

COMPI205 Week 8

Professional Development
 Legal, professional and ethical perspectives
 Presentation Briefing
 Dr Su White

<http://www.edshare.soton.ac.uk/10709>

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

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Overview: timescales and topics

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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

Image: <http://www.ventiq.com/>

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?

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 Neil Robinson on February 18, 2013

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 expectations and needs, nobody is listening.

Instead you are looking at blank, disinterested faces. Someone is checking their watch, another is doodling, and the 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

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Think About Your Audience



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

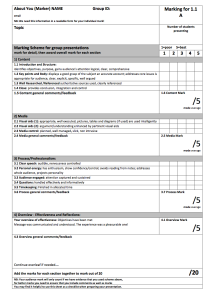
WHAT IS IMPORTANT...

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Assessment Criteria

- The criteria are designed to steer you towards learning from the task you undertake



What are we marked on?



Four categories in the mark sheet

- Content
- Media
- Process
- Overview

Practical Questions...

I. 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

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Good media means preparation



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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?

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!

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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


BEWARE!

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



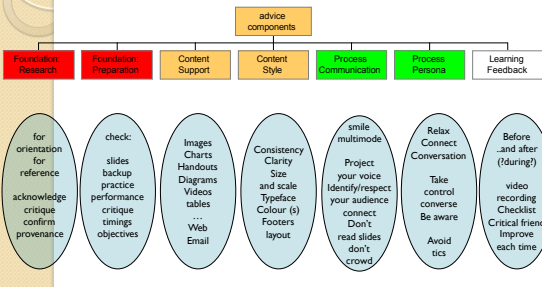
- Remember your own advice
- Draw on your wisdom
- Learn from your audience

Remember....

- Be prepared



Presentation advice




The diagram shows a hierarchy of presentation advice components. At the top is 'advice components'. Below it are seven categories: Foundation Research, Foundation Preparation, Content Support, Content Style, Process Communication, Process Partners, and Learning Feedback. Each category has associated advice points in ovals below it.

- Foundation Research:** for orientation for reference, acknowledge, critique, confirm, provenance
- Foundation Preparation:** check: slides, backup, practice, performance, critique, timings, objectives
- Content Support:** Images, Charts, Handouts, Diagrams, Videos, tables, ... Web, Email
- Content Style:** Consistency, Clarity, Size and scale, Typeface, Colour (s), Footers, layout
- Process Communication:** smile, multimode, Project your voice, Identify/respect your audience, connect, Don't read slides, don't crowd
- Process Partners:** Relax, Connect, Conversation, Take control, converse, Be aware, Avoid tics
- Learning Feedback:** Before and after (during?), video recording, Checklist, Critical friend, Improve, each time

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

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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 saw@ecs.soton.ac.uk
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 to Confucius (Kong-Fu-tsi, aka. Grandmaster Kong) in some places and to Lao-ti in others. I know for certain that neither of them said this. I've done a CTRL 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 PDSU Listserve, Li Wang quickly identified it as being from Jun-zi (孔子, 312-239 B.C.) and gave the question as:
不學不識之，教之不學不識，知之不學不識，學而行之之謂之學，行之謂之為學人。
漢文直譯：教之，不學不識；教之，不學不識；知之，不學不識；知之，不學不識；行之，謂之為學人。
英文直譯：知之不學不識，不學不識，不學不識，不學不識，行之謂之為學，行之謂之為學人。
I found a translation of this in Homer Dubu's 'The Works of Hesiod' (1927, 1966), page 113. The section was from Book 8 of Numen:

<http://dakinburdick.wordpress.com/2012/03/14/tell-me-and-i-forget/>

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 :-)

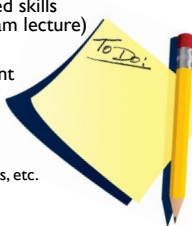
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Optional task group discussion

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
 - o meetings,
 - o roles
 - o group deadlines
 - o working methods e.g. shared files, online meetings, etc.



Build up your knowledge step by step

REMINDERS: MODULE OVERVIEW

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Work smarter not harder	Approaches
<ul style="list-style-type: none"> • Intellectually <ul style="list-style-type: none"> o Understand your motivations • Imaginatively <ul style="list-style-type: none"> o Develop and use your creativity and imagination o Make your tasks enjoyable • Intuitively <ul style="list-style-type: none"> o Learn to know what works <u>for you</u> 	<ul style="list-style-type: none"> • Pareto principle <ul style="list-style-type: none"> o 20% of the effort produces 80% of the result o ... but think about it logically, rationally • One touch <ul style="list-style-type: none"> o Capture all the necessary information in a single touch

Work smarter not harder

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Follow up: Dan Pink – RSA Animate, see refs and links

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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 😊

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professional and legal issues might include



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Professional Issues: Perspectives indicative list and categorisation – some topics are listed under more than one heading

Legal contexts and awareness	Workplace contexts and equality	Digital Rights and Wrongs
Libel and defamation Crime online/ cyber-security Pornography Fraud Hacking Green ICT Legislation in workplace contexts	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	Copyright Copyright 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
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	

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Formal/timetabled	Informal/un-timetables
<ul style="list-style-type: none"> Lecture <ul style="list-style-type: none"> The big picture Pacing Blackboard <ul style="list-style-type: none"> Links and references 	<ul style="list-style-type: none"> Out of class <ul style="list-style-type: none"> 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

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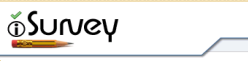
Reminder: rationale of the structure

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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Quiz	Quiz notes
<ul style="list-style-type: none"> You will be invited to respond to a short survey/quiz (midweek) Designed to find calibrate <ul style="list-style-type: none"> 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 COMP1205 to the rest of your studies 	 <p>Your responses will be anonymous</p> <p>But</p> <p>I can send you reminders</p> <p>...</p> <p>If you have not completed the task</p>

Before next week

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COMP1205 w7-12. http://www.edshare.soton.ac.uk/10709/ The quizzes are designed help you understand the breadth of the topics we are going to study in a quick and easy way 23/03/2014 57