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Network for Learning and Growth

Delivering effective presentations

Presented by
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Message from F D S R

'Always make a conscious effort to improve your **oral** and written **communication skills**. You will immensely benefit from these acquired skills when you apply for extramural research grants, **deliver PowerPoint-based research talks**, or submit your own research manuscripts to reputed journals.'

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Delivering effective presentations

- How presentations differ from documents
- Setting objectives for the presentation
- How to guarantee legibility on the screen
- Choosing a writing style and a presentation style
- Body language, voice, speed (words per minute)
- Handling questions

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Reading is a solitary activity



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Presenting is a group activity



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A presentation is the worst possible way to deliver lots of information

"A presentation is the worst possible way to deliver lots of information to another person. The person on the receiving end has no control. They can't adjust the pace of delivery. They can't pause to process and think."

— [Olivia Mitchell](#)

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What is a presentation good for?

“A presentation is a taster for what you have to share.

It can raise awareness of your topic. It can provoke different ways of thinking about an issue. It can inspire and motivate.

And it’s one of the best possible ways of achieving those things.” — [Olivia Mitchell](#)

<www.speakingaboutpresenting.com>

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Decide why you are presenting

- A presentation is a poor way to transfer information.
- Make a presentation to
 - arouse interest
 - demonstrate competence
 - persuade.
- Study the interests and needs of your audience.
- Match those interests and needs in the presentation.

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Presentation planning, 1: objective

- Objective = audience + response
- **Audience:** expected number, background, age group, familiarity with topic, common factor
- **Response:** transfer information, arouse interest, motivate, train, explain, display competence
- **Duration:** short (<10 min), medium (11–20 min), long (>20 min)

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Presentation planning, 2: setting

- Occasion: conference, seminar, completion of a project, felicitation
- Venue
- Date, day, and time
- Other speakers, if any, and their topics

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Presentation planning, 3: mechanics

- Software: operating system, application (version)
- Hardware: laptop, projection equipment, microphone, laser pointer, etc.
- Assistance available
- Logistics: reaching the venue and the room
- Final rehearsal and checks
- Strong and well-rehearsed beginning—no apologies

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Seven ways to guarantee legibility

- Make all text very large.
- Leave enough space between lines.
- Ensure strong colour contrast.
- Make lines thick and text bold.
- Choose well-designed fonts.
- Avoid capital letters.
- Restrict the amount of text.

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What is font size

Font size = height of frame, not of picture.

1 point = 0.35 mm

96 points

bag bag bag



Leave enough space between lines

- Line spacing of 42 points
- x height , ascenders, and descenders

enorx bfhkl gjpqy

Lines touching because too close
line spacing = 28 pt

Lines not touching because well-spaced
line spacing = 42 pt



Ensure strong colour contrast

- Black or deep blue on white or light blue
- Black or deep blue on white or light blue
- Yellow on dark blue
- Orange, green, purple, light blue
- For slides: light against dark




Colour wheel




Make lines thick and make text bold

- Large areas of colour
- Medium to thick lines
- Bold text for slides, LCD presentations

1-pt _____

2-pt _____

3-pt _____

4-pt _____



Use well-designed fonts

- Designed for displays / screens
- Clear differences between characters
- 00111
- 00111
- 00111
- 00111
- 00111
- 00111

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Avoid strings of capital letters

- Take longer to read.
- Take up more space.
- Suppress information.
 - POWERPOINT
 - YOUTUBE
 - IPAD
 - MASTERCARD

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Capitals suppress information



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21

Restrict the amount of text

- Legibility requires space
- Large letters = more space
- Wide line spacing = more space
- Bold letters = more space
- Clear fonts = more space
- 1 + 7 lines for slides / screen shows

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Choose a suitable writing style

- Slides, not text pages
- Bullet points
- Phrases, not full sentences
- Supplement, not substitute
- Concrete, not abstract
- Specific, not general

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Choose a suitable presentation style

- Formal: more serious tone, less interactive
- Informal: lighter tone, more interactive
- Pictures to sustain interest
- Progressive disclosure
- Handouts after presentation

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Remember legibility requirements

- Too much text = illegible text
- Too much text = poor understanding
- Too much text = bored audience
- Set format ensures limited text
- Templates for consistency

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Condense, condense, condense

- No more than 49 words
- 'Large blocks of text are likely to deter a viewer from even attempting to read the contents.'

On-screen text and subtitling in television advertisements, ITC Advertising Standards Code rule 5.4.2

- Highlights of tables
- Simple charts

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Allow adequate 'hold' time

- Allow 5 words per second (0.2 seconds per word)
- Add a 'recognition period' of 3 seconds

No. of words	Hold time (seconds)
20	7
30	9
40	11
50	13

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Choose suitable images

- Landscape format
- Width: 1024 pixels
- Height: 768 pixels
- Resolution: 72–96 dpi (dots per inch)

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Vary the speed at which you speak

- XTML standards are as follows
(in wpm, or words per minute):
- **Extra slow:** 80
- **Slow:** 120
- **Medium:** 180–200
- **Fast:** 300 (auction, commentary)
- Audiobooks standard: 150–160 wpm

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Alistair Cooke (about 125 words per minute)

Just last week there was printed in the New Yorker magazine a phrase about Californian wines. proving that the writer or the copy editor was English. No American talks or writes about Californian wines. California wines, yes. 'California' is the adjective. 'Californian' is a noun: a native or resident of California. Same as Texas: a Texas custom; not a Texan. The other most gross and most frequent trick which not one Englishman in a thousand ever seems to notice is this: I say or write, 'I have a friend in England called Alan Owen.' That is an immediate giveaway. No American could say or write it unless they'd been corrupted by long association with the Brits. Americans write and say, 'I have a friend in England named Alan Owen.' Maybe he's called Al. 'Called' would refer to a nickname. 'Named' is used where the English used 'called' . . . right?

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Steve Jones (about 160 words per minute)

Our genes, too, are messages from the past - and much more reliable than those received by Freud. Only in the past 20 years have we begun to read the language of the genes, to decipher our own instruction manual and understand the clues about ourselves left by our ancestors. In these lectures I will ask what genetics can - and, more important, what it cannot - tell us about the history, the present and the future of humankind.

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Ken Robinson (about 190 words per minute)

Now our education system is predicated on the idea of academic ability. And there's a reason. The whole system was invented -- around the world, there were no public systems of education, really, before the 19th century. They all came into being to meet the needs of industrialism. So the hierarchy is rooted on two ideas. Number one, that the most useful subjects for work are at the top. So you were probably steered benignly away from things at school when you were a kid, things you liked, on the grounds that you would never get a job doing that. Is that right? Don't do music, you're not going to be a musician; don't do art, you won't be an artist. Benign advice -- now, profoundly mistaken. The whole world is engulfed in a revolution. And the second is academic ability, which has really come to dominate our view of intelligence, because the universities designed the system in their image. If you think of it, the whole system of public education around the world is a protracted process of university entrance. And the consequence is that many highly talented, brilliant, creative people think they're not, because the thing they were good at school wasn't valued, or was actually stigmatized. And I think we can't afford to go on that way.

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Modulation: varying the speed of speaking

You're texting with a friend. The back and forth is fast and furious. Until...there's an awkwardly long pause. You might think, aw, they just got another call, or they had to get back to their dinner, whatever. But maybe...they're about to lie. To you.

At least that was one conclusion from an experiment published in a journal called *ACM Transactions on Management Information Systems*.

Scientists had 100 participants converse via online text with a specially developed computer program. The computer asked each participant 30 questions. And the participants were instructed to lie in half the responses. The researchers found that the lies took 10 percent longer to write, were shorter and were edited more than the truthful messages.

How can you tell if someone is heavily editing a text? Newer smartphones let you know when the other person is typing. A lot of starting and stopping could mean the texter is carefully constructing a response that might not hold up in a court of law.

Bottom line: dishonest texts take longer on average to write—but it's also possible your friend may be just making an honest attempt to fix those pesky incorrect auto-corrects.

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Presentation Impact Survey: 2014



- Every year, we survey clients, prospects, partners and various communicators around the country from various industries to see what they've observed in the area of communication skills throughout the year.
- What abuses of PowerPoint irritate you the most?
- What are the most irritating or distracting behaviours?
- Here are the 2014 Presentation Impact Survey results . . .

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What abuses of PowerPoint irritate you the most?

1. Too much text
2. Spelling/grammatical errors
3. Looks thrown together last minute / amateur graphics
4. Too many slides in general
5. Too simple or elementary

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Most irritating or distracting behaviours

- Reading directly from notes or off the screen
- Umms, ahhs
- Eyes wander or won't make eye contact
- Pacing or nervous movement
- Distracting hands
- Leaning on or standing behind a podium or lectern

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Avoid these postures

Hands in pockets



The 'fig leaf' posture



Hands crossed across chest



Hands crossed behind back

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Handle questions tactfully

- End clearly and emphatically.
- Consult the chair as appropriate.
- Repeat the question for the audience; rephrase it if necessary.
- Avoid arguments; as you finish replying, look at somebody other than the persistent questioner.

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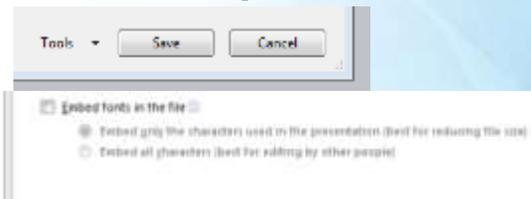
Plan; prepare; practise

- Visit venue in advance; check set-up; take back-up copies.
- Look up and practise unfamiliar words.
- Moisten your throat; sip plain water.
- Rehearse the opening and closing lines thoroughly.
- Face the audience, not the screen.
- Vary the speed at which you speak.
- Be ready with a shortened version.

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Embed fonts if required

Save As > tools > Save Options



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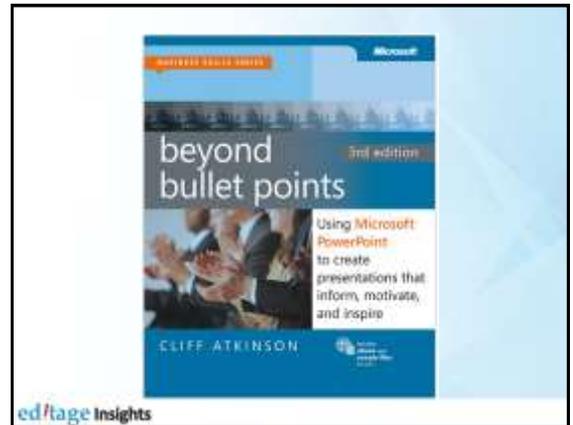
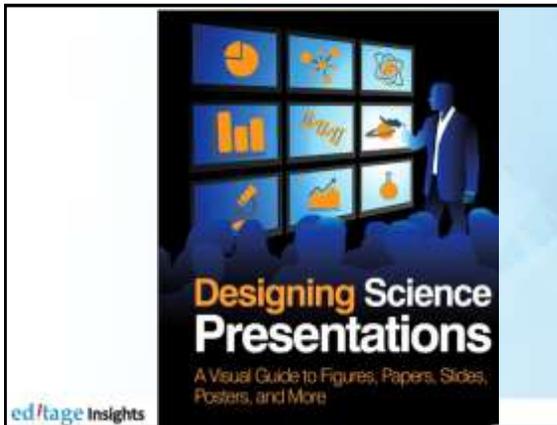
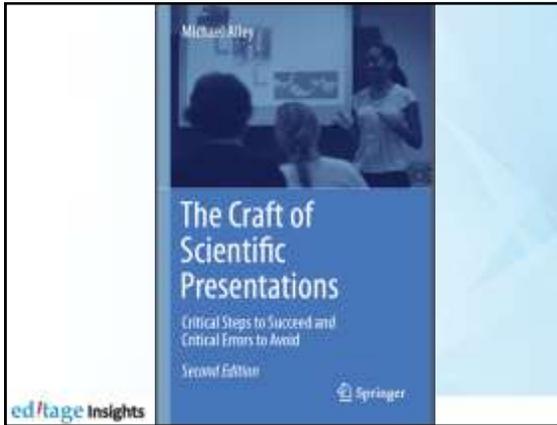
TALK
The 9 Public Speaking Secrets
LIKE
of the World's Top Minds
TED
CARMINE GALLO
BESTSELLING AUTHOR OF THE PROCEEDING SOCIETY OF 2007-2008

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Talk like TED: the 9 'secrets'

- Be passionate about your topic.
- Engage the audience by telling stories.
- Treat your speech like a conversation.
- Tell the audience something it doesn't know.
- Include a few jaw-droppers.
- Use humour.
- Keep it brief.
- Engage all senses by painting word-pictures.
- Be authentic.

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Presentation tips



“This website is full of presentation tips to help you in your next presentation. Start by downloading my free guide “How to make an effective PowerPoint Presentation”. The Guide will take you through my streamlined process for creating an effective presentation.”

— Olivia Mitchell

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Deliver better presentations



<http://www2.le.ac.uk/offices/ld/resources/presentations>

Before you give a presentation Checklist	Presenting to large groups Study guide
Delivering an effective presentation Study guide	Responding to questions effectively Study guide
Designing an academic poster Online tutorial	Stress management for presentations and interviews Study guide
Involving your audience Study guide	Structuring a presentation Study guide
Keeping in time in presentations Study guide	Using PowerPoint Study guide
Planning an effective presentation Study guide	Using visual aids Study guide

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Searching ted.com

Search for 'conservation' fetched 214 talks

Lian Pin Koh: drones to protect the world's forests and wildlife.
Melissa Garren: ocean ecosystems and avenues for conservation.
John Kasaona: working with the people who use and live on fragile land to enlist them in protecting it.
Kartick Satyanarayan: saving India's wild animals from illegal captivity and poaching

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Recommended reading

- Gallo C. 2014. [Talk Like TED: the 9 public-speaking secrets of the world's top minds](#). New York: St. Martin's Press. 278 pp.
- Alley M. 2013. [The Craft of Scientific Presentations](#), 2nd edn. New York: Springer. 286 pp.
- Wallwork A. 2010. [English for presentations at international conferences](#). New York: Springer. 180 pp.

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Recommended reading

- Carter M. 2013. [Designing Science Presentations: a visual guide to figures, papers, slides, posters, and more](#). London: Academic Press (Elsevier). 360 pp.
- Atkinson C. 2011. [Beyond Bullet Points](#), 3rd edn. Microsoft Press. 398 pp. <www.beyondbulletpoints.com>

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Recommended reading

- Duarte N. 2008. [Slide:ology: the art and science of creating great presentations](#). Sebastopol, California: O'Reilly. 294 pp.
- Duarte N. 2010. [Resonate: present visual stories that transform audiences](#). Hoboken, New Jersey: John Wiley. 248 pp.
- Duarte N. 2012. [Persuasive Presentations](#). Boston, Massachusetts: Harvard Business Review Press. 208 pp.

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They didn't come to your presentation to see you. They came to find out what you can do for them. Success means giving them a reason for taking their time, providing content that resonates, and ensuring it's clear what they are to do.

Nancy Duarte, in Slide:ology: the art and science of creating great presentations

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Questions



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57

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58