Presentation Skills
Computer Science
Professional Skills Module

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Session objective:

After this session you should be more confident and prepared to research, prepare and deliver a presentation appropriate to the context of the Professional Skills module.
What makes a good presentation?

Think about a particularly good or particularly poor presentation you have attended in the past. Why was it good/bad?

Discuss in pairs
Feedback in 2 minutes
Successful Presentation

- Supporting materials
- Delivery
- Content
- Structure
- Planning
- Context
- Evaluation
1. **Context:** purpose of presentation

- To convey information
- To demonstrate facts/ issues/ a skill
- To persuade the audience
- To raise and widen understanding
- To enlist sympathy for a cause
Context: know your audience

– Who are they?
– How many?
– What do they (probably) know already about my topic?
– What do they want/need to know more?
– What questions are they likely to ask?
2. Planning: practicalities

- Session time - 5 mins very different from 45mins
- Time of the presentation - 10am different from 2pm or 5pm
- Other presenters/ events on the day – are you a one-off or part of a series?
- Equipment available
- Room layout and location
- Handouts/ Visual Aids – who will produce them? What will be appropriate?
2. Planning: for the delivery

Take into consideration a range of factors:
- Amount of information to cover
- Location & layout of the room
- Audience seating arrangements
- Visibility, position and voice projection
- Equipment available
  - Check and practice beforehand
## 3. Structure

### Beginning - Middle - End

<table>
<thead>
<tr>
<th>Say what you’re going to say - key points/message</th>
<th>Introduction = 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say it - 3-6 main points with supporting information</td>
<td>Middle/main body = 60%</td>
</tr>
<tr>
<td>Summarise what you’ve said - reminder of key points and overall message</td>
<td>Conclusion = 20%</td>
</tr>
</tbody>
</table>
4. Content

Introduction
- introduce yourself and the purpose of the presentation
- very brief summary of the key message/points to be covered.

Body
- the body of material separated into smaller modules
- each module or sub-section should make a single point & convey one idea.

Conclusion
- very brief and simple emphasize the key points and main ideas

Closing
- questions and answers
- any handout material that was not required during the presentation is distributed.
Activity

You’re giving a 15 minute presentation on ‘What you should know about university’ to sixth formers at your old school or college. In pairs discuss how you might prepare for this presentation, in terms of:

- Introduction: purpose and key points
- Main body: key points with supporting information
- Conclusion: key points and key message
- Closing: what questions might they ask?
Activity: what did you learn?

- Context: what issues arise?
- Planning: practicalities
- Structure and content: Introduction
  Main body
  Conclusion
  Closing-Q & A
5. Delivery Style

- Eye contact: focus on back in large room
- Voice – volume, pace, tone, language
- Expression – smile, relaxed, animated
- Appearance – appropriate for context, smart is safe
- Posture – be visible, don’t obscure audience’s vision, avoid pacing and fidgeting
- Visual Aids and Notes - clear uncluttered slides, use notes as a prompt only (handout is helpful)
Tips to improve delivery style

- Be enthusiastic & interested about topic and the presentation
- Use stories and examples to illustrate a point
- But don’t get sidetracked
- Use silences and pauses
- Adopt methods for dealing with nerves: well-prepared, sure of topic, breathing, water
- Stick to time
Activity – Delivery Style

Mini presentation

☐ Present to your partner(s) for 2 minutes on one of the following topics:
  – What I did last weekend
  – An interesting member of my family
  – My favourite sport or hobby
  – A television programme I watched this week

☐ The other person(s) should comment on your delivery style afterwards. You have five minutes to prepare.

☐ Feedback/ see handout on delivery styles
6. Supporting Materials

Visual aids should:

- Focus attention
- Focus on content – make it more informative and interesting

Shouldn’t:

- Distract
- Show off technical or creative skills
- Substitute for the presenter from knowing their material
Using PowerPoint or Slides

☐ Legible

– Think **carefully** about the size of letters

Is it readable from 2 metres away on your computer?

☐ Backgrounds/ colour

– choose a consistent background and keep it throughout the presentation
– use complementary colours
– Plenty of white space for clarity
Poor example – bad use of graphics!
How many slides is too many? - By Dave Paradi, co-author of "Guide to PowerPoint"

- Most rules of thumb in the past have been that there should be one slide for every two to three minutes. And I have agreed with this. But I reviewed a presentation on video tape for a client from one of their top sales professionals in front of clients and he used 155 slides in a 35 minute presentation (yes, I counted). And it looked great. How could this be?

- It stems from what is on the slide. Most of his slides were product photos that he showed in fairly quick succession showing off the different features. His use made it almost like a movie of sorts, with the flow working quite well. He spent more time on the text slides, such as when he was explaining how to place the order for the product. He spent time on the most important part of his presentation, the call to action, and did not stick to a particular formula.

- So based on this experience, here is what I am now thinking. If it is a primarily text slide, I think the traditional rule of two to three minutes per slide would still be a good guideline. But when the slide is primarily a graphic, a much wider range of timing can apply. A sequence of photos may be run through quite quickly, with maybe five slides in one minute. Some graphics, such as a process flow diagram, require a two or three minute explanation. So my new thought is that a graphic slide could range from 10 seconds to three minutes, depending on what the graphic is and how it is used in the presentation.
Content of visual aids

– Use headings
– Be concise - use short sentences or words (max 25)
– Think in bullet points (3-6 max)
– Points made in logical sequential order
– Carefully check grammar and spelling
– Put complicated information on a handout
Bad practice using visual aids

- Ignoring/ not referring to the slides
- Blocking the audience’s view
- Leaving the slide in place too long
- Leaving the screen blank
- Looking over your shoulder to read the slide
Evaluation

- Methods could include your own feedback form, host feedback form
- Informal comments from audience
- Q&A will give sense of audience reaction
- If assessed, ask about assessment methods and criteria
Resources for further help:

- Library books on effective presentations:
  - Third floor main library building
  - Section 3B Reference numbers: PN4121; P90

- More information:
  - http://www.presentationmagazine.com
  - http://lorien.ncl.ac.uk/ming/dept/Tips/present/present.htm

- Self enrolling webct course:
  - Go to www.weblearn.bham.ac.uk – self enrolment – choose IT Skills training
  - Then login to webct 2010-11 and choose IT skills training power point 2007 intermediate