



# INFO5990 Professional Practice in IT

Lecture 10A & B



Writing & Presenting  
to convince and persuade  
For IT Professionals

Your writing assignment



# Audit of existing system

- What is performing the task that you are replacing
- How is this task being done
- Why does it need a new A.I solution
- What is the customer use case of current system

No more than 2/3 paragraphs



# Group Assignment

- Reports to be submitted online on the Sunday
  - **Between 1<sup>st</sup> May at 11.59 pm till 10<sup>th</sup> May 11.59 pm (NO EXTENSIONS)**

• **Format – Team name\_Asign2.doc**

• **Submission into TurnitIn and Assignment link**

• **Include statement of contribution – all team members to sign**

• One person in group to submit both against the team name

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• Presentations to be submitted online on the

• Start preparing / practicing

▪ **Between 01/05/20 at 11.59 pm to 10/05/20 at 11.59pm (NO EXTENSIONS)**

▪ **Include statement of contribution – all team members to sign**

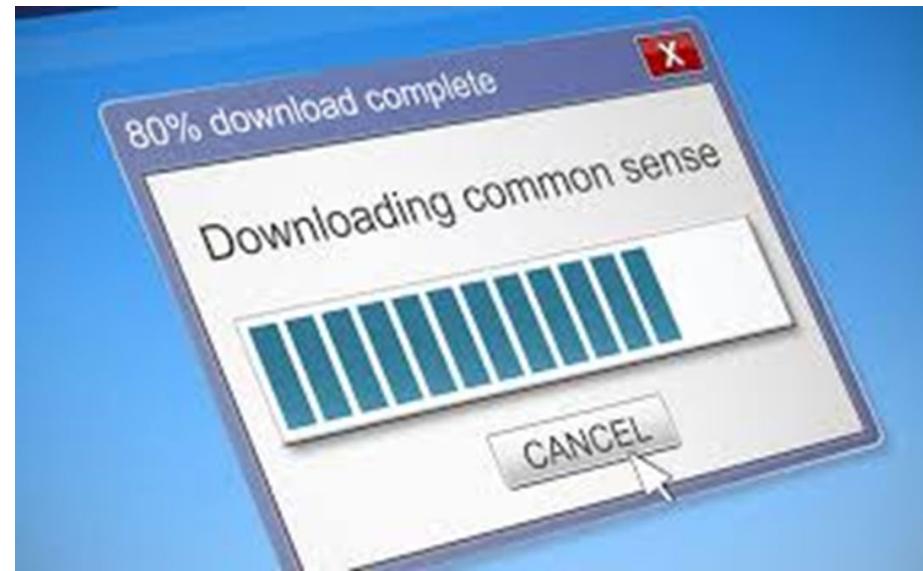
• **Format: Team name\_Asign2.ppt**

• One person in group to submit both against the team name

• No TurnitIn required.

**TEAM NAME IS T18C\_1 OR T17B\_2 ETC.**





Slides with common sense coming up !

The Australian Computer Society wants IT executives to learn this !

# By the end of this lecture you will be able to:

- Appreciate the value of good writing / presenting
- Understand some of the basics of good writing
- Recognise correct paragraph structure
- Avoid common pitfalls in writing / speech's
- Get started on your writing assignment
- Case Study on IT in Government



# Good writing skills are **essential** for professionals in IT

Writing is part of being a professional

- project proposals,
- requests for funding,
- progress reports,
- user documentation,
- legal procedures,
- job applications,
- requests for promotion





# Poor writing can hurt you!

- Your message may be misunderstood
- A badly written report won't convince its audience and will be rejected or ignored
- If your application, request or proposal is poorly expressed it won't succeed



# Two things that help make writing clear

<http://sydney.edu.au/library/skills/>

## **Structure**

the organization of ideas



## **Cohesion**

the presence of a clear and logical flow of ideas



# Characteristics of professional writing

- Clarity
  - Clear structure. Logical argument
  - Simple but complete explanations
- Precision
  - No ambiguity or confusion
  - Uses words with precise meaning
- Objectivity
  - Statements supported by evidence
  - Avoids exaggeration or emotive statements
- Brevity
  - Effective and efficient
  - Avoids being ‘longwinded’, stating the obvious



$$E = mc^2$$



# Examples in industry ?

Communication of wider issues ?

Presenting written documentation for project progress ?

Any one want to share stories ?



# Structuring each paragraph

Topic sentence	<ul style="list-style-type: none"><li>● State the main idea/point</li><li>● Preview kinds of information</li><li>● Link back</li></ul>
Development	<ul style="list-style-type: none"><li>● Elaborate the idea or point: evidence, analysis, persuasion, qualification, quantification</li></ul>
Concluding sentence [optional]	<ul style="list-style-type: none"><li>● Round off,</li><li>● Qualify,</li><li>● Link to next paragraph</li></ul>

# Topic Sentences

“There is no form of prose more difficult to understand and more tedious to read than the average scientific paper,” wrote Francis Crick in his 1994 book *The Astonishing Hypothesis*. The observation is a caution to lay readers tempted to delve into the papers referenced in the book. But the co-discoverer of the structure of DNA was also acknowledging what everyone in science knows: research papers can be a nightmare to read.

It wasn't always so. Crick and others of his generation, writing scientific papers in the 1940s, have witnessed a transformation of scientific prose. A form that would, in the average newspaper has, in some fields, be incomprehensible jargon that even those familiar with the territory would have trouble understanding.

Topic sentence	State the main idea/point
Development	Elaborate
Concluding sentence	Round off, Link to next paragraph

Jonathan Knight, "Clear as mud", Nature, Vol 423, 22 MAY 2003

# How do I know when my paragraph is right?

**Everything in the paragraph should relate to the same idea, the one spelt out in the topic sentence.**

- Is my paragraph too short?
  - Is there a significant new idea introduced?
  - Is the idea continued in the next paragraph?
- Is my paragraph too long?
  - Several ideas crammed into one paragraph?
  - Too much information all together?
  - Break the paragraph into two or more distinct ideas.
  - Decompose information into series of ideas

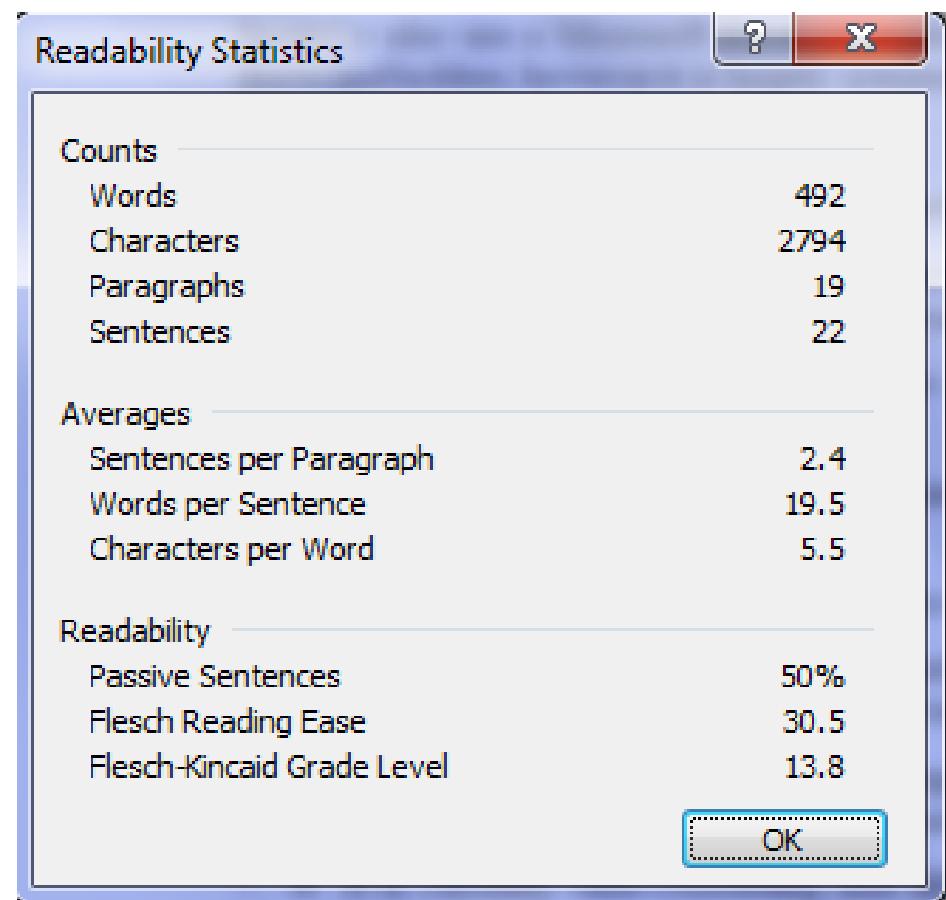
# Example: This paragraph too long

Jonathan Knight, "Clear as mud", Nature, Vol 423, 22 MAY 2003

**The balkanization of science into sub-disciplines, each with its own vocabulary, is largely to blame.** Many journals are trying to tackle this, producing easy-to-read summaries of papers, and linking online papers to web-based glossaries. But these approaches tend to have a limited impact, whereas addressing other factors - notably writing style - could transform many papers. Writing takes practice, yet it is not part of standard scientific training. So could science become readable again if researchers went back to school and took writing lessons? **Readability itself is not easy to quantify.** Microsoft's Word program features the Flesch Reading Ease scale, which measures the average length of words and sentences to calculate the number of years of education needed to comprehend a document. But such tools fail on several counts. For one, a long sentence that walks the reader down a path to its conclusion can be easier to follow than a muddled short sentence. And common words can be relatively long - technological or professor, for example - whereas many technical terms are short, such as meson, genome or glycan.  
~~professor, for example - whereas many technical terms are short, such as meson, genome or glycan.~~

# Flesch Reading Ease

- 100-point scale.
- The *higher* the score, the easier it is to understand the document.
- For simple writing the score will be between 60 and 70.



Readability 'Sportico' Case Study

# Checking spelling, grammar and readability in Word

The screenshot shows a Microsoft Word document titled "Doc1A\_INFO5990courseoutline.docx - Microsoft Word". The ribbon tabs visible are Home, Insert, Page Layout, References, Mailings, Review, View, Developer, and Acrobat. The Review tab is selected. In the Spelling & Grammar section of the ribbon, the "Proofing" button is highlighted. A "Readability Statistics" dialog box is open in the foreground, displaying the following data:

Counts	
Words	4092
Characters	22952
Paragraphs	384
Sentences	159
Averages	
Sentences per Paragraph	1.5
Words per Sentence	18.4
Characters per Word	5.3
Readability	
Passive Sentences	22%
Flesch Reading Ease	35.8
Flesch-Kincaid Grade Level	12.8

An arrow points from the text "(see Section 9, below)." in the main document to the "Flesch Reading Ease" value of 35.8 in the dialog box.

.....

were achieved

**Submission**

Submit Assignment

**Assessment**

Your précis will be assessed on how well you make use of word processing features and how well you meet professional standards. The document should meet the following layout and appearance of the assignment. Failure to do so will be penalised.

You will be awarded

<sup>1</sup> Note that Assignment

(see Section 9, below).

.....

and how well you are able to submit the assignment. The document should meet the following layout and appearance of the assignment. Failure to do so will be penalised.

cycle Précis.

Course Outline

# Using the ‘right’ word helps

- Don’t use ‘woolly’ words,
  - fairly, roughly, approximate, lots of
- Don’t exaggerate
  - huge, massive, minute, infinitesimal, enormous, earth shattering, fabulous
- Avoid inexact words
  - many, several, hardly any, mostly
- Find the word that is **exactly right** for the idea you are wanting to express
  - Use a thesaurus

# Get rid of distractions

- Spelling errors, Wrong grammar
- Bad *typography* (layout or font choice)
- Unusual, or little known words, (**balkanization**), or jargon (**periapse**)
- Inflammatory or biased statements,  
e.g. ‘any student from the University of Sydney  
would know that ...’

# Avoid Acronyms and Initialisms (1)

- Abbreviations formed from the initial components of a phrase or word

ATM machine: Automated Teller Machine machine

PIN number: Personal Identification Number number

- You can find out what an acronym means at  
<http://www.acronymfinder.com/>

Defined but never used again!

## ple: A student

What is BOINC?  
Maybe defined somewhere else?

Most existing scheduling policies that are used to distribute work-units (**WUs**) in **VC** (Volunteer Computing) environments are based on simple heuristics. Up to now there are two different policies: the First-Come-First-Serve (**FCFS**) policy commonly used in **BOINC** projects and the fixed threshold-based policy. Both policies use Homogeneous Redundancy (**HR**) for the distribution of multiple work-unit instances (**WUIs**). **HR** distributes instances of the same **WU** to volunteer computers that are computationally equivalent, meaning that they have the same operating system and processor vendor (e.g. Intel or **AMD**). This yields bit-identical successful results for

Why not **MWUIs**?  
ons.

Usually stands for  
“Human Resources”

# This is what it sounds like when you read it!

The project scope statement and project management plan are the primary input for creating a **Work Breakdown Structure**. The main tools and techniques include using **Work Breakdown Structure** templates, as described below, and using decomposition or subdivision techniques. The outputs of these processes are the **Work Breakdown Structure** and the project management plan.

**Boring !**

What does a **Work Breakdown Structure** look like? A **Work Breakdown Structure** is often depicted as a task-oriented family tree of activities, similar to an organization chart. A project team then organizes the **Work Breakdown Structure** around products or phases. Many people like to create a **Work Breakdown Structure** in chart form first. Figure 1 shows two different starting points for **Work Breakdown Structures**.

# Summary - Remember the 3 Cs

- **Clarity**
  - Good structure, straight forward language, precise words
- **Coherence**
  - Topic sentences tell the reader what to expect
  - Links between paragraphs give flow
  - Logical progression of content (argument)
- **Consistency**
  - language level, typography

For more information

***“The Art of Good Writing”***

Check out the Sydney Uni Learning  
Centre “WriteSite”



<http://writesite.elearn.usyd.edu.au/>

**The Write Site provides online support to help you  
develop your academic and professional writing skills.**

# What does the *WriteSite* look like?

The screenshot shows a web-based educational platform for essay writing. At the top, there is a header with the University of Sydney logo and the text "The University of Sydney Australia". To the right of the logo is the "THE WriteSite" logo. Below the header is a navigation bar with links for "Home", "Glossary", "Site map", "Help", "Search", and "Go". A red circle highlights the "Module 3: Structure" menu item, which is currently selected. The main content area displays the "Unit 1: Planning your essay - Section index". Below this, a large heading reads "Unit 1: Planning your essay - Section index". A descriptive text block states: "This unit takes you through the process of planning your essay. It shows you how to interpret the essay question and how to develop a plan for a well-structured essay." A numbered list provides a summary of the section's contents:

1. [Overview](#)
2. [Interpreting the question](#)
  - [Practice](#)
3. [Grouping your source material](#)
  - [Practice](#)



# INFO5990 Professional Practice in IT

## Lecture 10B



Oral Communication:



Making your point



Hints for your oral presentation

# By the end of this lecture you will be able to:

- Appreciate the importance of being able to give an effective oral presentation
- Identify characteristics of a ‘good’ presentation
- Explain guidelines for oral presentations
- Prepare an oral presentation of professional standard based on your chosen interesting article

# Speech's



Winner of Data and A.I Awards for best A.I Solution in Industry – presented by Minister for Innovation Mr Matt Kean 28/9/18

**Why is it important for Information Technology Professional's ?**

# Giving a talk is a commitment!

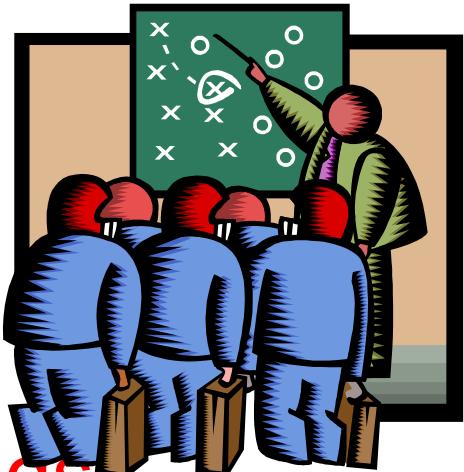
“A speech is a solemn responsibility. The man who makes a **bad thirty-minute** speech to two hundred people **wastes only half an hour of his own time**. But he **wastes one hundred hours** of the audience's time - more than four days - **which should be a hanging offense**”.



Jenkin Lloyd Jones, a Unitarian minister and the Secretary of the World Congress of Faiths held in 1993

# Why might we want to give a talk?

- To amuse
- To inform
- To convince other people
- To change other peoples' minds
- To demand action / investment
- To request additional resources
- To beg for help or funding



Communicate Information

# Example 1: Conference talks

- Used by academics to swap ideas and to keep up to date
  - Keep abreast of ‘up to the minute’ developments in research
  - Publishing in a journal often takes too long, particularly in IT
  - 5 – 30 minutes to get the message across



# Example 2: Presentations to peers or management

- Keeping colleagues up to date
- Reporting on progress
- Initiating a new project
- Securing sponsorship
- Introducing a new program, procedure
- Requesting additional resources



# Unfortunately ...

- Talks are too often boring, uninspiring
- Audience switches off
- Message is not communicated
- Purpose of talk not achieved
- So, whose fault is it?
  - The audience?
  - The presenter?
- Its about gauging the audience, facial / questions, responses



# We want to help you improve your oral communication skills

To achieve this, we will

- Analyse the elements of a presentation
- Identify what makes a presentation ‘good’
- Suggest guidelines to help make your presentations better, and
- Give you an opportunity to practise
  
- Any one think they are a good presenter ?

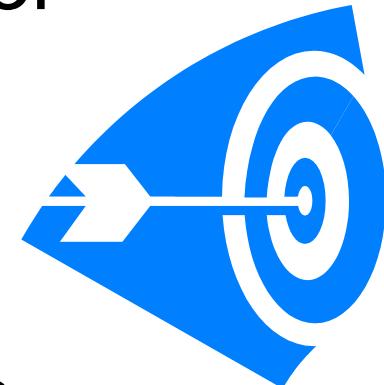
# Anatomy of a presentation

1. The Message
2. Structure
3. Timing
4. Physical factors
5. Personal factors
6. Visuals - Powerpoint



# 1. Message - Be sure of the message you want to communicate

- Decide what information, question or problem you want to present
- **First formulate your conclusion**
  - Yes, this gives you an aiming point!
- Collect supporting evidence or data
  - Find suitable references
  - Images and ‘Clip art’ can enhance
  - Word documents and Excel spreadsheets can be imported into PowerPoint



## 2. Construct your presentation systematically

1. Formulate your **conclusion with impact**
2. Determine a strong opening
3. Prepare slides containing the **main points** of the message
4. Add supporting material
  - data
  - visuals, graphs
  - quotations

# 3. Timing is everything

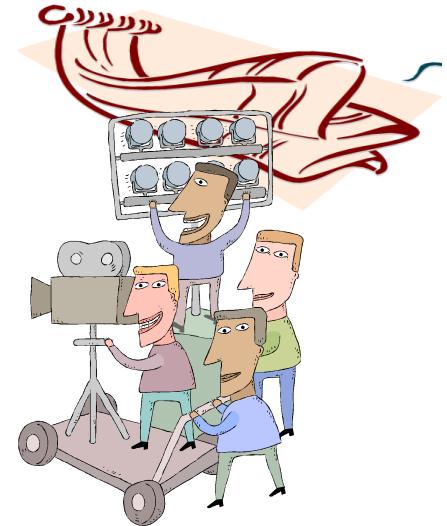
- Work out your timing
  - Allow time to present key points
  - Leave time for conclusion
- Practise with a stopwatch
- Running overtime is unacceptable
  - It is very bad form
  - It can affect others, e.g. at conference or meeting
  - It can disorientate the rest of the function
- **"Be sincere; be brief; be seated."**

*Franklin D. Roosevelt*



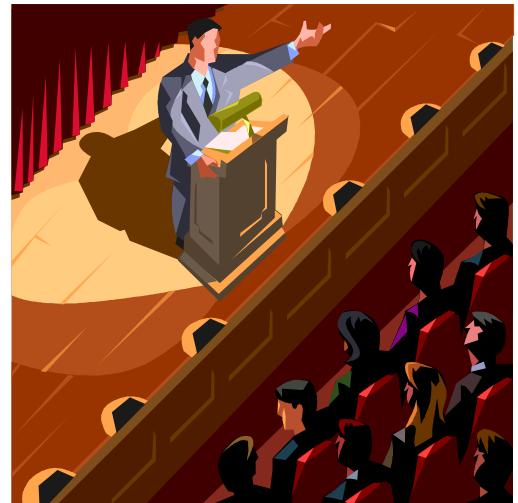
# 4. Physical factors

- Is your audience comfortable?
  - Ensure that lighting is OK
  - Check that ventilation is OK
- Don't obstruct their view
- Don't stand with the light in your eyes
- If there is a microphone use it properly
  - Check volume
  - Not too close
  - Avoid feedback



# 5. Know your audience

- How many in the group?
- Are they experts in your field?
- Are there non-experts as well?
- What are their interests and educational level?
- Why are they here?
- What are they hoping to get out of it?



# Know yourself

- Believe in what you are saying
- Be confident
  - 55% communication comes from facial expressions
  - 38% comes from vocal quality
  - 7% comes from the meaning of the words
- Talk to your audience
  - Look them in the eye
  - Look at each individual in turn
- Speak up, speak clearly, not too fast





# Things to avoid



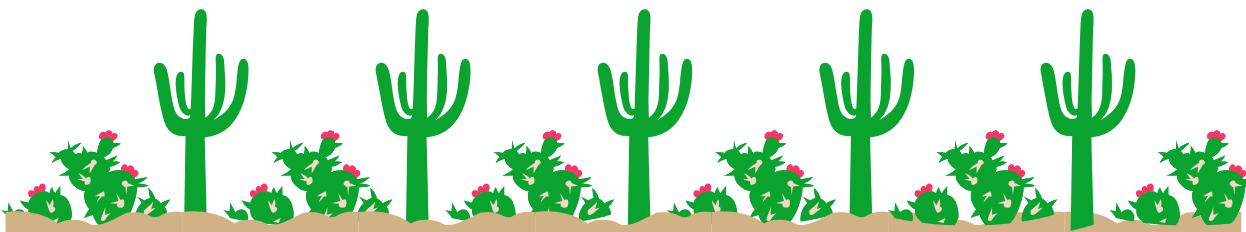
- Don't read your talk
  - Use brief notes if necessary
- Don't turn around to read your slides  
(except for in lecture !)
- Don't walk about or jangle keys
- Avoid 'um', and 'ah' – prefer silence
- Curb irritating habits
  - "You know", "sort of", "like", "right?", "OK"

# 6. Why use PowerPoint?



# Keep slides SIMPLE

- Support just one idea at a time
- Uncluttered layout
- Simple colours
- Not overloaded with information



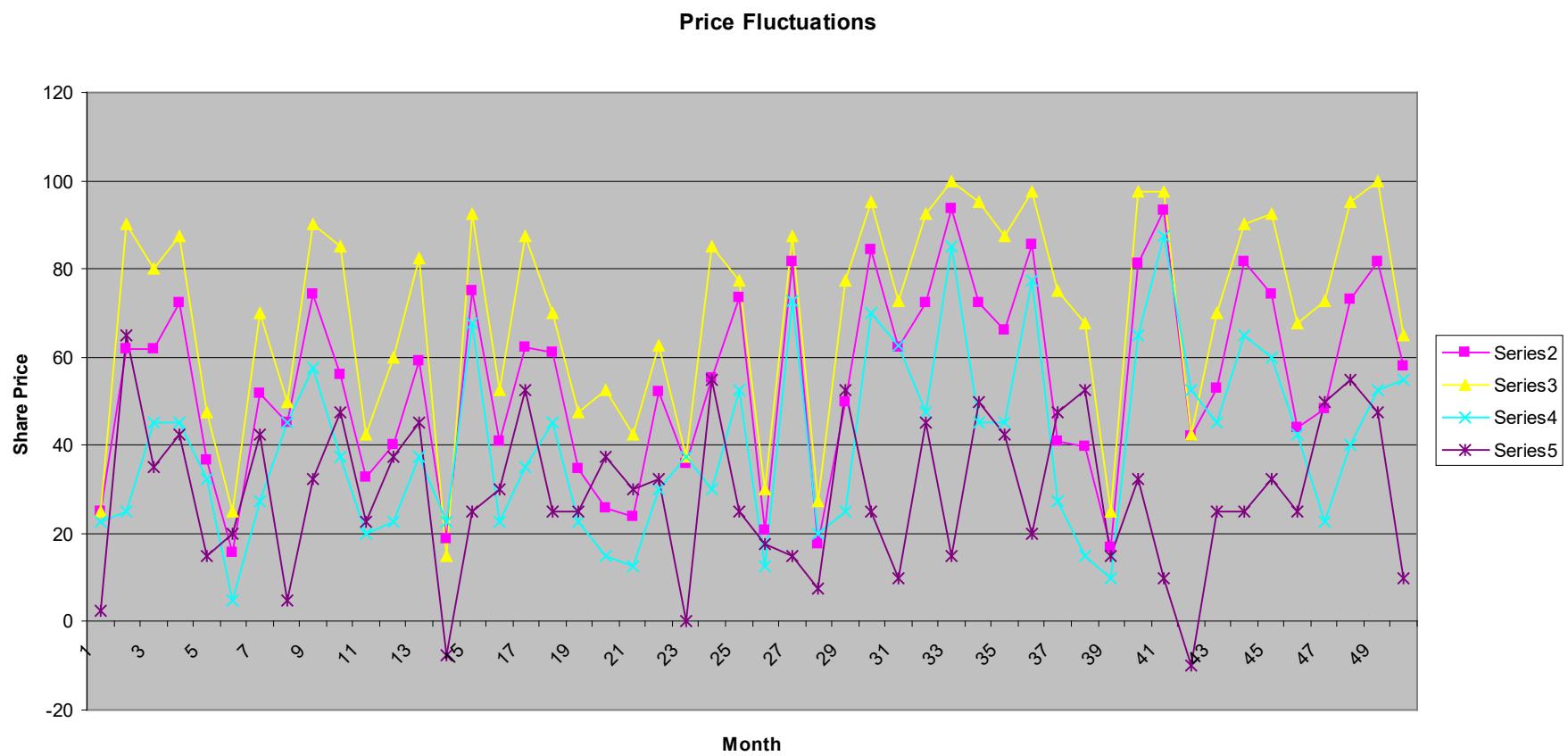
# Too much information

<i>Unit</i>	<i>HD%</i>	<i>D+%</i>	<i>CR+%</i>	<i>P%</i>	<i>Enrolment</i>
<i>Faculty Targets</i>	<i>4%</i>	<i>18%</i>	<i>50%</i>		
<i>Year 2</i>					
INFO2120		11%	42%	58%	90
SOFT2130	2%	14%	39%	61%	147

## *Year 3*

BINF3101			17%	83%	6
COMP3310	6%	22%	44%	56%	18
COMP3456	100%	100%	100%		1
COMP3457	100%	100%	100%		1
INFO3404	1%	12%	36%	64%	74
INFO3600	17%	83%	100%		6
ISYS3400		3%	35%	65%	40
MULT3307		15%	55%	45%	40
NETS3304	3%	26%	49%	51%	61
SOFT3300		8%	43%	58%	40
SOFT3302	1%	15%	53%	47%	81
<i>Grand Total</i>	<i>2%</i>	<i>15%</i>	<i>44%</i>	<i>56%</i>	<i>605</i>

# So has this one



# This one too

## University of Sydney Graduate Attributes

The University of Sydney categorises Graduate Attributes[1] under three broad headings:

Scholarship, Global Citizenship and Lifelong Learning. Each of these overarching attributes can be understood as a combination of five overlapping clusters of skills and abilities which must be developed in disciplinary contexts:

*Research and Inquiry*: Graduates of the University will be able to create new knowledge and understanding through the process of research and inquiry.

*Information Literacy*: Graduates of the University will be able to use information effectively in a range of contexts.

*Personal and Intellectual Autonomy*: Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.

*Ethical, Social and Professional Understanding*: Graduates of the University will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.

*Communication*: Graduates of the University will use and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.

[1] for more detail see <http://www.itl.usyd.edu.au/GraduateAttributes>

# Make sure slides are READABLE

- Use appropriate FONT
  - Use san serif font (e.g. **Arial** not Times Roman)
  - Use font size at least 24 points
- Choose COLOUR thoughtfully
  - Too much colour can distract
  - Good contrast for text
  - Avoid heavy background
- Effective LAYOUT
  - Make good use of white space
  - Columns, indenting
  - Capitalization – mixed case is best

# Fonts

Times New Roman is a serif font

Arial is a non-serif font (sans serif)

Microsoft sans serif a variable width font

Courier New is a fixed width font

# Readability 2: Colour and contrast

A paragraph is

A paragraph is

A paragraph is

A paragraph is terminated by

A paragraph is terminated by a ¶ mark

A paragraph is

A paragraph is

A paragraph is

A paragraph is terminated by

A paragraph is terminated by a ¶ mark

A paragraph is

A paragraph is

A paragraph is

A paragraph is terminated by

A paragraph is terminated by a ¶ mark

A paragraph is

A paragraph is

A paragraph is

A paragraph is terminated by

A paragraph is terminated by a ¶ mark

There are some combinations  
that are really hard to read

Purple on black is a good example

With slide background colour that varies across the slide ...

no matter what colour lettering you choose

contrast is going to be poor somewhere on the slide

Better to keep to simple, sure options like black on white!

# Designing a slide – Template 1

- Three or four information points per slide.  
Fewer if complex points.
- Use simple animation to build up a more complicated image.
- Use colour sparingly for emphasis.
  - Use good contrasting colours. Avoid blue - orange, green - yellow, red - purple
  - Avoid ‘fancy’ templates as supplied

# Designing a slide – Template 2

- Three or four information points per slide.  
Fewer if complex points.
- Use simple animation to build up a more complicated image.
- Use colour sparingly for emphasis.
  - Use good contrasting colours. Avoid blue - orange, green - yellow, red - purple
  - Avoid ‘fancy’ templates as supplied

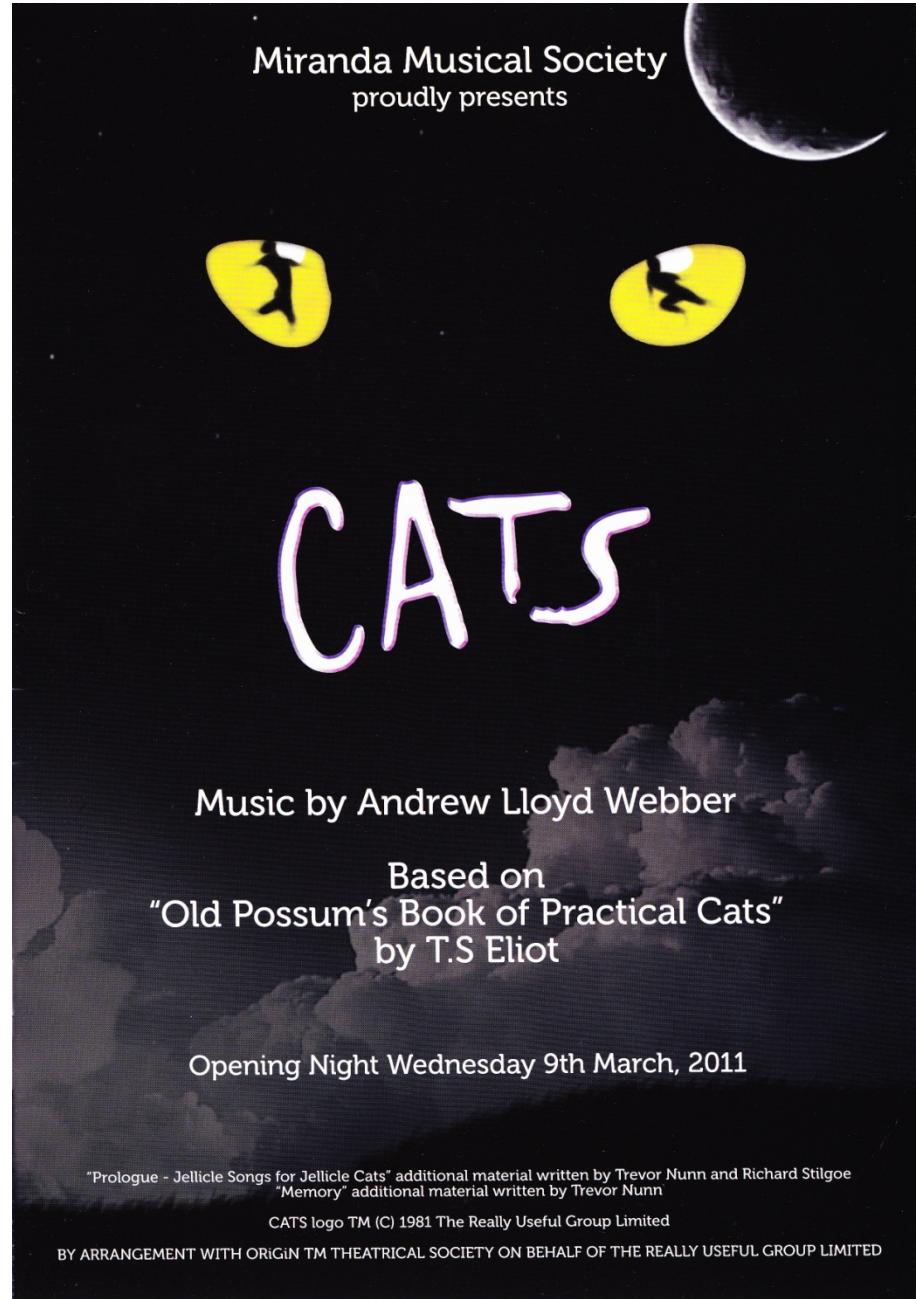
# Designing a slide – Template 3

- Three or four information points per slide.  
Fewer if complex points.
- Use simple animation to build up a more complicated image.
- Use colour sparingly for emphasis.
  - Use good contrasting colours. Avoid blue - orange, green - yellow, red - purple
  - Avoid ‘fancy’ templates as supplied

# Designing a slide – Template 4

- Three or four information points per slide. Fewer if complex points.
- Use simple animation to build up a more complicated image.
- Use colour sparingly for emphasis.
  - Use good contrasting colours. Avoid blue - orange, green - yellow, red - purple
  - Avoid ‘fancy’ templates as supplied

Design can  
be more  
'graphic' than  
effective



Design can  
be more  
'graphic' than  
effective

Bankstown Theatrical Society

Presents



A musical by ALAIN BOUBLIL &  
CLAUDE-MICHEL SCHÖNBERG

Music by CLAUDE-MICHEL SCHÖNBERG

Lyrics by RICHARD MALTBY Jr. and ALAIN BOUBLIL

Additional Material by  
RICHARD MALTBY Jr.

Originally Produced on the stage by  
CAMERON MACKINTOSH

MISS SAIGON is presented through special arrangement with  
Cameron Macintosh Limited,  
Music Theatre International (NY) and Hal Leonard Australia.

Design can  
be more  
'graphic' than  
effective

Rockdale Musical Society's  
Australian Amateur Premiere



MISS  
Saigon

DIRECTOR  
Simon Greer

MUSICAL DIRECTOR  
Greg Jones

CHOREOGRAPHER  
Joanne Gilmour

13 - 21 MARCH 2009

ROCKDALE TOWN HALL  
111 BRYANT ST AND PRINCES HWY, ROCKDALE

Your donations to the Victorian Bushfire Appeal are greatly appreciated

A musical by Alain Boublil & Claude-Michel Schönberg  
Music by Claude-Michel Schönberg. Lyrics by Richard Maltby Jr. & Alain Boublil  
Additional Material by Richard Maltby Jr.  
Originally Produced on the stage by Cameron Mackintosh  
Orchestrations by William David Brohn  
'Miss Saigon' is presented through special arrangement with Cameron Mackintosh Ltd  
Music Theatre International (NY) and Hal Leonard Australia

# Design can be more 'graphic' than effective

**relationships**

**W**ith one in three marriages ending in the law courts, and celeb splits hitting headlines almost every day, divorce can look like a breeze. Well, news just in: it's not. It turns out, splitting from your spouse can be far more complicated and painful than many people think. Here are a few things that may not have occurred to you about untying the knot.

**1 YOU CAN BE SEPARATED WHILE COHABITING** As long as you don't cook each other's favourite nasi goreng, you can apply for a divorce after a year even if living under the same roof. You can't sneak in a quickie in a weak moment, but you can move into the spare room and call it separation. Nudity and arguments over the dishwasher are optional.

**2 YOU CAN'T REMARRY UNTIL YOU'RE DIVORCED** Some people don't look into divorce until they want to wed again, but beware the spurned spouse. "My ex wanted to make a joint application," says Nick, an IT specialist. "Then I told her I'd proposed to my girlfriend and she started dragging her feet. It was stressful as we were keen to set a date."

**3 THERE'S NO DIVORCE FAST TRACK** It can take years to decide to divorce but, once you've reached splitsville, you must be separated for 12 months before you apply. Then there's a six- to eight-week wait for a court hearing. Even when a divorce is granted, you're not officially single until a month and a day later, says Sydney-based family lawyer Mary Poliatis.

**4 TELL IT TO THE JUDGE** For your wedding, you're the boss, but marriage is a legally binding contract, so a judge decides when and how it's dismantled.

**5 IT'S NOT ALL ABOUT YOU** If the grown-ups act like grown-ups, no one gets hurt, right? Wrong. "In a divorce, children find a way of blaming themselves," says Melbourne

**6 PRE-NUPS DON'T JUST EXIST IN HOLLYWOOD** In Australia, we call them Financial Agreements - financial because they cost a lot (upward of \$4000) and 'agreements' because lawyers like to be ironic. Who would 'agree' not to stake a claim on a spouse's private jet? Knock it up any time - before, during or after the wedding - but earlier is better if you fear he might run off with your bestie.

**7 TOO MIGHT BE DIVORCING FRIENDS** Too Mates can be collateral damage, as Ita Buttrose says in her new book, *A Guide to Australian Etiquette*. "Sometimes, people you thought of as friends don't want to know you as a single person, as their interest in you was the shared interest of being part of a couple. Others might be afraid you'll steal their partner."

**8 IT DOESN'T HAVE TO BREAK THE BANK** There are two truths in life: love hurts and divorce costs, but you can DIY for as little as \$550 with an Application for Divorce, and file online at Comcourts.gov.au.

**9 PETS FEEL YOUR PAIN** No one wants to walk Rover, but mention the 'D' word and both parties want custody. Still, it's about what's best for them. Melbourne vet Dr Karen Budd warns: "Cats and dogs are finely tuned to emotions. When you're upset, they suffer, too." So find a shoulder - not a paw - to cry on.

**10 IT'S GOING TO HURT FOR A WHILE** 'No-fault' divorces have done away with blame, but they can't erase pain. Even if it's mutual, recognise what part you may have played in the marriage breakdown and seek counselling if needed. McCormack points out: "It's the death of a marriage - you have to give yourself time to grieve." ■

**10 HURDLES ON THE ROCKY ROAD TO DIVORCE**

STORY ANGELA MOLLARD

# Simple is good, so, keep it simple

- Three or four information points per slide. Fewer if complex points.
- Use simple animation to build up a more complicated image.
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  - Use good contrasting colours. Avoid blue - orange, green - yellow, red - purple
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# Make each slide COUNT

- The moment a slide is presented, the audience's attention is drawn to it ... so use it!
- Allow time for audience to read and absorb it
- Use every word on your slide
  - If you can simply 'skim over it' then leave it out
- Do not have too many slides
  - It's an ORAL PRESENTATION, not a picture show
  - Rule of thumb: no more **than about 1 slide per minute.** For 10 minutes, no more than 15 slides.

Sometimes it is necessary to use numerical data, graphs, or equations ...



... if so, slow down, and talk your audience through each equation or table of data

# Use animation to build up a complex slide



Work performed on site



Timesheet filled in



Data written

Timesheet data entered



Data read

Details checked



New data written



Batch allocation process

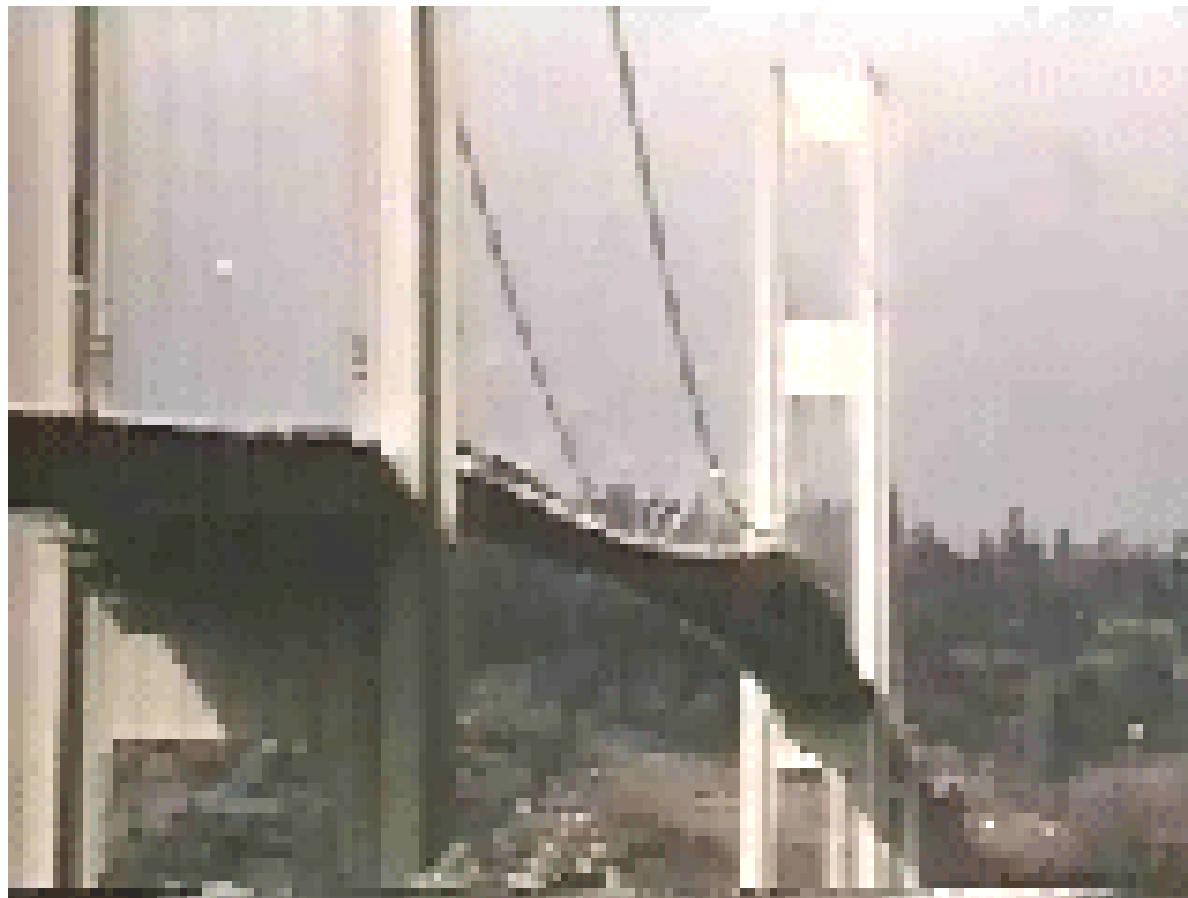


Labour hours appear in job details

## Example:

### Timesheet processing

# You can even include video clips



# Group Assignment :

## Timing for your talk



1. What	1 minute	
2. Purpose	1 minute	
3. Key information	6 minutes	
4. Summary	2 minutes	

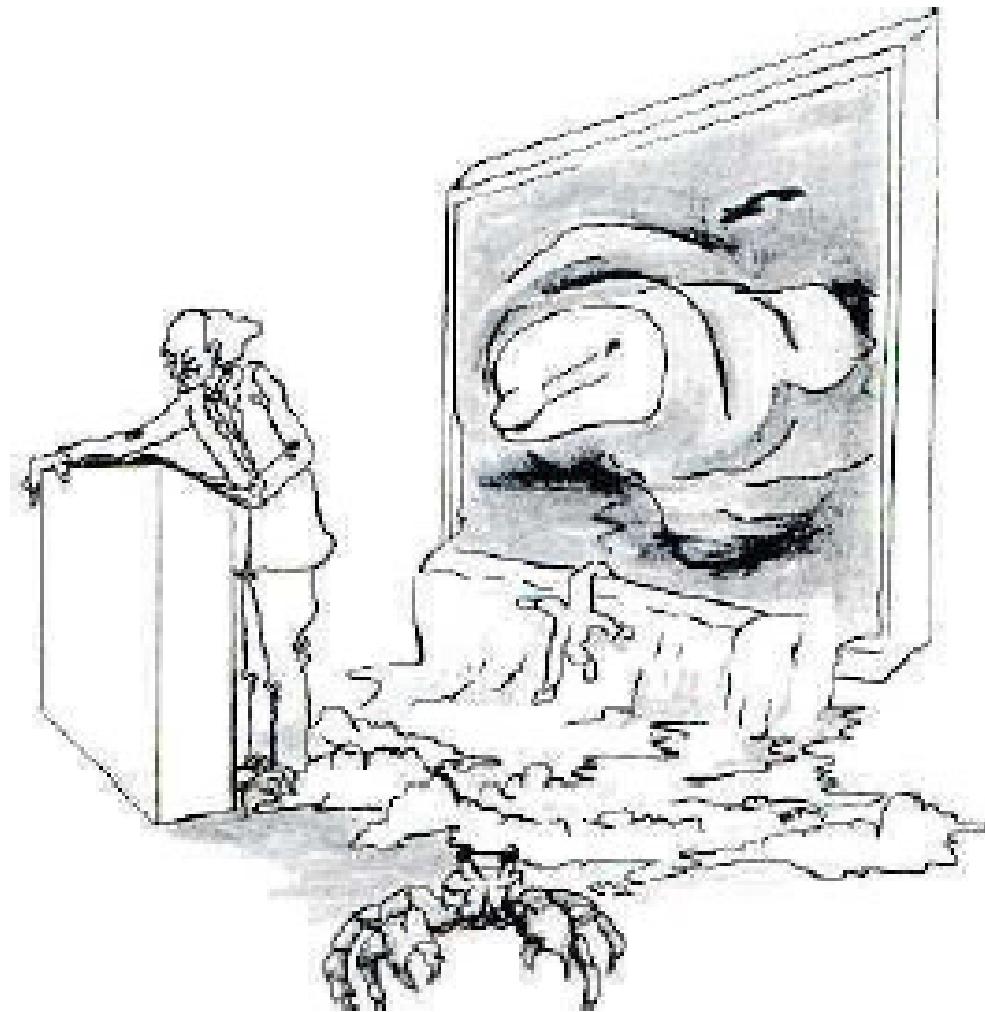
10 minutes = 10 slides

10 minutes Q&A

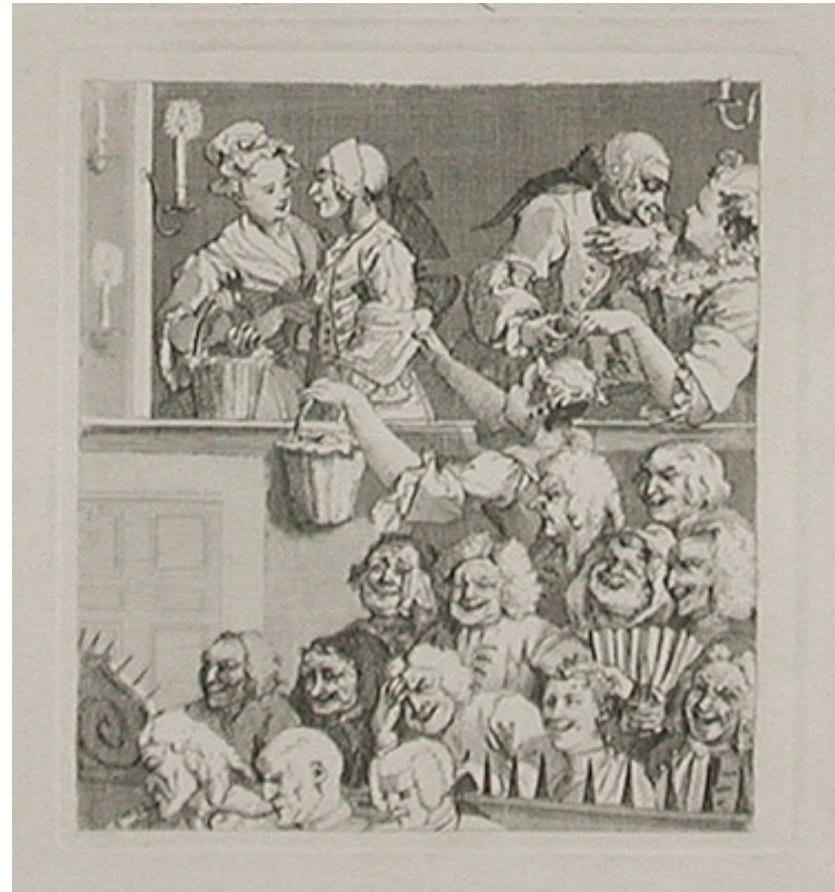
# What if English is not your first language?

- Don't worry
- SLOW DOWN
- Check the pronunciation and meaning of any words you are not sure about
- Practise
- Try your presentation out on friend or relative

# Bring your subject to LIFE!



# ENTERTAIN your audience

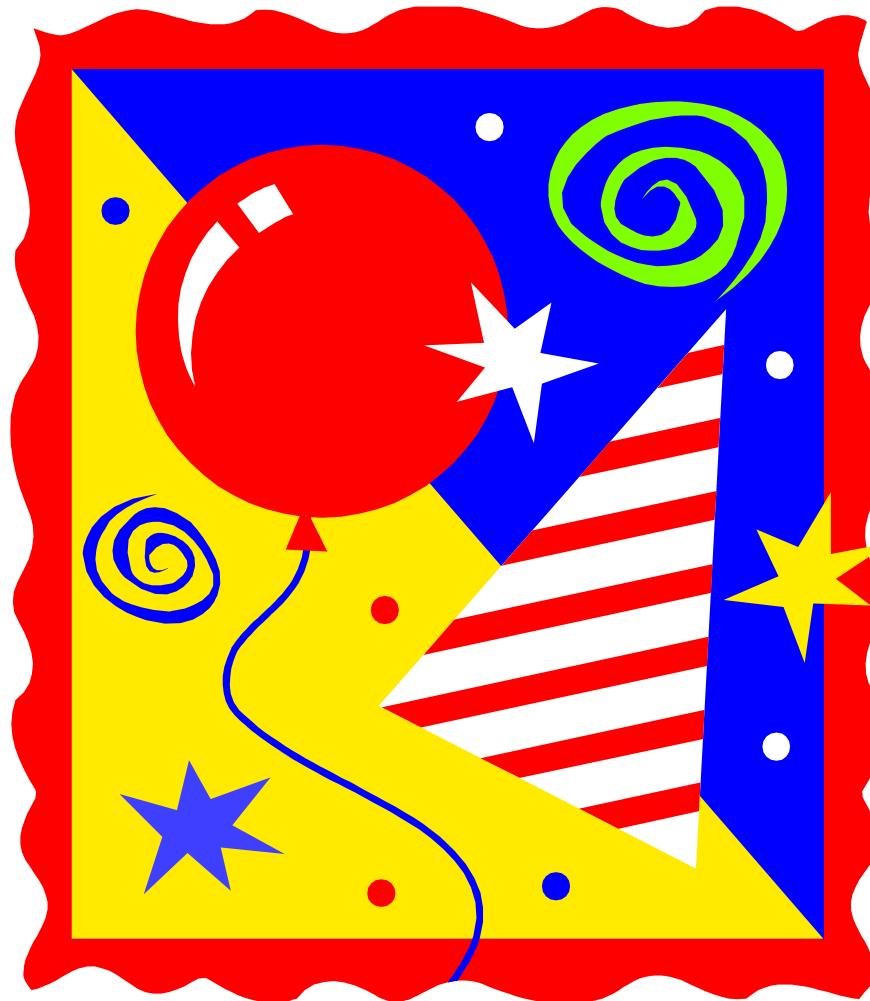


SPEAK UP and don't rush

# Try to make an IMPACT!



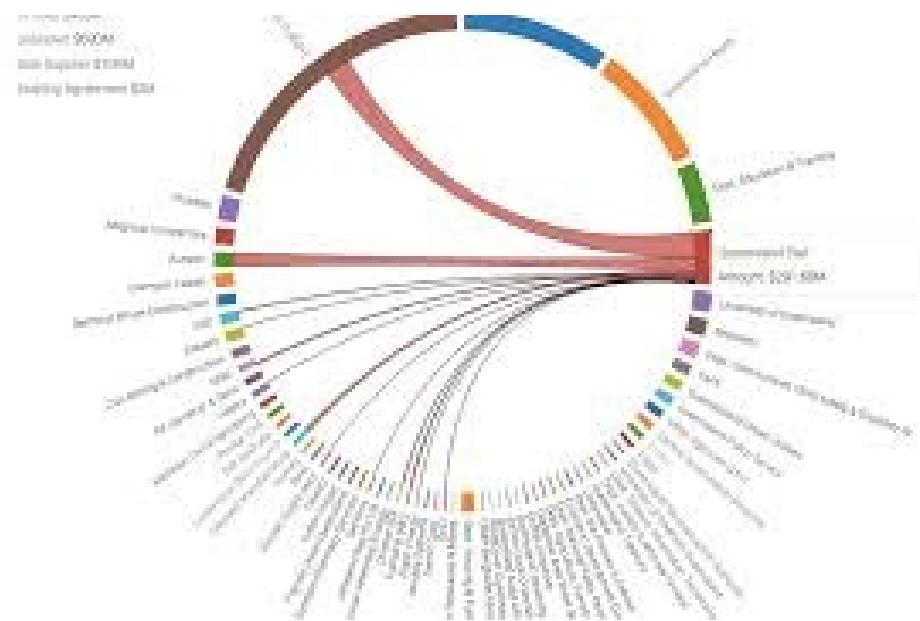
# ENJOY the experience!



# Above all PRACTISE!



# Case Study on IT in Government



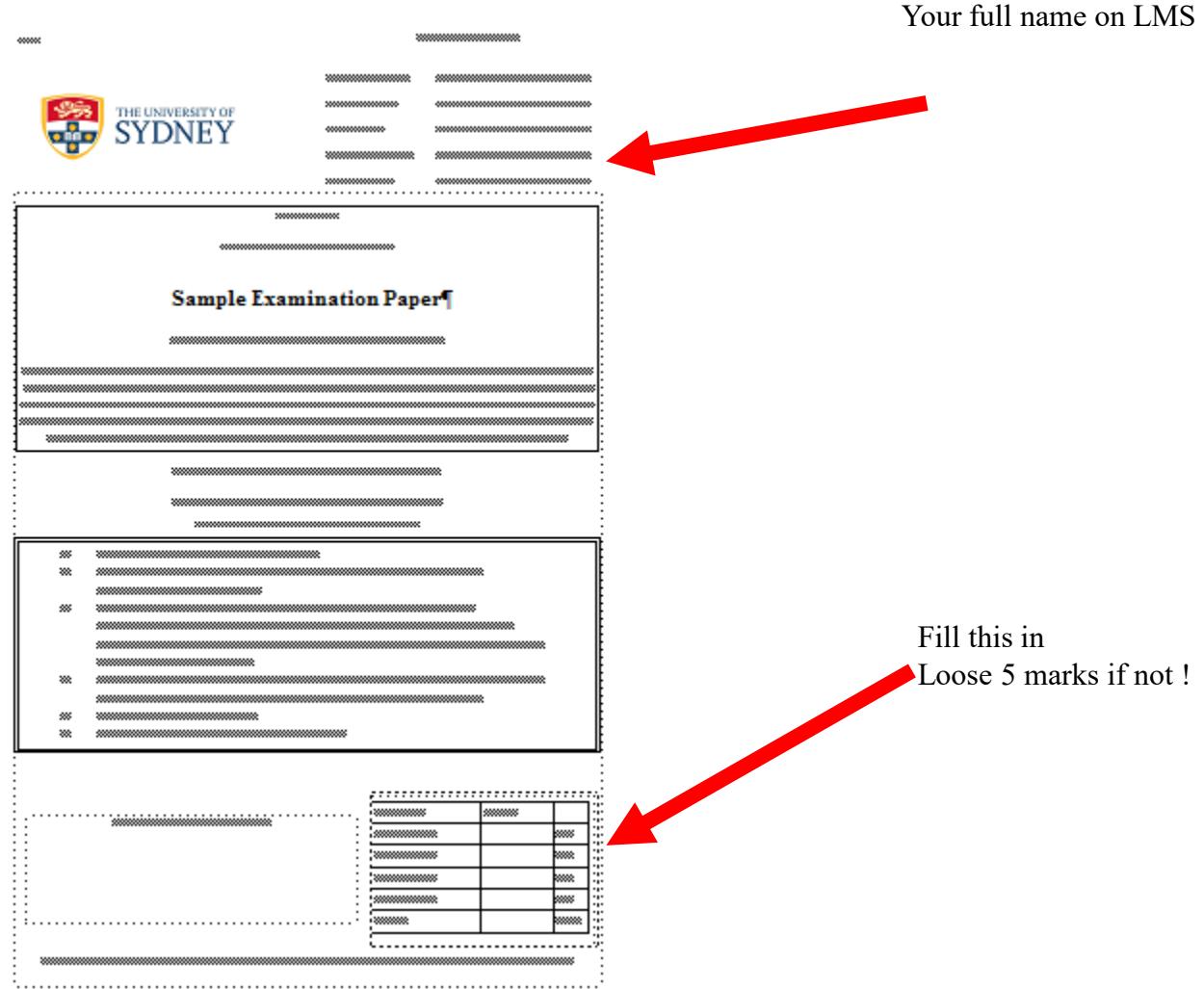
# Preparing for your exam



- Start practicing
- Work on questions individually or in teams
- Write your answers out for practice
- Bring your answers together with any queries to lecture session in Week 13



# Front page looks just like the real one!



Remember next week:

Assignment & Presentation submissions

Group Presentations in tutorial's  
Marks by tutors

Two group's from any tutorial to present in lecture  
**Volunteers ? (3 teams already volunteered – 1<sup>st</sup> come 1<sup>st</sup> serve)**



# Don't forget dates for submission

Presentations start next week  
Details in course outline



Remember readings for Tutorial  
discussion/critique for next  
lecture

