

Basic Elements of Presentations

Establish the basic goals of your presentation.

Determine how you intend to change the audience.
Educate? Persuade?

Know the audience characteristics and knowledge base.

Cover mutual ground as a starting point.
Compare and adapt the presentation's goals with the interests of the audience.

State your thesis.

State your presentation's topic and what you will prove.

Make the argument.

Convince them with facts, logic, and examples.

Present the information in different ways.

Visual illustrations
Stories/Anecdotes
Participatory Activities

Review and summarize.

Summarize what you've told them
Check for comprehension

Allow for questions and discussion.

Delivering the Presentation

Speak Well. Effective speaking doesn't only depend on good voice production and articulation. Other factors such as pace, pitch, tone, volume and the use of the pause contribute to good delivery.

Pace. Speak to an audience using a slower pace than informal conversation.

Pitch. Deep, steady breathing and a deliberate attempt to lower the pitch will help to reduce nerves.

Tone. Tone is the quality which expresses feeling. It can lend warmth and sincerity to your voice or reveal how strongly you feel about a topic.

Volume. The voice should only be loud enough for those listeners in the back rows to hear comfortably. You can vary volume to make the seminar more lively and interesting.

Make Eye Contact. Make eye contact with your audience to establish a bond. Eye contact involves glancing at the faces or the members of the audience. Don't be afraid to look audience members in the eye, but don't stare continuously - a few seconds is enough.

Ask Questions & Invite Participation. Ask questions of your audience throughout your talk to maintain interest. It also develops a relationship between you and the audience. Asking questions means that your words are not merely being aimed at the audience; you are inviting them to participate and drawing them in to a mutual thinking process

Use Examples & Illustrations. Use examples, anecdotes or verbal illustrations to interest and to suit your audience. An example that comes within the experience of the audience can create empathy and 'break the ice'.

Keep the key points brief. If a sentence is so long you have to take a breath, it may be too long for the audience to understand. The most effectively delivered points are sent as "sound bites."

Use numbers to create advance organizers and focus attention. "Now there are three important things to keep in mind when doing this. Number one (with inflection) is . . ."

Combine numbers with visual paragraphing. Number one (make a point and move to a new location), Number 2 (make the next point) and so on. Numbers can be combined with other physical signals, such as raised fingers. In fact, the more you speak simultaneously to the right and left brain (images and words), the more potent the signals.

Signal that something important will follow. (ex. "here is my most important point" or "If you don't take anything else away from our session today I hope you will remember this one point (signal). It is, in fact, the key thought (reinforcing signal) that I came here to deliver."

Use silence before making a point. Pausing can focus attention on what has been said or what is about to be said, or to prepare the audience for a change in ideas.

Practice. How long does it take to deliver? Can people hear you? Are you using fillers, such as: um...uh...etc. Develop memory prompts.

Remember

Your audience understands your nervousness. Practice in front of your friends.

Be yourself. Relax and use deep breathing techniques.

Check out the room where you will do your presentation. How does it sound? Where are the lights and electrical outlets, etc?

Begin with a slow, well-prepared introduction and finish with a clear conclusion and with confidence.

Have Fun and Enjoy the Experience!!!

More tips for taking notes

Sit near the front of the room during classes and lectures. It will be easier to hear the speaker and see the board.



Note key terms

and write down definitions for any terms you don't know. The terms may appear on a quiz or exam!



Consider using index cards to take notes for a report or term paper.

Here's how:

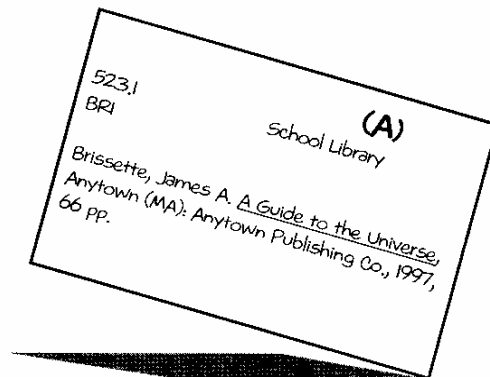
Make a set of bibliography cards.

- Use one card for each source. Label it "A," "B," "C," etc. Include the author, title, date, call number, and where you found the source.
- Use these cards to make your bibliography.

Make a set of note cards.

- Write only one quotation, fact or idea on each card. Use quotation marks if you copy anything directly from the source. List the page number(s) of the resource. Label the card to match the bibliography card.
- Fill out the cards carefully. Make sure all dates, names, etc., are correct.
- Write a heading or the main topic of the note. Sort the cards by heading or topic.

You can also use index cards to organize your notes and study for a test.

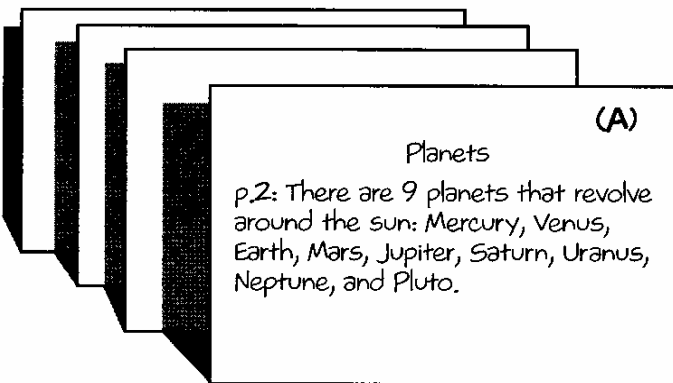


Sample bibliography card



Review your notes after class

or soon after reading the text -- while the material is still fresh in your mind. It's a good time to add information or write down any questions you may have.



Sample note card