MSSE Capstone Project
Oral Presentation Guidelines

You will prepare an oral presentation of your MSSE Capstone Project for the Professional Symposium in Science Education, scheduled at MSU Bozeman, during the first week of July in Reid Hall. Presentations are scheduled for one hour on Monday thru Saturday to accommodate you and your faculty graduate committee schedules.

You will register for a 3-credit EDCI 575 Capstone Project and Symposium in Science Education course, which meets the required minimum 3 credit registration for your final semester. If you have not yet registered, please do so. This allows us to conduct your final file audit and submit your intention to graduate to the Division of Graduate Education. Please direct any symposium questions or concerns to me.

Each presentation will be allotted approximately one hour. The prepared oral presentation should be approximately 30 minutes in length and will be followed by about 20 minutes of open discussion. MSSE students, MSSE Steering Committee members, graduate committee members, interested faculty, and invited guests will participate in the open question and answer session.

The presentation rooms both have smart podiums complete with computer, projector, and screen. Please bring your Power Point (or other presentation format) presentation on a flash drive. This will facilitate quick changes between speakers. A staff member will be available to assist you in running the equipment and any other set up that is necessary before your presentation.

Directly after this "open" presentation you are scheduled for a "closed" session with your MSSE capstone project advisors. This will be the final oral clarification and comprehensive exam for your masters program of study. The best preparation for this "oral exam" is comfort with your data, reflection about your MSSE degree program of study, and a good night of sleep!

There are many guides available to assist you with preparation of your oral presentation. Four book references are provided here:

Beyond Bullet Points by Cliff Atkinson
http://www.beyondbullets.com/

Show me the Numbers by Stephen Few


If you know of "other" good sources that you believe would be useful oral presentation guides, please feel free to share them with our group.
Included below are the complete texts of two articles intended as useful (general) guidelines for oral presentations. Suggestions given for "slide preparation" may be adapted to "other" visual aids, such as Power Point. The complete text for each of the two articles follows. They may be helpful to you as you plan your presentation.


PLEA FROM A SYMPOSIUM GOER
By Daniel H. Janzen

I am sitting in the eleventh incredibly boring 30 minute "paper" in two days, nodding my head in somnambulistic time, drowsily wondering how we are going to break this cycle. Head on attack. Get off your larded minds, my fellow scientists.

Now just what right do you have to ask for the attention of 200 people for 30 minutes? It is certainly not to orally repeat what you have written. I can read 3 times faster than you can talk; give me the manuscript, let me read it, and spend 20 minutes asking you questions. It is certainly not to present prose through extemporaneous babble; you can never orally present it as clearly as you can write it, to mean what you say and say what you mean. It is certainly not to convey 30 minutes of data; I have no hope of remembering more than 3 minutes worth of numbers more than 1 hour after your talk. It is certainly not to document your research conclusions; you don’t have to show me a table with numbers on it for me to believe you when you say that you have found that elephants can eat baobab fruits faster than baboons.

The function of asking for my time is so that you can send me off carrying 30 minutes worth of punch lines that I can use to better understand other people’s work, that I can use to improve my own research, and that will inspire me to do things I would not have thought to do on my own. So how can you do all these things?

1. Use no notes. If you, the person who knows more about it than anyone else, cannot remember something for 30 minutes, how do you expect me to remember it more than 30 minutes after the end of your talk? An oral presentation is the antithesis of the archival function of science.

2. If you need a prompter for the sequence of thought presentation, use an aid that is simultaneously perceptible to your audience. Draw them into your train of thought. When that slide pops on the screen that reminds you to now take up the case of seed spitting by horses, you want your audience to get the same reminder; that prepares them for that earthshaking punch line your are going to lay on them. And remember you are talking to a TV generation.

3. Organize your talk by deciding the take-home messages and then dressing them up with those devices that are necessary to make them sink in. It may be a table with a single enormous number in it, a photograph of a little girl spitting watermelon seeds, or a white slice in the projector that puts you and your depressed face in the spotlight.
4. Never give the same talk twice. Even if you simply have to change the order of the presentation, always have part of the talk totally new to you. If you are bored, so will the audience be bored. Introduce some slop, some error, some slight blur; make your audience work a bit, recover along with you, when you have to back up 2 slides or repeat a point to state it more clearly.

5. Never tell a lie. You never have to remember what you said then. If you show five slides of five frogs in your study plot, and one of them is of the same species but taken 30 miles away, say so.

6. Never hesitate to simply stop and collect your thoughts, look at the clock, or state that you have simply forgotten the point your were going to make. Go on, it will drop out of the sky 3 slides later.

7. Listen to your audience; watch their faces. And pick out one friendly soul near the front row to become the other half of the discussion you are about to have.

8. Every audience is different. Put your talk together for that specific audience. Even if you use the same slides as you would have for another audience, go through a dry run with today’s audience in your mind’s eye.

9. Never give a seminar on published work unless it is to draw attention to unappreciated or requested material. Your seminar should be on those things that are live and new and fresh to you, right now. Incomplete, yes. Let your audience in on your research in the fun stage, before you have drained the mystery from the problem. Remember, you don’t have to prove to the audience that you know more than they do about the subject; that you do is self-evidenced by your presence. Perhaps the strongest kick you can give your imagination to spot an unnoticed potential solution is to have to face an audience of peers and tell them you don’t yet have a hypothesis to test for this baffling problem.

10. Never apologize. We will make up our own minds as to whether to forgive you.

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NOTE: This appeared earlier in the Bulletin of the British Ecological Society (BES).
STRATEGY AND CHECKLIST FOR EFFECTIVE SCIENTIFIC TALKS
By Pickett, Hall & Pace

Through our teaching, seminars, and listening to talks and mumblings in the halls afterwards, we have collected a number of problems frequently encountered in scientific talks. This essay and checklist is a compilation of these items and some thoughts about how to correct them.

The items on this checklist are intended to help make a talk clear and intelligible to a general audience such as a departmental seminar or a session at a national meeting. The vast majority of audiences any speaker addresses are not likely to be specialists in the topic. Therefore, a speaker must help the audience through what will most likely be unfamiliar material. In addition, most people in an audience may be tired, preoccupied, and anxious to get on to other tasks. In a large meeting with many talks scheduled during a day, these problems will be even more acute. The burden falls on the speaker to be considerate, compelling and clear. Of course, we assume that the science is worth hearing about!

When most people plan talks, they plan to rely on slides and assume that conditions will be perfect. The photographic processing will have been flawless. The slide projector will work, and the screen will be large and well positioned. The room can be darkened sufficiently to see colored slides, but still allow the speaker to read notes and interact with the audience. The room will be quiet and free from distractions for the audience. However, ideal conditions are rarely encountered. Many of the suggestions here result from experience with imperfections and are designed to maximize the chance of success in less than ideal rooms and situations.

To best use the checklist, make at least two copies for each talk you will give. Before planning the talk, run through the checklist to map your presentation strategy. Once you have presented a practice version of the talk, check through the list again. It is a good idea to start the process well before you are scheduled to talk so that the mechanics and substance can be polished. The list can also be used by your friendly critics to help you refine the talk.

A talk is not a paper. The audience cannot go back and review what you have said at leisure. Therefore, you must develop a clear train of thought and do so slowly enough for the audience to follow. The purpose of talks is to communicate ideas, not simply data.

We have divided the checklist into five sections: I. Clear Communication; II. Time; III. Slides; IV. Mechanics; and V. Organization of the Talk. Each item is described in greater detail in the following paragraphs and then more briefly in the checklist. Additional justification and helpful advice are given by Janzen (1980), Cairns (1989), Bragg (1966), and Cook (1968).

I. Clear Communication

A to C. At the very beginning, state your guiding question or hypothesis, why it is important, and what the message of the talk is to be. These are the most important things you will do in your talk.
D and E. Speaking is different from writing. Much less detail can be absorbed from a talk than from a paper, and audiences don’t have the chance to ruminate or go back to clarify a point. **Give the outline at the beginning. Use mileposts to reinforce the outline and relate details to it.** If you use text slides as mileposts, highlight the conceptual content of your outline, not just "introduction" or "results," etc. Be very careful not to use the labels "summary" or "conclusions" too early in a talk, as the audience will then expect you to end, and their concentration may lapse.

F. **Know** to whom you are speaking, and plan your talk to reach that audience. Most audiences include many people who are not familiar with your topic, approaches, methods, or context, or indeed, the significance of your area. The success of a talk should be judged by its ability to engage and enlighten nonspecialists.

G. The most all-encompassing way to ensure clarity, which summarizes the detailed points made in section I, is to be sure that your train of thought is clear and that the audience can follow it. Your listeners should always know where they are in your argument. Many of the specific points aimed at clarity can be summarized in a single sentence: Map out an explicit train of thought and bring your audience stepwise along on that train of thought. Your listeners should never have to guess why you are presenting something or where you are in your argument.

**II. Time**

A. The message and support must be pared to fit the time limit. It is better to cover little material well rather than much information sketchily. Allow a buffer of time for the audience to settle down, the moderator to introduce you, and for questions.

B. Allow extra time for unforeseen problems with the projector, finding light switches, a late start, etc. If possible, explore the room and podium before you talk to find the light switches, pointer and other equipment.

C. Have an appropriate number of slides. Don’t show so many slides that the audience can’t absorb each one. Spend sufficient time on each slide, and point out the structure of graphs, tables, or diagrams as well as their content.

D. Give yourself enough time so that you don’t have to rush and speak incomprehensibly fast. Allowing sufficient time will also permit you to repeat points that may puzzle some listeners.

**III. Slides**

Most formal ecological talks rely on slides. Slides without cardboard frames, are often difficult to manipulate and orient on the projector. There is frequently insufficient space near the projector to hold the two stacks of transparencies, and the resulting tangle of sheets is distracting and slows the talk. Overhead projection is likely to position the speaker in front of the screen, blocking the audience’s view. In addition, the temptation to scribble overheads
at the last minute leads to poor visual aids. For all these reasons, overheads are to be avoided. Mixing slides and overheads compounds problems. Prepare and use slides following the criteria below.

A to D. Each slide should make a single point and contain fewer than five lines of text. The text should be concise. Phrases are better than sentences because the audience will have to listen to you to get the message that the slide will reinforce. When you avoid sentences on the slide, the audience does not have to divide its attention between listening to you and reading the slide. Note that title slides are superfluous, as the moderator has already presented that information.

E. The text of each slide should be large so as to be readable in a large auditorium with suboptimal lighting. Clear slides with black lettering work well and are most forgiving of suboptimal lighting. Black text on clear slides also lights many rooms enough so that notes and the audience can be seen. Interacting with the audience is critical (Janzen 1980). If you must use slides with a colored background, be sure the background contrasts with the text but allows the pointer to be seen against it.

F. Text and data slides should be prepared specifically for presentation, not printed from a manuscript of paper. The density of information in tables and figures prepared for papers is too high to be absorbed readily in a talk. The audience should never be told to "ignore this part of the slide." Make a slide that contains only the relevant information.

G. Give yourself enough time before the talk to revise slides that don’t work or to add missing links.

IV. Mechanics

A. Do not read the talk. Ideally, a talk can be given without notes, or, at worst, with minimal notes. Independence from notes allows speakers to engage their audience, to scan across, and to use the slides better than if they are tied to detailed notes (Janzen 1980).

B. Leaving the lights on to start with is a good strategy to involve the audience in the talk and remind you that you are ultimately involved in a dialogue with people, not slides. Leaving some lights on even while showing slides will allow you to "read" your audience and cue you to repeat or rephrase when necessary.

C. Practice the talk to refine its flow, message, and length. However, don’t memorize the talk. An audience will be more engaged by a scientist who works through a problem with them than by an actor giving a slick performance.

D. Don’t apologize for poor quality of visual aids. Rather, give yourself enough time between your first practice sessions and the formal talk to revise poor slides or to make missing ones.
E. Speak loudly enough to be heard throughout the room. Facing the audience at all times helps engage them and project your voice.

F. If you add parenthetical comments, be aware that your voice will be softer, and may be hard to hear. Avoid them or speak loudly enough so that your parentheticals don’t disappear.

G. Avoid conversational or informal language, yet also avoid undefined jargon and acronyms. Remember that almost all audiences include novices and nonspecialists. Jokes are fine, but don’t let a talk degenerate to comedy (Bragg 1966).

H. Avoid distractions such as waving the pointer aimlessly, odd mannerisms or excessive needless movements.

I. The pointer should be used as an incisive tool to guide your audience through your slides and to highlight, e.g., critical labels, pathways, trend lines, or values.

V. Organization of the Talk

A. An introduction gives background and motivation, as well as defining key terms. Here, the work is put into context and justified. Without such context, listeners lack a framework to help them grasp your message. A common flaw is to spend too much time on introduction. If in your practice session, you find that 4-5 minutes of a 15 minute talk are introduction, that is too much. The introduction is critical, but it should not be too long. Audiences become impatient with an apparently padded introduction.

B. Methods can be given in a condensed form. Most listeners don’t need all the detail that a close colleague would. Rather, they need to know the basic design and only the procedures relevant to the results that will be shown.

C. A good way to outline methods is by a matrix or flow chart. The methodological details that the few people who are doing similar work might want can be covered in a question or, better still, over lunch or in the hall after the session.

D. Results should be related to the guiding questions you stated at the outset. Results should be structured in a way to reinforce the initial message. Describe format of tables, figures and diagrams before describing their content. Tell what the axes are on graphs and the columns and rows on tables, what the units are, and then point out the trends or differences. Walking the audience through each slide ensures enough time for the audience to absorb the information. Go slowly especially when there are nonnative speakers of English in your audience.

E. The conclusions should be stated explicitly at the end of the talk in a way that reinforces the message. They should be crisp and concise.

F. It is a good idea in a talk to repeat important ideas in different ways during the talk (Cook 1966). The conclusion then becomes a summary, not a surprise.
G. If the talk is a long one, say, a departmental seminar, blend the sections by topic to reinforce the message. Don’t segment the talk by Introduction, Methods, Results, Discussion, and conclusion, among which are divided several specific topics. The longer the talk, the more important it is to keep the train of thought and message clear.

How to use the Checklist

Use the checklist to plan your talk and prepare the visual aids your sill use. Practice your talk, and review the checklist to assess your approach toward the ideal. Then prepare several copies for your friendly critics to use, and present your talk to them. The friendly audience should sit at the back of the room so they will be more sensitive to lapses in presentation. Have them look over the checklist beforehand and mark items during or after the talk as appropriate. Talk with them and review the checklist with them to see what matters of substance and presentation you must refine or correct. Perform the same favor for them when they are preparing a talk. Practice as much as your can, paying attention to the problematic areas you detect as well as those identified by your critics.

Literature Cited


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ORAL PRESENTATION CHECKLIST

Speaker ___________________________ Date ____________
Title of Talk __________________________
Version _______________ Time Start ______ Time End _______ Total _______
Intended Audience __________________________

I. Clear Communication

A. The guiding question is stated.
B. The importance of the question is stated.
C. The message of the talk is stated at the beginning.
D. The whole talk is outlined early in the presentation.
E. The talk is aimed at a specific audience.

II. Time

A. The talk fits the time limit.
B. There is extra time to recover from unforeseen problems and to permit questions.
C. Enough time is spent on each slide to allow the audience to absorb the information.
D. The speaker talks slowly and repeats key ideas.

III. Slides

A. The slides have large text, readable in a large auditorium with suboptimal lighting.
B. Each slide makes only a single point
C. There are five or fewer lines of text on each slide.
D. Text is concise, having only a phrase or a few words per line.
E. Background of slides is light and contrasts with text and pointer.
F. The axis of graphs can be read from the back of a large room.
G. Slides have been prepared specifically for oral presentation.

IV. Mechanics

A. The talk is not read.
B. The speaker begins talking with the lights on to involve the audience.
C. The talk has been practiced to refine flow, message, and length.
D. The speaker does not apologize for the talk or its components.
E. The speaker’s voice can be heard in a large hall over the noise of the crowd and projector.
F. The speaker always faces the audience when speaking.
G. Language is free from unexplained jargon and acronyms.
H. The pointer is used as a precise incisive tool.
I. There are no unnecessary movements or distracting mannerisms.
V. Organization of the Talk

A. The introduction is brief in proportion to the length of the talk.
B. Methods are shown in an abbreviated form in only enough detail to support the results.
C. If the methods are illustrated, a matrix, flow chart, or other diagram is used.
D. The format of graphs should be described before focusing on the content.
E. The conclusions are stated at the end in a form to reinforce the message.
F. The conclusions are crisp and concise.
G. Questions, methods, results, and interpretation are folded together to enhance the impact of the message.