, and peers.

One of the best sources for learning effective presentation skills is to observe other presentations.

Introduction

Evaluation

What went really well?

What could I have done better about my last presentation?

Presentation skills are an ongoing active process. Reflection:

This is not something you learn once and then use. Improving your presentation is something you can do by doing.

Various techniques can help you improve presentations but largely you want to be better!

The key to improving as a speaker is really simple: you must decide that presentation is improved.

FEARS AND NEUROSISSENCES CAN BE OVERCOME, AND THE QUALITY OF SPEAKING IMPROVED.

People are often uncomfortable with speaking in public.

You can learn from every speaker:

- Has the speaker chosen clear language?
- Do the visuals support the message?
- Is the material well-organised?
- What could be improved?
- What was done well?

Other presentations:

One of the best sources for learning effective presentation skills is to observe other presentations.

Observation

One of the best sources for learning effective presentation skills is to observe other presentations:

- What is being done well?
- What needs to be improved?
- What is the material well-organised?
- What could be improved?
- What was done well?

Other presentations:

One of the best sources for learning effective presentation skills is to observe other presentations:

- What is being done well?
- What needs to be improved?
- What is the material well-organised?
- What could be improved?
- What was done well?

Other presentations:

One of the best sources for learning effective presentation skills is to observe other presentations:

- What is being done well?
- What needs to be improved?
- What is the material well-organised?
- What could be improved?
- What was done well?

Other presentations:

One of the best sources for learning effective presentation skills is to observe other presentations:

- What is being done well?
- What needs to be improved?
- What is the material well-organised?
- What could be improved?
- What was done well?

Other presentations:

One of the best sources for learning effective presentation skills is to observe other presentations:

- What is being done well?
- What needs to be improved?
- What is the material well-organised?
- What could be improved?
- What was done well?
Preparation

One of the key elements of delivering a successful presentation is the preparation.

- Probably resulting in annoyance, boredom, or bewilderment.
- If the point is not clear, audience will ask themselves: “What is the point?”
- Getting these across to the audience: 
  - Identify the key points and your take-home message. Concentrate on clear sentences:
  - Avoid temptation to tell everything you know on the subject.
  - Identify your objectives: aim to be able to summarise this in a single clear sentence.

What do you want to accomplish?

<table>
<thead>
<tr>
<th>What do you want to accomplish?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the audience want from this presentation?</td>
</tr>
<tr>
<td>How knowledgeable/technical is this audience?</td>
</tr>
<tr>
<td>What brings them together?</td>
</tr>
<tr>
<td>Who is your audience?</td>
</tr>
</tbody>
</table>

Presentation Organization

Standard presentation structure:
- Introduction
- Body
- Conclusion

“Tell them what you’re going to tell them, tell them, tell them what you’ve told them.”

presentation Organization

Visual aids:
- Time available:
- Audience:
- Material to be covered:
- Night (and in the direction of giving something useful to the audience). This can help to direct your energies from worrying about yourself (stage preparation), back to the objectives of delivering a successful presentation. One of the key elements of delivering a successful presentation is the preparation.
The Introduction

Grab the audience's attention!

Know exactly what the first few sentences will be - introduce the exact topic of the presentation.

Set the work in context - why are you doing x? what application might it have? what existing theory are you building on?

Remember the audience - provide enough background so the they will be able to follow the talk - but don't bore them.

Prevent the audience - provide enough background so they will remember the audience - provide enough background so they will be able to follow the talk - but don't bore them.

Do not introduce new material in the conclusion - looks disorganized and has addressed these issues raised in the introduction and point out how your work connects to these.

Recall the issues raised in the introduction and point out how your work connects to these.

The Body

Usually takes the largest portion of the available time.

Tell a story about the purpose of your work.

Progression of the story must be logical, but is often effective to reverse from there. Explain what experiments you did, why you chose them, what you derived from them.

Explores, missteps and surprising results. Explain how your thinking developed. Based on these results.

The story, but may not be the story

Experimental results (positive and negative) can illustrate and support the story.

List the points to be raised in each section. Plan the structure: introduction, body, conclusion.

Know exactly what the first few sentences will be - introduce the exact topic of the presentation.

Remember the audience - provide enough background so they will remember the audience - provide enough background so they will be able to follow the talk - but don't bore them.

The Conclusion

Cement the key points in the minds of the audience.

Recall the issues raised in the introduction and point out how your work connects to these.

If you find yourself short of time do NOT cut from the conclusion, omit or condense material from the body of the talk.

Do not introduce new material in the conclusion - looks disorganized and has addressed these issues raised in the introduction and point out how your work connects to these.

Complete the talk with a strong memorized sentence which captures the message of your talk. Then stop talking.
Planning

Speak the presentation out loud. This tells you:

- how long you need to speak for to get through the material in this form.
- whether you can clearly express your ideas, understanding something isn't enough, you need to be able to explain it in clear form.

Revise, revise, revise until you are happy.

Visual Aids

Theroleofthevisualaidisto

illustrate
or

emphasize
.
Goodvisualaidscanincreasetheaudience'sattentionofwhatyousay.

Theroleofthevisualaidsaretoillustrateoremphasize.

Body Language and Gestures

Body Language gives an impression of your talk. Try to appear

enthusiastic from the start.

Audience and speaker is lost.

May be reading instead of looking at them. Overall contact between

Too much text will mean the audience reading instead of listening. You

Visual aids are not a script. Your talk should not be reading the slides.

Poor visual aids are often worse than no visual aids.

Good visual aids can increase the audience's retention of what you say.

Visual Aids

Instead:

- Use only simple tables of results, when possible, use simple graphs.
- Possess color blindness issues for members of the audience.
- Consider choice of colors carefully; consider issues of contrast between text and background, you will do your prepared colors proud.
- Emphasize and can become annoying.
- Use italics and bold for emphasis, but use sparingly otherwise they lack

out and see which looks easier to read from the back of a room.

Choose a plain sans serif font, e.g. helvetica, NOT times roman (it's

- Use key points, not full sentences.
- Keep slides simple.

Revise, revise, revise until you are happy.

Language to an audience unfamiliar with the idea.

Something isn't explained enough, you need to be able to explain it in clear

- Whether you can clearly express your ideas, understanding

- How long you need to speak for to get through the material in this

Speak the presentation out loud. This tells you:

Planning

Speak the presentation out loud. This tells you:

- how long you need to speak for to get through the material in this

Revise, revise, revise until you are happy.

Language to an audience unfamiliar with the idea.

Something isn't explained enough, you need to be able to explain it in clear

- Whether you can clearly express your ideas, understanding

- How long you need to speak for to get through the material in this

Speak the presentation out loud. This tells you:
Group Presentations

Group presentations should follow all the preceding but introduce further issues as well.

Whosehouldspeakwhen?

Try to balance the amount of time each person speaks for.

Try to make the progression between speakers smooth. Maybe one person can run the presentation with others invited to speak at suitable points, or maybe divide the time up and speak one after the other.

Try to ensure consistency in style of delivery. Prepare the slides together.

Try to ensure background is introduced by somebody and that the technical level of the delivery is consistent.

Level of the delivery is consistent.

Try to ensure consistency in style of delivery. Prepare the slides together.

Try to ensure background is introduced by somebody and that the technical level of the delivery is consistent.

Try to ensure consistency in style of delivery. Prepare the slides together.

Further Reading

A good book if you want to read more about preparing good scientific presentations is:

Scientists Must Speak - bringing presentations to life

D. Eric Walters and Gale Climenson Walters

Routledge, 2002.

Further Reading

A good book if you want to read more about preparing good scientific presentations is:

Scientists Must Speak - bringing presentations to life

D. Eric Walters and Gale Climenson Walters

Routledge, 2002.