**Academic oral presentation skills teachers’ manual**

**Suggested lesson format**

**Aim**

The aim of this video is to provide a teaching tool which will help lecturers and teachers to discuss oral presentation skills with their students by watching an example of a good and a poor presentation. At the lecturer’s discretion, students will also have the opportunity to stand up and speak for a short time in front of their peers, in order to overcome the initial hurdle of speaking in front of an audience and gain confidence in a non-threatening environment. If you want to include time for student presentations, the session will take two hours, or it could be taught over two shorter lessons, depending on timetabling. Without the practical component, the session can be taught in one hour, finishing at stage 9.

Photocopiable materials are included and these can be made into a complete handout for each student. The components are (1) Presentation 1 student’s handout; (2) Presentation 1 assessment; (3) Presentation 2 student’s handout; (4) PREPARE; (5) Use of PowerPoint and other slides; and (6)Your Oral Presentation. These materials are also available at [www.adelaide.edu.au/english-for-uni](http://www.adelaide.edu.au/english-for-uni).

**The following teaching stages are suggested:**

1. Elicit problems students have with presentations.

2. Discuss what makes a good presentation.

3. Draw students' attention to the *Presentation 1 Student's Handout* about the French and Russian Revolutions and the *Presentation 1 Assessment* page. Play the video, which leads in to the example of a poor presentation. NB Start at 0:45 seconds to go straight to the first presentation.

 During the first presentation, students should look for at least 20 problem features, in the areas of presenter, content, use of PowerPoint and handout. They should rate the presentation using the *Presentation 1 Assessment* page. A separate list of all the problem areas is available on page 3 of this manual for teachers' use (see *Problems with the Poor Presentation*).

4. Pause the video for student feedback. Discuss how the presentation could have been improved.

5. Consider the *Presentation 2 Student's Handout* on Transformational Leadership with the group. Continue with the video and watch the example of a good presentation.

6. Pause or exit the video for more discussion.

7. End the video. At this point, discuss the *PREPARE* acronym.

8. Consider the items on the *Use of PowerPoint and other slides* page.

9. Ask the students to think about an upcoming talk they may have to do, using the page entitled *Your Oral Presentation*.

**For a 1 hour session, it is suggested that you finish at this point and, if you are including the practical component, ask students to prepare a short talk for the next class (see suggestions at stage 10), using an overhead transparency. The next session will then start at stage 11.**

**For a 2 hour session, continue from stage 10.**

10. Give the students 5 minutes (or more, depending on the size of the group) to prepare a very short presentation. This could be a short talk about the topic of an upcoming oral presentation or a recent essay, or it could be a brief introduction about who they are, where they are from and what they are studying.

11. Ask each student to deliver their talk, and provide feedback from yourself and at least one other student.

12. End with a group discussion of the points raised in the feedback. These should be general points that apply to the whole group, rather than comments targeting an individual (unless these comments are very positive).

**Problems with the poor presentation**

**PowerPoint**

Size of font

Colour of font

Spelling

Punctuation

Capitalisation

Inappropriateness of many images, and mistakes with the flags

No acknowledgement of where the flags are from

Ignorance of how to use technology

Inappropriate background for the slides

Annoying final slide

**Presenter**

Untidily dressed

Arrives still eating a sandwich

Starts by apologising

Reads from slide

Unrehearsed – cannot pronounce names

Bad timing

Eye contact avoided or overdone

Mobile phone should be turned off

Does not understand content

Does not relate to audience

Speaks with his back to the audience

Stands in front of the projector

Speaks too quickly at times

Boring

Ill-equipped – asks for a tape recorder which is not there

# Content

No background or introduction to talk

No links or structure

Main points not identified

Unclear – who or what is he talking about?

Inaccurate and uninformed – 17X9 instead of 1789

Pictures may be insulting to French and Russians

Wrong flags (not French, but Luxembourgeois. Russian flag not appropriate to the Bolshevik revolution)

Informal language

Plagiarism and lack of references

# Handout

Irrelevant

Non-academic

Totally uninformative

Untidy

Not enough copies



**Presentation 1 Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| Presenter |  Excellent |  Satisfactory |  Poor |
| Pleasant manner |  |  |  |
| Confidence |  |  |  |
| Enthusiasm |  |  |  |
| Fluency |  |  |  |
| Speed |  |  |  |
| Volume |  |  |  |
| Timing |  |  |  |
| Eye contact |  |  |  |
| Humour |  |  |  |
| Avoidance of unnecessary interruptions |  |  |  |
| Knowledge of subject |  |  |  |
| Response to questions |  |  |  |
| Use of notes |  |  |  |
| Use of slides  |  |  |  |
|  |
| Content | **Excellent** | **Satisfactory** | **Poor** |
| Introduction |  |  |  |
| Structure and links |  |  |  |
| Identification of main points |  |  |  |
| Clarity |  |  |  |
| Accuracy |  |  |  |
| Originality of material |  |  |  |
| Appropriateness of language |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| PowerPoint | Excellent |  Satisfactory |  Poor |
| Size of font |  |  |  |
| Colour of font |  |  |  |
| Background of slides |  |  |  |
| Spelling |  |  |  |
| Punctuation |  |  |  |
| Capitalisation |  |  |  |
| Overall effect |  |  |  |
| Use of sound |  |  |  |
| Use of images |  |  |  |
| Use of technology |  |  |  |
|  |
| **Handout** | Excellent |  Satisfactory |  Poor |
| Relevance |  |  |  |
| Academic style |  |  |  |
| Usefulness |  |  |  |

**Presentation 2 Student's Handout**

**Transformational Leadership**

presented by Prisca Were

**Leadership**

* The ability to influence others to achieve organizational goals (Bartol et al., 2003, p. 389).
* “the projection of personality . . . that makes other people do what you want them to do” (Megginson, Mosely, & Petri, 1989, p. 385).

**Transformational leadership**

The process of defining the objectives of an organization and rallying and empowering followers to accomplish these objectives (Yukl, 1994). 4 dimensions:

* Idealized influence
* Individual consideration
* Intellectual stimulation
* Inspirational motivation (Bass, 1985, as cited in Yukl, 1994)

**Characteristics of transformational leaders**

* Risk takers
* Network builders
* Inspirers of trust who also trust others
* Visionaries (Lussier & Achua, 2004; Yukl, 1994; Kreitner & Kinicki, 1992)

**Impact of transformational leadership in the Teachers' Service Commission, Kenya**

1965 - 1998: Autocratic/laissez-faire leadership

1998 - 2006: Transformational leadership, marked by

* Creation of the TSC logo
* Outlining of the Mission/Vision statements
* Drawing of the 1st ever strategic plan
* Drawing of a service charter
* Renewed focus on staff training
* Computerization of the systems
* Restructuring of the organization

**Conclusion**

Because transformational leaders have foresight and are able to anticipate change as well as challenge, they are able to ensure that their organizations stay afloat in the advent of competition. This has proved to be the case with the TSC.

“The task of the leader is to get his people from where they are to where they have not been.” Henry Kissinger.

**References**

Bartol, K., Matthews, G., & Martin, D. (2003). *Management: A Pacific rim focus* (enhanced edition). Boston: McGraw-Hill.

Kreitner, R., & Kinicki, A. (1992). *Organizational behavior*. Boston: Richard D. Irwin, Inc.

Lussier, R. N., & Achua, C. F. (2004). *Leadership: Theory, application, skill development* (2nd ed.). Sydney: Thompson.

Megginson, L. C., Mosley, D.C., & Petri, P.H. (1989). *Management: Concepts and applications* (3rd ed.). New York: Harper and Row publishers.

Yukl, G. (1994). *Leadership in organizations* (3rd ed.). New Jersey: Prentice Hall.

**PREPARE**

A good speaker should **prepare** carefully for their talk and be:

 **P** urposeful

 **R** elevant

 **E** nthusiastic

 **P** roficient

 **A** cademic

 **R** eliable

 **E** ngaging

**Purposeful** Indicate the structure of your talk and give your audience a clear sense of direction.

**Relevant** Make your material relevant to the topic and to the audience.

**Enthusiastic** Show that you enjoy your subject.

**Proficient** Maintain control throughout your talk by researching and preparing your material carefully. Practise using the equipment in advance, and be ready to answer audience’s questions.

**Academic** Use formal language and ensure that the style and content of your slides are appropriate.

**Reliable** Provide sources for your information. Include references when necessary and be prepared to give your audience a short bibliography on request.

**Engaging** Keep your audience's attention by using good eye contact and delivering your material as a talk, rather than reading from your notes or reciting from memory. Use unobtrusive cards for your notes so that they do not hide your face.

**Use of PowerPoint and other slides**

* Face the audience, not the screen.
* Point with the mouse on the computer, or with a laser pointer on the screen.
* Stand to one side, so people can see the screen.
* Give the audience time to read your slides.
* Make sure your font is large enough to read from a distance (e.g. Arial size 22 for PowerPoint).
* Use a font colour which contrasts strongly with the background of your slides.
* Have a maximum of about 40 words on each slide/transparency.
* Use only relevant content.
* Design the slides to support what you are saying, not to hide it.
* Include references in the text of your slides where necessary, and provide a reference list at the end of your slides.
* Avoid distractions such as moving images on your slides.
* Use simple transitions between slides.
* Use a simple background, and stick to the same background for each slide.

Your Oral Presentation

Some questions to consider about your presentation:

**Content and structure**

* What is your topic?
* What are your key points?
* How can you structure your talk?
* Does your introduction show the key points and structure clearly?
* How can you make an essay, or detailed notes, into prompts for your talk?

**Slides and handouts**

* Do you need any PowerPoint slides?
* Does the order of the points on your slides match the order of the points in your talk?
* Do you need to prepare a handout?
* What references should you include on your slides or handouts?
* When should you give the audience your handout?

**Audience and delivery**

* Can you visit the room before the presentation, in order to check the equipment?
* What do you know about the audience?
* Is humour acceptable?
* How is eye contact best maintained?
* How can you control your voice?
* How can you overcome nervousness?
* How can you make sure you keep to time?
* Are you well prepared?