

Communicating your Work

Designing and Delivering Good Presentations

*Why Bad Presentations Happen to Good Causes
and how to ensure they won't happen to you*

by

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presentations must not only be informative
but also interesting and emotionally engaging

the **FATAL** five:

- reading the slides
- too long, too much information
- lack of interaction
- lifeless presenter
- room and technical problems

presentations must not only be informative
but also interesting and emotionally engaging

the most **WANTED**:

- interaction
- clarity
- enthusiasm

Constructing Better Presentations

know your audience in advance

QUESTIONS to ask yourself about them:

- who will be in the audience?
- what do they believe I can build on?
- what obstacles do they believe I have to overcome?
- what do I want them to have learnt by the end?
- what do I want them to feel by the end?

often less is more

NEVER jam your presentation

NEVER go over the time

if you need more time:

a. ask for more time

b. cover the most important points

- provide handouts with more details
- offer to stay to answer more questions
- give your e-mail so people contact you

NEVER feel the need to fill the time

often less is more

if your presentation is longer than **20 MIN**
give the audience a break

attention drops after 20 min
never to regain its pick

select **3 - 5 POINTS** using material
that reinforces those

your audience will only remember
3 to 5 points

keep it as interactive as you can

incorporate **INTERACTIVE SEGMENTS** after 10-15 min

- the audience wants interactivity
- interactivity breaks up the information flow
- interactive exercises enhance learning

work hardest where attention is highest: open

DIVE right in do not
waste time

- you have to hook your audience in the first 90 seconds
- you can introduce yourself later but keep it short and brilliant

PREPARE and rehearse
your opening

- so you can look your audience in the eyes

work hardest where attention is highest: open

opening TECHNIQUES:

- tell a story that crystalises the subject of the talk
- ask questions that help people relate to the subject
- throw out a compelling statistics
- show a 'thousand words' picture

work hardest where attention is highest: close

SUMMARISE and
restate

- you can tell another story
- you can restate your message
- you can provide a vision

PREPARE and rehearse
your closure

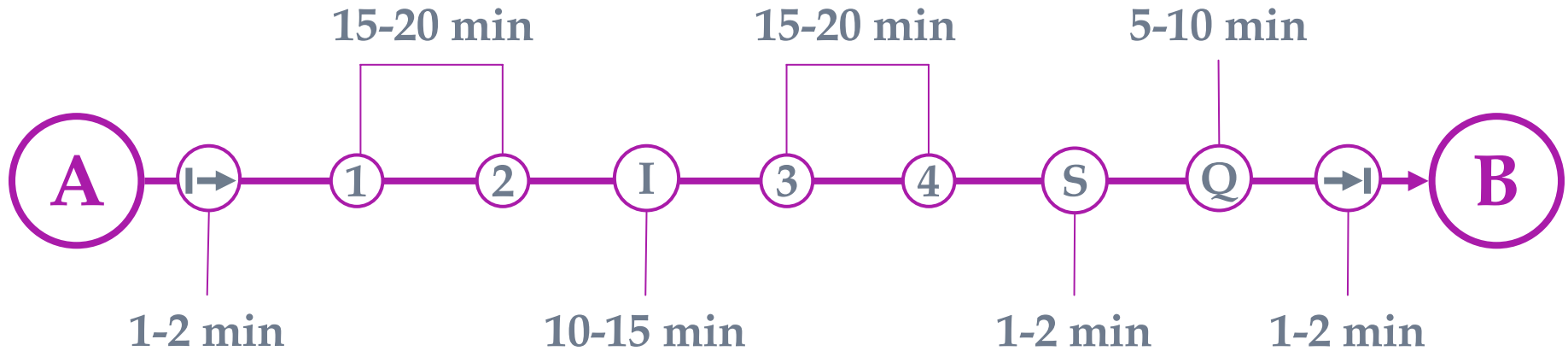
- so you can look your audience in the eyes

work hardest where attention is highest: close

leave time for **QUESTIONS**:

- ask questions to the audience
- anticipate questions they may have and be ready
- coach the audience to ask better questions
- do not react to hostile questions

sample one-hour presentation



Improving your Delivery

read the audience not your slides: eye contact

DO NOT look down on your shoes

DO NOT look over the audience's head

DO NOT continuously look up and down

DO NOT sweep across the room never connecting

DO give individuals eye contact through an entire sentence or complete thought

the audience is made of individuals who each want to feel you are speaking directly to them

vocal control: know your knobs

modulate **VOLUME, SPEED** and **TONE**

- increasing or dropping the volume suggests importance or confidentiality
- slowing down increases emphasis, speeding-up decreases it
- changing tone conveys a range of emotions

body language: what is your saying

use your body to communicate and be less like a lecture and more like a **HUMAN BEING**

- standing behind a podium or desk hides your body and its language
- loosening-up and opening-up allows your body to become expressive

humor: use it if it is part of who you are

use humor but **USE IT APPROPRIATELY**

it is a powerful tool to keep attention
and interest, and to entertain

DO NOT TRY to be humorous if it is not your strength

Making the Best of PowerPoint

what a PowerPoint presentation is and is not

IT IS NOT a document and should not resemble or recapitulate printed material

IT IS NOT an outline to help you remember the key points of your talk

IT IS a medium that provides **VISUAL** elements that clearly explain, dramatically depict and emotionally emphasise your points

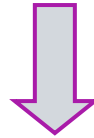
if you can say the words, show the pictures

present **VISUAL MATERIAL** and
accompany it with **ORAL NARRATION**

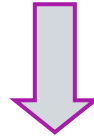
we have two channels to process
information: visual and auditory

- presenting a picture with text may overload the visual and ignore the auditory channel
- when you read the slides people listen for the differences between text and speech and don't pay attention to the content

UNLIKE TEXT, HYPERTEXT IS NON-LINEAR



partial control on the order in which nodes are accessed

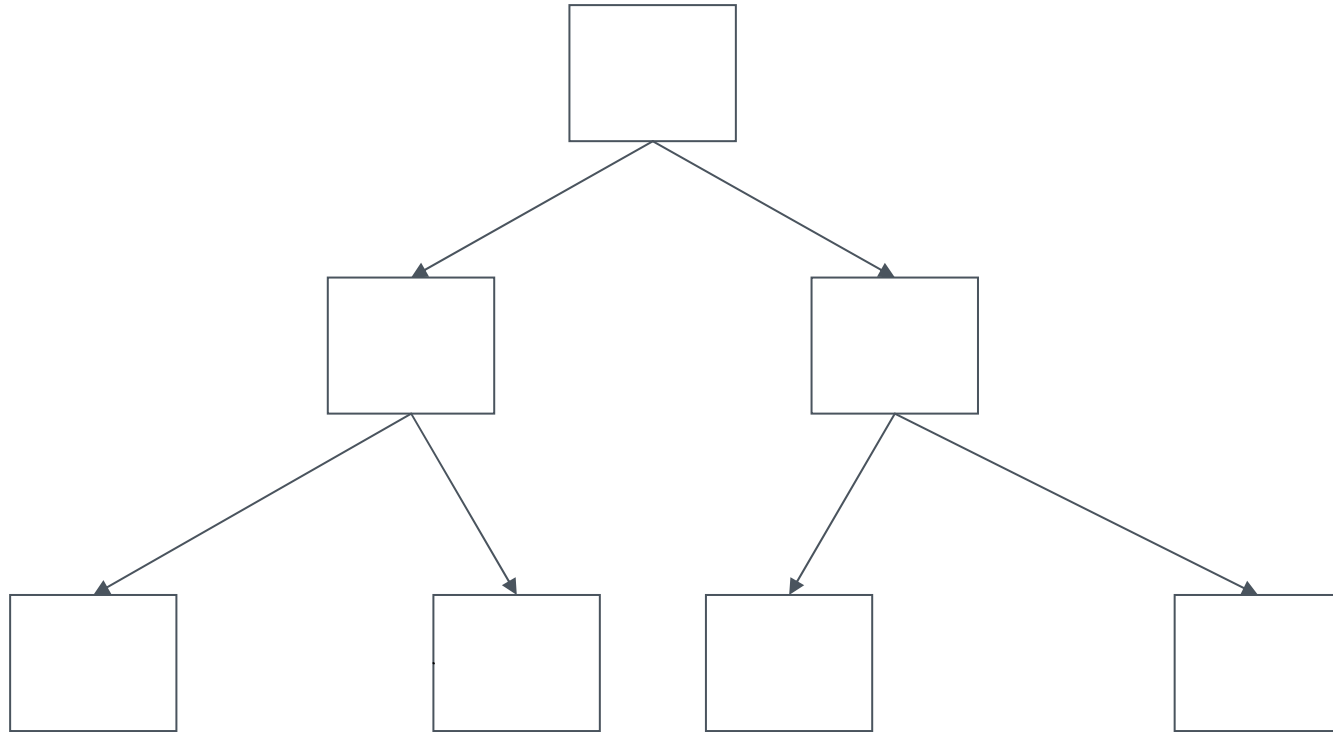


hypertext nodes can be reached from multiple paths
bearing different discourse relations

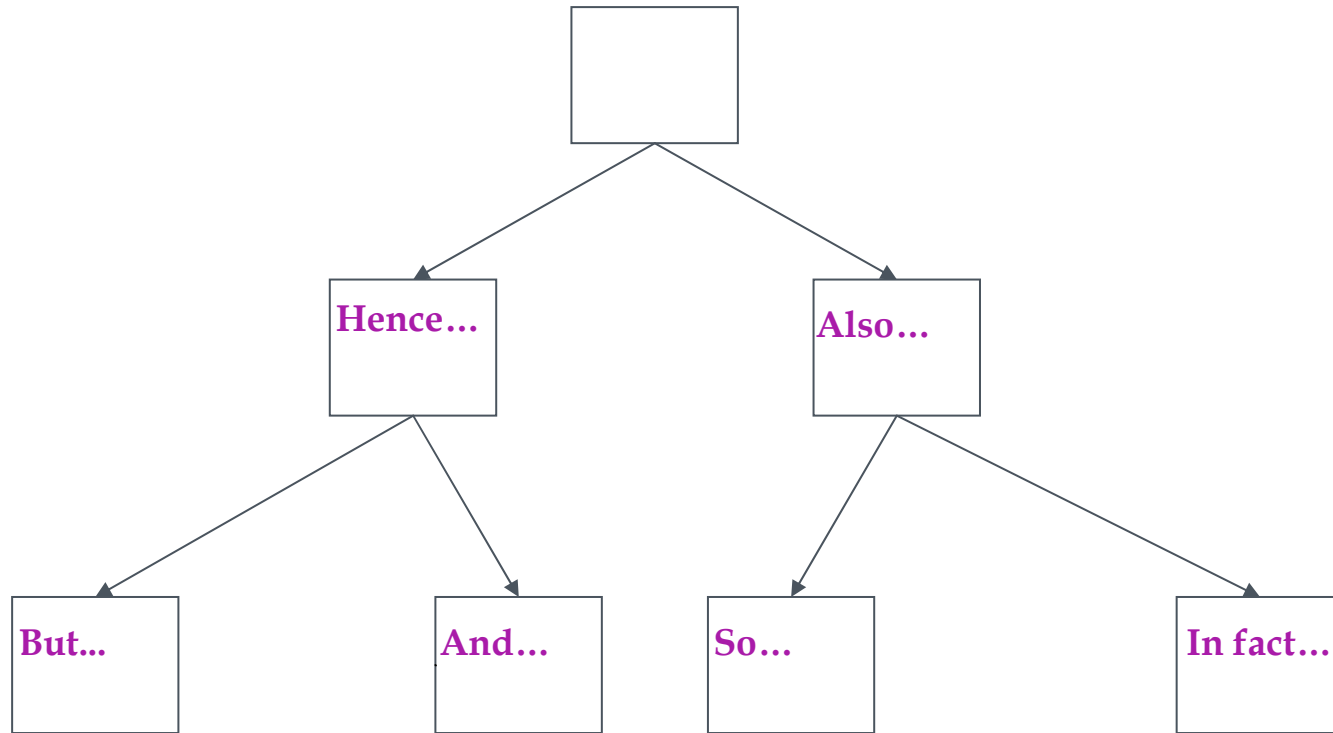


traditional textual marks of discourse structure
(e.g., *hence*, *besides*, *however*, etc.)
do not work well for hypertext documents

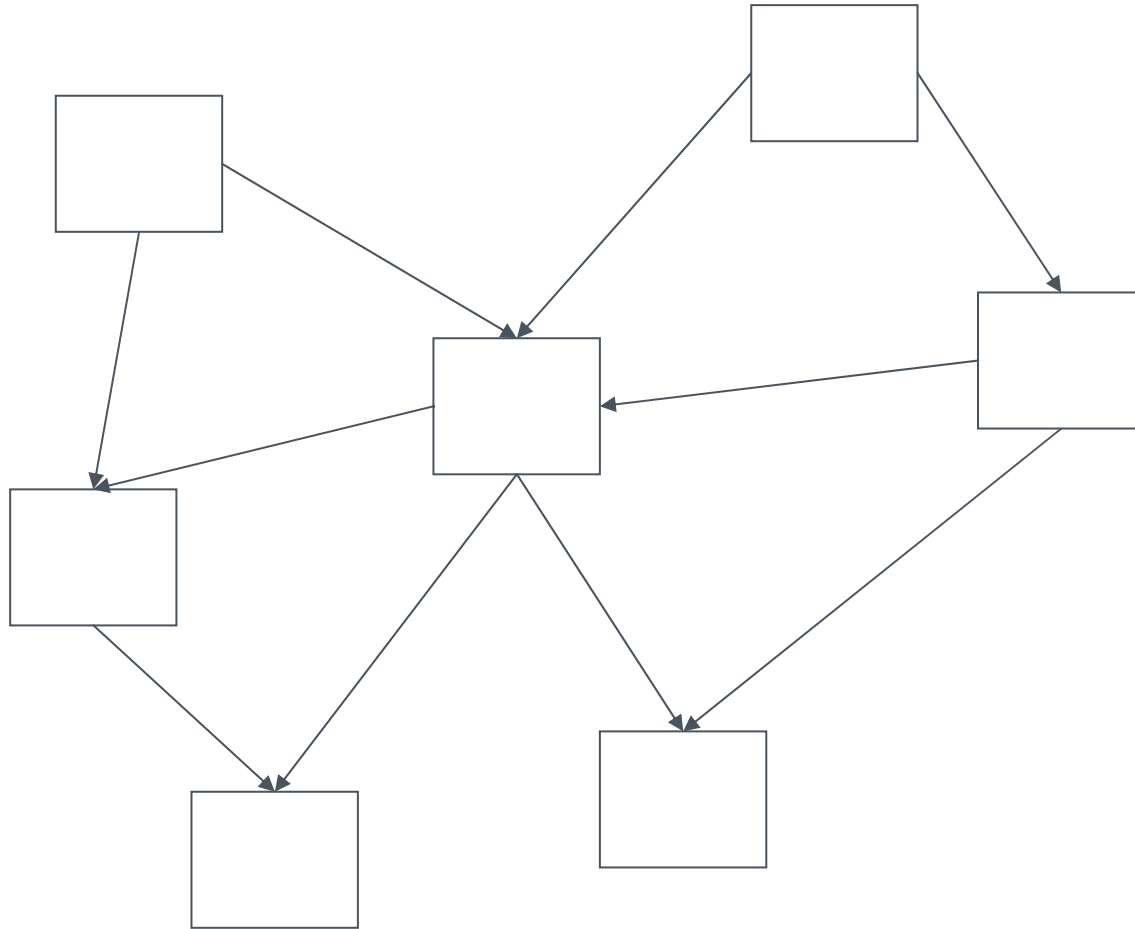
linear text has a hierarchical tree-like structure...



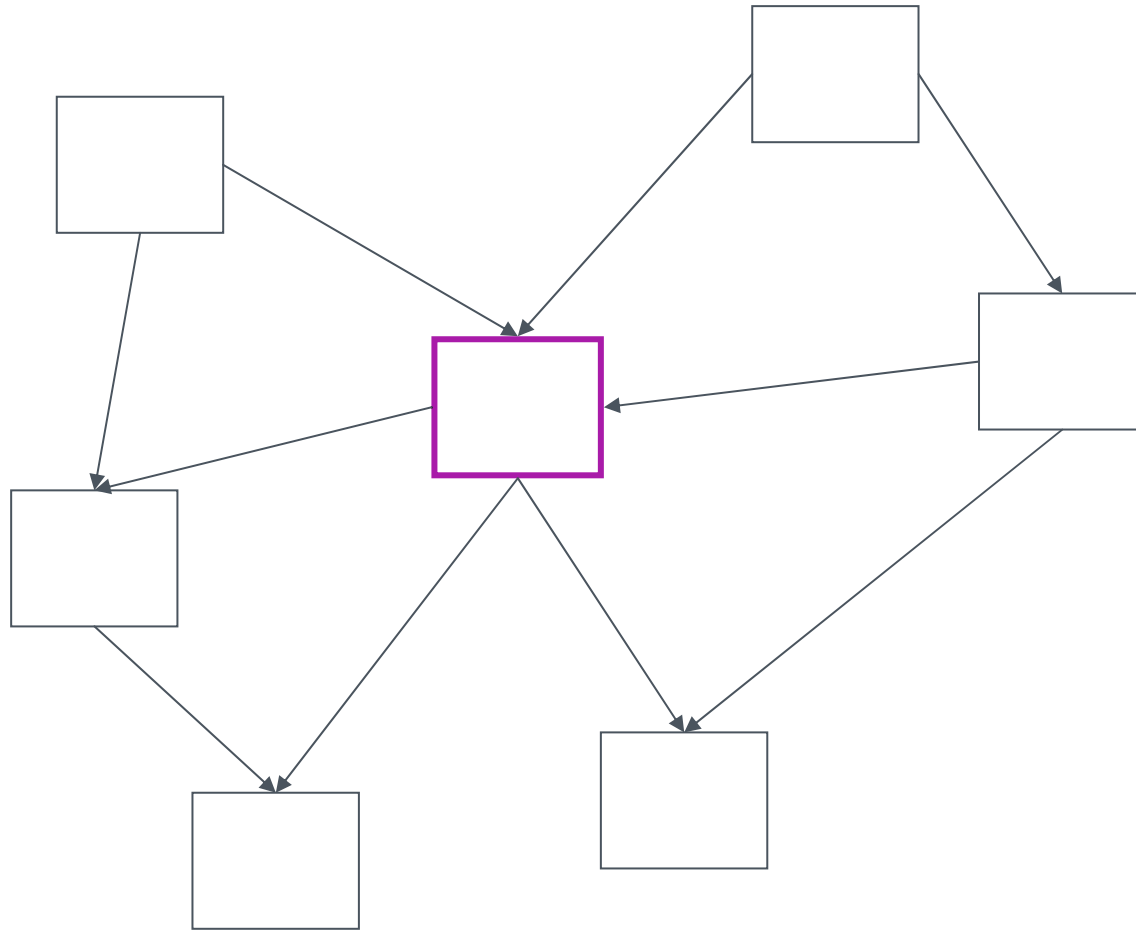
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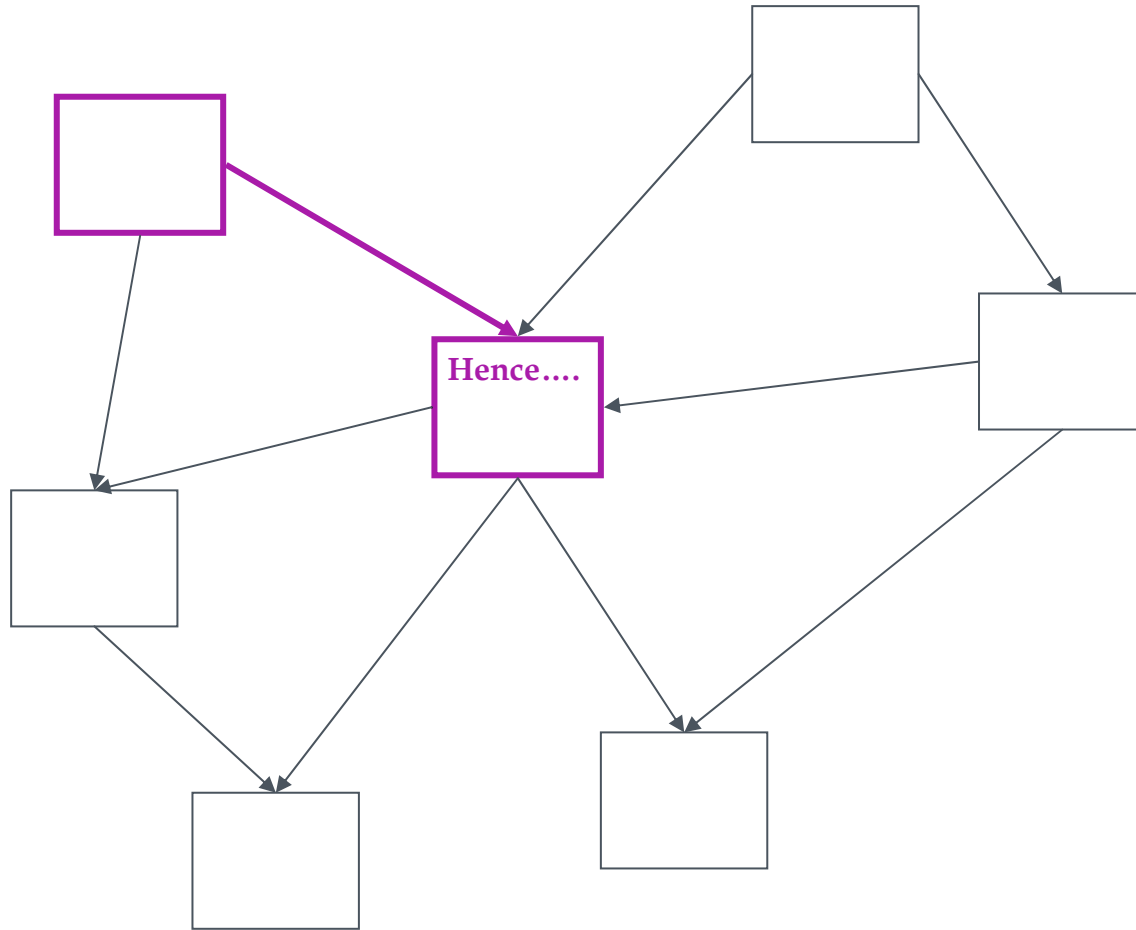
...hypertext has a non-hierarchical network-like structure



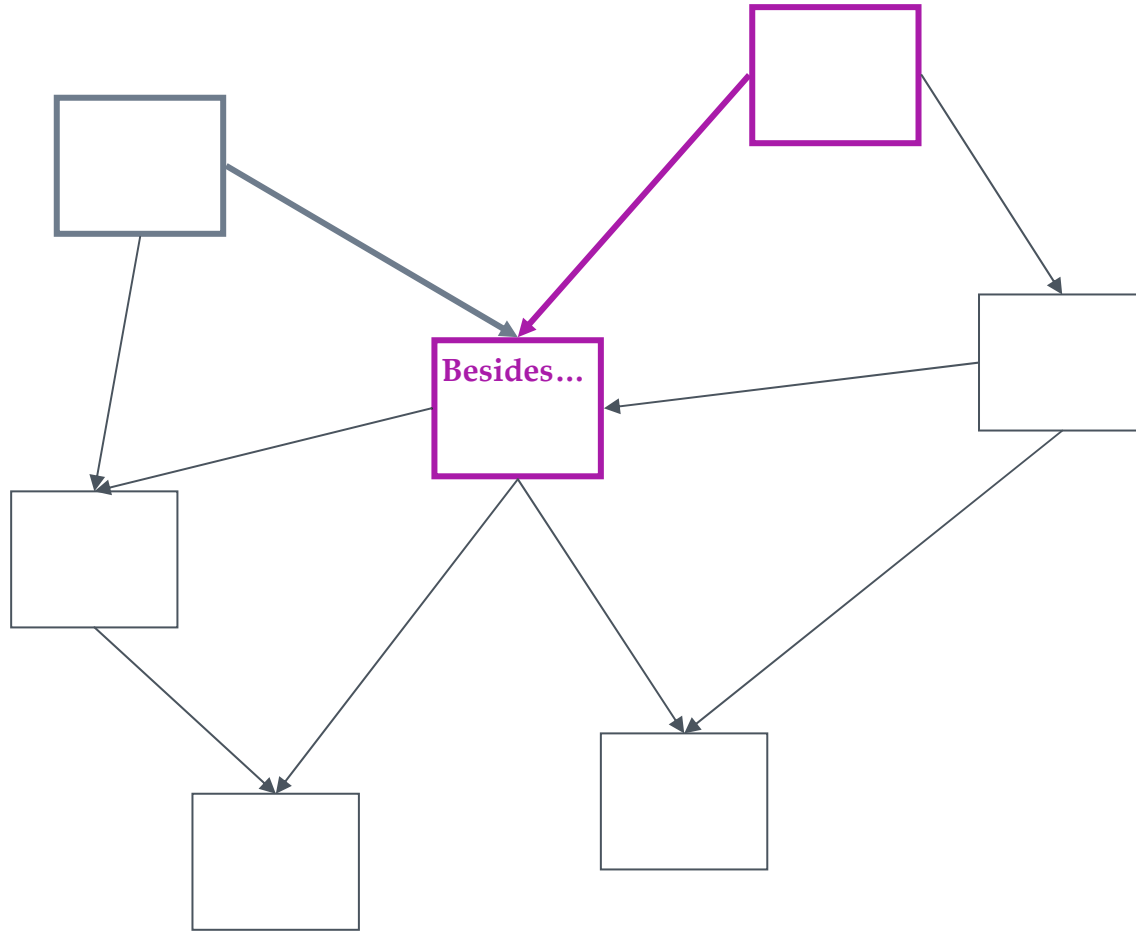
a hypertext node holds different relations with different nodes...



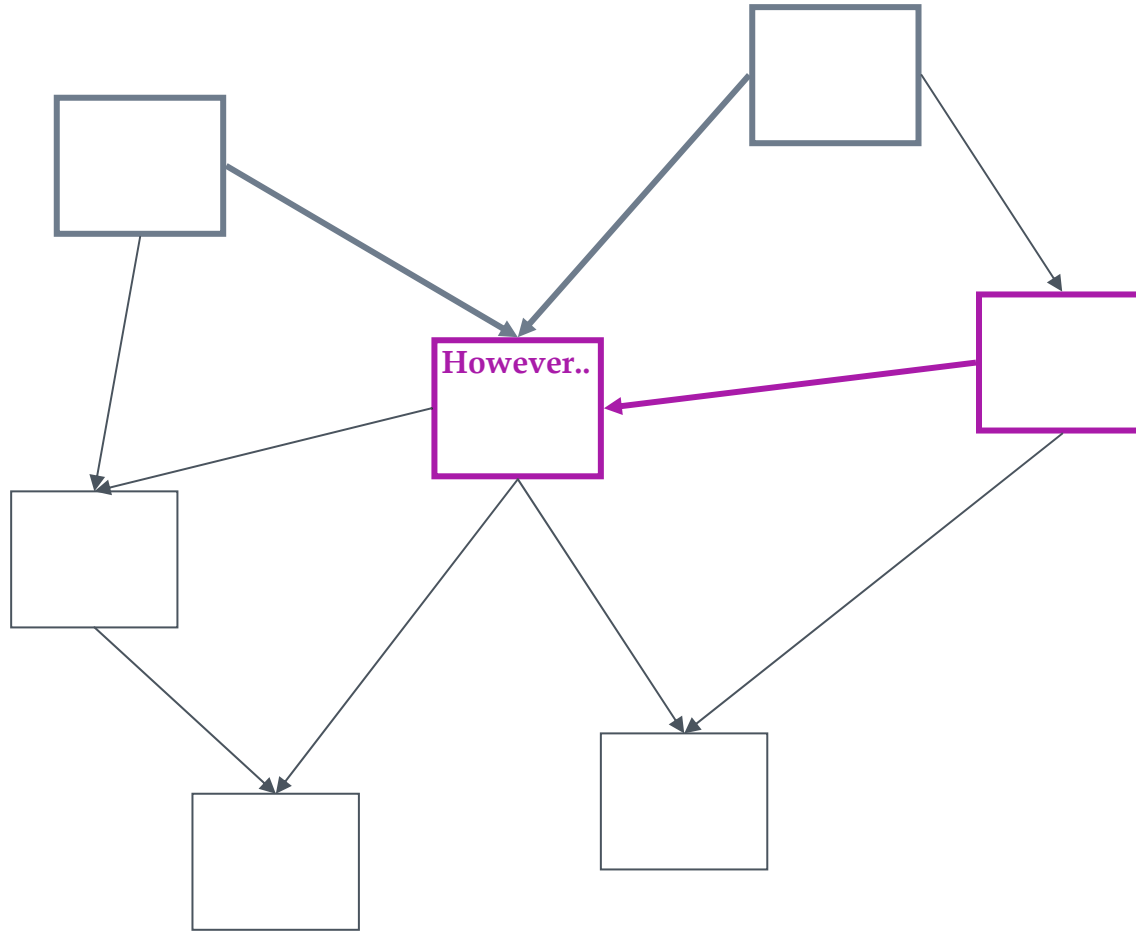
a hypertext node holds different relations with different nodes...



a hypertext node holds different relations with different nodes...



a hypertext node holds different relations with different nodes...



...and each relation requires a different marker to aid navigation

design outside the box

BREAK the borders of the rectangular slide,
if you can

- slides with white or coloured background may look like a box
- slides with back background show no borders and allow to focus on the objects displayed

display economically

USE informative titles

USE non-conventional images

LEAVE OUT non-informative elements

e.g. the logo of your institution on every page takes space without adding useful information

use formal elements to convey meaning

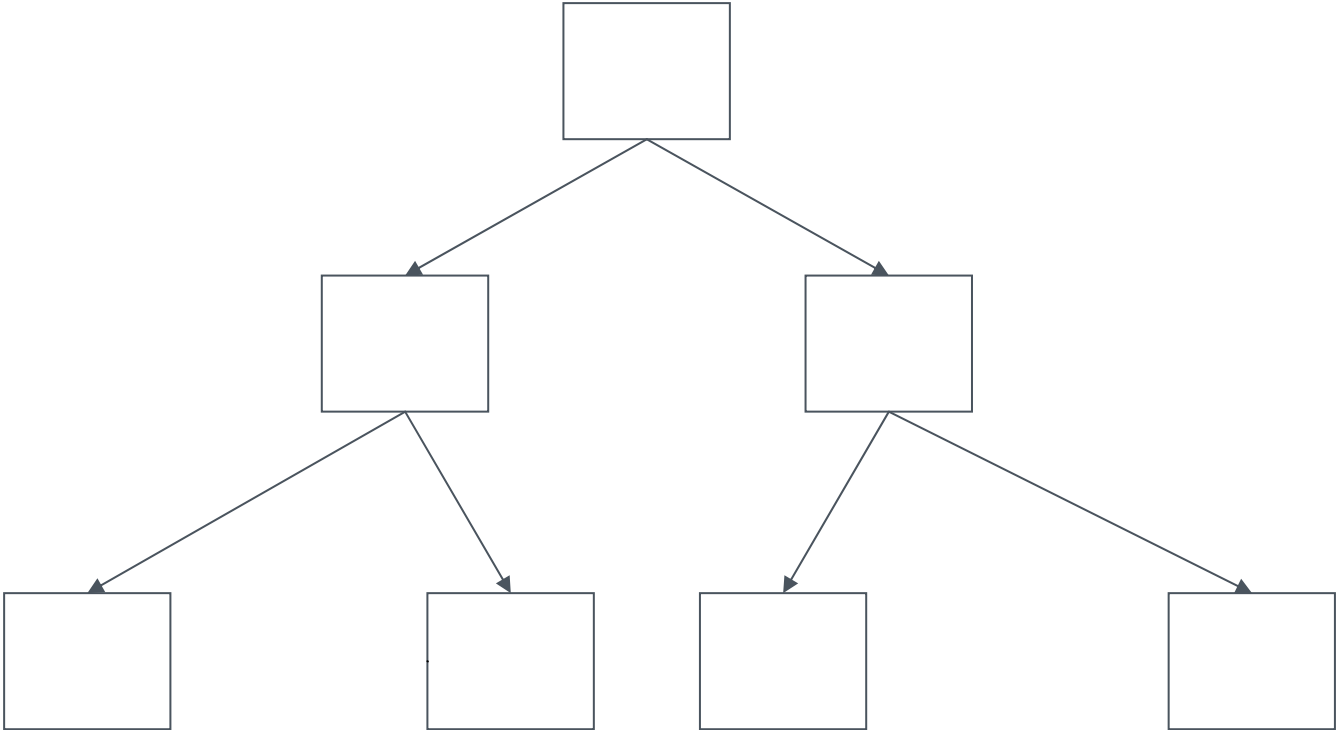
make your style talk about **YOURSELF**
and your work

make your style express the **STRUCTURE**
of the presentation

e.g. creating navigation bars,
menus, tabs, etc. shows people
where you are in the talk

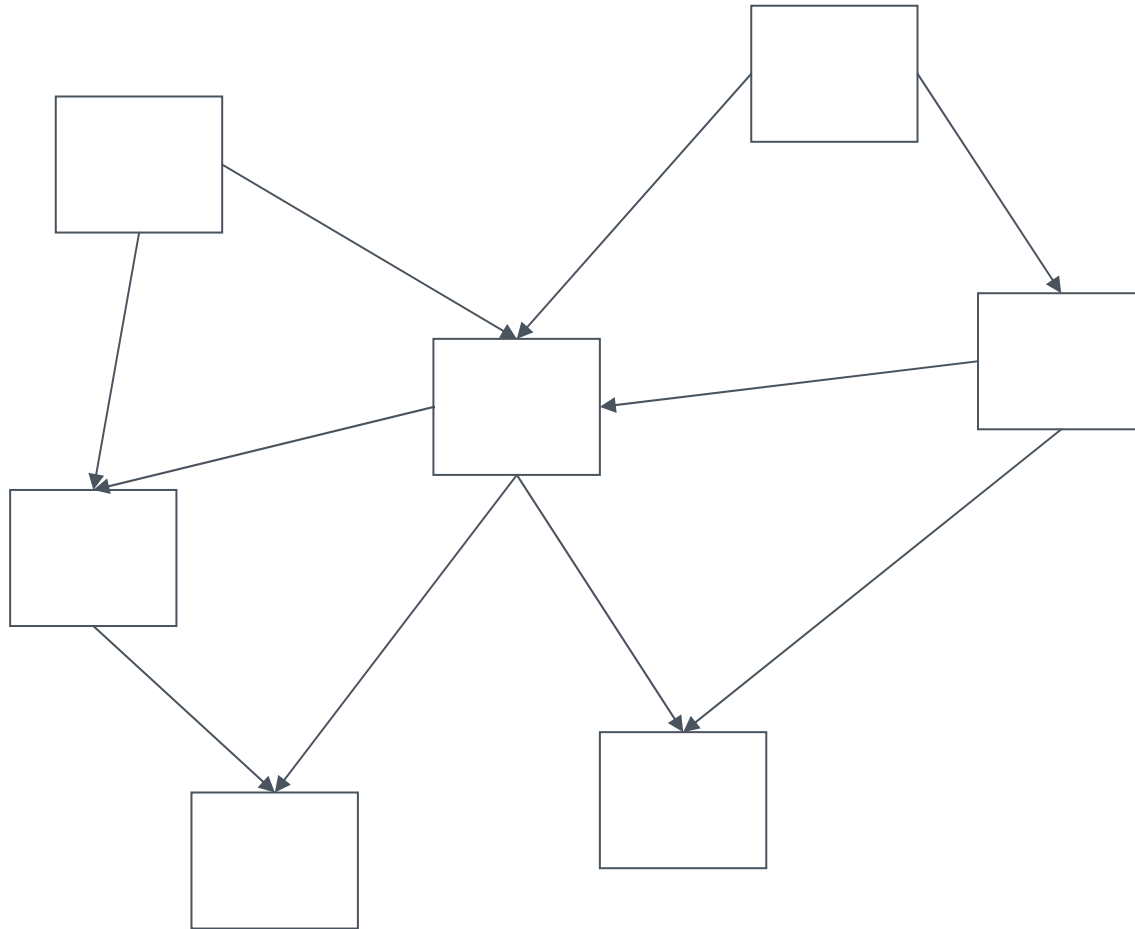
TEXT IS A HIERARCHY

HYPertext IS A NETWORK



TEXT IS A HIERARCHY

HYPertext IS A NETWORK



use animation functionally and meaningfully

animate **BULLETS** to control the information flow

- bring them up one at a time for people to focus on
- use simple effects

animate **GRAPHICS** to convey information gradually

- complex graphics are best built in stages so they take shape before the viewer's eyes

animate **TEXT** to convey meaning

- every text move should have a good reason other than wanting to display a fancy effect

unify the elements to create a visual hierarchy

DESIGN your slides is a consistent, simple, legible way

STRUCTURE the space so the viewer knows where to look first, second, third, etc.

make an effective use of colours

use **COMPLEMENTARY** colours to set-up a coherent colour scheme

use **THREE** expressive colours plus grey shades and black at most

COMPLEMENT the colours of photographs and figures

create a consistent formatting

use **ONE** or **TWO** fonts at most

use **LINE SPACING** to get a clean and readable text

use **SPACE** between headers, bullets, body consistently

GROUP information to make the text readable

useful tricks

B KEY: to get a black screen and bring attention from the slides back to you

SLIDE NUMBER + ENTER: to jump to any slide at any time

SLIDES AT THE END: to be able to jump to them if you need them

The Small Stuff

logistics

- check in advance if the projector is powerful enough or if you can lower the lights
- ask in advance if you need a microphone
- have an extra copy of the slides on a CD or Web
- be prepared to present even without slides!

your introduction

- write a 30 seconds introduction that can be read to make sure you are presented as you want to be with no mistakes

handouts

- distribute them at the end or only at the moment in which they are needed
- do not send the handouts in advance

evaluation

- make and bring evaluation forms to get feedback
- provide multiple choice answers and one-open ended question: “improvements?”
- distribute the forms at the beginning of the session

most hypertexts do not exploit important features to
signal discourse structure



1. navigating often still means jumping from one page to the other
and having no visibility of the navigational context
2. only at times do visited nodes remain visible but their format
and distribution are not significant



WE PROPOSE TO:

create smaller nodes

use whole screen as a visual field

use node format + distribution to shape patterns

navigating often still means jumping from one page to the other...



navigating often still means jumping from one page to the other...



...and having no visibility of the navigational context

in some hypertexts the navigational context remains visible...



in some hypertexts the navigational context remains visible...



in some hypertexts the navigational context remains visible...



in some hypertexts visited nodes remain visible...



...but their format and distribution are not significant

You had a consultation with
your doctor on September
20th 1993.



You had a consultation with your doctor on September 20th 1993.



On September 27th you did a **self examination.**



You had a consultation with your doctor on September 20th 1993.



On September 27th you did a **self examination.**



You found that you had a lump in your right breast.



You had a consultation with your doctor on September 20th 1993.



On September 27th you did a **self examination.**



You found that you

A self examination is an examination of the breasts by running your hand over each breast and up under your arms and checking for changes to their size, shape or feel.

You had a consultation with your doctor on September 20th 1993.



On September 27th you did a **self examination.**



On October 4th you did another self examination.



You found that you had a lump in your right breast.

on
by raising your hand
breast and up under your
checking for changes to
shape or feel.

You had a consultation with your doctor on September 20th 1993.



On September 27th you did a **self examination.**



On October 4th you did another self examination.



On October 11th you had a **radical mastectomy.**

You found that you had a lump in your right breast.

on
by raising your hand
breast and up under your
checking for changes to
shape or feel.



You had a consultation with your doctor on September 20th 1993.



On September 27th you did a **self examination.**



On October 4th you did another self examination.



On October 11th you had a **radical mastectomy.**



You found that you had a lump in your right breast.

on
by raising your hand
breast and up under your
checking for changes to
shape or feel.

A radical mastectomy is an operation to remove the breast, along with the lymph glands under the arm and the muscles of the chest wall.

You had a consultation with your doctor on September 20th 1993.



On September 27th you did a **self examination**.



On October 4th you did another self examination.



On October 11th you had a **radical mastectomy**.

The radical mastectomy was done to treat **cancer** in your right breast.

You found that you had a lump in your right breast.

on
by running your hand
breast and up under your
checking for changes to
shape or feel.

A radical mastectomy is an operation to remove the breast, along with the lymph glands under the arm and the muscles of the chest wall.

You had a consultation with your doctor on September 20th 1993.



On September 27th you did a **self examination**.



On October 4th you did another self examination.



On October 11th you had a **radical mastectomy**.

The radical mastectomy was done to treat **cancer** in your right breast.

Cancer is a tumour that tends to spread, both locally and to other parts of the body.

A radical mastectomy is an operation to remove the breast, along with the lymph glands under the arm and the muscles of the chest wall.

You found that you had a lump in your right breast.

...by running your hand
breast and up under your
checking for changes to
shape or feel.

tell (short and incisive) stories

QUESTIONS that may help you define a story:

- who is the protagonist? ▶ realistic picture
- what's the hook? ▶ something people can relate to
- what keeps it interesting? ▶ barriers and surprises
- where's the conflict? ▶ heroes and villains
- are there significant details? ▶ revealing particulars
- what's the emotional hook? ▶ emotional experience
- is the meaning clear? ▶ transparent moral