

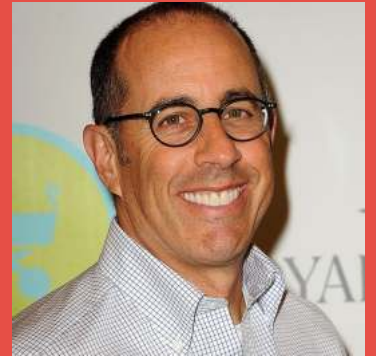
Presentation technique

Sebastian Jentschke





According to most studies, people's number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy. (*Jerry Seinfeld*)



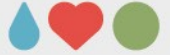


Before we begin...

- how often will you present during your studies?
- how often will you present during your life?
- what benefits might you have from what we learn for other purposes?
- do you want to improve?







Overview

your presentation:

- some ground rules
- do's and don'ts:
oral presentations
and posters
- structure
- use of graphics

you as a presenter:

- verbal, vocal, visual:
content, voice and
body language /
interaction
- basic physiology
- some hints for
preparing





Your presentation



Words are, of course, the most powerful drug used by mankind. (*Rudyard Kipling*)

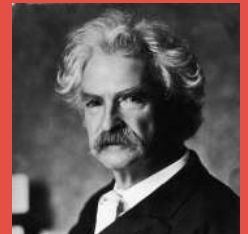


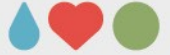
Do the hard jobs first. The easy jobs will take care of themselves.

If you must make a mistake, make a new one each time. (*Dale Carnegie*)



The right word may be effective, but no word was ever as effective as a rightly timed pause. (*Mark Twain*)





Some ground rules

- (1) **establish a framework** of your presentation (up to 3 main themes)
- (2) **brainstorming**: consider all the possibilities
- (3) **Roman columns**: find a mnemonic device for your main themes
- (4) **flow structure**: provide a **road map** for your audience (and you; story arc: chronological, numerical)
- (5) **graphics**: use visual aids (but: less is more)
- (6) **ownership**: don't copy and paste
- (7) **verbalization**: rehearse the actual words of your presentation – speaking aloud – verbalization crystallizes ideas





Some ground rules

- (1) follow the **10** (slides) – **20** (minutes) – **30** (pt – font size) rule
- (2) start with a **summary** (road map / structure of your presentation)
end with a **conclusion** (up to 3 main topics)
primacy- / recency-effects
- (3) emphasize **main points**
- (4) **one theme** per slide
- (5) **know** what **slide** is coming **next**
- (6) **enforce pauses**
- (7) check the presentation room and have a **backup plan**





Some ground rules

frame / condition of your presentation:

- (1) setting (UiB, conference; formality)
- (2) time (of day; length)
- (3) space (room; audience size)
- (4) interactivity (lecture, presentation)

→ what can you expect from the audience?

→ what might be beneficial or impeding?





Do's and don'ts – presentations

- Perhaps the most common pitfall is having too much text on the slide. It's hard to read, boring and not the way PowerPoint should be used. Unfortunately, it is often the case that even the most experienced lecturers do it this way. Perhaps the main reason for this is that it makes the PowerPoint presentation something more than just a presentation tool. Namely, supplement to curriculum literature. So, the idea is that a PowerPoint with a lot of subject text can be used by students to read up and get a general idea of what is most important in the subject, without having to read through the entire syllabus literature.
- Whatever you may think of this practice, three things are certain: One, it reduces the quality of the presentation. Two, it actually makes it more difficult to present. Three, it makes it less likely that anybody will actually follow. My personal impression is also that someone has a lot of text on the slides because they are afraid to forget something. Then it might be better to use the text box below (notes). This does not appear during the presentation itself, but can be used by students. In addition, these notes appear on a screen # 2 for the presenter and can thus be used to remember if you have everything in the presentation.






Do's and don'ts – presentations

- be careful with cliparts
- don't use fancy colours or fonts
- <https://manual.uib.no/profilmanual/maler/>
- colour associations
- complementary colours: can you read that?



Social cognitive theory

- Developed by Albert Bandura in 1977
- You use your social environment to learn
 - Bobo-doll experiment
- Used as theoretical foundation for different behavioral models



Social cognitive models

Bandura's 'Social-Cognitive Theory', Ajzen's 'Theory of Planned Behavior'

- The Social-Cognitive Theory
 - Links a portion of learning to observation of others, as well as prompting individuals to engage in behaviors they have already learned.
- Theory of Planned Behavior
 - Links behavior to belief, proposing that subjective norms, attitude toward behavior, and perceived behavioral control influence the behavioral intentions and behaviors of individuals (Ajzen, 1991).

A Critique of Social Cognitive Models and Health Behaviors

- More useful in western societies?
 - Catherine Campbell critique (Ara & Fisher, 2012)
 - "SCT is viewed individuals as rational information processors.
 - "Behaviour is seen as determined by a combination of individual factors such as individual action plans, attitudes, and perceived social norms" (Ara & Fisher, 2012).
 - "Tend to focus on personal and proximal determinants, neglecting wider social context and more distal factors."
- Eaton, Fisher & Ara (2003) as a more complex and comprehensive understanding?
 - personal (e.g. self-esteem), proximal (e.g. social influences) and distal (e.g. culture) factors





Dos and don'ts – poster

Shyness and Communal vs. Individualistic Orientations: Sensitivity to Emotion
 Lynne Henderson, Keiko Kurita, and Philip Zimbardo
 Department of Psychology, Stanford University

Abstract

The shy and those from Asian cultures are higher in communal orientation than those from individualistic cultures, and a higher sensitivity to emotion. The present study tested whether shy and those from Asian cultures are more sensitive to emotion than those from individualistic cultures. The shy and Asian Americans were more sensitive to emotion than those from individualistic cultures. Shyness and Asian American identity were related to communal orientation and sensitivity to emotion. Shyness and Asian American identity were related to communal orientation and sensitivity to emotion.

Background

- Shy individuals are sensitive, and tend to seek social and emotional support (Shyness et al., 2006).
- Asian cultures are more communal than individualistic cultures (Shyness et al., 2006).
- Asian Americans are more sensitive to emotion than those from individualistic cultures (Shyness et al., 2006).

Methods

100 college students (50% Asian American) completed a questionnaire on shyness, communal orientation, and sensitivity to emotion. The questionnaire included a scale for shyness, a scale for communal orientation, and a scale for sensitivity to emotion.

Results

Shy individuals were more sensitive to emotion than those from individualistic cultures. Asian Americans were more sensitive to emotion than those from individualistic cultures. Shyness and Asian American identity were related to communal orientation and sensitivity to emotion.

Discussion

Shyness and Asian American identity were related to communal orientation and sensitivity to emotion. This suggests that shy individuals and those from Asian cultures are more sensitive to emotion than those from individualistic cultures.

The effect of supermodel images on college women's self esteem and body satisfaction
 Clemson University

Purpose

To examine the effects of viewing supermodel images on college women's self esteem and body satisfaction.

Introduction

Research has shown that viewing supermodel images can lead to negative body image and low self-esteem. This study aimed to explore the effects of supermodel images on college women's self-esteem and body satisfaction.

Method continued

Participants: 100 college women from Clemson University.
 Procedure: Participants viewed supermodel images and completed a questionnaire on self-esteem and body satisfaction.

Results

Viewing supermodel images led to a decrease in self-esteem and body satisfaction. The effect was more pronounced for women with lower self-esteem and body satisfaction.

Discussion

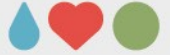
The findings suggest that exposure to supermodel images can have negative effects on college women's self-esteem and body satisfaction. This highlights the need for media literacy and body image education.

Future Research

Further research is needed to explore the long-term effects of supermodel images and to develop interventions to mitigate these effects.

References

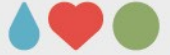
Henderson, L., Kurita, K., & Zimbardo, P. (2010). The effect of supermodel images on college women's self-esteem and body satisfaction. *Journal of Social and Clinical Psychology, 29*(1), 1-15.



Structure

- generally, follow the **structure** of an **article**:
introduction (why?) → methods (how?) → results
(what did we obtain?) → discussion (what does it
mean [for you]?)
- **title slide**: introduce yourself
tell what your going to tell and why it's important
approximate duration, when to ask questions
get over first 10 sec. (maximum arousal)
- prepare **slides** to **remind** you of questions/**pauses**





Structure

Introduction:

- central concepts to be explained / defined?
- broad to narrow
- maybe historical overview
- involve audience (**would you?, have you?**)
- end with **clear, understandable hypotheses**
(come back to those in results and discussion)

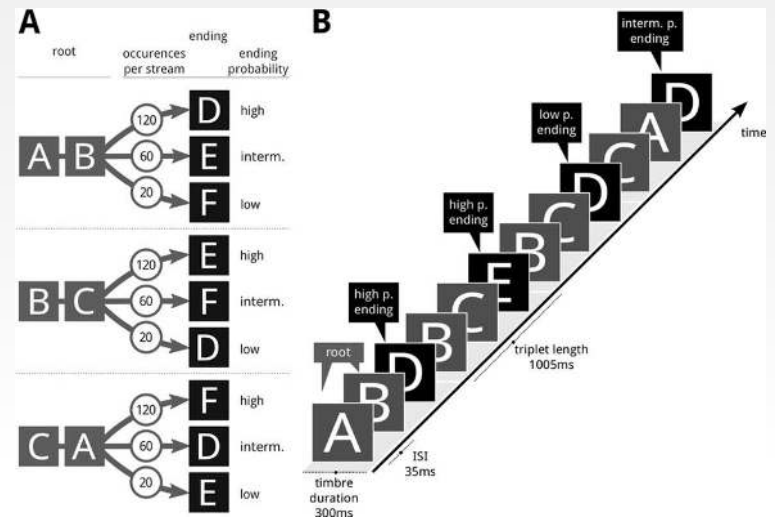


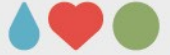


Structure

Methods:

- «feel» the methods (e.g., record a typical trial on video, use an animation, a question / item illustrating the construct)
- not to many details (e.g., typically number of participants is sufficient)



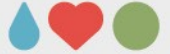


Structure

Results:

- rather use graphics than tables or text
- must be easy to grasp (don't overload graphics)
- concentrate (but do not falsificate)!
be concise and coherent!
- tell a story, use your hypotheses as reference /
framework
- more under «Use of graphics»





Structure

Discussion:

- narrow to broad:
summarize the main results →
what does this mean, what is the significance?
- make it **applicable: what is in it for you?** how could you use this?
- end up with (one to three) **take home messages**





Structure

Cadence:

- **summarizing** can help to make a coherent story
- try **not** to **end** with «**any questions**»
(there typically follows silence)
- end with your **main take home points** or even with an invitation (how to make use of what you presented)





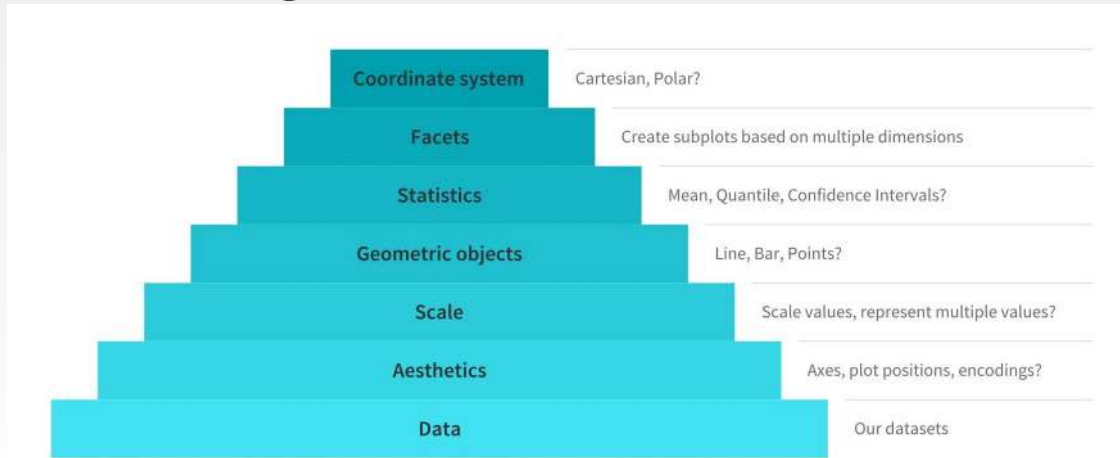
As for a picture, if it isn't worth a thousand words, the hell with it. (*Ad Reinhardt*)





Use of graphics

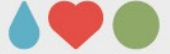
- central to most presentations
- convincing? clear? concise?



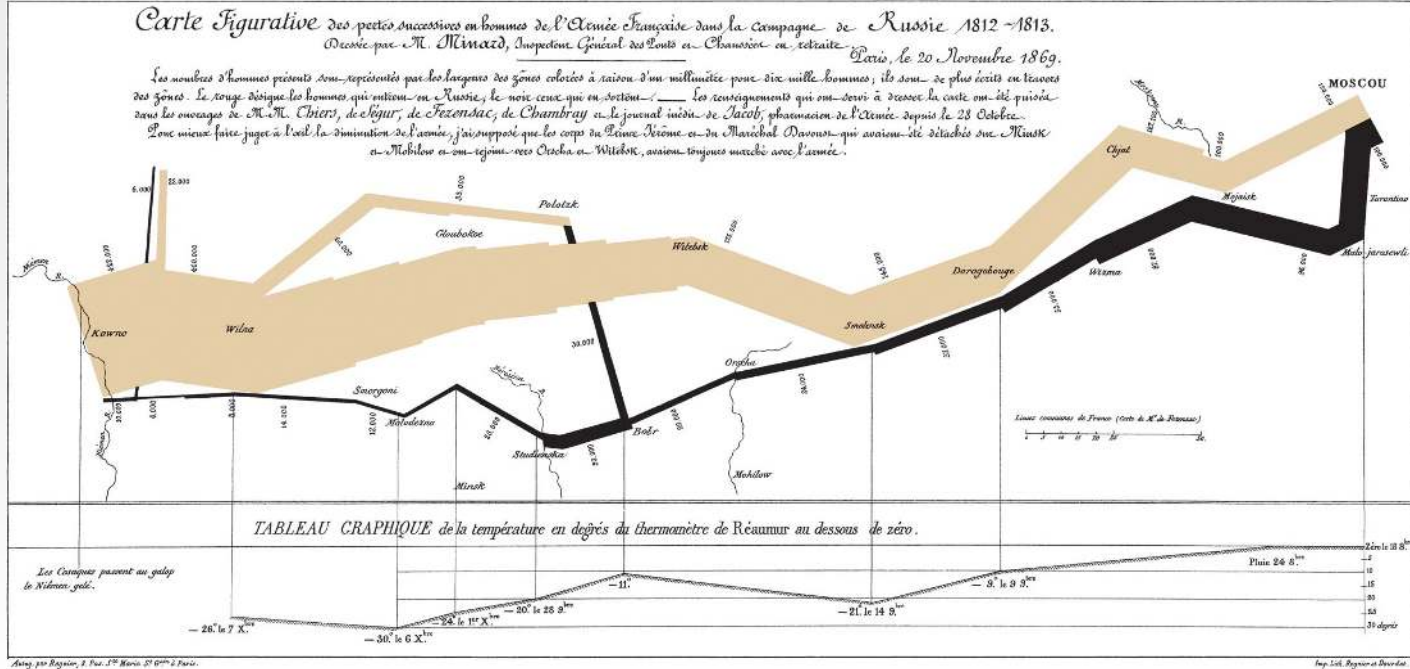
from: [https://
towardsdatascience.com](https://towardsdatascience.com)

based upon:
Wilkinson, L. (2005). *The grammar of graphics*
(Second edition). New York,
NY: Springer.





Use of graphics



Minard (1869): Napoleon's army in 1812 and 1813
 6 variables (size of the army, longitude, latitude, movement direction, temperature/dates on retreat)

"the best statistical graphic ever produced"

Tufte, E. (2001). *The Visual Display of Quantitative Information*. Graphics Press.





Use of graphics



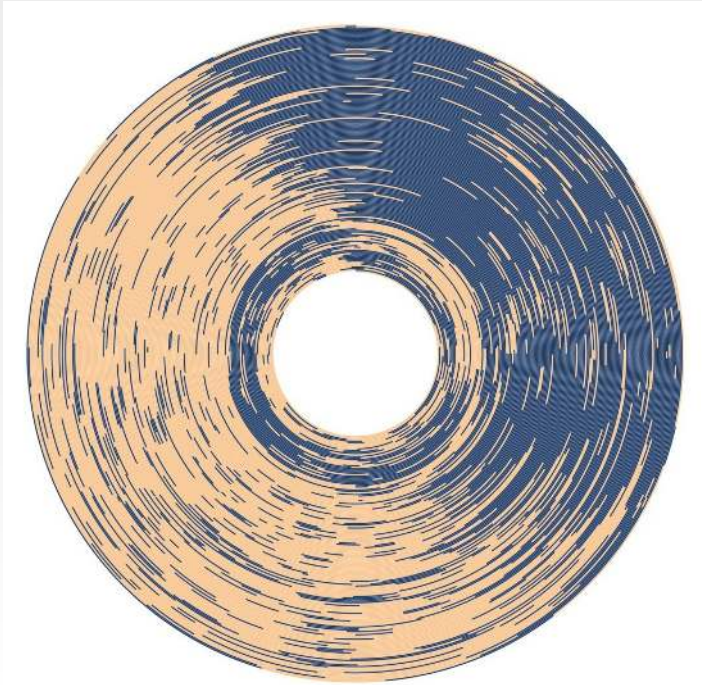
modernized version of John Snow's map (1854) showing deaths caused by a cholera outbreak in Soho, London

<https://www.r-bloggers.com/2013/03/john-snows-cholera-data-in-more-formats/>

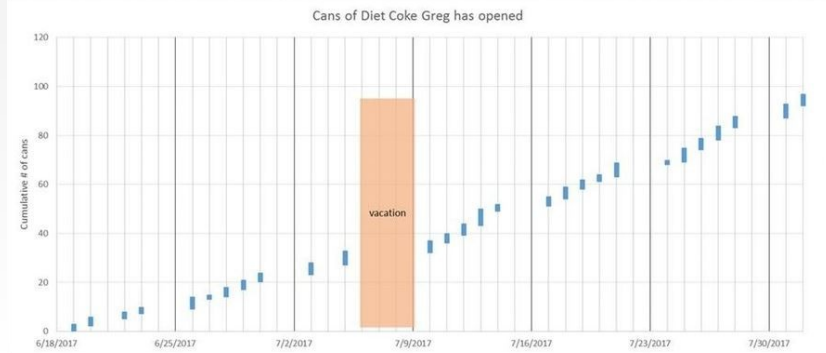
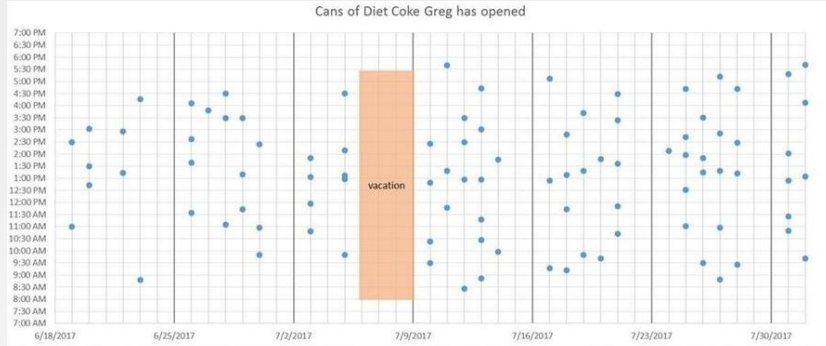




Use of graphics

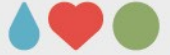


PRESENTATION TECHNIQUE



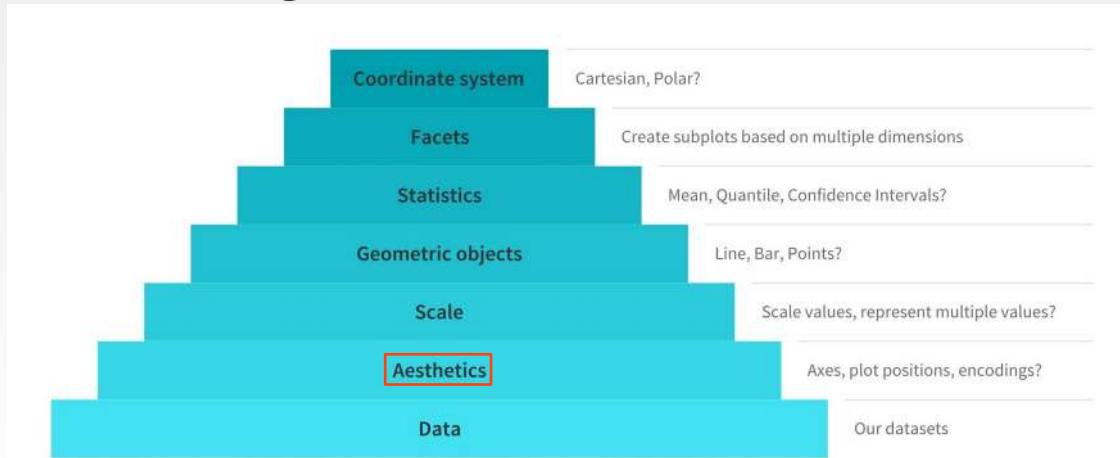
SEBASTIAN.JENTSCHKE@UIB.NO PAGE 24





Use of graphics

- central to most presentations
- convincing? clear? concise?



from: [https://
towardsdatascience.com](https://towardsdatascience.com)

based upon:
Wilkinson, L. (2005). *The grammar of graphics* (Second edition). New York, NY: Springer.

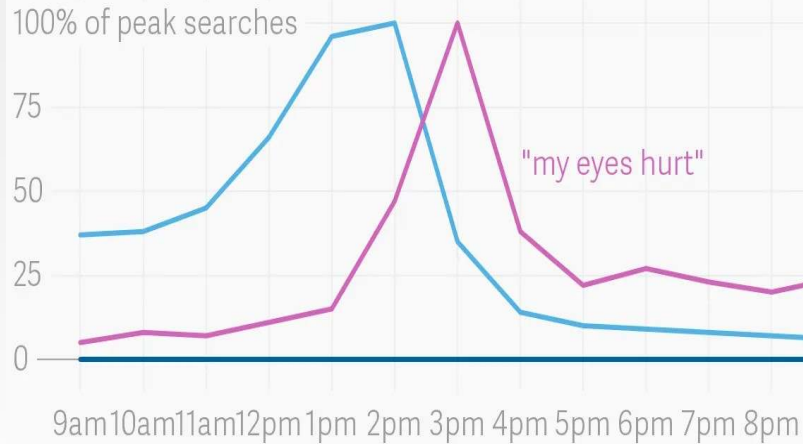




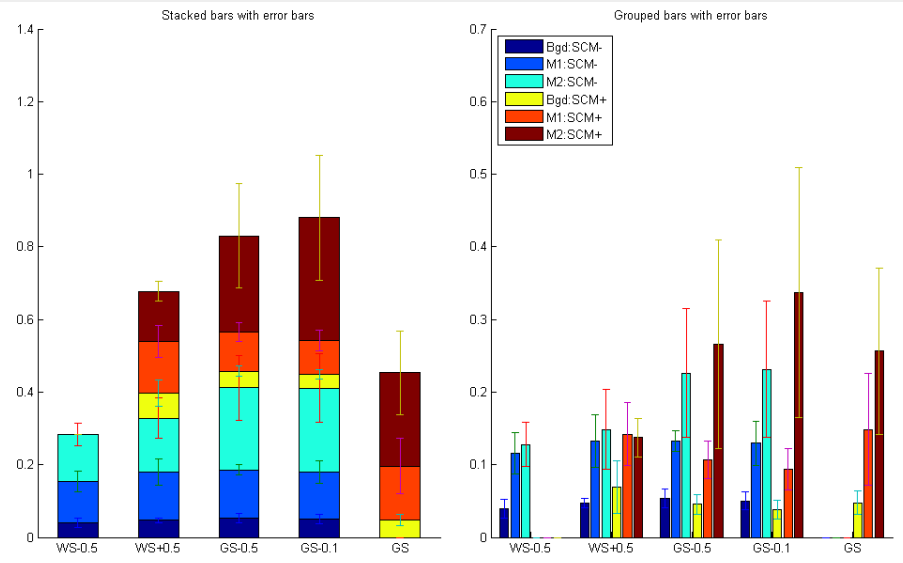
Use of graphics – Types

The post-eclipse increase in eye-pain Google searches

■ "solar eclipse" ■ "my eyes hurt" (vs "solar eclipse")



line plot

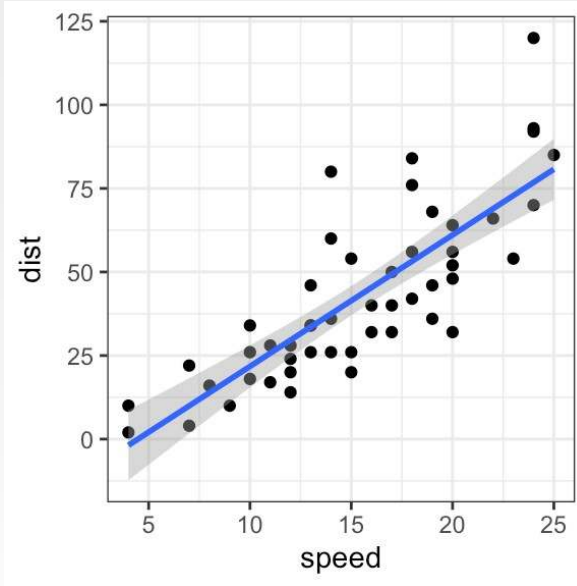


bar plot

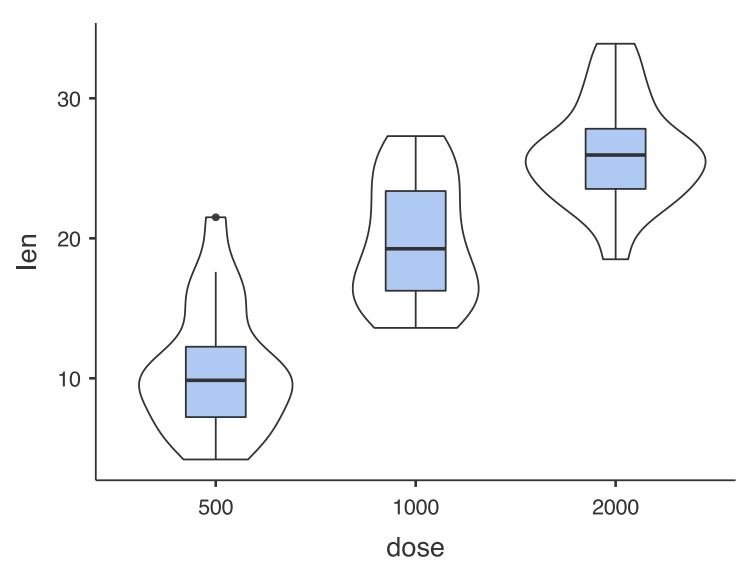




Use of graphics – Types



scatter plot



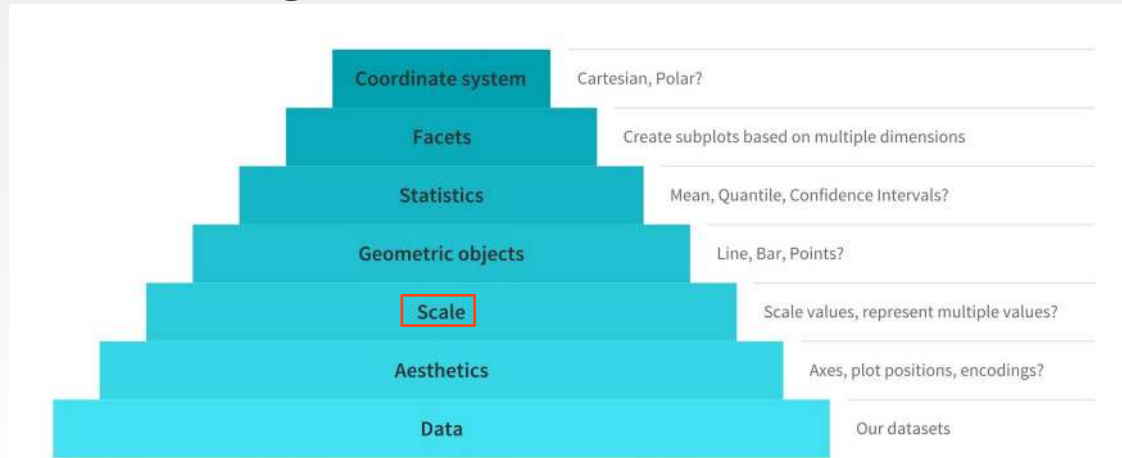
box / violin plot





Use of graphics

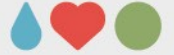
- central to most presentations
- convincing? clear? concise?



from: <https://towardsdatascience.com>

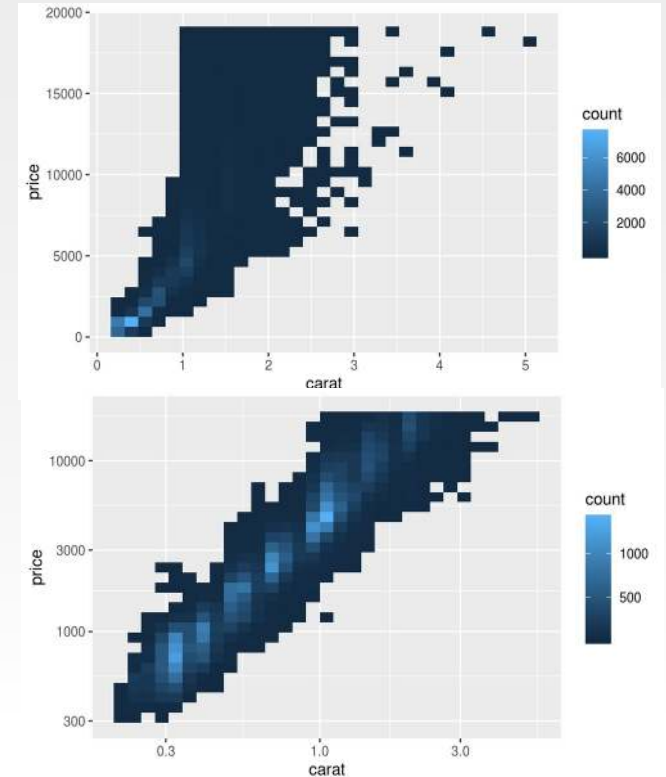
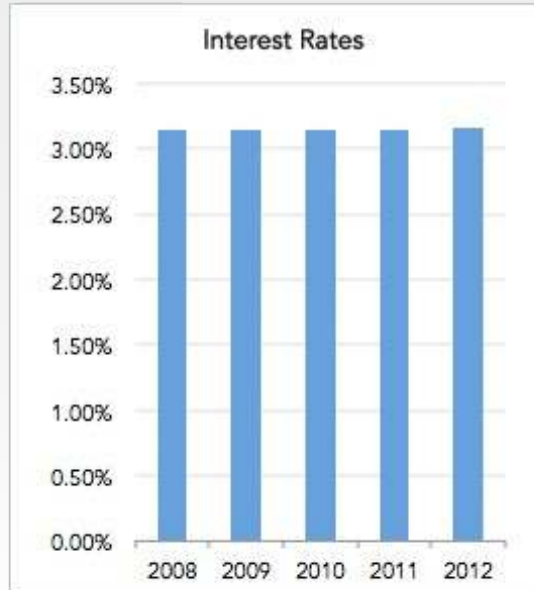
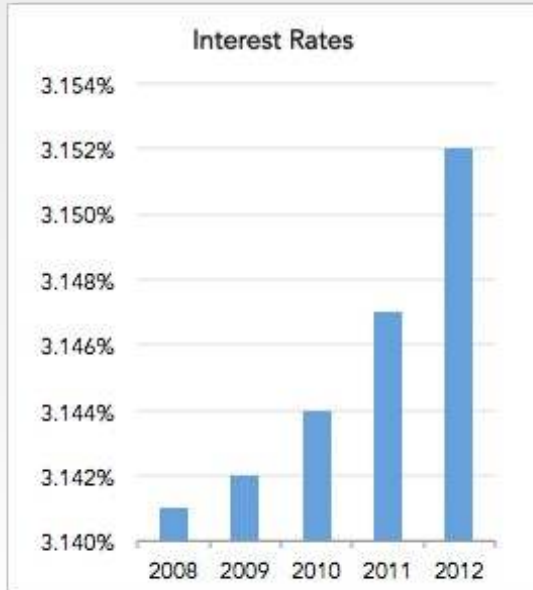
based upon:
Wilkinson, L. (2005). *The grammar of graphics* (Second edition). New York, NY: Springer.

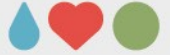




Use of graphics - Scale

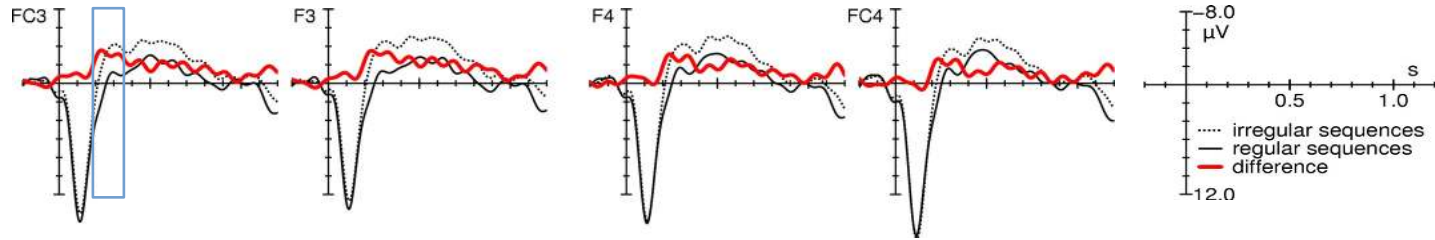
Same Data, Different Y-Axis



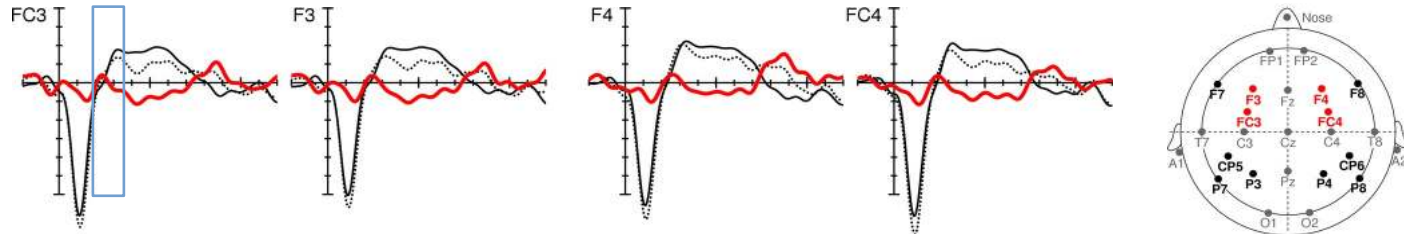


Use of graphics – Neurophysiology

Typical Language Development:



Developmental Language Disorder (DLD / SLI):



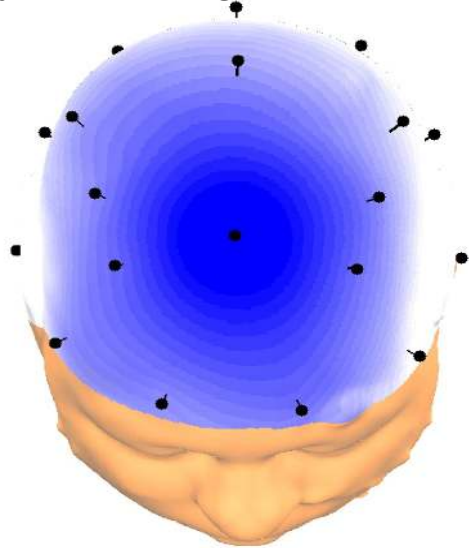
Jentschke, Koelsch, Sallat & Friederici (2008)



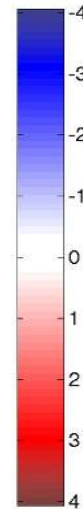
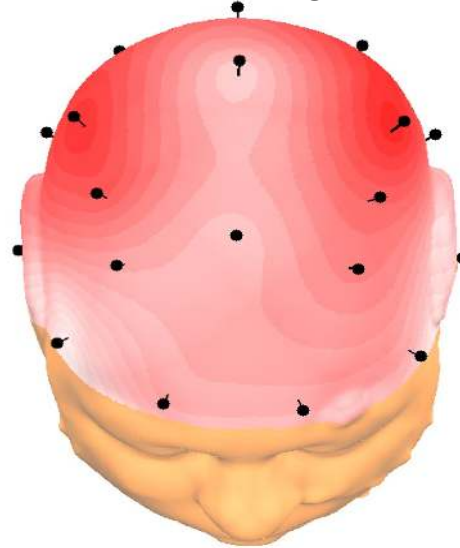


Use of graphics – Neurophysiology

Typical Lang. Developm.:

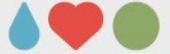


Developm. Lang. Disorder:



Jentschke, Koelsch,
Sallat & Friederici
(JOCN, 2008)





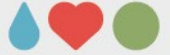
Use of graphics – File formats

- **vector-based file formats** (e.g., EPS, SVG, WMF, [PDF], AI)
stores the elements of the graphics as geometrical shapes (lines, rectangles, text in a particular font)
format of choice to export graphics from a statistics software
software to edit: Inkscape (open source);
Adobe Illustrator (commercial)
- **bitmap-base file formats** (e.g., JPG [lossy], PNG, BMP, TIF)
stores a graphics as pixels
format of choice for photos or photo-like images
software to edit: GIMP, Darktable (open source);
Photoshop, Lightroom (commercial)

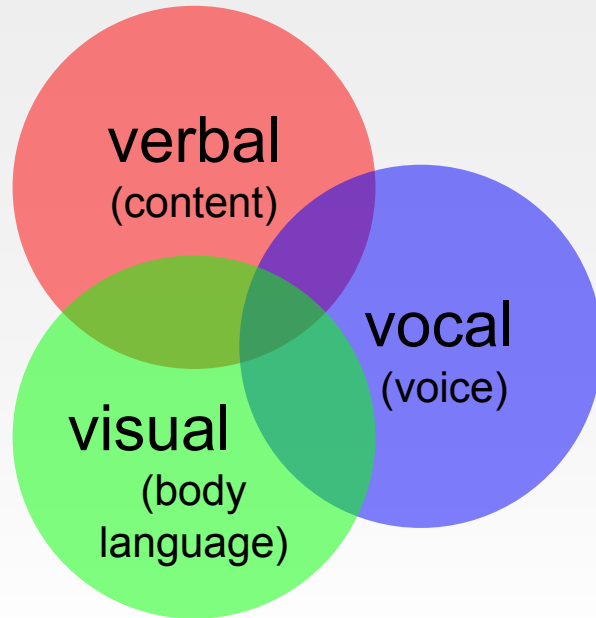




**Any
questions?**



Verbal, vocal, visual



- how **convincing** a presentation was judged depends on 3 ingredients
- BUT: what is their relative importance?
- *skriv svar i poll på MittUiB*
→ *Quizzes*





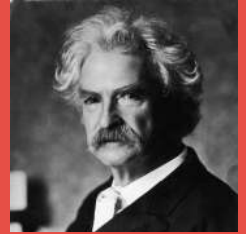
Pause



You as a presenter



There are two types of speakers: those who get nervous and those who are liars. (*Mark Twain*)

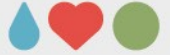


All the great speakers were bad speakers at first. (*Ralph Waldo Emerson*)

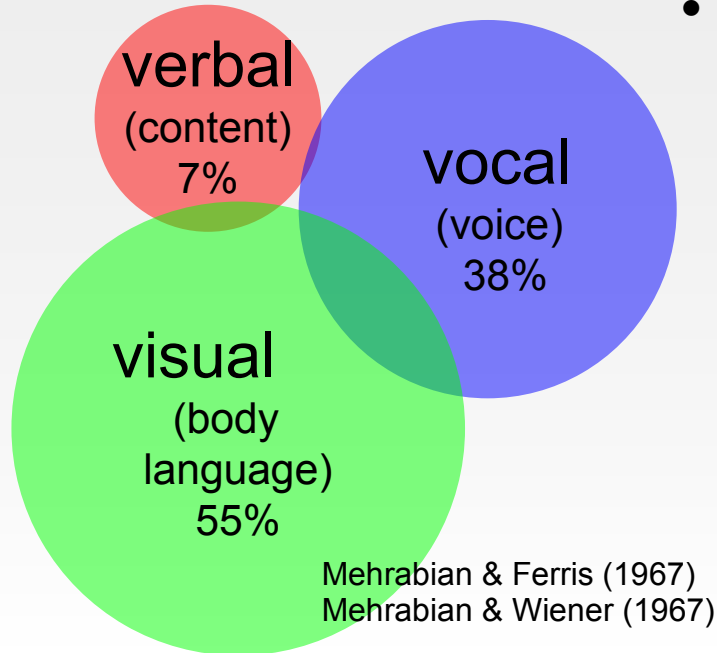


There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave. (*Dale Carnegie*)





Verbal, vocal, visual



- BUT: it is worth to get your content clear, concise and structured
your content and your messages (and not your personality) is what you want listeners to remember
you want them to remember it correctly





Visual: Interaction, body language

- **empathy** – anticipation: put yourself into your audience's place (their interests, hopes, fears)
- show **involvement**
 - mirror system: smile, positive attitude, confidence
 - avoid hands in the pockets, crossed arms
 - voice modulation (emphasize / de-emphasize)
- **conversational mode**: dyadic conversation and **eye contact** (look for friendly faces)
- asking questions (hands, shout-outs, web-poll)
- use the «b» or «w» key if you want their attention

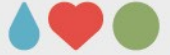




Vocal: Voice projection

- ask a friend (5 – 10 meters away) to judge volume and sound quality
- stand with good posture
- breathing exercises: hiss, yawn – HA, locomotive
- articulation exercises: HAT-HOT, Mommy made me mash my M&Ms. (crisp articulation of consonants)
- speak against a wall, observe the echo, move back
- practice repeating phrases in a large room

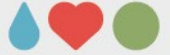




Vocal: Voice projection

- **exercise:** lie on your back, breathe, put a **book** on your **diaphragm**, breathe again, stand up and say sth.
- find **optimum pitch:** place your hand at heart level, say «ohhh» (from high to low pitch)
- **record yourself** during a (pretended) conversation and judge: (1) clarity / enunciation, (2) volume, (3) resonance
- **warm-up** (e.g., humming scales)
- **avoid to cry** (i.e., your voice getting shrill)
- speak **without hesitation**, speak **as equal** (otherwise will not speak loud enough)





Verbal: Some rhetoric figures

- **antithesis**: «ask not what your country can do for you, ask what you can do for your country»
- **alliteration (repetition of initial consonants)**: «Do we participate in a politics of cynicism or do we participate in a politics of hope?»
- **anaphora / mantra**: «I have a dream.»
- **anecdote** (a brief human interest story): «I discussed this with»
- **topspin** (benefit or call to action): «I'm absolutely convinced we can do it. ... I promise ... I will work every single day...»





Fear and physiology

fight-or-flight-mode (exposed, in the limelight)

low confidence and **control**

→ *inadequate preparation / rehearsal*

video-tape a trial, ask friends for feedback

→ *low experience: exposition – desensibilization*

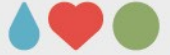
→ *some helpful techniques:*

move around, avoid fidgeting

control your breathing, concentrate on your stand

imagine them naked (for fragility, not for attractivity)





Fear and physiology

- **blushing is normal**
people regard it unnatural
if somebody doesn't
- **spotlight-effect**
you feel to be much more
in the centre of attention
than you are



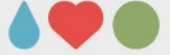
Experiment: Students put on Barry Manilow T-shirts before entering a room with other students. (Manilow was not even cool "back in the day.")

Result: The students thought others would notice the T-shirt, assumed people were looking at them, when this was not the case; they greatly overestimated the extent to which the **spotlight** was on them.

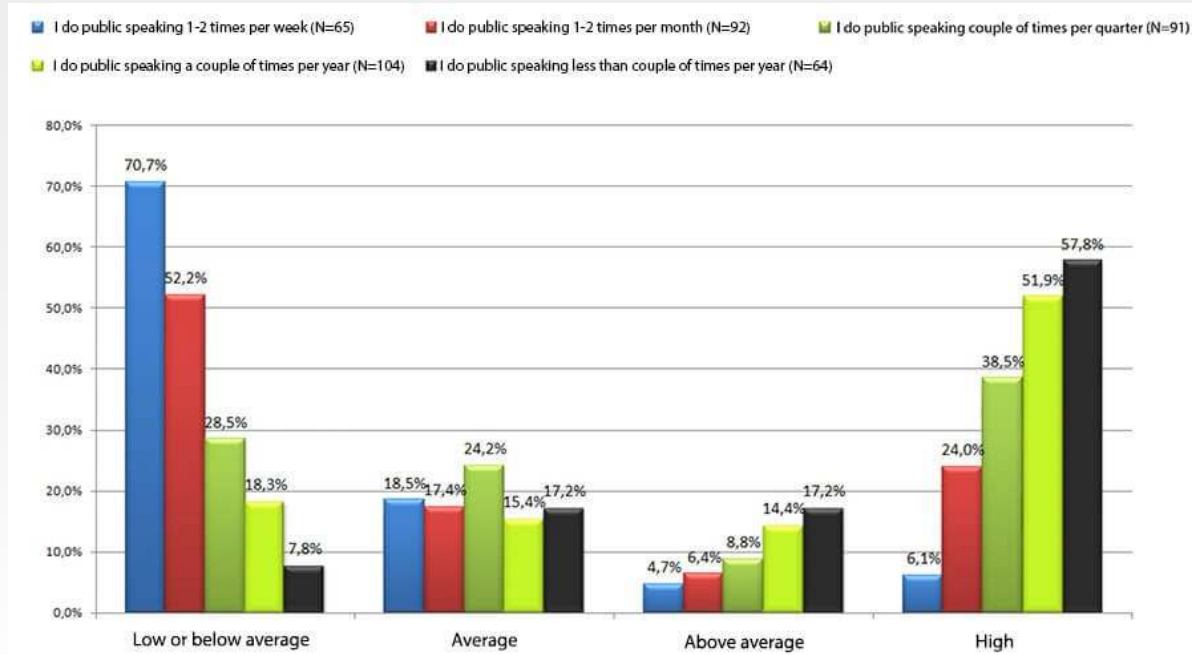
The spotlight effect: assuming that people are have attention focused on you when they actually may not be noticing you.

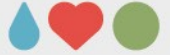
Lesson: People don't notice our errors, quirks, features, and shirts as much as we think they do.





Fear and physiology





Fear and physiology

6B04 Social anxiety disorder

Parent

Anxiety or fear-related disorders

Show all ancestors

Description

Social anxiety disorder is characterized by marked and **excessive fear or anxiety** that consistently occurs in one or more **social situations** such as social interactions (e.g., having a conversation), being observed (e.g., eating or drinking), or **performing in front of others** (e.g., giving a speech). The individual is concerned that he or she will act in a way, or show anxiety symptoms, that will be negatively evaluated by others. The **social situations** are consistently **avoided** or else endured with intense fear or anxiety. The symptoms persist for at least several months and are sufficiently severe to result in significant distress or **significant impairment** in personal, family, social, educational, occupational, or other important areas of functioning.

Inclusions

- Anthropophobia

Postcoordination

Add detail to **Social anxiety disorder**

Has manifestation (use additional code, if desired .)

MB23.H Panic attack

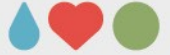




What to do if you get stuck?

- prepare notes in PP or on paper
- over-rehearse (less likely and easier to find back)
- accept to have difficult thoughts: what if I stammer, act dumb, etc.
- it is fine if you take a pause; drink some water
- train relaxation techniques (deep breathing, etc.)
- distract yourself (with positive thoughts)





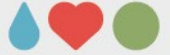
Preparing yourself

- consider what to wear (comfortable with yourself)
- record yourself during a dry run, ask for feedback
- **day before:** rehearse, fine-tune, think about strategies to overcome too much arousal
- **30 min before:** relax, concentrate on breathing, think about calming things; voice prep.: drink warm water, speak your core message loud, repeat tongue twisters
- **beginning:** solidly practise the introduction, smile
- **«intermission» slides** between sections





**Any
questions?**



Further reading (or watching):

- <https://www.businessballs.com/communication-skills/presentation-skills-and-techniques/>
- <http://vita.had.co.nz/papers/layered-grammar.pdf>
- <https://r4ds.had.co.nz/> (chapter 3 and 28)
- <https://www.r-graph-gallery.com/>
- <https://ourworldindata.org/>
- <https://www.youtube.com/watch?v=ynmemxQicQk> (voice proj.)
- <https://www.sltinfo.com/voice-projection-exercises/>
- <https://vocaltechnique.co.uk/voice-projection-exercises/>
- <https://www.youtube.com/watch?v=8sQoYa8TptI> (articulation)





Summary

- the structure of your presentation is also a framework for you: why? how? what did we obtain? what does it mean?
- be clear and concise on your slides and with your figures structure them by emphasizing main points
- it is normal to have fear: prepare well and invest in training (e.g., relaxation) techniques to help you
- challenge yourself: practice makes perfect
- **GO OUT, BE BRAVE AND TRY IT!**





**Thank you
for your interest!**