

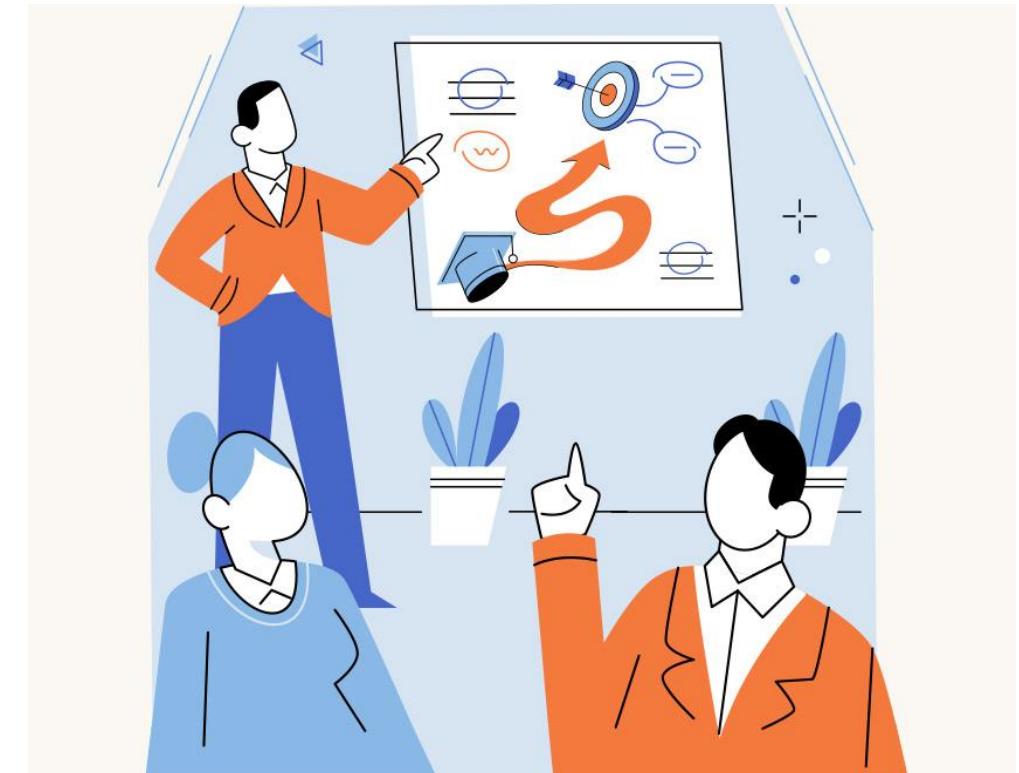
Presenting Effectively

Shannon Brady
TADP Consultant

Objectives

By the end of this workshop, participants should be able to:

- Describe 3 major elements of effective presentation
- Name at least one example strategy/tip that you can implement in your classes



A little get to know each other

- Zoom poll: How do you currently feel about your presentation skills on a scale of 1 – 5?
- Waterfall chat: What is something specific you are hoping to work on or learn about when it comes to presentation?

Common Barriers to Effective Presentation

- Anxiety
- Disengaged Students
- Gaps in knowledge
- Not knowing what works/doesn't work

Possible Solutions

- Anxiety → Preparation
- Gaps in knowledge, Disengaged Students → Organization, engagement
- Not knowing what works/doesn't work → Reflection & development

Before class (preparation)

 **Drop it in the chat
or in the doc - how do
you normally prepare
for a section?**



Before class (preparation)

Know your content

- Prep and make time
- Personalize (rather than repeat info)
- Proofread your slides!
- Practice, practice, practice



Multiple Exemplars of the Uppercase Letter "A"

This is “One Exemplar”

A

These are “Multiple Exemplars”

A A A A A

PowerPoint Spelling Errors: Student Comprehension and Perceived Lecture and Instructor Professionalism

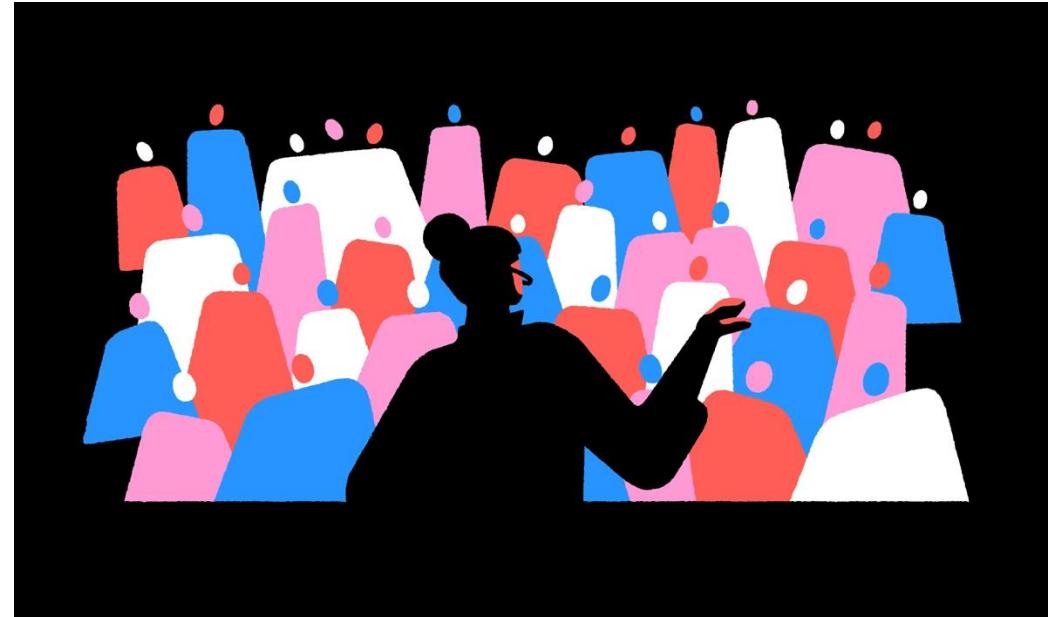
Ky'Aria Moses, Sarah DesLauriers, Joshua L. Williams,
Nancy G. McCarley, Marcus Walker, & Catherine Simmons
Georgia Southern University

“Participants in the no-spelling-error condition rated PPT slides as significantly more professional than participants in the spelling error conditions”

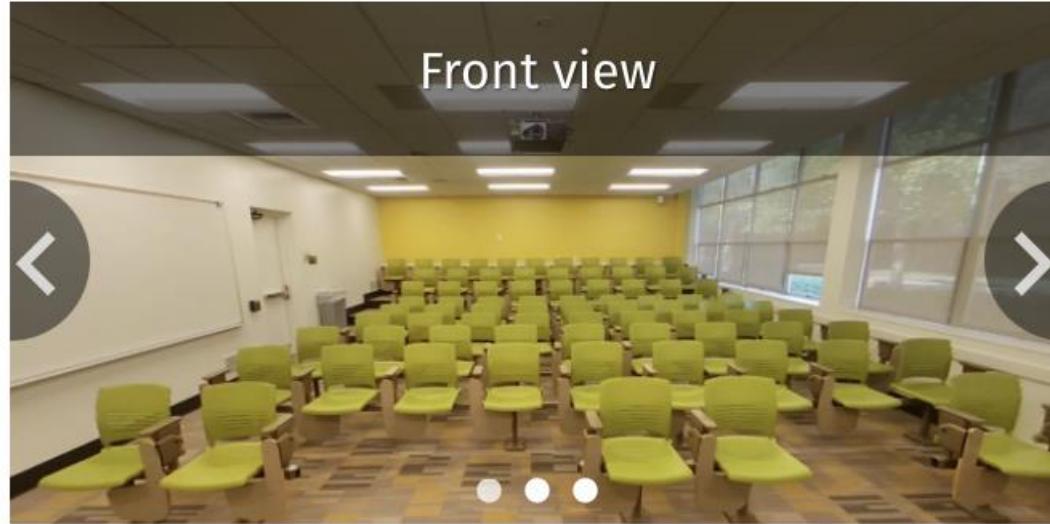
Before class (preparation)

Know your audience

- Who are you presenting to this quarter?
 - Presenting to 1st year undergraduates in a GE course might (*and probably should*) look different from teaching 4th year majors – why?
- What is the audience looking for from your presentation?

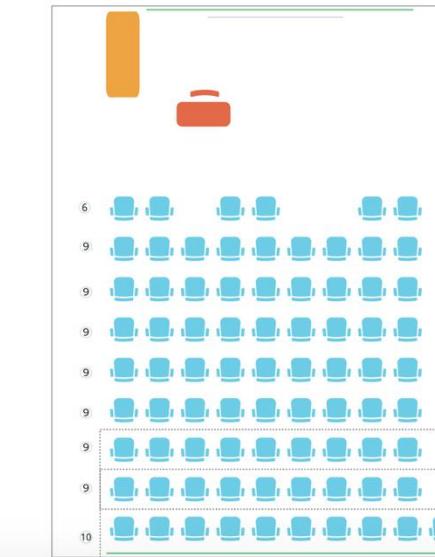


Before class (preparation)



SEATING CHART

[Download seating chart](#)



Screen
Smart Board
Desk/Chair
Pod Chair (Wheeled Desk)
Spare Chair
Exit
Chalk Board/ White Board
Podium or Cabinet
Instructor Table/Chair
Table/Desk

Know your space

- Get to your space early each time to give yourself a cushion for trouble shooting
- If you *can* preview your space ahead of time (before the quarter starts), even better! Some lecture halls will offer tutorials for tech
- Try to get a view of a room online at <https://classrooms.ucr.edu/>

Before class (preparation)

Breakout: What do you normally do to pull people in?



Engagement



Set the stage: strong, positive, credible presence

- Smiling
- Eye contact
- Body posture & language
- Volume
- Dressing for success*



During class (audience engagement)

What can the speaker do?

- Expressive gesture
- Varying tone
- Don't just read slides
- Passion & enthusiasm for the topic
- Add emotions (usually positive ones; humor!)

How can we design the slides?

- Structural cues
- Audio-visual aids*
- Don't overwhelm with text*
- Use formatting (purposefully)

After class (reflection & development)

Assessing efficacy helps us learn, grow, and improve our teaching – but how do we do this?

Take notes – what worked? What didn't?

Use low-stakes quizzes or other accuracy-based assignments to see whether content covered was received

Feedback forms

Formal observations

Watch & Learn!



Experiment



Keep practicing!

Breakout Rooms: Recap & Reflect?

3-2-1 activity

- 3 things you want to try out in your next class
- 2 other strategies (that we didn't cover) for boosting presentation skills?
- 1 question you still have about presenting effectively
- When we come back, I'll ask each group to share 1 of their bullets



Takeaways

- There are 3 main elements of effective presentation
 - Preparation ○ Audience engagement ○ Reflection & development
- Presentation & making presentations = a *skill*, which means it's something that we can always continue to hone
- The best part is: these tips are very applicable to online settings!

If you have further questions, feel free to stick around!

Otherwise, please fill out a post-workshop survey to help the TADP team improve future workshops!

