

Giving Effective Presentations

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Learning Enhancement Team

Session aims

Part 1 - Introductions

Part 2 - Presentations

- What will work? What won't work? What may be an issue?

Part 3 – Strategies for your presentation

- Audience
- Structure
- Timing
- Language
- Delivery
- Tackling questions



presentermedia.com (n.d.)

Task 1 - Introductions



'My motive for studying this degree is...'

'The colour that best represents my mood today is ... because ...'

‘Where an oral examination is part of the [...] process of the doctorate, **the habit of talking is essential preparation**’ (Williams *et al.*, 2011, p.xii)

‘Conferences are **an essential step to becoming a well-rounded academic**’ (Williams *et al.*, 2011, p.75)

‘[M]any years ago, I would have candidly said that good presentations are synonymous with good content and a little practice. I no longer hold this view’ (Freiermuth, 2022, p.3)

[A]cadmic presentations are in fact performances, which means **the would-be presenter needs to take the proper steps to be ready to perform**’ (Freiermuth, 2022, p.1)

‘Whether you have an audience of two or 200, **your approach and general objectives are the same: getting your message across in clear and simple terms** that leave your audience hanging on the edge of their seats and hungry for more’ (Gosling and Noordam, 2022, p.84)

Task 2a - What will work?

Complete this statement by listing at least two points:

My conference presentation
will be a success if...

Confidence

Skills

Expertise

Task 2b - What won't work? What may be an issue?

Join this Padlet: <https://padlet.com/igrewal1/pgr-q01vmxdgl4suyovz>

:Padlet

igrewal1 + 1 • 1m

PGR

Questions

Q

How can I create an effective online presentation?



Add comment

Concerns

C

Nervous speaker in big groups



Add comment

Strategies

Task 3 – Tell us about it!

In small groups tell each other about your topic of investigation.

Listener

Do you understand what is being said?
Are you confused? If so, raise your hand



Speaker

Do you have to re-explain your ideas? Why?
Note down what was not understood

Observer(s)

What do you notice? Share your observations

The audience

Who are they?

- Specialists
- Non-specialists



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What do they need to know?

- London as the capital city of the **country**... ✓
- Toni Morrison's **literature** continues to be celebrated globally?

The audience

What do they need to know?



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- Present the information that is **absolutely essential**
- Explain it in a **clear** and **concise** way
- Try to **relate** your ideas to things people can **understand**

Structure: how can you best organise your ideas?

General-to-specific?

Introduction

Context

Analysis

Conclusion

Definitions

Details

Chronologically?

Logically?

Thematically?

Which is the easiest to follow?

Are you taking us on a journey?
Does it help to have the 'back story'?

What will make most sense to the audience?

Timing: How will you divide up your 15 minutes?

Introduction

Context

Analysis

Conclusion

Make a plan
with timings
and technical notes

Rehearse
Adjust your timings
Rehearse (again)
and again
and again



Rule of Seven (Freiermuth, 2022)

Adapted version

1

Very rough with frequent stops and starts. Transitions are poor because I **cannot recall the sequence** of slides. I normally add some information during this practice session

2

Smoother than the first run but still very rough. I almost always **stop and reflect on transitions** going from topic to topic and from slide to slide. It is still far from ready

3

Much smoother but I tend to forget certain elements, so I end up relying too much on my notes. I **add some finetuning and a little more content** if needed.

4

Much smoother but I still find myself **forgetting some of the key points**. The length may be about right

5

Quite smooth for the parts I know but not so much for the parts I have yet to master. So, I find myself **peeking at the notes here and there**.

6

Almost there. I could get away with presenting at this point without embarrassment. There are just a couple of spots that I wish were better. The **length is spot on**.

Everything is perfect and ready for the final performance!

Your story: some key questions

What is your...? **topic** **position**
focus

Why is your research relevant, to...? **you** **your field**
your audience

How are you doing your research?

Why like that?

Your language: How can you communicate your ideas effectively?

Use of figures of speech can help to illustrate your ideas

The findings **shed new light on** ...

Metaphors

Implicit
similarity

The results are as complex **as** ...
Here, achieving success is **like** ...

Similes

Explicit
similarity

Think of the **concepts**
you are trying to
explain

What are
you trying
to say?

Categories for analogies

Sport, Nature
Art, Travel, etc.

Your delivery: clarity

Voice

Volume

Tone

Speed

animated

steady

Sign-posting

Verbal and visual reminders

An archive of common academic expressions

The screenshot shows the Academic Phrasebank website. At the top left is the University of Manchester logo (MANCHESTER 1824) and the text 'The University of Manchester'. To the right is the title 'Academic Phrasebank'. Below this is a navigation menu with four items: 'Introducing Work', 'Referring to Sources', 'Describing Methods', and 'Re'. The main content area is titled 'Home Page' and contains a section for 'GENERAL LANGUAGE FUNCTIONS' with a list of categories: 'Being Cautious', 'Being Critical', 'Classifying and Listing', 'Compare and Contrast', 'Defining Terms', 'Describing Trends', 'Describing Quantities', and 'Explaining Causality'. To the right of this list is a text box containing a disclaimer: 'The Academic Phrasebank is a general resource providing examples of some of the phraseological functions used in sections of a research paper or dissertation. It is intended as a resource for the more general communicative functions and phrases, and the headings under which they are listed should be particularly useful for thinking about the content and organisation of your writing where this creativity and adaptation will be necessary. The phrases in the Phrasebank are mostly content neutral and do not steal other people's ideas and this disclaimer is not intended to substitute specific content words have been included in the phrases. The phrases are still find much of the material helpful. In scientific writers who are non-native speakers of English, the phrases are still find much of the material helpful. In'

<https://www.phrasebank.manchester.ac.uk/>

Can you identify examples of **nonverbal** communication?

- Eye contact
- Facial expressions
- Posture
- Gestures
- Pauses
- Spatial awareness

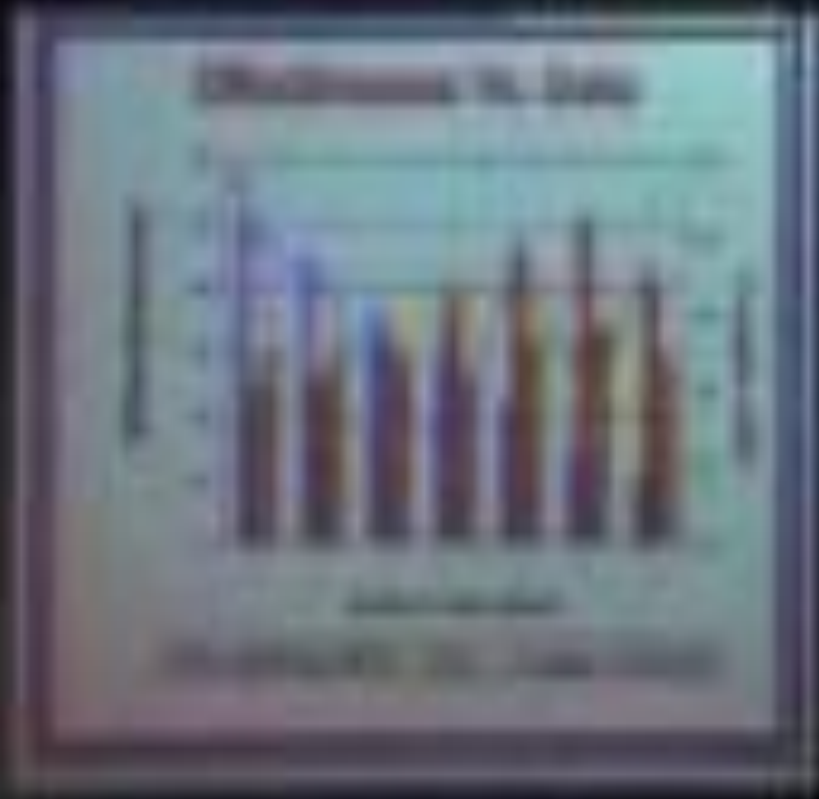
Your delivery: Online

1. Minimise distractions →

}	Silence your phone	Children	Pets
	Shut the door	Turn off pop-ups / notifications	
2. Neutral background
3. Sit up straight → Adopt the power pose
4. Consider your lighting → Natural If using lamps, try more than one
5. Prioritise the camera → Eyes front! Quality
6. Test everything first → Practise
7. Sound audio → Ear buds
8. Get in the mood → A walk? Water
9. Make a cheat sheet → Notes

Top tips for presentations

- **Record yourself** in timed practice runs. Then watch your performance and reflect on what works and what needs to be changed
- **Invite friends/family to** become your audience members and **offer you feedback**
- **Find your energy** and use it to pull in the audience



Considerations



What do you want the audience to remember?



Is the central message clear?



In the Q&As that will follow your presentation, what kinds of questions might you be asked?

Tackling questions

Ask them to restate their question

Please, can you repeat/rephrase the question?

Consider hypotheticals and use hedging

I need to think a little more about this point, but my initial thoughts are that it *could* be...

Pivot to what you do know

You have raised an interesting point. My research has focused on a similar area in terms of...

Invite input from questioner / the audience

Can you give me an example of what you mean by...?
Do you have a thought on...?

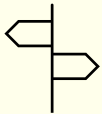
What things must you consider as a presenter?



Use of language



Needs of audience members



Signposting



Visual texts



Effective use of time



Working within the allotted space



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- Academic Writing and Numeracy
- Who are we?
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Academic Writing and Numeracy

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- Who are the LET
- Workshops
- One-to-one Tutorials**
- Drop-ins
- Online resources
- Workshop materials
- The Writing Space
- Speak with us

Home > Your study > Learning Enhancement Team > One-to-one Tutorials

One-to-one Tutorials

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In this section:

- One-to-one LET Tutorials
- Drop-in One-to-ones
- Writing Advice Online for Health & Education Students
- Group LET Tutorials

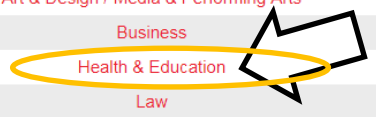
One-to-one LET Tutorials

One-to-one LET Tutorials are private meetings, usually for 30 minutes, with one of our LET lecturers. You can use an One-to-one LET Tutorial to ask any questions you have about your studying here at Middlesex, particularly regarding academic communication and/or use of mathematics and statistics in your studies.

If you are unable to book an One-to-one LET Tutorial, please contact us (LET@mdx.ac.uk) immediately and we will try to set one up for you.

The links below will take you through to the relevant calendars on our booking system. Please select your school for AWL Tutorials or the topic area for MSN Tutorials! Unsure which link to use? Please contact us at LET@mdx.ac.uk

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