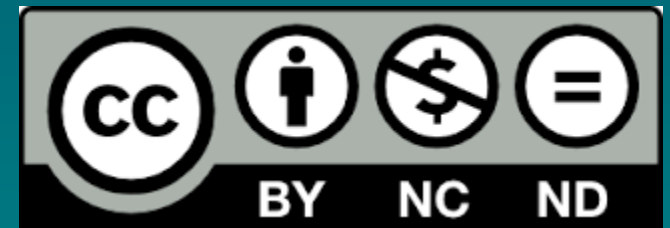


Presentation Briefing

Presentation Briefing

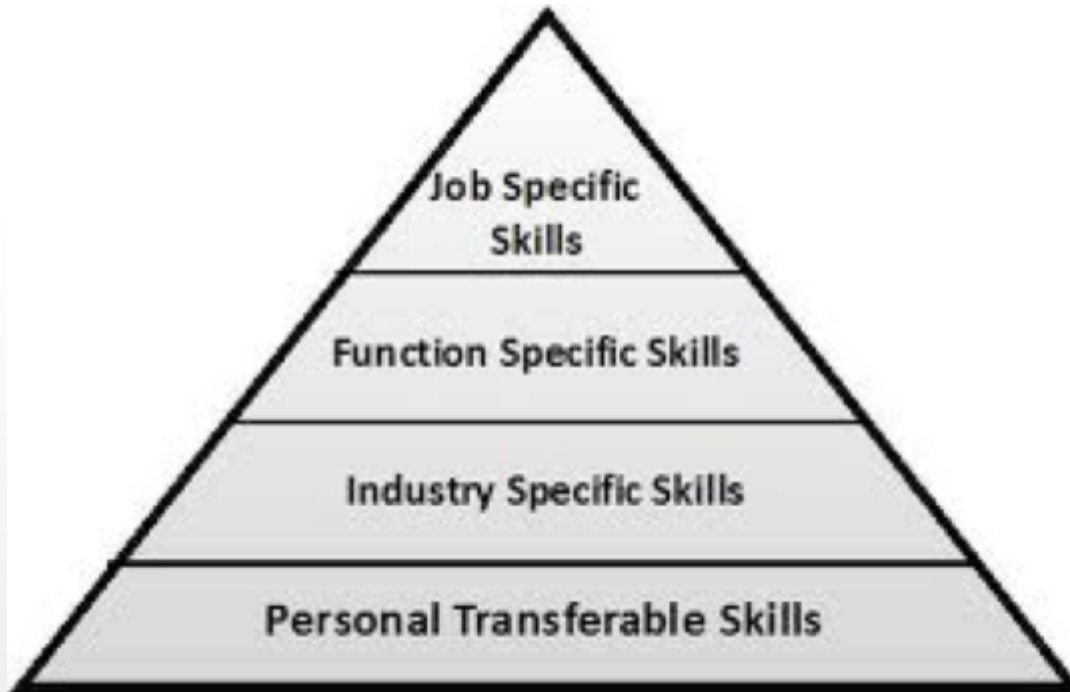
Lecture 3.1, 17/10/2016

Dr Su White



Professional development (COMP1205)

What this course is about



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

Some general interest questions

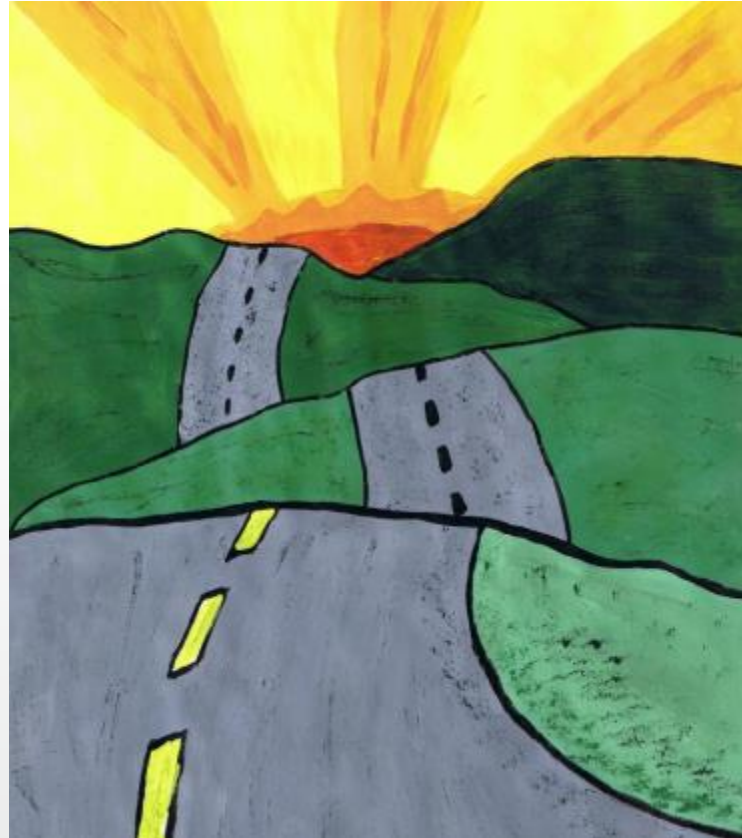
How often have you made a formal presentation before?

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



Remember: We all have different experience

Beginning a journey...



D. G. White

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

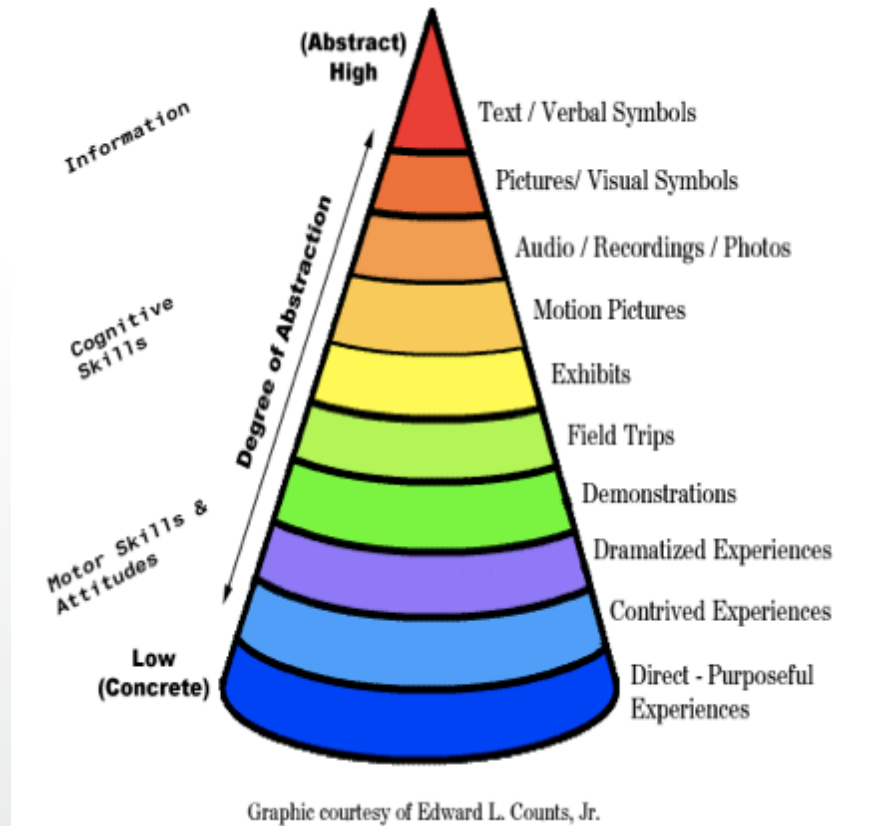
Rationale 1

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



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.



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

The screenshot shows the intranet page for the COMP1205: Professional Development (2016-2017) module. The page header includes the University of Southampton logo and navigation links. The main content area features a navigation menu with tabs for Overview, Resources, Student Wiki, Past Papers, Syllabus, Evaluation, Send Message, Students, and Help. Below the navigation menu, there are profiles for the Module Leader (Dr. Su White) and Lecturers (Dr. Elena Simperl, Professor Hugh C. Davis, and Dr. Michael R. Poppleton). A section titled "Lecturer tools" includes a link for "Create/View Assignments" and a note about feedback. An "Assignments" section shows a due date of Friday, 21 October, 16:00, with a link to "Handin". A "First COMP1205 Coursework Released" section provides information about the first coursework (CW1) and a link to the module page. The page also includes a "Welcome to module COMP1205 - Professional Development" section with a description of the module's aim and objectives.

- 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!

Presentation Topics

1. Green IT - solutions and benefits: How can Green IT help businesses?
2. Open Data & Linked Open Data: How can Open Data impact our lives?
3. How can Web Science and Data Science work together?
4. Big Data – the big picture. How much data is 'Big Data'?
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?
8. What are the today's challenges and opportunities of AI?
9. Ethical and legal issues with autonomous vehicles. Why should autonomous vehicles become reality on UK roads?
10. Digital marketing and advertising - use of personal data
11. How can open data speed up open innovation?
12. Does sports analytics create a better experience?
13. Digital journalism and social media. How good do they fit together?
14. Open addresses and open government data: How can they impact society and business?
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?
17. The sharing economy: Does it harm traditional businesses?
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]*

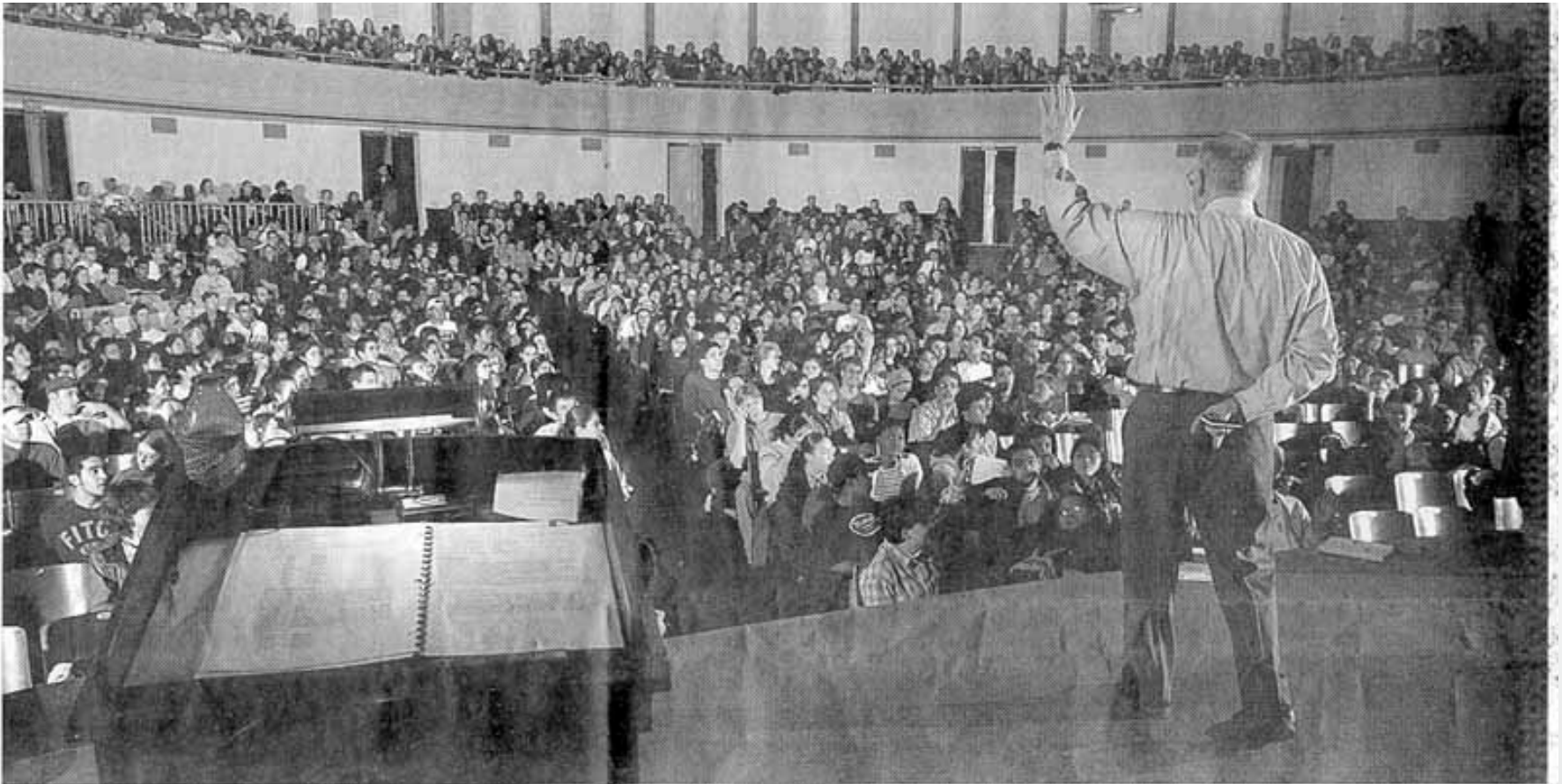
Example links and reading`

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

Belanger, Y. & Thornton, J., 2013. Bioelectricity: A Quantitative Approach, Durham, NC. Available at: <http://dukespace.lib.duke.edu/dspace/bitstream/handle/10161/6216/> Duke

[more]

Think About Your Audience





A keynote



some real-world
examples

"all things bright and
beautiful"

- immune systems
- nervous systems
- animals
- "heterogeneous"
- evolving populations
- social systems
 - marketplaces
 - markets
 - economies
 - languages
 - memes
- ecosystems
- people

Another sort of presenting

FEATURES

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

PROBLEMS

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

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 DAS's data channel be made cheaply enough to allow widespread adoption of the transmission medium?

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.
Does low-cost radio, or DAS, does not suffer from poor reception in moving vehicles.

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 to car travel, to avoid heavy traffic.

AUDIO BROADCASTING



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?

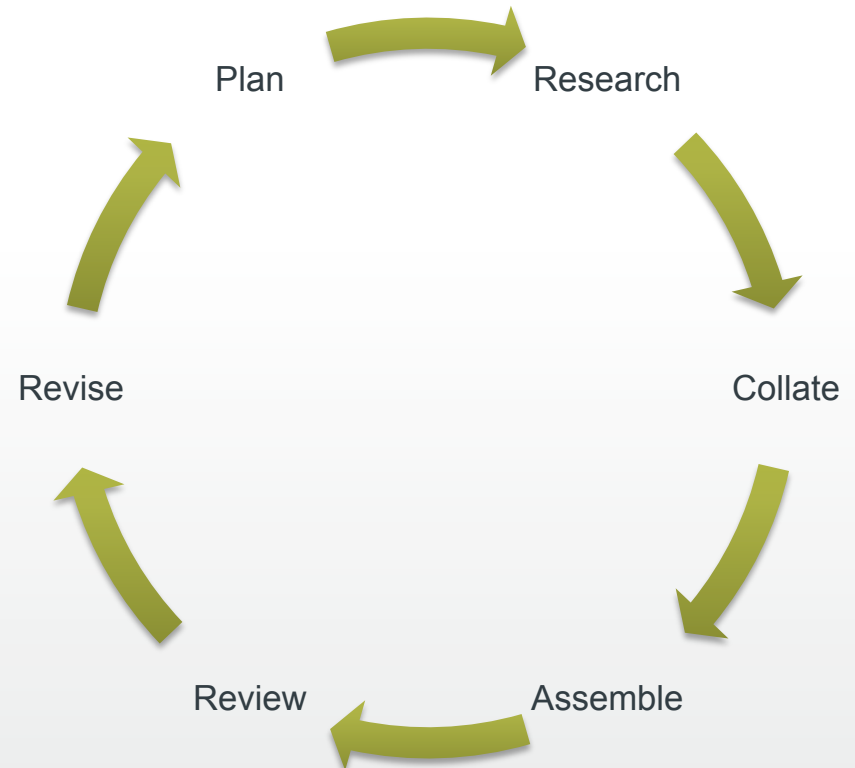
- Never underestimate the value of thinking about a problem
 - Talk
 - Think
 - Draw
 - Write



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

About You (Marker) NAME	Group ID:	Marking for 1.1				
email: NB: We need this information in a readable form for your individual mark		A				
Topic		Number of students presenting				
Marking Scheme for group presentations 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 Clear: 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!						
4.5 Overview general comments/feedback		4.6 Overview Mark /5				
Continue overview 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, so 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...

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

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

4 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



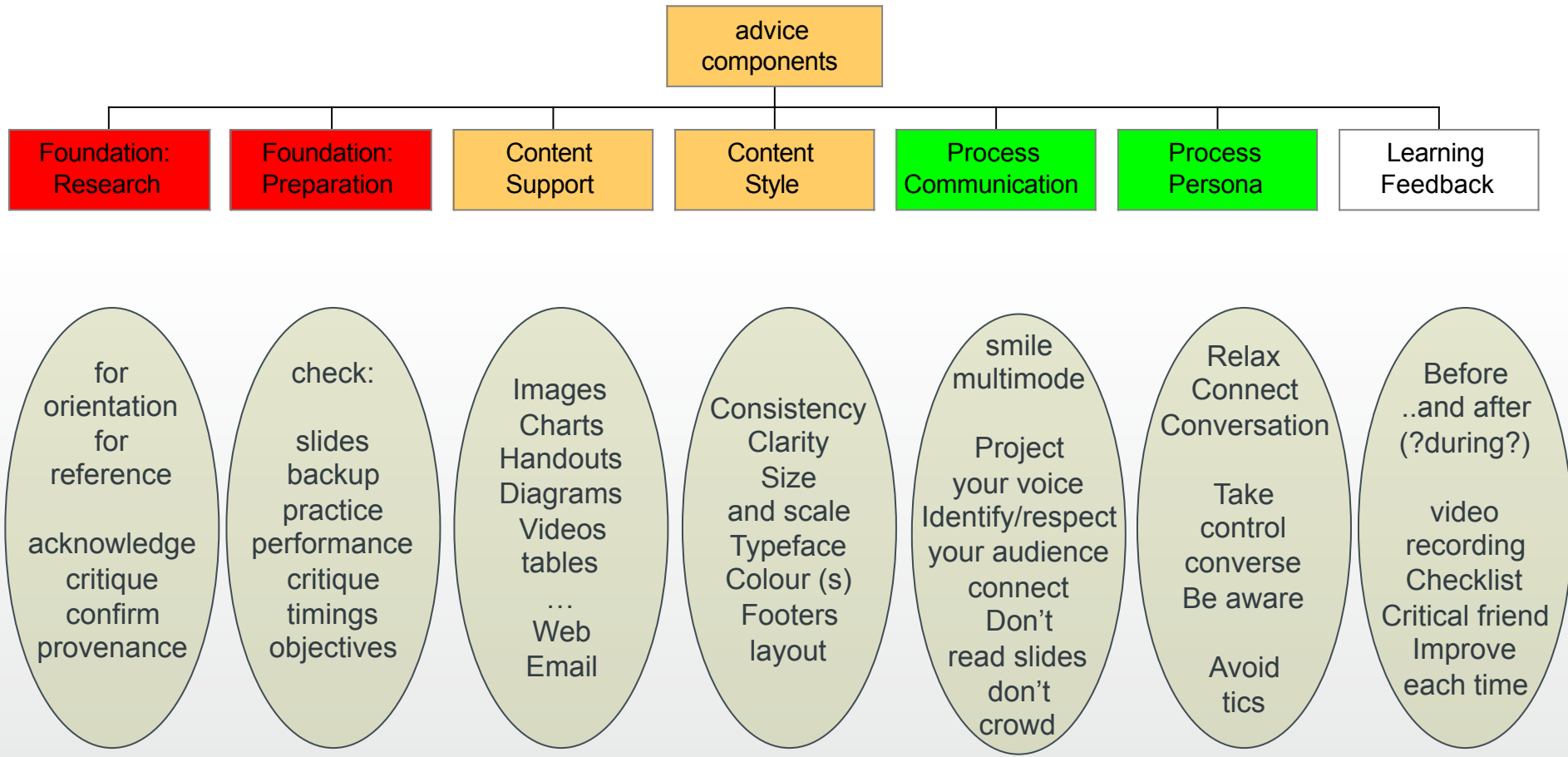
- Remember your own advice
- Draw on your wisdom
- Learn from your audience

Remember....

- Be prepared



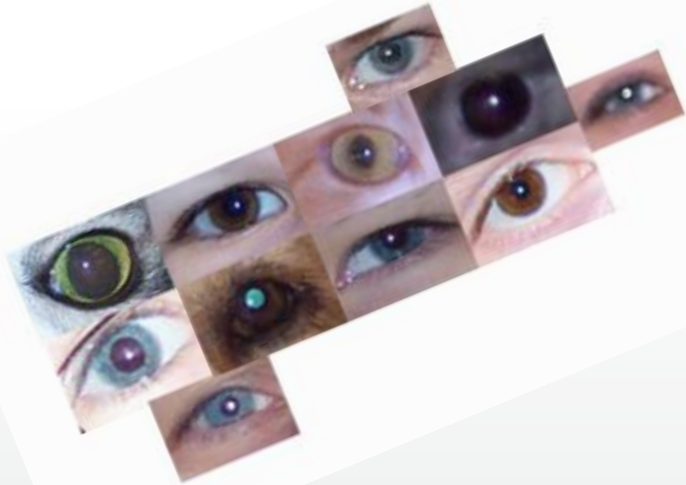
Presentation advice



Advice...

- Be yourself
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- 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

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...

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 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。圣人也者，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 ;-)

Su White

- saw@ecs.soton.ac.uk
- +44 (0)23 8059 4471
- <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
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

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