



# PRESENTING ACADEMIC RESEARCH

Econometrics: Second year

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Academic Language Programme

Abby Gambrel    [a.j.gambrel@vu.nl](mailto:a.j.gambrel@vu.nl)

## TODAY'S PROGRAM

- Review main concepts from year-one presentation lesson
  - Structure
  - Visual aids
  - See year-one slides for some tips of paralinguistics and non-verbals
- Rhetorical strategies in public speaking
- Tips for group presentations and good Q&As
- Reminder of rubric

# PITFALLS IN ACADEMIC PRESENTATIONS

## BORING AND CONFUSING

- Too many topics
- Too much detail
- Lack of purpose, unity, relevance and story
- Hard to follow
- Dull speaking style
- Jargon, unexplained terms, figures

# GUIDING QUESTIONS

1. What **one or two key things** do you want your audience to know when you are finished?
2. How will you present your talk so that the audience **understands and remembers** what you have to say?

## TO REVIEW...

two weak areas of last year's presentations  
and how to improve them

The background is a dark gray surface with a pattern of 3D plus signs. Some plus signs are light gray, some are dark gray, and some are a vibrant lime green. They are arranged in a somewhat chaotic but rhythmic pattern, with some appearing to be slightly raised or recessed. A white rectangular box with a thin border is centered horizontally, containing the word 'STRUCTURE' in white, uppercase, sans-serif font.

# STRUCTURE

# The Daisy Method for Structure



STRUCTURE

## Key Elements:

- A clear core message
- Repetition

# The Daisy Method for Structure

1. State core message
2. Petal 1
3. Return to core message
4. Petal 2
5. Return to core message

Etc.



STRUCTURE



# Core Message

- Give your main findings/results
  - Tell one “story”
  - Use simple language
  - Spend time crafting this
- 
- For econometrics: What is KEY in solving the problem? What might differentiate your group’s solution from other groups’?



STRUCTURE

# The “Petals”

- Context/explanation
- Details about a certain part of the problem
- Steps in your methodology
- Problems or challenges
- Implications of your findings



STRUCTURE

You must choose what to OMIT!

# VISUAL AIDS

# Complex slides

- Explain them thoroughly
- Linger on them for a long time
- Use your body or a pointer to refer
- Simplify charts and graphs



VISUAL AIDS

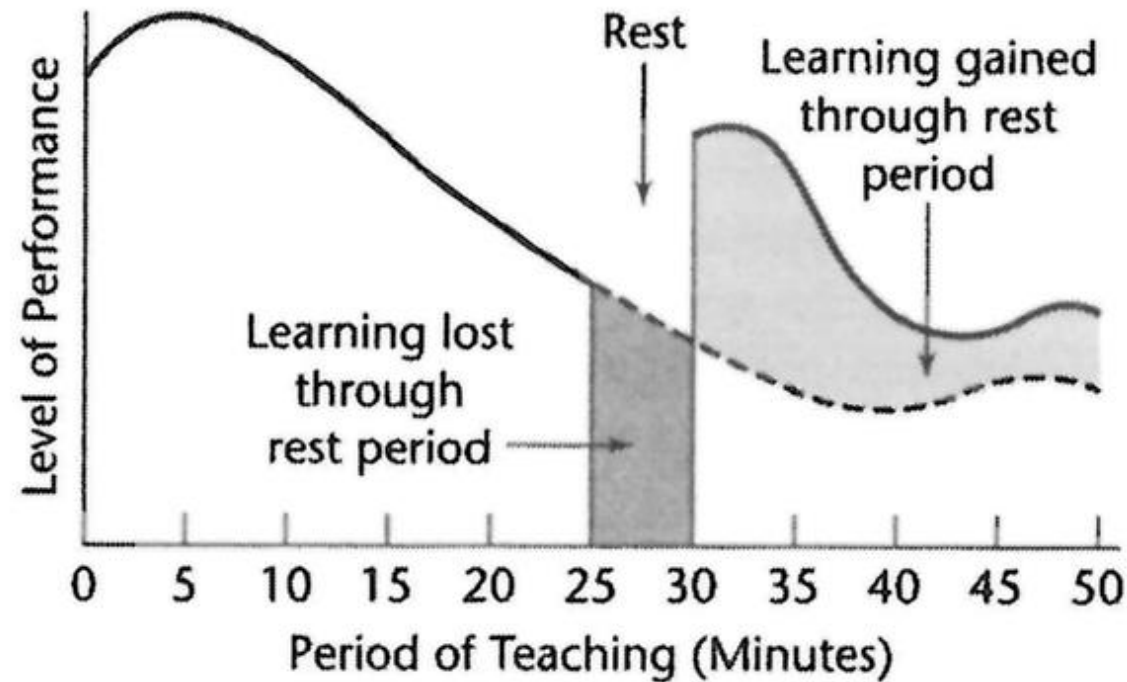
# Power Point Rules of Thumb

- No more than one slide per minute
- No more than 30 words/slide
- Prefer images to words
- No complete sentences
- Proofread, proofread, proofread



VISUAL AIDS

**FIGURE 3.7. HYPOTHESIZED PATTERN OF PERFORMANCE DURING A LECTURE WITH A BREAK.**





The background of the image is a close-up, slightly blurred photograph of several wooden Scrabble tiles. The tiles are arranged in rows, with some showing letters like 'C', 'H', 'O', 'Y', 'W', 'R', 'D', 'S', and 'E'. Each letter is accompanied by a small number indicating its point value. A white rectangular box with a thin black border is centered over the tiles, containing the main text.

# MAKE YOUR MESSAGE STRONGER: 10 RHETORICAL TOOLS



# GUIDING QUESTIONS

1. What **one or two key things** do you want your audience to know when you are finished?
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## A TYPICAL ACADEMIC AUDIENCE

- Is knowledgeable and well-educated
- Does not necessarily have expertise in your subject
- Is there by choice (or reasonably so)
- Will likely have questions about your topic

# I) SIMPLICITY

- Choose everyday words

*Regional neuroanatomical abnormalities in the right temporal parietal junction and its associated networks*

*>>the part of the brain that focuses attention*

- Eliminate grammatical words for a more dynamic message

*~~1979 was the year my oldest brother was born, and all the trouble was coming up ahead for our parents.~~*

*1979. My oldest brother was born. Trouble ahead for our parents.*

## 2) ACTIVE VOICE AND DIRECT SENTENCE STRUCTURE

- *The improvements to the system were carried out by stamp collectors over time.*



- *Over time, stamp collectors improved the system.*

### 3) CLEFT SENTENCES FOR FOCUS

He took the money



*It was him who took the money*

I'm going to talk about stamp collecting



*What I'm going to talk about is stamp collecting*

## 4) STATEMENT > REPETITION > EXPLANATION

*I need a new hobby. I need a new hobby because my old hobby polluted the Earth.*

*It's easy to take risks. Well, it's easy to take risks when not risking your own money.*

## 5) RHETORICAL QUESTIONS

- **FORMAT ONE (Question second)**
- *For the first time ever, I'm getting dates with no problem.*
- *So, how do I do it?*
  
- **FORMAT TWO (Question first)**
- *So, just how many dates do I have each weekend?*
- *LOTS*

## 6) STATEMENT+RHETORICAL QUESTION+ANSWER

*Most people fill their free time mindlessly  
using technological devices.*

*But why would they do that?*

*Well, the devices themselves seem to be the  
problem.*



## 7) DRAMATIC CONTRASTS

*Two years ago, I was alone every Saturday night,  
but now I have plans nearly every weekend.*

**Patterns of contrast:**

Us vs. someone else

Nothing vs. something

Then vs. now

## 8) TRIPLING

- Chunk ideas presentation into 3 points
- *Teaching is made up of three components:*
  - *Preparing material*
  - *Interacting with students*
  - *Assessing student work*

## 9) KNOCK-DOWNS

- Build up a series of points that oppose your main idea and then demolish them in one statement.
- *People think that marriage is a sacred and secure institution, that it leads to financial well-being and happiness, that our society is better off with most adults in married couples.*

*But why, then, are young people opting out of marriage in record numbers?*

## 10) RAPPORT WITH THE AUDIENCE

- **Inclusive pronouns:** *This is important to us because...*
- **Question tags:** *We can certainly blame the government for this, can't we?*
- **Negative forms:** *I lost my wallet; haven't we all?*
- **Refer to the audience:** *Now, I know what you're thinking...*

# GROUP PRESENTATION CONSIDERATIONS



1. Remember you are on stage the whole time. Adjust body language accordingly.
2. Plan transitions and handoffs.
3. Think ahead to the Q&A.
4. Make one presentation with one look and feel.
5. Practice your timing.

## TIPS FOR GOOD Q&AS

1. Thank the audience member
2. Reframe the question if needed
3. Refer back to your slides
4. Ask whether your answer was clear
5. Don't be afraid to say you don't know—practice graceful language for this!
6. Help each other—but don't interrupt
7. Share the floor with your teammates

# PRESENTATION RUBRIC



- adhere to the time requirements;
- provide a strong motivation for the work and presentation;
- remind the listeners of the main ideas and relevance repeatedly throughout the presentation;
- choose carefully what information to include and what information to exclude so that the audience understands the key ideas and relevance;
- mark clear transitions between sections, for example with transition words/phrases or rhetorical questions;
- use appropriate language that is both discipline-specific and accessible to the audience;
- explain all difficult key terms, concepts and findings;
- give ample explanation of any charts and graphs;

- convey enthusiasm for the topic in voice (pausing, inflection, volume) and body language (eye contact, posture);
- practice pronunciation of key terms or known tricky words to avoid audience misunderstanding;
- interact with the audience, gauging audience interest and communicating from learned knowledge, not reading or reciting information;
- use markers of politeness and professionalism, including in the opening/closing and Q&A;
- show good cooperation and collaboration between group members, for example  
splitting the presentation time fairly and sharing the Q&A;
- make clear, simple, correct and carefully edited visual aids that reinforce main ideas without overwhelming viewers.

GOOD LUCK!