

# DACSE Course - Presentations

## A) General Characteristics

### B) PREPARATION

#### **B1. TIME MANAGEMENT**

#### **B2. TOPIC**

In general, people agree that it is wise to know **WHAT** you would like to talk about before you actually start talking. That is why the choice of a topic has usually a clear priority in one's preparation.

#### **B3. AIMS and OBJECTIVES**

Before speakers begin to prepare their presentations, they should decide not only **WHAT** they would like to talk about but also **WHY** they should talk about it. In other words, they should know what they want to achieve while paying special attention to the relevant and efficient aims and objectives of the speech.

#### **B4. AUDIENCE ANALYSIS**

Although most will agree that it is vital to know **WHAT** to talk about and many will support the idea that knowing **WHY** talking about something is also essential, fewer speakers are aware of the fact the **WHO** you are going to talk to is equally important. Therefore, it is critical that the preparation efforts include some degree of audience analysis where one should consider at least the following four points:

1. Who are they and how many will be there?
2. What is their knowledge of the subject?
3. Why are they there and what do they expect to learn from me?
4. What are my needs as the speaker? What are their needs as the audience?

#### **B5. RESEARCH**

#### **B6. REHEARSAL**

Rehearsal is an essential process of each presentation preparation.

## **C) INTRODUCTIONS**

### **C1. STRUCTURE**

GREETING  
POSITIVE COMMENT  
NAME  
POSITION  
TOPIC / TITLE / SUBJECT  
PURPOSE  
OUTLINE  
TIME  
AUDIO-VISUAL AIDS  
QUESTIONS

### **MAIN BODY**

#### **STYLE**

CONVERSATIONAL style (but not too familiar)

- SHORT sentences,
- CONCRETE language offering EXMAPLES,
- COHERENT ideas that follow each other NATURALLY while using effective transitions

#### **STRUCTURE**

TRANSITIONS TYPES: e.g. clear sign posting language, pausing, point-by-point, flashback, questions

FREQUENT TRANSITIONS ISSUES: no transitions, too short, one (the same) for the whole talk

#### **AUDIO-VISUAL AIDS**

- less is more
- effective support of you as a speaker
- offer diverse means of communication

## D) ENDING

### D1. STRUCTURE

SIGNAL TO END

SUMMARY

CONCLUSION

CLOSE

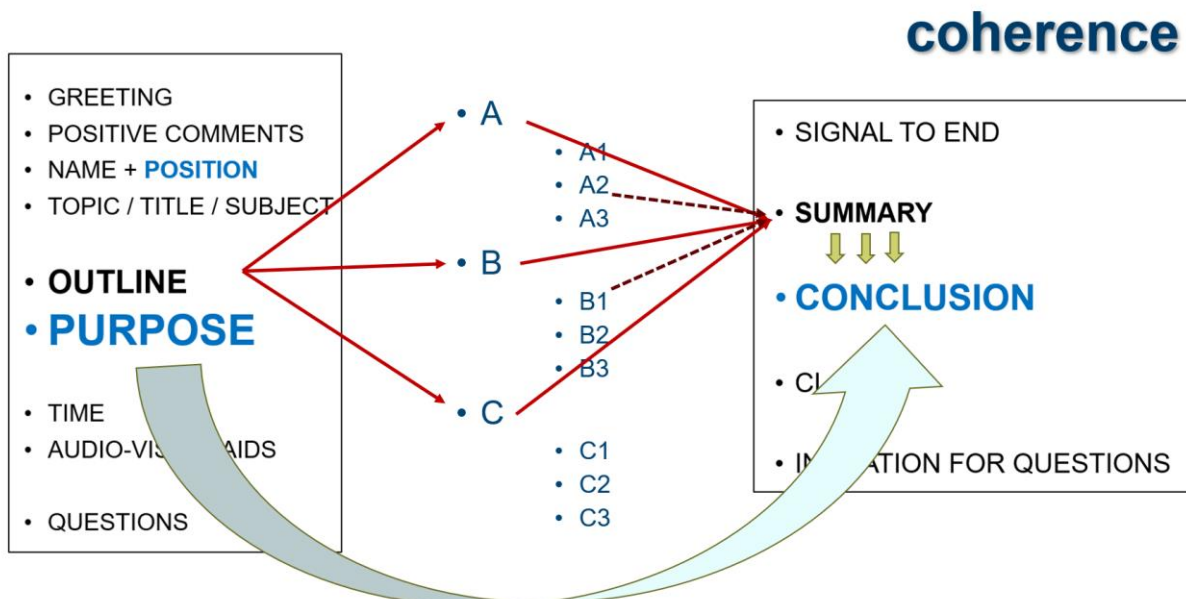
INVITATION FOR QUESTIONS

D2. Complete the following conclusion with words from the list.

comments    To sum up    argued    that's all issues    then    listening    insight  
sustainability    On the whole    currently    facilitates

Well, \_\_\_\_\_ I wanted to tell you today. I hope that has given you a reasonable \_\_\_\_\_ into the area of resilience. \_\_\_\_\_ here are the most important \_\_\_\_\_ related to IT-based innovations: First, we \_\_\_\_\_ that organizational resilience needs to be understood more broadly than is \_\_\_\_\_ the case in the literature, and \_\_\_\_\_ we showed how resilience applies across levels of analysis and changes over time in the particular context of adoption of IT-based innovations. \_\_\_\_\_, I'd like to emphasise that this approach leads to an understanding in which resilience \_\_\_\_\_ swift and productive adoption of IT-based innovations while at the same time implicates tensions that endanger further diffusion and the long-term \_\_\_\_\_ of the innovation. Thanks for \_\_\_\_\_ and if you have any questions or \_\_\_\_\_, I'll be happy to answer them.

Adapted from: Cho,S., Mathiassen, L., Robey, D. (2007): Dialectics of resilience: a multi-level analysis of a telehealth innovation, *Journal of Information Technology*, 22, pp. 24–35.



## **E) QUESTIONS**

The after-presentation discussion is a social situation where the presenter's role is to encourage the audience to express their opinions and ask questions. Each answer should serve as an invitation for other questions and comments. A polite audience always reacts in some way to what has been said in the presentation.

INVITE QUESTIONS

LISTEN CAREFULLY RIGHT TO THE END

WELCOME THE QUESTION

REPEAT, PARAPHRASE, OR CLARIFY IF NECESSARY

TAKE TIME TO THINK BEFORE

ANSWER THE QUESTION RELEVANTLY

CHECK WHETHER THE QUESTIONER IS SATISFIED

## **F) DELIVERY**

VOICE

STANCE

FACIAL EXPRESSION

EYE CONTACT

GESTURES

BODY MOVEMENT

- **STRUCTURE**
- **STYLE**
- **AUDIO-VISUAL AIDS**

***Note: The videos are not examples of applicable/good presentations for our purposes, they only include certain aspects (or content) that can be useful to notice and be aware of.***

AUDIO-VISUALS: when you need to be make sure your audience (general public in this cse) gets the point

You may know Hans Rosling and his lecture shows. Apart from enjoying the learning experience, it may be useful to notice how his use of audio-visuals is effective.

- 1) <https://www.youtube.com/watch?v=hVimVzgtD6w>
- 2) <https://www.youtube.com/watch?v=2LyzBoHo5EI&t=48s>

VOICE FOCUS: <https://www.youtube.com/watch?v=YII-e4QJWGO>

- minute: 3'30'' on... .. a comment on an "ideal" intensity of a credible voice

- minute: 7'28'' on... Margaret Thatcher example

- minute: 14'40'' on... projecting a voice to express different emotions

Btw, the video is in Spanish with English subtitles on purpose, diverse research in different cultures/languages come to very similar results on how human beings perceive different uses of voice. In other words, ideas from this presentation can be applicable to your mother tongues as well.

RHYTHM / PARALLELISM / REPETITION:

[https://www.ted.com/talks/rives\\_the\\_4\\_a\\_m\\_mystery?language=en](https://www.ted.com/talks/rives_the_4_a_m_mystery?language=en)

This video is a great example of work with rhythm, repetition and parallelism (repetition of grammatical structures or vocabulary). Rythm and repetition work in any language, however, there are specific characteristics in each language, which can change the impact; e.g. parallelism works differently in non-English languages, basically, does not work so well. ☺  
It can be interesting to watch the whole talk (9 mins) and focus on the speaker's work with rythm, repetition and parallel structures, or here are some examples: Please, ignore the content, it is pure entertainment.

- minute: 0'47'' - 1'50'' ... "a time for ..." - parallelism (repetition –ideally 3x - for emphasis)

- minute: 1'50'' - 5'11''... notice how the presenter works with the rhythm of the speech (slow, fast, repetitions, rhythmic sequences)

- minute: 7'42''... "way back ..." - parallelism (repetition –ideally 3x -for emphasis)

AUDIO-VISUAL / BODY LANGUAGE

[https://www.ted.com/talks/beau\\_lotto\\_amy\\_o\\_toole\\_science\\_is\\_for\\_everyone\\_kids\\_included?language=en](https://www.ted.com/talks/beau_lotto_amy_o_toole_science_is_for_everyone_kids_included?language=en)

- minute: 0'10'' - 3'00'' - **audio-visuals**: compare the visuals of the first two minutes with those of the later minutes and think of effectiveness and relevance of the two types; and on the expectations set at the beginning.

- minute: 1'30'' - 2'00'': **body language** + voice (the teacher) – compare with: 6'12''- 7'00'' (the student), you can even try and watch both bits without sound first, only than with the sound to get a better focus on the body language itself

- minute 6'12'' - 7'11'' (focus on the body language of the teacher at the back) – compare with 7'58'' - 9'20'' (focus on

the body language of the teacher at the back)