



COMPI205 Week 8

Professional Development

Legal, professional and ethical perspectives

Presentation Briefing

Dr Su White

Notes

A number of activities take place during the lecture

I do not expect to cover all the slides

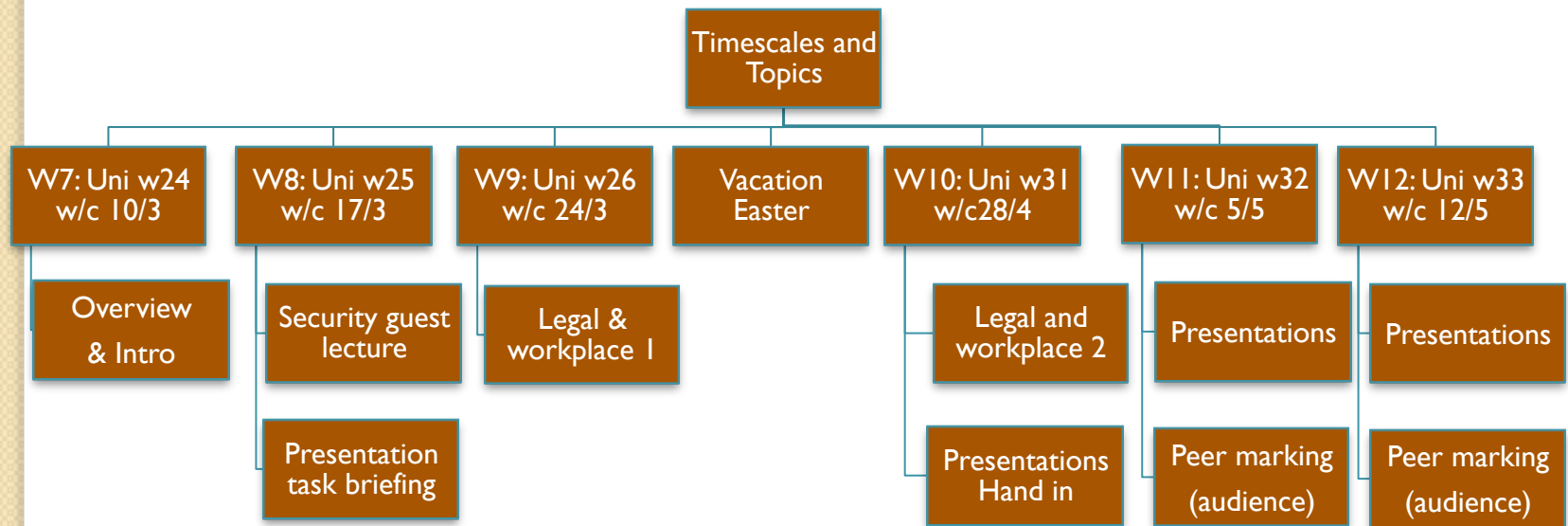
Please study them in your own time

They contain extensive advice

As well as containing a copy of these slides, the EdShare content includes details of

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

Overview: timescales and topics



Overview of entire module by multiple choice exam

Ethics and Professionalism are threads which run throughout the module

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...



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

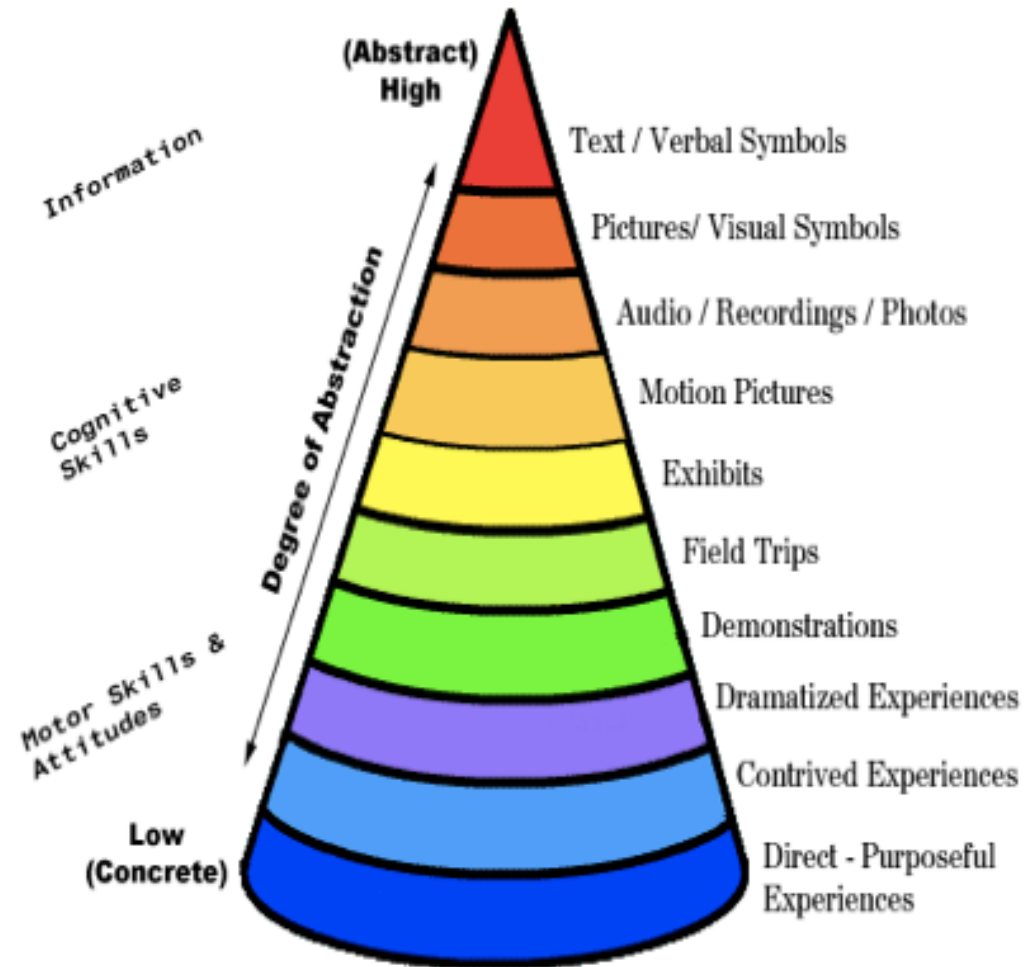
Rationale I

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?

Rationale 2



Graphic courtesy of Edward L. Counts, Jr.

Do your own background reading e.g. SlideRocket

SlideRocket Blog

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.



You can find some further simple information from this site <http://www.sliderocket.com/> and look at <http://portal.sliderocket.com/sliderocket/Animated-Infographic-Slide-Design>

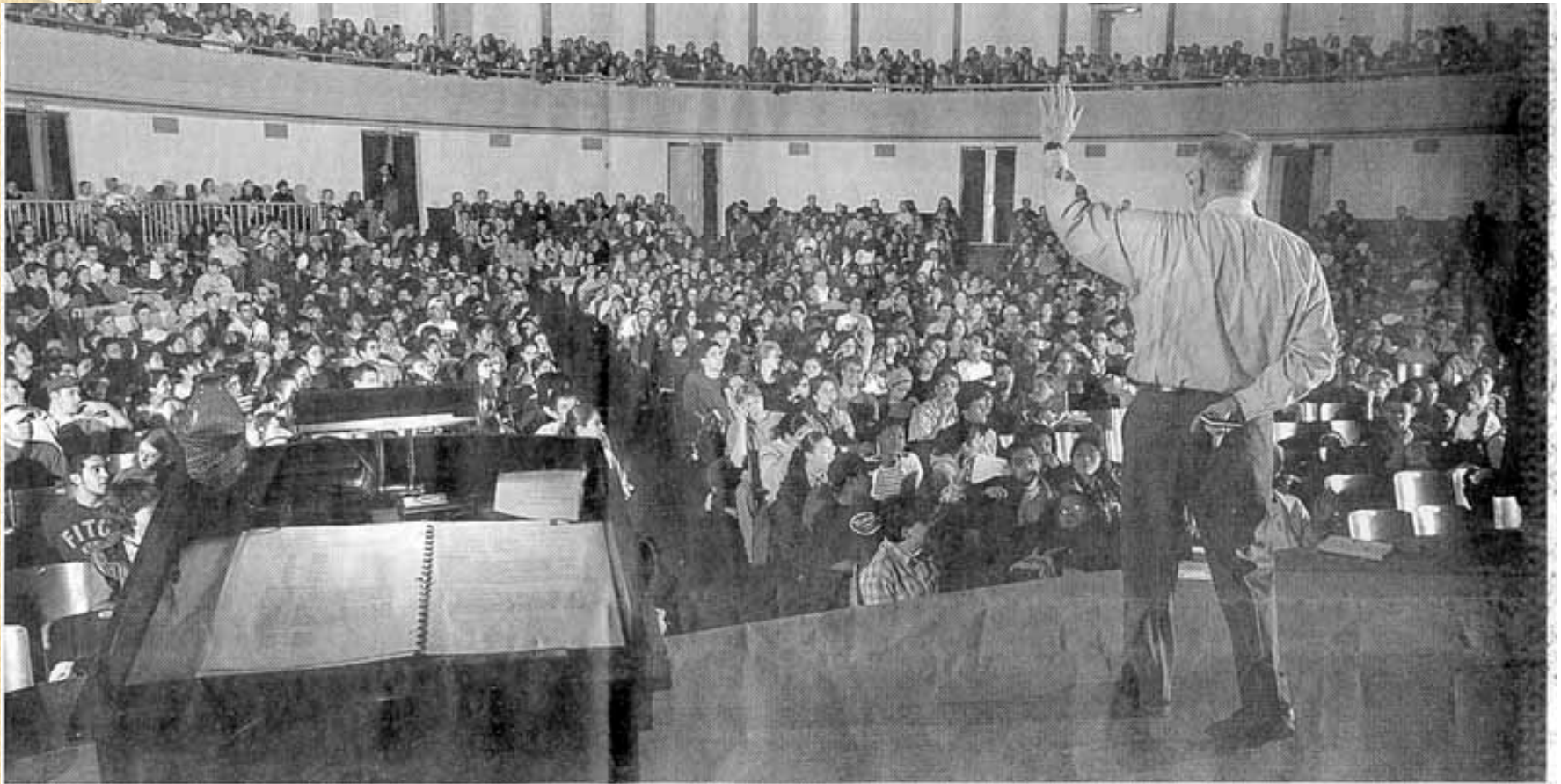
Some general interest questions

How often have you
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presentation before

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Think About Your Audience





A keynote



some real-world
examples

- immune systems
- nervous systems
- animals
- "superorganisms"
- evolving populations
- social systems
 - marketplaces
 - markets
 - economies
 - languages
 - memes
- ecosystems
- ? gaia

"all things bright and
beautiful"

Another sort of presenting

FEATURES

CD-quality sound.
Excellent 'locked' reception.
Uses features of landscape, which previously hindered reception, to actually enhance reception.
Data channel for additional transmission material.

Nicolas Ashworth
Paper 35
a discussion into the
uses for the data channel
in DAB...

PROBLEMS

Do people want the extra information that the data channel offers, given the high cost of the hardware?
Can the hardware to utilize the features of DAB's data channel be made cheaply enough to allow widespread adoption of the transmission medium?

DATA CHANNELS

Send pictures with the broadcast, so weather forecasts can be accompanied by weather maps, etc.
Send information about the broadcast, such as: artist, song, and information about them.
Display radio programme schedules.
Display alternative routes for car travel, to avoid heavy traffic.

ADVANTAGES

Can broadcast in different sound qualities so that broadcasts not needing high quality sound, such as news, can be broadcast at a lower quality, making room for other broadcasts.
Ideal for in-car radios, as DAB does not suffer from poor reception in moving vehicles.

DIGITAL AUDIO BROADCASTING



It is suggested you work through the following slides



FOLLOW UP THOUGHTS AND ACTIVITIES

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?

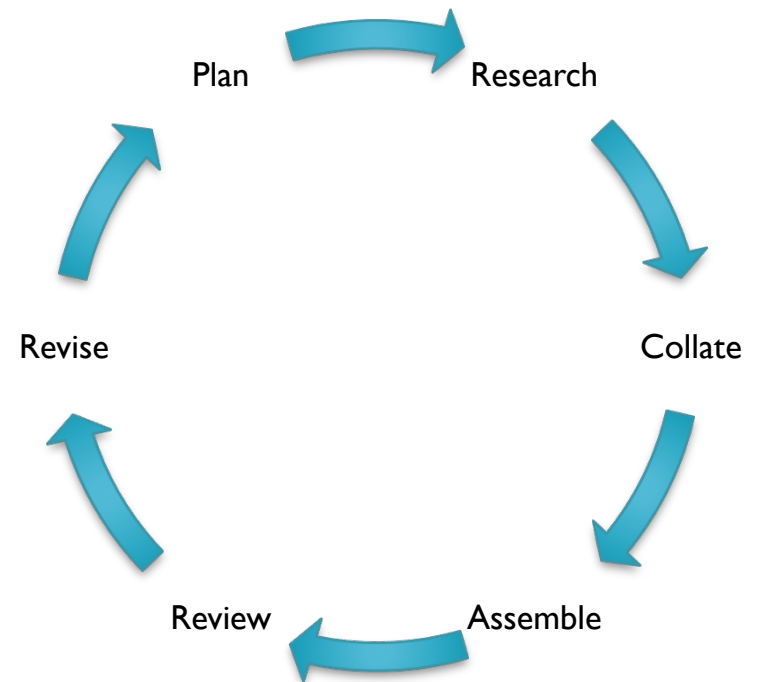


What we expect

Discuss and agree an approach to the topic

Discuss and agree an approach to the topic

- Allocate roles
advise double up 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

What activities are included?

- Individually/pairs/small groups
- Generate a list



Discuss feedback:

- In class
- Or as an individual reflection...

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

| About You (Marker) NAME | Group ID: | Marking for 1.1 | | | | |
|--|-----------|-------------------------------|--------|---|-------------------|-----|
| email | | A | | | | |
| NB: We need this information in a readable form for your individual mark! | | | | | | |
| Topic | | Number of students presenting | | | | |
| Marking Scheme for group presentations | | 1=poor | 5=best | | | |
| mark for detail, then award overall mark for each section | | 1 | 2 | 3 | 4 | 5 |
| 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, integration and control | | | | | | |
| 1.5 Content general comments/feedback | | | | | 1.6 Content Mark | |
| | | | | | /5 | |
| | | | | | mode average | |
| 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 | | | | | | |
| 2.4 Media general comments/feedback | | | | | 2.5 Media Mark | |
| | | | | | /5 | |
| | | | | | mode average | |
| 3) Process/Professionalism: | | | | | | |
| 3.1 Clear speech: audible, nervousness controlled | | | | | | |
| 3.2 Personal energy: has enthusiasm, show 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 | | | | | | |
| 3.6 Process general comments/feedback | | | | | 3.7 Process Mark | |
| | | | | | /5 | |
| | | | | | mode average | |
| 4) Overview - Effectiveness and Reflections: | | | | | | |
| Your overview of effectiveness: Objectives have been met | | | | | | |
| Message was communicated and understood. The experience was a pleasurable one! | | | | | | |
| 4.3 Overview general comments/feedback | | | | | 4.1 Overview Mark | |
| | | | | | /5 | |
| Continue overleaf if needed... | | | | | | |
| Add the marks for each section together to mark out of 20 | | | | | | /20 |
| NB: Your audience mark will only count if we have evidence that you used scheme above, for better marks you need to ensure that you include comments as well as marks | | | | | | |
| You may find it helpful to use this sheet as a checklist when preparing your presentation. | | | | | | |

What are we marked on?



Four categories in the mark sheet

- Content
- Media
- Process
- Overview

Practical Questions...

I. Content

I.1 Introduction and structure:

- Identifies objectives, & purpose,
- gains audience's attention
- logical, clear, comprehensive

I.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

I.3 Well researched/referenced:

- authoritative sources used,
- clearly referenced

I.4 Close:

- provides conclusion,
- demonstrates integration and control

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

Will you have enough slides?

DILBERT by Scott Adams



Each must present, practice the timings, present your argument

Overall Effectiveness

Your overview of effectiveness:

- Objectives have been met
- Message was communicated and understood.
- The experience was a pleasurable one!

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

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



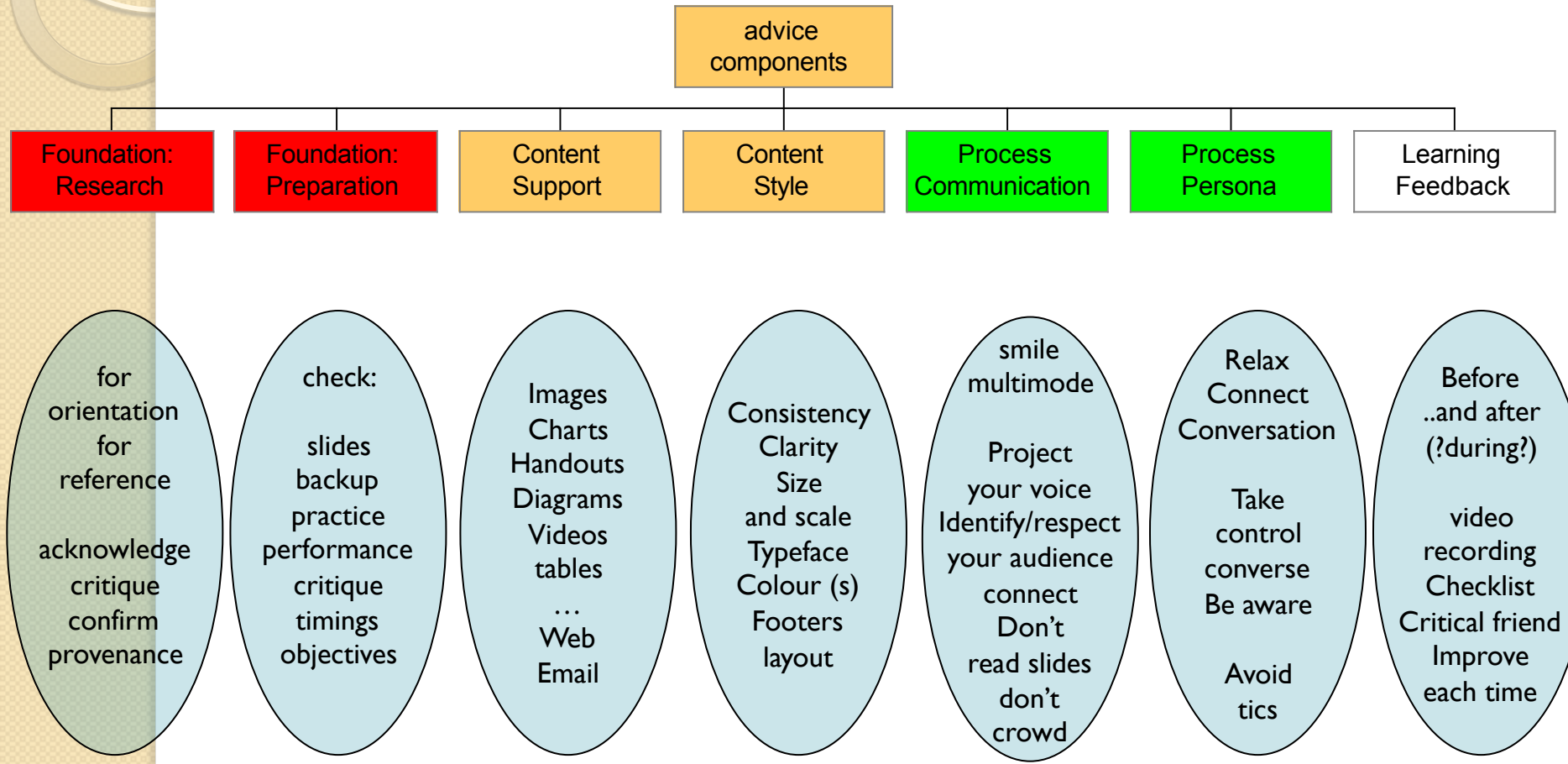
- Remember your own advice
- Draw on your wisdom
- Learn from your audience

Remember....

- Be prepared



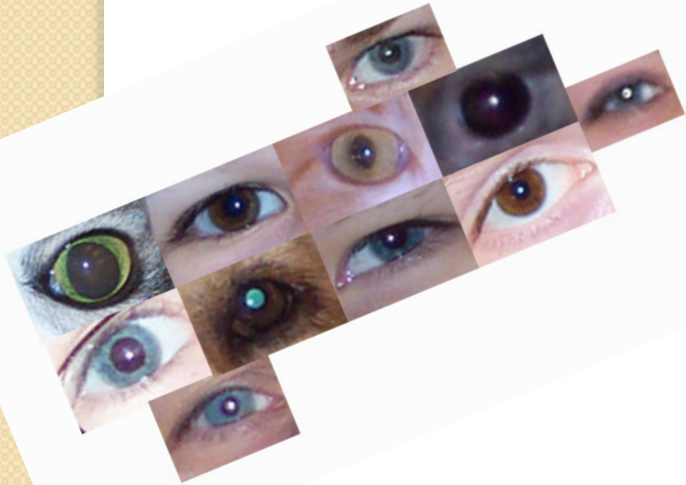
Presentation advice



Advice...

- 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

Seeing with new eyes



“The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes”

Marcel Proust

Presentation FAQs

- Detailed briefs for each presentation are available at <http://www.edshare.soton.ac.uk/10709/>
- Each group will make a 10 minute presentation on their allocated topic shown in the table in EdShare and sent to you by email
- The brief provides guidance and background references to help with your preparation
- Presentations should be compiled using PowerPoint and will be submitted via the hand in machine in the week prior to the presentations (week 10, after Easter)
- Each slide set must have a first slide including the title and group number, and a second slide with a titled photograph of each participant
- Presentations will be made during weeks 11 & 12
- Every group participant will make a contribution
- 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; many of them are relevant to your studies

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...

Tell Me and I Forget...

 March 14, 2012  dakinburdick

 [Go to comments](#)  [Leave a comment](#)

There is a common saying about teaching that goes:

*Tell me and I forget.
Show me and I remember.
Involve me and I understand.*

It is attributed it to Confucius (Kong-fu-zi, aka. Grandmaster Kong) in some places and to Lao-zi in others. I know for certain that neither of them said this. I've done a JSTOR search for the phrase and the earliest instance I can find was from Jack Richards and Theodore Rogers, *Approaches and Methods in Language Teaching* (1986). There is a similar version attributed to Benjamin Franklin:

*Tell me and I forget;
Teach me and I remember;
Involve me and I learn!*

Again, I'm pretty sure it wasn't Franklin. I have looked through his autobiography and through *Poor Richard's Almanack* and couldn't find it in either place.

When I asked colleagues on the [POD Listserv](#), Li Wang quickly identified it as being from Xun-zi (荀子, 312-230 B.C.) and gave the quotation as:

不闻不若闻之，闻之不若见之，见之不若知之，知之不若行之。学至于行之而止矣。行之，明也；明之为圣人。圣人者，本仁义，当是非，齐言行，不失豪厘，无他道焉，已乎行之矣。故闻之而不见，虽博必谬；见之而不知，虽识必妄；知之而不行，虽敦必困。不闻不见，则虽当，非仁也。其道百举而百陷也。

I found a translation of this in Homer Dubs' *The Works of Hsüntze* (1927, 1966), page 113. The section was from Book 8 of Xun-zi:



Dale's cone of experience

- Dale's Cone of Experience Overview
<http://rapidbi.com/created/Coneofexperience-dale.html>
- Dale, E. (1946) Audio-visual methods in teaching. New York: The Dryden Press.
- Dale, E. (1954) Audio-visual methods in teaching, revised edition. New York: A Holt-Dryden Book, Henry Holt and Company.
- Dale, E. (1969) Audiovisual methods in teaching, third edition. New York: The Dryden Press; Holt, Rinehart and Winston.

Thank you ;-)

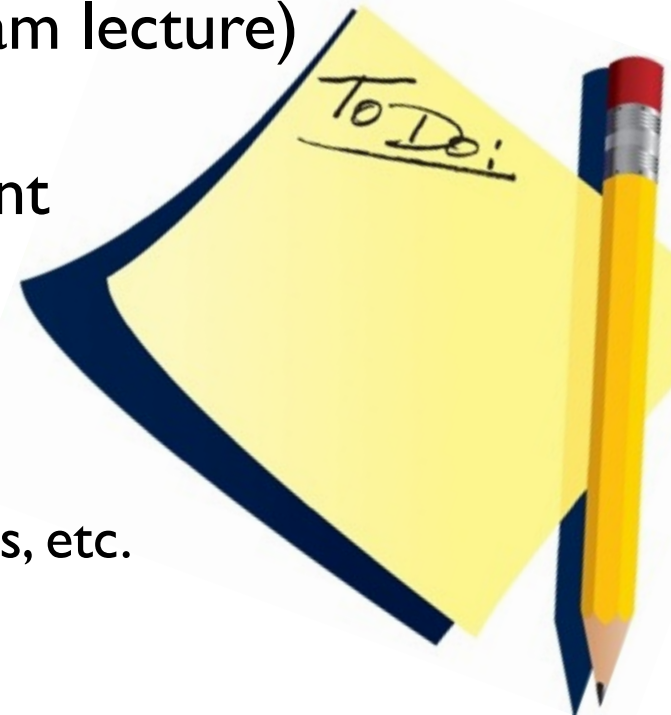
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- <http://www.ecs.soton.ac.uk/~saw>

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

- 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

Work smarter not harder

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

intellectual property creative commons e-commerce environment
code of conduct professionalism freedom of information green ICT
employment rights open data open source digital accessibility employment rights
file-sharing equality globalisation security
academic ethics semantic web inclusivity defamiation
computer crime outsourcing localisation professional bodies linked data
free speech civic duty libel social enterprises digital rights management
health and safety hacking surveillance responsibility pornography
data protection privacy digital divide ethics copyright
discrimination censorship digital divide ethics copyright
morals

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
Legislation in workplace
contexts

**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

**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

**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

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

Overview: working method

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

Quiz

- You will be invited to respond to a short survey/quiz (midweek)
 - Designed to find calibrate
 - The progress you have made so far
 - Your familiarity with topics we are going to study
 - Your familiarity with the topics within the exam
 - The way which you are relating COMPI205 to the rest of your studies

Quiz notes



Your responses will be anonymous

But

I can send you reminders

...

If you have not completed the task

Before next week