



Presentations

- Every group has to do independent research on the respective disorder appointed to you in China, thereby adding a “mainland Chinese perspective” on the disorder presented in class. If you use material about Chinese who live outside of mainland China, ask yourself whether there might be differences and, if possible, add information that comes from the mainland.
- The leading question is: **What about this disorder in mainland China?**
For example:
 - Does it make sense at all?
 - When did the concepts appear for the first time in the Chinese language (=origin of Chinese translations)? Who mentioned them? Who translated them? Were the features of the phenomenon known before that?
 - Are there different visible features?
 - Is it less/more prevalent? (in addition to what I will reveal in class)
 - Are there different risk factors or theoretical explanations for the disorder in China?
 - etc.
- Make sure that there is a major message in your presentation!
- **Do not spend time repeating DSM-5, ICD-10 or CCMD-3 criteria.** You may say something about crucial differences between the systems, but only if that illustrates a different Chinese perspective.
- Resources
 - textbooks written in Chinese (careful: not simple translations of foreign language books!)
 - academic articles on Chinese databases (CNKI)
 - articles in English about China
 - views of Chinese experts (including the exact source of the information)
 - the internet (if you can see non-anonymous author, or for illustration purposes only)
 - etc.
- The presentations will look very different depending on the phenomenon and available information. Present in a way that you personally would like your own presentation as a listener. That means: **Make it “interesting” (!), but also reliable.** You can be rather creative in presenting your message.
- Please be careful with technical terms: Be sure you know those you use and be able to express them in your own words!
- **Duration of the presentation:** 20-30 minutes. Be sure to rehearse your presentation beforehand since I will definitely stop you after time is up! It is an important skill to transfer your main message in a limited period of time. Ten minutes before the end, I will give you a sign from the back.
After every presentation the class will write down their feedback. I will have a conversation with the group members to discuss their own impressions about the presentation after class.
- **Motto:** Prepare a presentation that you yourself would love to listen to yourself!
- **Participation:** Every member has to be included into the presentation!
- **Handout:** It often helps the audience to understand the general structure and your main messages if a handout is provided. Whether you design a handout is up to you.
- **Self-reflection:** Every member has to write an individual reflection about her/his presentation (at least 3 pages, 12pt font, double-spaced, Times New Roman fonts). It



should tell me about your own assessment of your project including the preparatory period and the final performance applying CRISP criteria. It should point out strengths and weaknesses alike, and indicate *concrete* measures *how* (not only what!) you will improve in the future. All self-reflections of one group have to be turned in either as a printout or as an email within two weeks after the presentation.

Grading criteria

Presentation (group grade)

- Organization of the presentation (e.g., structure, transitions, interactive elements)
- Visual aids (e.g. font size, simplicity, choice of pictures)
- Delivery (e.g. eye contact, language use, audience attention, handling of problems)
- Content (e.g., scope, correctness, scientific orientation)
- Creativity (e.g. originality, way of including the audience, novel methods)

Self-reflection (individual grade)

The self-reflection will be graded separately from the presentation. You may comment on:

- **Your topic selection process**, e.g.,
How did you choose the topic? Were you more active/passive? In hindsight, did you like the topic from the beginning or did it feel like hard work staying with it?
- **The preparatory period**, e.g.,
How did you prepare for the presentation? Describe and evaluate your research process. What went well? What was not optimal? Which problems did you encounter and how would you change your way of preparation for future presentations? Did you think of/ discuss/consider the topic of how to present (teaching technology)? Did you rehearse the presentation in advance? How did you change the presentation afterwards? Was that successful?
- **Interaction with your partner(s)**, e.g.,
How did you choose your teammates? How would you describe your cooperation from your perspective? What went well? Where did you have problems with the cooperation? What did you contribute to such problems? Which attempts did you initiate to improve the situation? If you met a similar interaction problem again in the future, how would you react differently?
- **The final presentation**, e.g.,
What were your strengths and how did they become visible during the presentation? Where did you sense shortcomings? How exactly do you intend to remedy potential problems in future presentations? Based on your experience, what do you intend to experiment with in order to gain a new/ different/better experiences with presenting in the future?

Note, that I do not want a simple description of the process, but also an evaluation and concrete measures for change. For everything you did, ask yourself: Was that successful? If not, how could I change? You can also connect back to previous experiences. Maybe, early on you already noticed areas that you tried to do differently this time. Make me understand your personal evolution of becoming a more and more experienced presenter!

Finally:

Do not expect of yourself to be perfect upon your first attempt, but...

...enjoy the process!