

Presenting in the Disciplines:

teaching students how to give
effective presentations in a
university classroom

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Presentation Overview

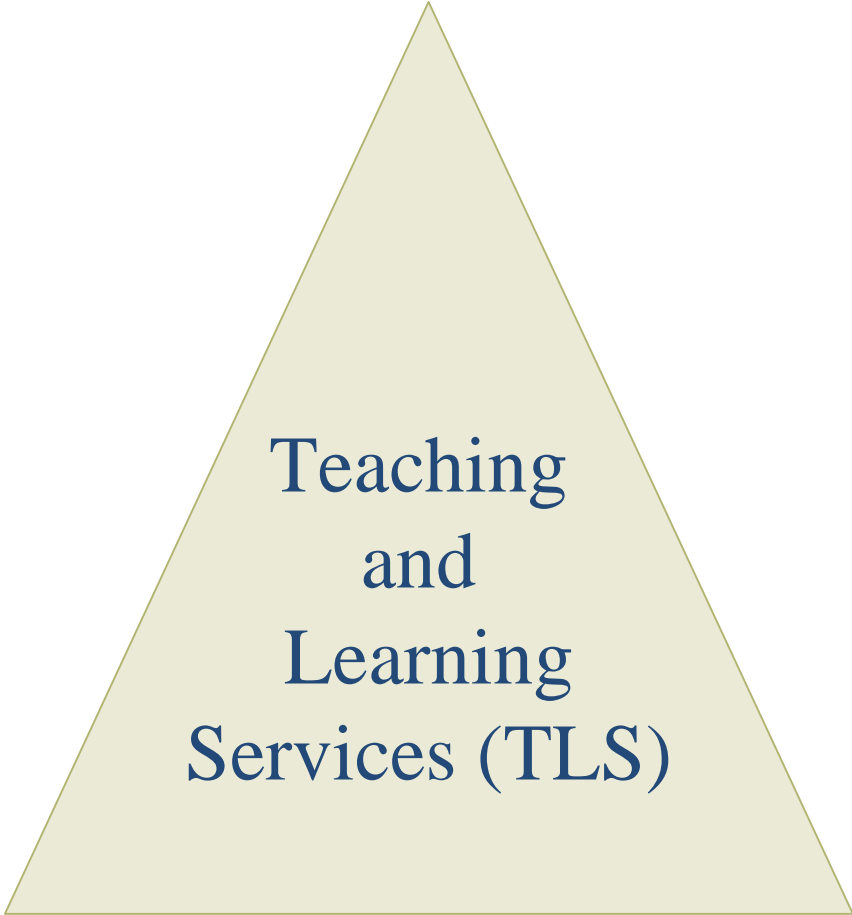
1. Background information
2. Public Speaking versus Academic Communication
3. TLS Presentation Skills Instruction
4. 10-minute Presentation Assignment
5. Outcomes

Academic Presentations

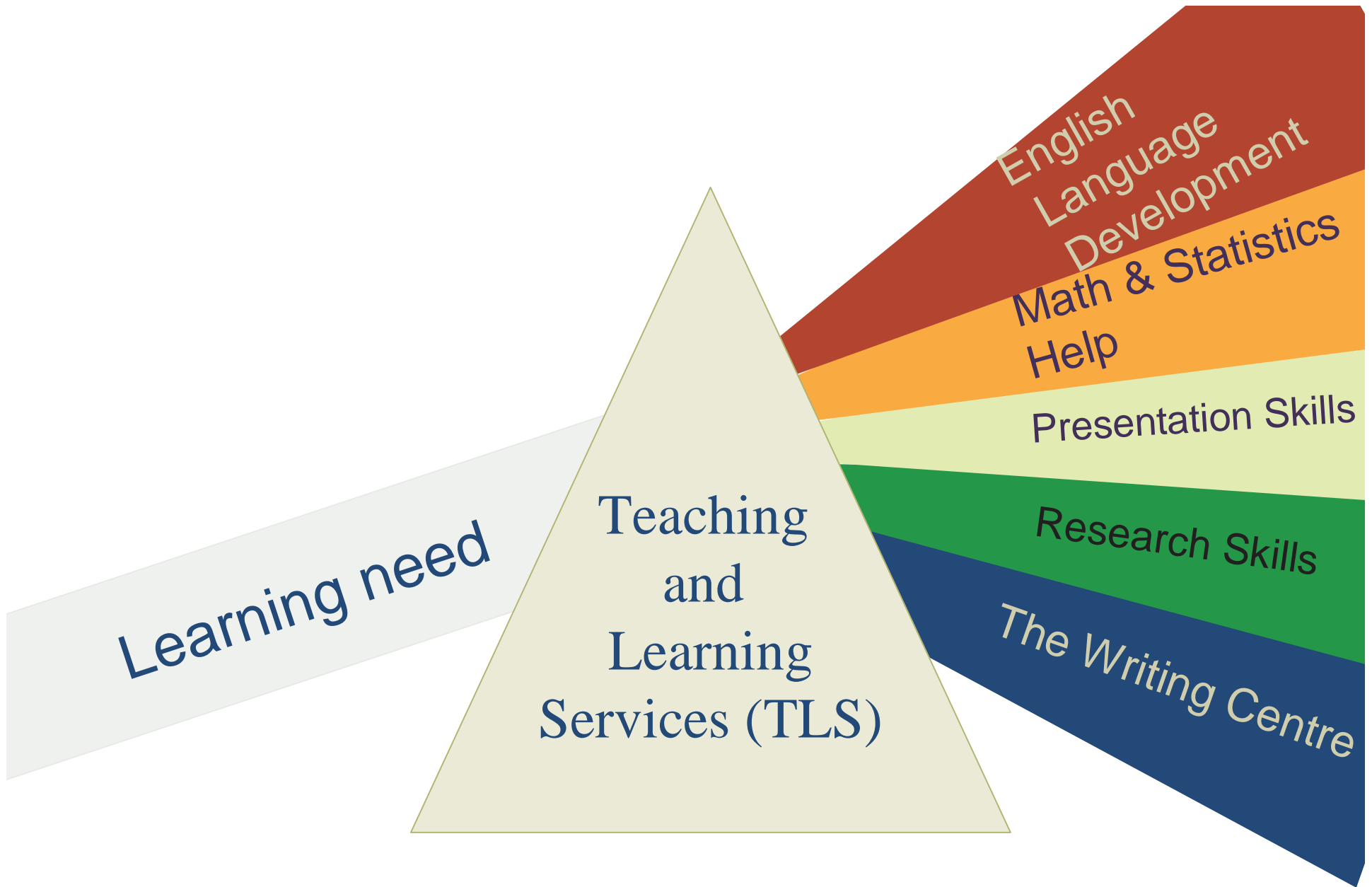
- ◆ Pair up
- ◆ Briefly discuss what you think are good qualities of an academic presentation?
- ◆ Time limit: 2 minutes

Developing lifelong learners is central to the mission of higher education institutions.

- Information Literacy Competency Standards for Higher Education, ACRL (2000, p.4)



Teaching
and
Learning
Services (TLS)



My Role in the Spectrum

- ◆ Promote excellence and innovation in teaching and learning through presentation skills instruction
- ◆ Work with both faculty and students
- ◆ Higher education goals
 - Course/context
 - Research question/purpose statement
 - Critical Thinking
 - Foster self-directed learner

Common Student Presentation Problems

- ◆ No focus
- ◆ Wordy
- ◆ Too much detail
- ◆ Little audience involvement
- ◆ Where's the main point?
- ◆ Memorize script
- ◆ Read notes
- ◆ TIME challenged!

Faculty Expectations

- ◆ Clear presentation objective
(focus, purpose)
- ◆ Organization/format
 - analysis with supporting evidence
- ◆ Demonstrate critical thinking
- ◆ TIME!

Public Speaking versus Academic Communication

Public Speaking

- ◆ Specialty speaking (i.e., weddings, events, functions)
- ◆ Speaking to enlighten
- ◆ Storytelling

Academic Communication

- ◆ Disciplinary context
- ◆ Model academic process
- ◆ Demonstrate Critical Thinking
 - Analysis, Synthesis, Evaluation of research

...undergraduate, graduate student, and faculty member alike—is both a teacher and a researcher,

that the educational-research process is one of discovery, not transmission,

and that communication is an integral part of the shared enterprise.

- Boyer Commission Report (1998, p.18)

Public Speaking versus Academic Communication

Public Speaking

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(i.e., weddings, events, functions)
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- ◆ Storytelling

Academic Communication

- ◆ Disciplinary context
- ◆ Model academic process
- ◆ Demonstrate Critical Thinking
 - Analysis, Synthesis, Evaluation of research

Public Speaking versus Academic Communication

Transmission

- ◆ Specialty speaking (i.e., weddings, events, functions)
- ◆ Speaking to enlighten
- ◆ Storytelling

Discovery

- ◆ Disciplinary context
- ◆ Model academic process
- ◆ Demonstrate Critical Thinking
 - Analysis, Synthesis, Evaluation of research

- ◆ Student communicates learning (assessment)

Breaking Old Habits

Transmission

Memorization
+
Comprehension
+
Application

Discovery

Evaluation
Synthesis
Analysis
Application
Comprehension
Memorization

Breaking Old Habits

Papers	Presentations
<ul style="list-style-type: none">- Format- Purpose statement- Readers- Not interactive- Detailed analysis- Page length	<ul style="list-style-type: none">- Outline- Presentation objective- Listeners- Interactive- Concise analysis- Time

TLS Presentation Skills Instruction

- ◆ Syllabus and assignment construction
 - Tied to course goals
- ◆ Course context within discipline
- ◆ Part of the spectrum

Teaching Moment

The student need to present...





Teaching Moment

Course: Gothic Architecture (3rd year)

Description: Subject traditionally confined to study of France and England in 13th and 14th centuries.

Recent scholarship is expanding this view and challenging how we decide what is Gothic?



Preparing for a Presentation

The 10 Minute Presentation Assignment

- ◆ Prepare a **60-sec presentation** using the worksheet provided
- ◆ Form a group of 4 people
- ◆ Designate a time-keeper
- ◆ Each person presents to group
- ◆ Group members evaluate presentation based on worksheet

Presentation Consultations

- ◆ Based on Research Skills Tutorial Appointments
- ◆ Not retrieving but articulating knowledge within context of:
 - Course
 - Research question
 - Time frame
 - Self-directed learners

Every university graduate should understand that no idea is fully formed until it can be communicated...

Dissemination of results is an essential and integral part of the research process, which means that training in research cannot be considered complete without training in effective communication.

– Boyer Commission Report (1998, p.24)

Outcomes

- ◆ Effective presentation skills in disciplinary context
- ◆ Confidence in abilities to communicate learning
- ◆ Better academic presenters make better academic audience members
- ◆ Skills focus

Breaking Old Habits

Transmission



Discovery



References

Bloom, Benjamin S. et al. Taxonomy of Educational Objectives: the Classification of Educational Goals, Handbook 1: Cognitive. (1956) New York: David McKay Company, Inc.

Boyer Commission on Educating Undergraduates in the Research University (1998). Reinventing undergraduate education: A blueprint for America's research universities. State University of New York—Stony Brook. Retrieved January 10, 2006
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Thank you!

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