What this course is about

- Personal Transferable Skills
- Industry Specific Skills
- Function Specific Skills
- Job Specific Skills
Notes

I do not expect to cover all the slides in the lecture.

Please study them in your own time.

They contain extensive advice.

- By the end of the week
- The group allocations
- The briefing allocations
- A complete set of the topic briefs

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Some general interest questions

How often have you made a formal presentation before?

– 0-3 times?
– 4-10 times?
– More than 10 times?

Remember: We all have different experience
Beginning a journey…

Image: http://www.paulsbodine.com/
our objectives

• To introduce you to some guidelines for making presentations

• To prepare you (mentally) for the task of making a short presentation

• To set you off to learn yourself how to make an excellent presentation
Rationale 1

Learning by doing

- Simple approaches first
- Practice to perfection
- But accept mistakes … which lead to learning 😊

Realistically
are you likely to be able to do
a perfect job first time?

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Rationale 2

Degree of Abstraction

- Text / Verbal Symbols
- Pictures / Visual Symbols
- Audio / Recordings / Photos
- Motion Pictures
- Exhibits
- Field Trips
- Demonstrations
- Dramatized Experiences
- Contrived Experiences
- Direct - Purposeful Experiences

Graphic courtesy of Edward L. Counts, Jr.
Do your own background reading e.g. SlideRocket

SlideRocket Presentation Tip – 10 Ways To Stop Boring Your Listeners (How to use Vocal Variety)

By Nat Robinson on February 18, 2010

This post was contributed by Susan Dugdale of Write-Out-Loud. Thanks Susan!

Here’s the problem and its remedy is vocal variety.

You are giving a speech or presentation and, although the content is excellent and matches your audience’s expectation and needs, nobody is listening.

Instead you are looking at blank, disinterested faces. Someone is checking their watch, another is doodling, and that person in the front row is struggling to stay awake.

Your voice is turning ears off. To put it bluntly, it is boring.
Find some motivation for this task 😊

https://youtu.be/UbCUTtzCic0
IMPORTANT
DETAILS
Presentation FAQs

• Detailed briefs for each presentation will be available by the end of the week
• Presentations last 15 minutes + Q&A
• You will select your topic online
• Topics are allocated on a first come first serve basis
• The brief will provide guidance and background references to help with your preparation
• You have handins prior to the presentation - to pace you through the work

• Presentations can be compiled using software of your choice
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• Each slide set must have a first slide including the title and group number
• All participants in the group must be clearly identified
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• Every group participant will make a contribution

Each student has to make a handin of all the group deliverables

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• Check the web page regularly
• Check your emails
• Talk to the other members of your groups
Presentation FAQs

- If you do not participate in the presentation you will not be awarded any marks
  - unless this has been specifically negotiated because of individual circumstances
- Contributions will be marked by course lecturers
  - using the mark sheet shown at the end of this document
  - This will produce a group mark
- You will be given immediate direct verbal feedback as a group after the presentation and during the allocated presentation slot
- You will also gain a further contributory individual mark by participating in the review process, for which you will be allocated a slot
  - You will use the standard mark sheet to create your review mark
  - You will submit your marks online via an interactive form
  - You are welcome to attend any of the presentations;
  - All of them are relevant to your studies!

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5. Changing the world: cooperation, co-creation, crowdfunding and crowdsourcing: Can crowdfunding replace the finance industry?

6. Will MOOCs destroy face--to-face University Education?

7. Crime online; cyber security. Can legislation effectively protect from online crimes?

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15. E-democracy and e-participation: Can technology drive increased participation?
Presentation Topics.. Cont.

16. Cryptocurrencies and smart contracts: Is blockchain the future of finance industry?

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18. How can businesses make use of virtual environments for internal organisation?

19. How to protect intellectual property in software development and other art?

20. How can serious gaming drive businesses?

21. How dangerous can online hate be?

**Topic 6: Will MOOCs destroy face-to-face University Education?**

**Keywords**
Open Education; MOOCs.

**Brief**
"Massive Open Online Courses", or MOOCs gain an increasing importance in the educational context. As⋯⋯⋯.

[more]

**Presentation**
Prepare and produce a short presentation which provides an introduction to and overview of the development of MOOCs and discussed⋯⋯.[more]

**Example links and reading**

Coursera: MOOC clearing house https://www.coursera.org/


[more]
Think About Your Audience
A keynote

Dr Su White

some real-world examples

"all things bright and beautiful"

immune systems
nervous systems
animals
"superorganisms"

some real-world examples

social systems
- marketplaces
- markets
- economies
- languages
- memes
- ecosystems
- it goes
Another sort of presenting
It is suggested you work through the following slides again at your leisure

FOLLOW UP THOUGHTS AND GUIDANCE
Build on what you know already….

- As a consumer of presentations
  - Think about a memorable presentation
  - What made it good?
  - Three things….
  - That you like to see in presentations
  - That make presentations a disaster
- Chat with your friends about this
- Use this knowledge in your group
Pragmatics

• Prepare your slides

• How will you say things?
  – Can you keep it simple?

• Any supporting information?
  – Prepare hand outs

• Make a dry run

• Imagine the audience is in front of you

• Will you keep to time?
focus

discuss with group/friends:

• how can I learn to make good presentations?
learning and help

• we will each need different kinds of help
• we each learn and work in different ways
• learning by doing (present and attend lots)
• language centre, assistive technology centre
• self help (books, guides, the web)
• peer help (colleagues, friends)
What is the purpose of a presentation?

- Never underestimate the value of thinking about a problem
  - Talk
  - Think
  - Draw
  - Write
What we expect

Discuss and agree an approach to the topic

- Allocate roles
  I advise double-up of roles
- Research the topic
- Construct an argument
- Present the argument
- Harness the information
- Prepare a draft
- Review/revise
- Practice, practice, practice
- Demonstrate competence

The assessment criteria are always designed to steer you towards learning from the tasks you undertake
Based on module needs and past experience

WHAT IS IMPORTANT…
Assessment Criteria

The criteria are designed to:

- steer you towards learning from the task you undertake

- Learning by doing
- Reflecting on your experience
- Learning from your mistakes
Practical Questions...

What are we marked on?

Four categories in the mark sheet

- Content
- Media
- Process
- Overview
1. Content

1.1 Introduction and structure:
• Identifies objectives, & purpose,
• gains audience’s attention
• logical, clear, comprehensive

1.2 Key points and body:
• displays a good grasp of the subject
• an accurate account;
• addresses core issues is appropriate for audience,
• clear, explicit, specific, well argued

1.3 Well researched/referenced:
• authoritative sources used,
• clearly referenced

1.4 Close:
• provides conclusion,
• demonstrates integration and control

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Will you get the balance right?

It needs to be interesting and informative, well
2. Media

2.1 Visual aids (1):
- appropriate, well executed
- pictures, tables and diagrams (if used) are used intelligently

2.2 Visual aids (2):
- argument/understanding enhanced by pertinent visual aids

2.3 Media control:
- planned
- well managed
- slick, non intrusive
Good media means preparation
3 Process & Professionalism

3.1 Clear speech:
• audible,
• nervousness controlled

3.2 Personal energy:
• has enthusiasm
• shows confidence/control
• avoids reading from notes
• addresses whole audience
• projects personality

3.3 Audience engaged
• attention captured and sustained

3.4 Questions
• handled effectively and informatively

3.5 Timekeeping:
• Finished in allocated time

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Will you have enough slides?

Each must present, practice the timings, present your argument
4 Overall Effectiveness

Your overview of effectiveness:

• Objectives have been met

• Message was communicated and understood.

• The experience was a pleasurable one!

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How will it be?
For them… for us…

BORED

FRIGHTENED
Warning

Tasks which are superficially simple …

…often require attention to detail

Ultimately someone may have to assume responsibility
Advice for the actual presentation…

• Be yourself
• Plan and rehearse
• Talk to your audience
  – Tell a story
  – Start middle end

• Use cues
  – Pen to point
  – Think about fonts
  – Diagrams
  – Pictures

• Eye contact
• Project voice
• Try out different methods
• Order is important

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Will you impress them?
Focus

know your audience

general questions:

What is the purpose of the presentation?

• What do you want to communicate?

• What do the audience expect to get out of it

• How long have you got?
Some final words…. 

Have a conversation with your audience

• It’s OK to be imperfect

• It’s OK to use humour (if you can)

• It’s OK to respond to a question “I don’t know”

• It can be a good idea to try to explain things in different words

• You will get better with practice
The voice of experience

- Remember your own advice
- Draw on your wisdom
- Learn from your audience
Remember....

• Be prepared
Advice...

- Be yourself
- Plan and rehearse
- Talk to your audience
  - Tell a story
  - Start middle end
- Use cues
  - Pen to point
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"The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes"

Marcel Proust
important

AGAIN - REQUIREMENTS
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[more]
Further refs

Pragmatic rather than academic

SlideRocket

http://www.sliderocket.com/blog/2013/02/presentation-skills-infographic/

Warning – attribute what I thought was a quote by Confucius to Benjamin Franklin!

Did a bit of searching and its still disputed…

http://dakinburdick.wordpress.com/2012/03/14/tell-me-and-i-forget/
Why its not Benjamin Franklin...

http://dakinburdick.wordpress.com/2012/03/14/tell-me-and-i-forget/
Dale’s cone of experience

- Dale’s Cone of Experience Overview


Thank you ;-)  

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• http://www.ecs.soton.ac.uk/~saw
Appendix

- The following slides are relevant but not presented during the lecture
Optional task group discussion

Note – identify three things you would like to know about presentations?

1. discuss- what are your strengths?

2. Quick review of the preferred skills in your team (ref back to team lecture)

3. Plan for your team assignment
   – meetings,
   – roles
   – group deadlines
   – working methods e.g. shared files, online meetings, etc.
Build up your knowledge step by step

REMINDERS:
MODULE OVERVIEW
Work smarter not harder

Work smarter not harder

• Intellectually
  – Understand your motivations

• Imaginatively
  – Develop and use your creativity and imagination
  – Make your tasks enjoyable

• Intuitively
  – Learn to know what works for you

Approaches

• Pareto principle
  – 20% of the effort produces 80% of the result
  – … but think about it logically, rationally

• One touch
  – Capture all the necessary information in a single touch

Follow up: Dan Pink – RSA Animate, see refs and links
The presentation topics relate to the syllabus.

You will become a specialist

• Use your presentation to understand content, context and perspectives as well as develop skills

• Many of the other presentations will have content which relates to the exam topics, pay attention 😊
professional and legal issues might include
Professional Issues: Perspectives indicative list and categorisation - some topics are listed under more than one heading

**Legal contexts and awareness**
- Libel and defamation
- Crime online/ cyber-security
- Pornography
- Fraud
- Hacking
- Green ICT

**Workplace contexts and equality**
- Organisations/business models
- Codes of conduct
- Data Protection Act
- Computer crime
- Whistleblowing
- Good practice
- Employment rights and law
- Health and safety
- Industrial tribunals
- Discrimination
- Accessibility
- Inclusivity

**Global responsibilities/civic Responsibilities**
- Environment
- Digital divide
- E government
- Globalisation
- Social enterprise
- Think global act local
- Responsibilities
- Freedom of information
- Outsourcing
- Public awareness of science
- Globalisation

**Technology watch/Digital futures**
- Open data
- Open source
- Augmentation
- Web 3.0/Semantic Web
- Linked Data
- E-commerce
- Emerging Business Models

**Digital Rights and Wrongs**
- Copyright
- Copyleft
- Creative commons
- File sharing
- Intellectual property
- Digital rights management
- Privacy/security
- Ethical Computing

**Personal ethics/Rights and responsibilities**
- Academic ethics
- Civic duty
- Censorship
- Freedom of speech
- Defamation
- Whistleblowing
- Ethics
- Surveillance
- Professionalism
- Codes of conduct
- Professional bodies
- Professional practice
- Trades unions
Overview: working method

Formal/timetabled

– Lecture
  • The big picture
  • Pacing
– Blackboard
  • Links and references

Informal/un-timetables

– Out of class
  • Take the quizzes
  • Watch videos
  • Read overviews
  • Work through tasks
  • Think and discuss
  • Prepare assessments
  • Prepare for examination

Objective:
knowledge, skills and understanding
Reminder: rationale of the structure

Guidance and prompting

**Plus** … directing you to a realistic/sustainable approach

This is not the same as coding, maths or other ‘hard’ subject areas

But it is **very relevant** to your degree…

… and the approach is relevant to future study and work

- Find out, think about, re-present
- Work in groups
- Find your strengths
- Overcome your weaknesses
- Enjoy yourselves

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