Presentation Skills Workshop

Participant Manual

2017

About this Manual

This manual and accompanying resources are free to use by members of the ISW community. PSW is a supplement to ISW, but it is not supported or certified by the ISW network.

Authors: Andrew Marchand, 2017, adapted from PSW Manual, UBC, 2006

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About Instructional Skills Workshop

This workshop is modelled after the Instructional Skills Workshop, developed in Canada in 1978 by Douglas Kerr and Diane Morrison. Since its creation, ISW and its accompanying resources have been developed and supported by an international network of facilitators, who have introduced the workshop to more than 30 countries. For more information about ISW, please visit iswnetwork.ca.

Facilitating Presentation Skills Workshop

If you have completed the Facilitator Development Workshop and wish to facilitate this workshop as additional curricula to ISW, please feel free to contact Andrew Marchand for digital copies of this manual as well as accompanying facilitator resources (e.g. example schedules, PPTs, handouts, etc.).

Presentation Skills Workshop Description

In this workshop, participants learn to design and deliver effective presentations, focusing on assessing audiences, engagement strategies, presentation structure, facilitating questions and discussions, physical and visual communication, and so on. Participants must plan and deliver short presentations and receive feedback from their peers.

- Targeted competencies: Presentation Skills, Visual Aids, Questioning Skills, Motivation & Engagement
- Workshop design: 2.5 days, weekly over three weeks; first half day for core curriculum; second and third days for feedback and secondary curriculum

In this Manual

Starting the Reflective Process 4
Your Goals for the Workshop 4
About Presentation Skills Workshop 5
PSW Format 5
PSW Goals 5
PSW Activities 6
PSW Presentation Cycle 6
PSW Feedback 7
Criteria for Giving Feedback 7
Criteria for Receiving Feedback 7
Self-evaluating Using Feedback 8
Introduction to the Purposes of Presentations 9
Types and Goals of Presentations 9
Beginning the Presentation Planning Process 9
Structuring Your Presentation with PROBED 12
1) Pre-assessment of your Audience 14
Audience Analysis Checklist 14
2) Reason for your Presentation 16
Tips for Writing and Sharing your Purpose Statement 16
3) Opening of your Presentation 18
Ideas to Hook your Audience 18
4) Body of your Presentation 20
Presentations that Inform 20
Presentations that Persuade 20
Presentations that Commemorate 21
Organizing the Points in your Body 21
Transitioning Between Points 22
5) Ending of your Presentation 23
Points and Purpose Revisited 23
Moral of the Story 23
The Solution 23
The Future 23
Some Final Advice for Closings 24
6) Discussion Following your Presentation 25
Final Tips for Planning with PROBED 27
Delivering Your Presentation 28
Improving your Physical Presence and Appearance 28
Improving your Verbal Delivery and Language 29
Improving your Presentation Style 31
Managing Technology 31
Managing your Stress and Nervousness 35
Summary 37
Appendices 38
Appendix A: PowerPoint Design Checklist 38
Appendix B: Presentation Pre-delivery Checklist 39
Appendix C: Last-minute Presentation Delivery Tips 40
Appendix D: Stress Management Worksheet 41
Appendix E: Other Workshops and Competencies in this Series 42

Starting the Reflective Process

In order to get the most from this workshop, you will be encouraged to set goals related to what you want to learn about presenting. In the first session, your goals may be quite specific (e.g., "I want to learn how to write a well-defined purpose") or they might be rather general (e.g., "I want to pick up ideas about making my presentations more interactive").

As the workshop continues, you will be asked to discuss what your goals are so all participants can help you to meet them. Goal setting can be done informally while thinking or speaking with others. However, many individuals find it useful to write down their goals.

Your Goals for the Workshop

You'll be asked on the first and second days of the workshop to briefly describe your learning goal(s). You can write them here:

Day One | Goals for the workshop

Day Two | Goals for the rest of the workshop

About Presentation Skills Workshop

The Presentation Skills Workshop (PSW) is an adaptation of the Instructional Skills Workshop (ISW). ISW is a highly effective model that balances theory and practice so that even the most experienced instructor can develop and grow through the course of the workshop. It is an internationally recognized workshop that is offered at universities and colleges across Canada, the United States and numerous other countries worldwide.

The difference between these two workshops is that the ISW concentrates on classroom instruction while the PSW concentrates on more formal presentations. The focus of the PSW is on developing and practicing effective presentations that meet the need of the audience.

PSW Format

The workshop follows a *20 hour, 3-day format* usually run with six or 12 participants and one or two facilitators per workshop. Participants review basic presentation structure, and are encouraged to try new strategies and techniques within the safe environment of the group. Within the workshop, participants are asked to experiment with a six-step presentation model that can be remembered with the acronym PROBED. It is a highly participatory approach to improving presentation skills where participants get to practice their skills and receive feedback from their peers. The heart of the PSW is these participant presentations.

All participants practice giving and receiving constructive feedback both verbally and in writing. Content-oriented theme sessions are offered throughout the workshop to provide participants with information and ideas on how to develop and deliver more effective presentations. Topics for these theme sessions might include such topics as handling question-and-answer sessions, developing different presentation styles, dealing with stress and stage fright, using visuals and technology, and preparing a presentation.

An important aspect of the workshop is team-building. This means that PSW relies on an intensive and supportive learning environment where all participants must work collaboratively in a group. *It is very important, therefore, that each participant attend the workshop in its entirety.*

PSW Goals

There are many general goals for participants of PSW. As a participant of PSW, you will:

- Work closely with peers to practice presentation strategies and techniques;
- Become aware of strategies to increase audience participation;
- Recognize the importance of knowing your audience;
- Develop presentations around a well-defined purpose; and
- Identify and utilize various presentation styles.

More specifically, you will practice:

- Using purpose statements to inform the audience and focus content;
- Considering the variable needs of your audience;
- Writing useful, practical presentation plans;
- Using common presentation media competently; and
- Giving and receiving constructive feedback.

PSW Activities

In PSW, each participant takes on the roles of both presenter and audience member. Each participant will deliver two presentations within the mutually supportive group. When someone else in the group is presenting, the other participants are the audience members.

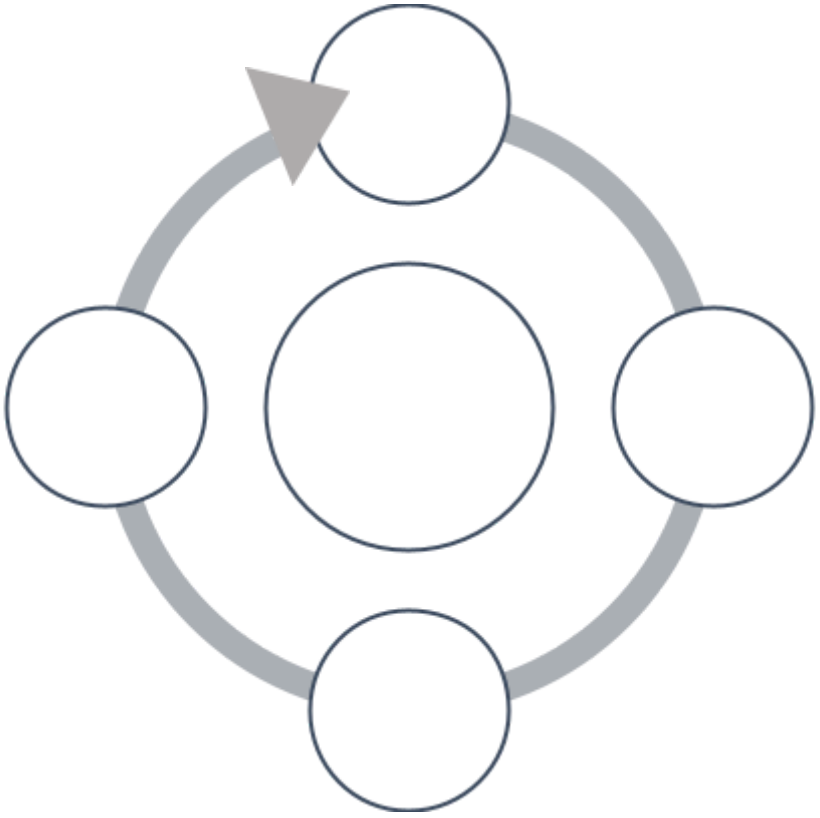
Immediately following each presentation, audience members give the presenter feedback on the effectiveness of the presentation from their perspective. This peer feedback takes two forms: written feedback and verbal feedback. Presentations are videotaped which provides a third form of feedback. Each participant is asked to view the video in its entirety prior to the next presentation.

During the workshop, participants are asked to engage actively as audience members, and to give and receive feedback that is honest, constructive, and focused on presenter behaviours that can be changed and improved.

The PSW is an excellent opportunity to view others' presentation styles. This is a time and a place to experiment and receive feedback on the effectiveness of new presentation strategies. It is also a time to practice reflecting on your presentation to determine if your presentation plan and your delivery was effective for your audience.

PSW Presentation Cycle

As a participant, you will plan and deliver two 10-minute presentations during PSW. Your 10-minute presentation will include time for setting up and receiving feedback from peers, giving you a total of 35 minutes for each of your presentations. Your peers will also receive 35 minutes for their presentations, so the PSW cycle will repeat up to six times for each full day of the workshop.



PSW Feedback

Since you will present twice using the cycle above, PSW will provide you with two opportunities to receive feedback on your presentation skills. It will also allow you to see and learn from many other presenters, giving you many opportunities to give peer feedback to others.

Feedback provides the information you need to determine how effective your presentations are and to what extent you have met your goals. Constructive, useful feedback will allow you to make changes that will improve your presentations and increase your effectiveness. The same is true for feedback that you give others. In this workshop you will give and receive useful, constructive, non-judgmental feedback.

Criteria for Giving Feedback

When you give feedback in PSW, you should try hard to make it as meaningful and helpful to your peers as possible. For example, good feedback should be:

- **Descriptive rather than evaluative.** Describe your own reactions and observations. This includes what you saw and heard, and how it affected you. Avoid using language that conveys judgments.
- **Specific rather than general.** Give direct, "here and now" feedback to help the receiver focus on immediate behavior. General, non-specific feedback can be confusing, and lacks impact.
- **Solicited rather than imposed.** Feedback is most useful when it answers a question that the receiver has asked that the observer can answer.

- **Directed toward behavior that can be changed.** Frustration can result from receiving feedback about something that the receiver cannot readily change.
- **Well-timed.** Feedback is most useful when it is given as soon as possible after the behavior.
- **Emphasizes strengths.** Receivers will be more open to suggestions for improvement when they understand their strengths and how they can be built on.
- **Given in a caring manner.** Defensiveness and anxiety are reduced when the receiver feels that the giver is being respectful of her or his feelings.
- **Given in amounts the receiver can hear.** Too much information at once can be overwhelming, and is not constructive.

Criteria for Receiving Feedback

When receiving feedback, it is important to be open, to listen actively and to respond honestly. For instance, you can follow these guidelines to gain the most from your feedback session:

- Ask for specific information or examples.
- Paraphrase what you hear.
- Make eye contact with the giver.
- Accept all feedback initially (accepting it doesn't mean you have to agree with it), and then ask for specifics if it is unclear.
- Give honest, experiential responses.
- Determine the importance of the specific feedback.

Self-evaluating Using Feedback

After you finish each of your presentations in PSW, you should be able to reflect on and answer several questions with your facilitator as a means of self-evaluation. While your peers are writing their written feedback after you make your 10-minute presentation, you can discuss the following questions with your facilitator:

- Did you accomplish your presentation's purpose?
- How far did you divert from your plan?
- What could you have done better?
- What worked well?

After you receive verbal feedback from your peers during the 13-minute feedback circle, you'll also be encouraged to ask further questions:

- Do you have further questions for your peers?
- Do you have valid feedback about your presentation?
- Do you need to do anything as a follow-up?
- What should you do differently to improve future presentations?

Finally, after reviewing your video footage at home, your facilitator might ask you in following days to reflect on some final questions like:

- In your video, what surprised you about:
    - How you looked while presenting?
    - How you spoke while presenting?

    - How you moved or acted while presenting?
    - How the audience reacted to you while presenting
- What worked well, and what could you have done better?
-

Introduction to the Purposes of Presentations

Even for experienced public speakers, learning to engage audiences during different types of speeches and presentations is not always a simple thing. Presentation skills are not simple for most people because there are many different purposes, strategies, and audiences for public speaking, so planning for different presentations may require very different approaches depending on your goals.

This workshop is an introductory workshop, so it will help you learn to use and design several basic strategies and tools that are fundamental to giving presentations. For example, after the workshop is completed, you should be able to plan different types of presentations using an effective planning process. But it will then be up to you to continue practicing and developing your skills until public speaking is natural to you in many different contexts.

To help you begin thinking about the different types of presentations you may need to give in your career and life, this section introduces basics about the goals of presentations and the things you need to consider when preparing for one.

Types and Goals of Presentations

You likely have seen many different types of public speaking. For example, during speeches or presentations you may have seen people:

- Introducing a speaker
- Being a guest speaker
- Presenting a report
- Explaining a process
- Conveying information
- Giving directions
- Presenting a point of view
- Defending a thesis
- Presentations to a committee

These examples demonstrate that there can be many different types and goals of presentations. When you begin planning for an upcoming presentation, considering the type of presentation you want to give and your reasons for giving it is important because your presentation should always have a clear goal. Being clear about the goal of your presentation will help you prepare so that your presentation best fits your needs and the needs of your audience. For instance, your presentation goals may try to:

- Inform, for example by giving information about a topic or organization;
- Present a point of view, for example, giving one side of a debate;
- Persuade, for example by convincing a group to accept a value or take a position;
- Create a need, for example by selling the need for a product or service;
- Call to action, for example by getting a community to change their practices; and/or
- Entertain, for example by engaging an audience at an event.

Beginning the Presentation Planning Process

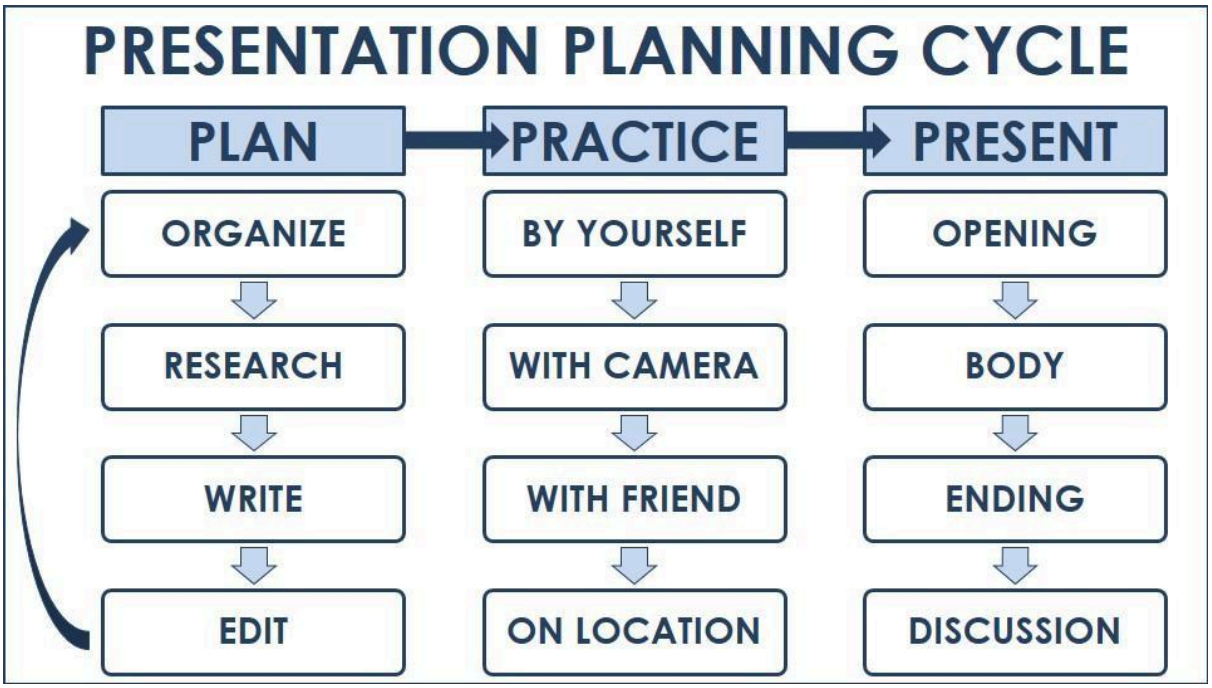
Because there are many different purposes and goals for presentations, to prepare for and deliver a successful presentation, you first need to ask yourself various questions about what your presentation's goals are. For instance, *before accepting a speaking assignment* you should ask questions like those in the following table.

Pre-planning Self-evaluation Questions

Focus	Example Questions
You as the Presenter	• Are you the right person to deliver this presentation? • Are you informed or knowledgeable about this topic? • Are you excited about making this presentation?
Your Message	• Do you know what my purpose is? • Do you know what my main points are? • What type of presentation do you need to plan for? • What presentation style should you have? • What content needs to be included?
Your Audience	• How will the audience perceive you? • Do you know what outcomes you want from your audience? • What types of interaction do you want from your audience?
Your Planning	• Do you have the time to plan and deliver a successful presentation? • Do you know and have the preparation time that is needed? • Do you have time for setting up before the presentation? • Are you available on the day(s) the presentation is planned?

If you've answered these questions and determined that you are ready to begin planning your presentation, then it's time to get into the planning process. The diagram below outlines the different stages that you need to think about when planning your presentation.

Example Presentation Planning Process



The three major stages you need to concentrate on are planning, practicing, and presenting. Each of these stages may also be broken down into smaller steps. For example, when planning your presentation, you might organize your ideas on paper using the PROBED

model described in the next section. You might then research more information, write your script and visuals (e.g. PPT), and then self-evaluate and edit your work. And after editing, if you find gaps in your work, you might then return to re-organizing, researching and re-writing your ideas.

Finally, after you're nearly finished your planning, you'll likely need reflect on several more questions to ensure your presentation is as effective as it can be.

Post-planning Self-evaluation Questions

Focus	Example Questions
My Preparation	● Am I adequately prepared? ● Have I planned and organized the presentation well? ● Am I emotionally and mentally ready? ● Are my materials ready?
My Audience's Response	● What kind of response do I anticipate? ● Have I anticipated the different questions my audience may ask? ● Do I have responses for different objections or critiques?
My Goals	● How will I ensure that my purpose and goal is met? ● Have I emphasized my purpose and main points well enough? ● How will I know my audience understands me?

These types of self-evaluation questions can help you determine if you need to plan more or if you are ready for practicing your script. If you think you're reading for practicing your presentation, you might then practice in different ways, including by yourself, with a camera, with a friend, and on location. Once you've practiced enough that you feel prepared and confident, you're ready for your presentation.

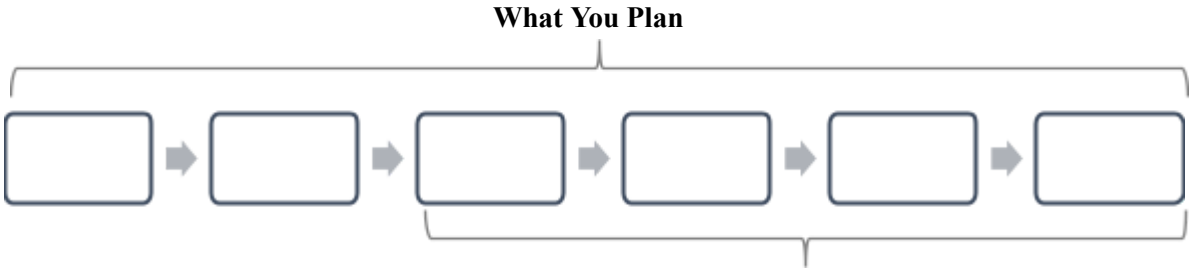
Using the strategies suggested in this manual, you should be able to work through a process like the one described above to consistently delivery effective and engaging presentations. The remainder of this manual will help you with two major themes that you need to think about in detail to create an effective presentation: your presentation's ***structure*** and your ***delivery*** as a speaker. The following section will introduce the PROBED model to help you plan the structure of your presentation, and the section that follows will give you several ideas and strategies to help you with your presentation's delivery.

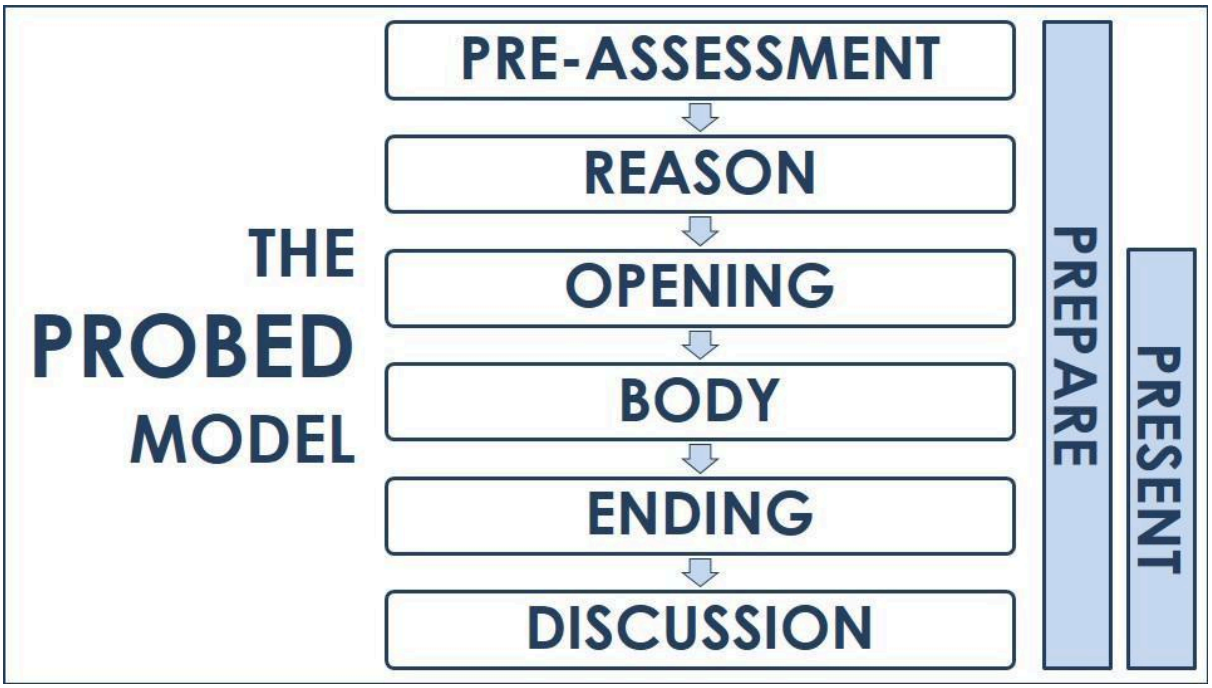
Structuring Your Presentation with PROBED

Structure is important because a well-organized presentation creates an impression that you know what you are talking about, so you will gain the audience's trust and they will be more likely to listen to you. A structure provides a logical flow that helps your audience follow and understand the content of your presentation.

In PSW, PROBED represents the six elements that you need to focus on when creating an effective presentation. PROBED is an intuitive model, so you likely use some or all of these elements in your presentations already. Using these elements carefully and methodically, however, can help you create a logical structure that your audience can follow and trust.

The PROBED Model:





Pre-assessing the Audience

It is important to identify the characteristics, knowledge and needs of your audience so that you are delivering the right presentation to the right audience. This means that your message and your presentation approach may need to change slightly or significantly depending on who your audience is and what their expectations are for you. It is therefore helpful to spend

some time researching who your audience is, what they want/need to know, and what their background(s) are (e.g. academic, professional, formal, informal, etc.).

Although it is important to learn as much about your audience as you can before the presentation, you can also assess your audience during your presentation—for example, you can look for body language suggesting that members of your audience might be bored, confused, interested, and so on.

Reason for the Presentation

After you have a good idea of who your audience is, you need to reflect on the main reason or purpose for your presentation. You need to ask yourself questions like:

- "What is my main *reason or purpose* for speaking?"
- "Why should the audience *care* about what I have to say?" and
- "What are the *main points* I want my audience to take away from this presentation?"

These types of question can help you focus your ideas so you and the audience are clear about what they will gain by listening to you.

Opening of the Presentation

Once you know your audience and your reason for addressing them, it's time to begin developing the content of your presentation by focusing on its opening. Developing a strong opening for your presentation involves hooking their attention in a meaningful way. Your opening should be something that grabs the audience's attention and provides them with a reason to be interested in what you have to say.

Body of the Presentation

The body of your presentation contains the major portion of the content you're trying to communicate. The body should connect directly to your reason or purpose for speaking and your opening. You can organize the content of your presentation differently, but you need to make sure you include enough content to achieve your purpose. In your presentation's body, you make your points concisely, you support them when necessary, and you connect them clearly and logically with transitions.

Ending of the Presentation

Finally, your ending is the final impression you will leave with your audience, so you need to make sure it's a strong one. Your ending or closing should reconnect your audience with the purpose of your presentation and let your audience know the major ideas or points that you shared. It serves as your final chance to energize or inspire your audience, so it's important to think about how your ending will finish your talk.

Discussion after the Presentation

After your presentation is complete, you need to be prepared for any discussions or questions that may follow. Not all types of presentations allow for audience interaction at the end, but you should be ready to answer questions or facilitate small discussions if there is a chance some audience members may want to respond to your talk. To facilitate discussions and

questions well, you need to predict the topics and questions that the audience may raise, and plan how to respond to them.

1) Pre-assessment of your Audience

Audience pre-assessment is a very important stage for creating an effective presentation. Knowledge of your audience is not only an important prerequisite in making decisions about the content, format, language and style of your presentation, but it is also a vital step to help you connect with your audience. The following checklist will guide you in thinking about the type of information you need about your audience.

Audience Analysis Checklist

Size of Audience:
- 1 – 10
- 11 – 30
- 31 – 50
- 51 +

Make-up of Audience:
- Superiors
- Peers
- Subordinates
- Special Interest Groups
- Composite

Their expertise:
- Informed
- Technical
- Uninformed
- General

Their attitude toward me:
- Interested
- Neutral
- Hostile

Their attitude toward topic:
- Interested
- Neutral
- Hostile

Their expectations for presentation:
- Duration of presentation
- Formal/informal style
- General/specific content detail
- Discussion/lecture
- Preparation for presentation

In addition to analyzing your audience before your presentation, you should also be assessing your audience during your presentation by monitoring their reactions and changing course or pace accordingly. For example:

- Does your message appear to be understood by the audience?
- Are they falling asleep or visually disinterested?
- Do they appear puzzled?
- Do they seem particularly interested in some parts of your talk more than others?

- Do they seem particularly engaged with some presentation or speaking styles more than others?

Depending on how your audience is reacting to your presentation, you may need to change your approach. For example:

- Are you speaking to fast or too slow? Try slowing down or speeding up.
- Are you using vocabulary or discussing content that is too easy or too difficult? Try skipping simpler ideas or defining more complex terms.
- Is the room too hot or stuffy? Try opening a window, adjusting the air conditioning or turning on a fan.

If you aren't seeing visual signals, a good technique to help you stay connected with your audience is too check in with them regularly by asking if they are physically comfortable, if they are understanding your content, and/or if your presentation style or delivery needs to be adjusted.

Ultimately, if you spent enough time assessing and getting to know your audience, you will communicate to them many important ideas that ensure your presentation's success. For example, you will be telling your audience:

- I will not waste your time
- I know who you are
- I am well organized
- I know my subject
- I have a purpose
- I have structured my presentation to help you remember my main points

What types of audiences will you likely be presenting to in the future?

How should your presentation style change for these types of audiences?

2) Reason for your Presentation

After getting a clear idea of who your audience is, defining a clear reason or purpose for your presentation can help focus your ideas and presentation strategies when it comes time to plan what you should say.

You should be able to say the reasoning or purpose for your presentation in a clear and concise statement. A good purpose statement should answer:

- What your audience will gain by participating in your presentation (i.e. new knowledge, values, beliefs and/or skills)
- Why gaining these new things is important (i.e. to them, to society, to the world)

A good purpose statement:

- Describes what participants will gain and not what you will do as a presenter
- Is specific and measurable rather than broad and intangible
- Conveys the importance of the presentation to the audience to help engage them

Here is a quick example of how a purpose statement can be improved:

- *"In this presentation, I will explain how healthy living can help people live longer."* This statement can be improved because it focuses on the presenter on not the audience. "Healthy living" is also broad and unspecific as a topic. Finally, the importance is lessened by mentioning people in general and not the audience specifically.
- *"In this presentation, you will learn important elements to healthy living and apply these elements to your current lifestyle so you can live longer and suffer from fewer illnesses in your old age."* This statement focuses on what the audience will do (i.e. learn/apply), is more specific about the points you'll make about healthy living (i.e. elements), and has more direct language about why this is important to the audience specifically (i.e. live longer, less illness).

Tips for Writing and Sharing your Purpose Statement

When preparing a useful purpose, you should continue to modify your statement until these questions are answered:

- What do I want the audience to know or be able to do by the end of the presentation?
- To what level do I want them to understand my main points? Am I presenting material briefly or in more depth?
- Is my purpose statement clear about why the information in my presentation is important to my audience?

Once your statement is written, consider how you will share your purpose with your audience. If you write your purpose on a board, for example, your audience will be much more likely to be able to follow along with you.

Practice writing a purpose statement. See if you can assess if it is good using the criteria above.

The next part of the presentation basics, "Opening," a "Body,", and "Closing" can also be thought of as following that familiar old saying for presenting: "tell them what you're going to tell them, tell them, then tell them what you told them."

Section of the Main Presentation	Purpose
Opening	**Bridge and Purpose**
"Tell them what you plan to tell them"	Gains the attention of the audience and lets them know what is to follow.
Body	**Main Content**
"Tell them"	Includes the main points and the content/information that supports them. Whether the presentation is 10 or 60 minutes, limit the main points - three is a good number, but no more than seven - with more you're likely to lose the audience.
Ending	**Conclusion**
"Tell them what you've told them"	This ends the presentation. It may include a summary, a call to action, or a question. It can be accomplished in a variety of ways (for example, a story, an anecdote, etc.).

3) Opening of your Presentation

Although the opening of your presentation should be brief, thinking about how you begin your presentation is critical. Like the first pages of a book or the opening scene of a movie, your audience should be captivated early if you want them to be engaged throughout your presentation. A good opening has three major goals:

- To build a bridge or connection between the presenter and audience,
- To define the general topic and points of the presentation, and
- To communicate the importance of the presentation.

Before you begin, your audience won't know exactly what to expect from you, so a good opening bridges the gap between the speaker and the audience. It gives the audience time and encouragement to connect with and accept you as the presenter. It also helps the presenter relax and create a relationship with the audience that builds trust and openness.

After this bridge has been built, the next goal for your opening is to clarify your topic for why you are there and what you are going to be speaking about. This allows listeners to prepare themselves, for example, by thinking about what they already know or believe about your topic.

The third goal of an opening is telling listeners why and how your information will benefit them. Explaining the reason(s) your audience should care about what you're going to say—for example, by saying your purpose statement—you give your audience a reason to want to become more engaged and invested in your presentation.

Here are some general tips about what you may want to include in your opening:

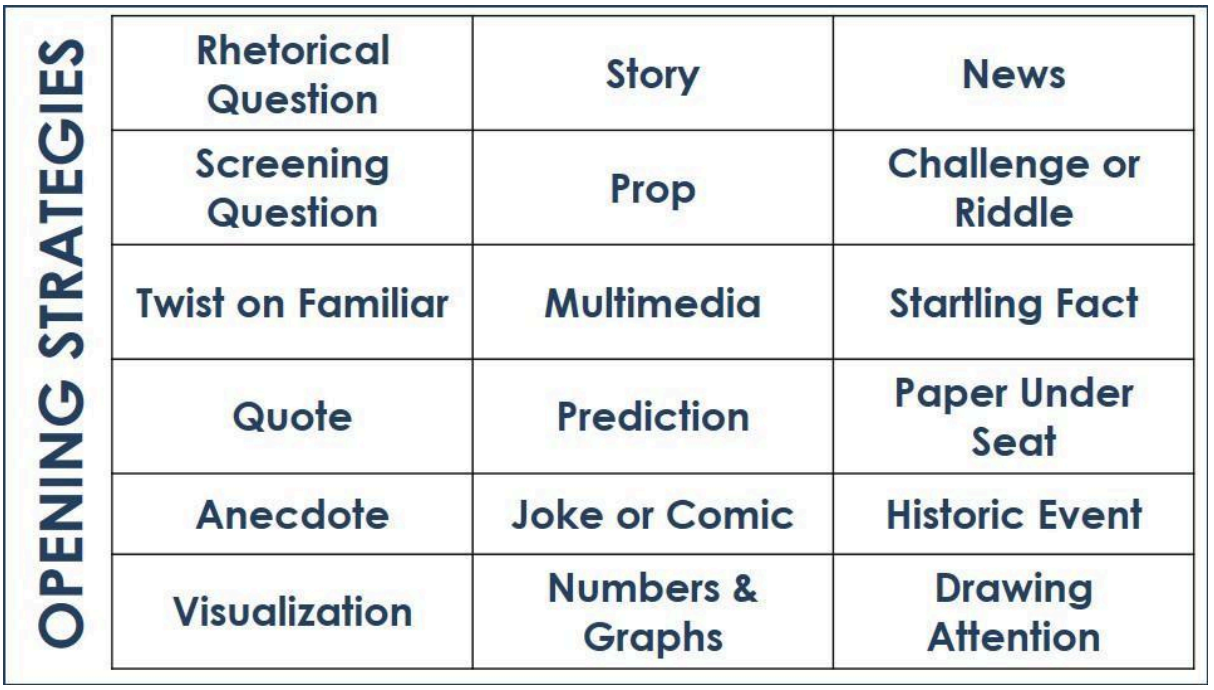
- Tell them who you are or have someone introduce you, including your name, credentials and background;
- Tell them the title of your presentation, using a visual (e.g. PPT) if possible;
- Forecast the major topics and points of your presentation, explaining in a few sentences what your talk will be all about;
- Explain the purpose or reasons for the presentation, including why it's important to you and your audience; and
- Help your listeners adjust to and connect with you by sharing your presentation's organization, your speaking style, and expectations for interaction.

Ideas to Hook your Audience

1. Ask A Rhetorical Question
   - Provokes thought, but doesn't call for an answer
   - Very common, so it's sometimes overused
   - Example: "Think to yourself: how much do we really know about [topic]? Well today, we will review what we know and…"
2. Screening Question
   - Finds out how much audience already knows
   - Forecasts where rest of presentation is going
   - Helps presenter know what level audience is at
   - Example: "How many of you are familiar with the controversy over [topic]?"
3. New Twist on the Familiar

- Take common image or saying and change it
- Give audience a new perspective on something they are already familiar with
- Example: Show map of the world upside down with the south at the top

4. Quote or Anecdote
   - Describe a situation or make a point related to your topic - not the same as a joke
   - When in doubt about relevancy of a quote or anecdote, try it out on someone first
   - Don't wander or ramble: don't lead your audience too far astray
5. Start with a Personal Note
   - Use an anecdote based on your own experience
   - Focus more on your personal reactions to people and events
   - Makes presentation more personal by adding presenter's own feelings
   - Ideas include:
     - Impact on presenter of reading something
     - Impact on presenter of meeting famous person
     - Impact on presenter of overcoming problem or obstacle
6. Audience Participation Exercises
   - Can be simple or complex
   - Useful as an ice-breaker or 'warm-up' exercise
   - Complex exercises can prepare your audience for dealing with complex topic
   - Be aware of audience's limits (i.e. not everyone can sing and some people may not like shaking hands or hugging)
   - A pre-test/post-test can be show progress & how much they've learned
   - Examples:
     - "Make a list of 3 things....."
     - "Stand up and stretch"
     - "Introduce yourself to the people on either side of you."



4) Body of your Presentation

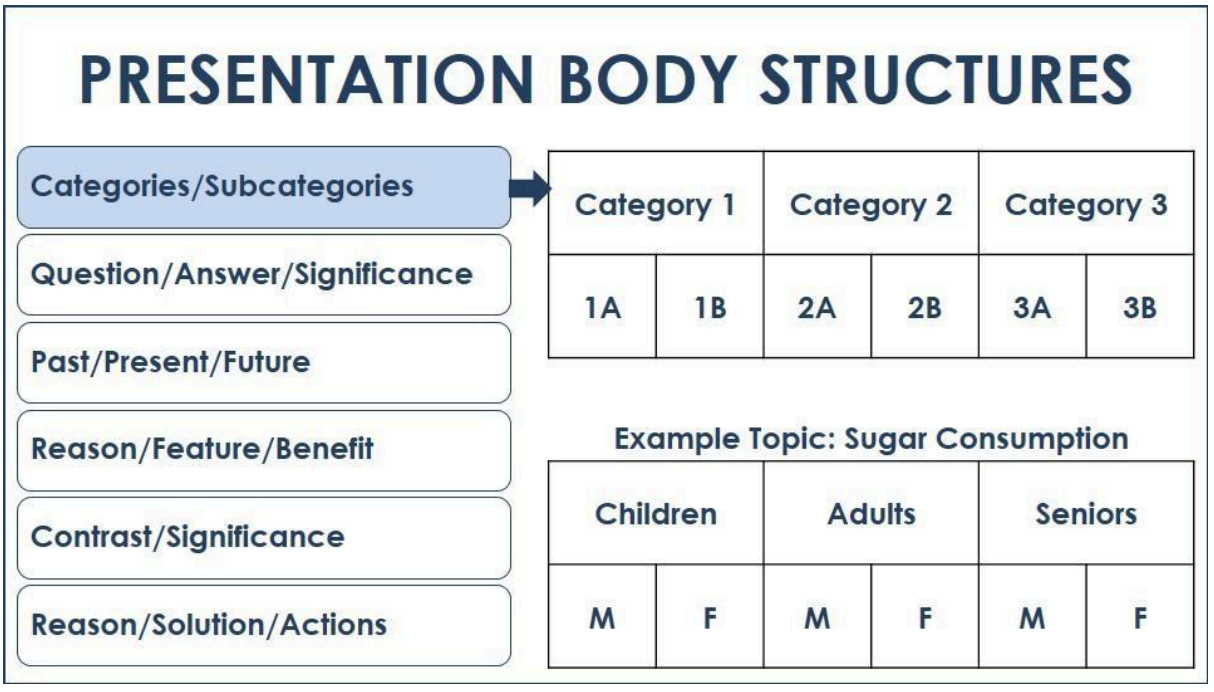
Now that your opening has gained your audience's attention, you need to plan the body of your presentation to make sure that you keep their attention. There are many types of presentations, but the most frequent ones provide information, advocate a cause, give a commemoration, or provide an introduction to someone. How you organize your presentation will depend upon the type of presentation intend to deliver.

Presentations that Inform

To inform your audience about a topic, your presentation should contain several major points, and you can organize these points following the Point-Example-Point structure. Remember that your audience may have trouble remembering more than three points as they listen for the whole message in your presentation, so you shouldn't overload them with too many.

Here is an example of using the Point-Example-Point structure to structure a presentation:

1. Bridge/Introduction
2. Point 1
   - Example 1
   - Example 2
   - Example 3
3. Point 2
   - Example 1
   - Example 2
   - Example 3
4. Point 3
   - Example 1
   - Example 2
   - Example 3
5. Conclusion



Presentations that Persuade

To persuade your audience to accept a new belief or act differently, you want to define a problem or an opportunity that requires them to change. You can use the Point-Example-Point structure as illustrated above, but instead of informing your audience about a topic, your points might be reasons or supporting information about why the audience should change their beliefs or behaviour. For example, you might:

1. **Introduction:** relate a case history or personal experience that exemplifies a problem or opportunity
2. **Point 1:** provide additional illustrations or reasons why the problem must be solved
   - **Example 1**…
3. **Point 2:** specify solutions in detail
   - **Example 1**…
4. **Point 3:** call the audience to action or ask them to do something
   - **Example 1**…
5. **Conclusion:** revisit why the problem is important, why change is necessary, and what the solution should be

Presentations that Commemorate

To commemorate a person or thing, you want to inspire positive emotions and memories towards your subject. You might want to evoke a memory using a story, or recall an incident or an experience that epitomizes your thoughts about the person or subject. Commemorative speeches should be impressionistic, meaning they should leave a strong impression or emotion with your audience about who or what your subject is. Again, you can modify the Point-Example-Point structure:

1. **Introduction:** describe the major themes or memories that your subject represents (e.g. honesty, hard work, inspiration, courage, etc.)
2. **Point 1:** share a brief story, exchange or memory that exemplifies the first theme
3. **Point 2:** share a second brief story…
4. **Point 3:** share a third brief story…
5. **Conclusion:** describe how the subject has impacted you and the audience and close with a mission or sense of duty towards the subject

Organizing the Points in your Body

When planning the structure of your presentation, you'll need to outline the main and supporting points as illustrated in the different types of presentations above. When choosing the main and supporting points, make sure that all of them clearly support the purpose of your speech.

Some different ways to organize your main points might be:

- **By topic.** This is when you have several ideas to present and one idea seems naturally to precede the other. This is one of the most common types of patterns, and it is especially useful for informative and entertaining speeches.
- **By time.** This uses time sequence for a framework. This pattern is useful in informative and persuasive speeches, both of which require background information. The first point may start in the past and then later points work towards the present or future.

- **By space.** This organizes material according to physical space. You may use spatial order in informative and entertaining speech involving physical space. Having a map or image of your physical space can also provide visual signals during transitions of "where" you are in your talk.
- **By category.** This organizes your topic into categories. You can use this pattern for all three speech purposes. If your topic divides neatly into categories or parts, this may be a good way of organizing your talk.
- **By problem and solution.** This is used mostly for persuasive speeches. The first part of a speech outlines a problem and the second part presents a solution.
- **By cause and effect.** This can be used for persuasive speeches. The first part describes the cause of a problem and the second describes its effect.

Transitioning Between Points

Transitions are integral to making your presentation smooth and your points easy to follow, yet many speakers forget to plan for transitions. Transitions lead your listener from one idea to the next in ways that show a logical order to your ideas, show connections between your ideas, and maintain audience engagement. The following are some examples of transitions that work well:

- **Use bridge words or phrases:** for example: furthermore, meanwhile, however, in addition, consequently, finally…
- **Use repetition:** This is when you repeat the same word, idea or phrase each time you begin a new point: "a similar *example* is…", or "another *problem to consider* is…"
- **Ask a question:** You can ask a rhetorical or non-rhetorical question: "How many of you ....?"
- **Flashback to a previous point:** You can link back to or recall previous statements in ways that signal a change: "Do you remember when I said ...? Well now we'll discuss…."
- **Follow a point-by-point formula:** You can follow a strict point by point formula that parallels the Point-Example-Point method of planning your presentation's body: "There are three points: the first one is …"
- **Add a visual aid as a transition:** You can add a quick visual between your regular visual aids for the sole purpose of a transition. For example, a clever cartoon can add some humor, a photograph can focus attention, or a diagram or "presentation map" can show connections between your ideas.
- **Pause:** Even a simple pause, when effectively used, can act as a transition. This allows the audience to think about what was just said, and then be more able to move onto the next idea without being overwhelmed by cognitive load.
- **Use physical movement:** Moving to a different part of the room or switching between standing positions can also signal a change to a new idea or thought in your presentation.
- **Use a prop:** Sometimes, you may have an object that relates to the next idea in your presentation. Like using a visual, taking out an object can also focus your audience's attention and signal that something new is about to be introduced in your talk.
- **Use a personal story:** The use of a very brief story, especially a personal one, can also draw in your audience and ready them for the next major idea. Your story should

relate to the two points you are transitioning between, allowing you to say something like: “This story brings me to my next point….”

In addition to the strategies above, you should also be careful not to repeat three common mistakes that are made when using transitions:

1. The most common mistake people make is that they don’t use transitions at all. Transitions help your information flow from one idea to the next.
2. The second most common mistake is using transitions that are too short. Not enough time is spent bridging to the next idea. This is extremely important when changing to a new section of ideas within your presentation.
3. The third most common mistake is that people always use the same transition throughout the presentation. This becomes very boring after a short while. Try to be creative with your transitions.

5) Ending of your Presentation

The ending or closing is the final major element of your presentation. Your ending should bring the major points of your presentation together and move your audience to think, feel or do what you intended for them in your purpose statement.

The following are different strategies you may think of using for ending your presentations. Although some make more sense for some types of presentations more than others, you may find them all useful at different times.

Points and Purpose Revisited

One of the most common methods of closing a presentation is to revisit the main points and purpose from your opening and body. Just as your opening seeks to connect your audience with you and your topic, your closing should try to reconnect your audience with the major ideas and purpose of your presentation. To do this, you might:

- Use a different way to restate the purpose and major points
- Suggest an action that your audience can take to learn more information or to further engage with you or your topic
- Use a "check-out" activity similar to those mentioned in the opening section above
- Leave your audience with a powerful idea, visual or question that relates directly to your purpose and topic

Moral of the Story

If your presentation shares memories, stories or personal anecdotes, you may want to bring them together at your presentation's close by explaining or revisiting their main themes or ideas. If you didn't share any stories in your body, you could quickly share one in your close which reemphasized the importance of your theme or topic. For example:

- If you shared stories about a theme or problem, talk more about what that theme or problem means to you and what it should mean to your audience: "You may ask yourself what the moral of my story is. Well, it reminds us that…."
- If you are trying to make your audience feel or believe something about a particular topic, share a quick story in your close that changed how you feel or what you believe: "Before I finish I want to share a quick story that emphasizes the importance of [topic]…."

The Solution

The solution close is designed to show your audience how to solve a complicated problem or issue. This type of presentation breaks down a large problem or issue into subcomponents. The presenter's goal is to demonstrate to the audience how each smaller component can be addressed, thus solving the overall problem. For example, the opening of your presentation could define the problem or issue, the body could break down the issue into subcomponents and their solutions, and the close could wrap all of the mini-solutions together. This can work especially well with complicated problems that have multi-part solutions.

The Future

Predicting a successful future can also be an effective way to close your presentation, because many people respond positively to good news, hope, and positivity. By showing the audience

where they are at present, the factors that will affect the future, and how the ideas in your presentation can help them succeed in this future, you can effectively reach your audience and make a powerful close. The key to this approach is being realistic in what you predict for the future. For example, your presentation's opening could define a present state for the audience (e.g. a common belief, a shared problem, a need, etc.), the body of the presentation could outline facts, options, strategies or choices that influence the present state, and the close could make predictions for the future based on the facts and strategy selected.

Some Final Advice for Closings

One final point to remember is that one of the worst mistakes you can make as a public speaker is talking too long. Not only will you disconnect with your audience, you may also make some of them be distracted from your message or, even worse, be upset with you. For this reason, always be mindful of the time and how long your presentation is taking as well as respectful for your audience's time and schedules.

Another final point to remember is that the last thing you say may be the most remembered by your audience. This means that you must put as much time into selecting and practicing your closing as you put into any other part of your presentation. Like your opening, your closing does not have to be humorous, entertaining, or purposefully attention-seeking. It should try to be motivational, challenging, and thoughtful.

6) Discussion Following your Presentation

Depending on the type of presentation, after you finish your talk you may be expected participate in some discussion with your audience. This may include listening and responding to your audience's viewpoints about your topic, answering their questions, or further elaborating your points.

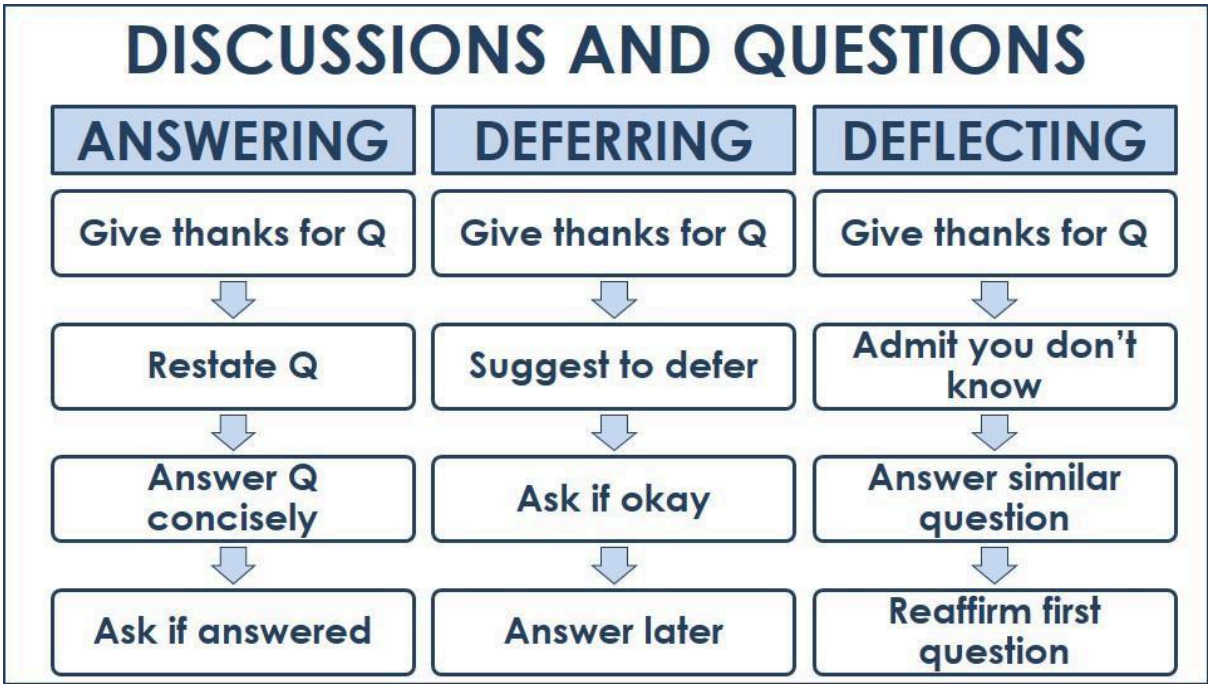
You should ask the presentation organizers if you will be given time for discussion and questions following your talk. If you're expected to interact with your audience following your talk, you have to predict and prepare for what you will say.

Even if the presentation organizers tell you that you won't be expected to participate in discussion or answer questions when you're done speaking, it's very possible that some audience members may approach you to talk to you on their own. For this reason, being prepared for discussion is always important.

To plan for discussion, you should ask yourself several questions:

1. What points or ideas in my presentation are controversial? What might members of my audience disagree with?
2. What points or concepts in my presentation are complex, confusing, or easily misinterpreted? What questions might my audience have about these points or concepts?
3. What points or ideas might members of my audience find especially novel or interesting? How will my audience want me to elaborate on them?

If you think about your audience and answer these questions carefully, you'll likely find several points or ideas in your presentation that your audience will want to talk or ask questions about.



Disagreement

The first type of response from your audience might be disagreement. Identifying what points or ideas are controversial is important because some members of your audience may present different viewpoints or arguments about them. When they do, you can:

- Respectfully thank them for their point of view
- If they were unclear, restate their viewpoint or position
- Confirm that there are different viewpoints or positions
- Review and reaffirm your ideas and points
- Provide more evidence for your ideas and viewpoints
- Thank the audience member for their feedback and perspective again

Clarification

A second type of response from your audience might be about clarifying your ideas or points. After thinking about your audience's prior knowledge about your topic, you may identify different points or ideas in your talk that some members may not fully understand and ask questions about. When they do, you can:

- Respectfully thank them for their question
- If they were unclear, restate their question and ask for confirmation so you know exactly what they want to know
- Answer the question as directly and simply as you can
- Ask them if you answered their question
- Thank the audience member for their question again

Elaboration

A third type of response from your audience is about elaborating the points or ideas that they find interesting. When responding to disagreement you need to provide justification and evidence, and when responding to questions you need to clarify your ideas more simply, but when asked to elaborate on ideas of interest you need to discuss your ideas more deeply or in more detail. When you audience asks you to elaborate, you can:

- Respectfully thank them for their interest in your topic
- If unclear, ask what more they'd like to know about your point or idea
- Review the point or idea, going into further detail
- Ask them if there's more they'd like to know
- Thank the audience member for their interest again

Some Final Advice for Discussions

- Have backup slides and notes for the ideas or points you predict might invite responses related to disagreement, clarification and/or elaboration. These slides and notes might provide more evidence for controversial points (disagreement), make complex or confusing ideas more simple (clarification), or provide more detail to ideas of interest (elaboration). These slides are not part of the opening, body and ending of your presentation, but can be used if they are required during discussion.

- Watch the time, and if the discussion is going too long or one audience member is speaking too much, remind the audience about the schedule and invite the audience to come and speak with you later if they would like.
- Don’t be scared about questions you don’t have answers to. If you are asked a question that you don’t know how to answer, you can do several things to still sound knowledgeable and in control:
    - If the question is not related to your talk, you can tell the audience member that their question is a good one, but it’s outside the scope of your presentation and/or expertise/research.
    - If the question is related to your talk, you can tell the audience member that their question is a good one, but you’ll need to think more deeply about it. You can then state related information that you do know but which might not directly answer the question. You can then state that you’ll need to look into their question more before thanking them.

Final Tips for Planning with PROBED

Now that you've reviewed the PROBED model in detail, here are some final tips you should consider to ensure your presentation structure and plan is as strong as it can be for your given goals and audience.

- Be confident by being well prepared. This means that you
- Be clear about your purpose. Your purpose statement should have one dominant theme and clearly and concisely state what you want your audience to know or do or come away with when you are finished.
- Use a strong beginning and get to the point fast.
- Use simple language and active verbs that are clear and concise.
- Choose words and phrases that are easy to say verbally and easy to hear. How you write is not how you talk, so you may find that words or phrases sound awkward or are hard to enunciate clearly when spoken. This means you should read your script or presentation notes aloud before when rehearsing.
- Use analogies, illustrations, and metaphors that help your audience imagine and visualize and not just listen.
- "Chunk" and present information in small increments.
- Present a review at the beginning of the session, and a summary at the end.
- Use mnemonics or "memory tools" if at all possible like acronyms or visual aids
- Leave visual aids posted when possible.
- Be aware of the physical setting, like if it is too noisy/hot/cold, or how well people can people see you.
- Have a memorable ending that brings your purpose and major ideas together.
- Connect with your audience by being authentic with who you are, using humor, relevant personal information, story, and personal visuals when appropriate.

Delivering Your Presentation

After you've planned your presentation, there are a number of things you need to consider to make sure your presentation delivery is as successful as possible. These include your physical presence or appearance, the language you use, and your presentation style.

Improving your Physical Presence and Appearance

Although your intended message for your audience is in your planned speech, the overall message they hear and perceive will also be influenced by how you look and behave when presenting. Like it or not, your audience will make judgments about you based on your physical presence and appearance, and those judgment may help or hinder you in achieving the purpose of your presentation.

The table below lists several elements and strategies to help you think about and control your physical communication when presenting.

Elements and Strategies for Verbal Communication

Physical Elements	Strategies
Facial expression	• **Practice in a mirror:** If you don't know how you look when presenting, practice in a mirror or review practice footage. If you find that your expressions make you look unapproachable or unnatural, practice the following strategies to look more accepting and positive. • **Take fun breaks when upset or tired:** If you are having a difficult time when practicing your presentation, you may be showing your frustration on your face or in your voice. Take a break, watch a funny online video, read a joke, or call a friend. Try to keep the process fun, which will help you keep a positive facial expression. • **Imagine yourself with friends:** It can feel unnatural talking to an inanimate camera and/or a group of strangers, so to help yourself feel more comfortable and natural, imagine you're addressing friends in a sincere and honest way. If you have a friend who can sit quietly while you practice, that might help you feel more at ease as well.
Eye Contact	• **Converse with the camera:** If your presentation is being recorded, you occasionally maintain eye contact with the video audience by looking into the camera lens when you talk. Talking to an inanimate object like a camera will likely feel unnatural to you, so you need to imagine the camera lens is the eyes of a friend. Just as in a conversation, it is okay to break eye contact (e.g. to look at script notes or your PPT), but you should be addressing the camera lens as much as possible. • **Be conscious where you look:** Avoid distracting the audience by repeatedly looking at the clock, your phone, out the window, or other places. If you need to look at your speaking notes or script, try to speak to the camera more than half of the time, and keep your notes in front of you so you just need to glance.
Gestures	• **Use your hands:** It may also feel strange not knowing how to move your body or hands. You can use hand gestures to underscore your spoken messages, but try to allow your hand and body gestures to surface naturally. • **Engage, don't distract:** If you do use your hands a lot, be aware when your gestures or movements distract from your message.

Dress	• **Dress for comfort:** Select clothing you are comfortable wearing. If you have to wear formal clothes to look professional, make sure you can breathe and you don't feel too hot. • **Dress for your audience:** Dress appropriately for your audience and purpose. For example, casual dress can make you look more approachable to a student audience, but adult audiences may appreciate more professional dress.
Movement	• **Stay in frame/focus:** Be sure the audience can see you at all times. If recording, this means you need to stay in the camera frame. • **Be natural:** Even though you need to stay visible and in frame, try not to stand or sit motionless. If moving feels natural to how you communicate during a presentation, then move. Leaning forward or backward, shifting your weight, or moving to write on a whiteboard is important if it makes you feel natural. • **Don't fidget:** If you move a lot unconsciously or repetitively in a distracting way—fidgeting with a pen, shifting in your chair, shuffling papers, etc.—then you should try to be aware of when you do it.
Posture	• **Face the audience and camera:** Stand or sit comfortably with your body facing the audience and/or camera. If you have to turn your back to the audience or camera (e.g. to use a whiteboard), try to do so quickly. You should also be aware of which direction or parts of the audience you most often face and try to look at different parts of your audience evenly. • **Show confidence:** If you slouch excessively, your posture may communicate emotions like tiredness, sadness, or fear. Keep in mind how you are holding your posture, and correct yourself to show confidence and professionalism.

Improving your Verbal Delivery and Language

Before you deliver your presentation to your audience, an important step is to practice it alone or with people you trust to ensure that you are as comfortable you can be with the language you plan to use. This allows you to listen to yourself and the language you use with a critical ear. It can also help to record yourself with audio or video and review your recording. When listening to yourself, you might consider:

- Developing visual images by using vivid words and phrases.
- Eliminating jargon and buzz words.
- Avoiding inappropriate slang.
- Eliminating unnecessary phrases like "um," "okay," "like," "uh," "you know," etc.
- Speaking as if you are talking to friends, for example, by smiling and calling people by name.

When reviewing your language and speech patterns, there are a number of elements and strategies you might consider. The table below lists several of these elements.

Elements and Strategies for Verbal Communication

Verbal Elements	Strategies
Elocution/Diction	• **Choose your words:** Practice your script to make sure you can easily and clearly pronounce the words you plan to say. Repeat difficult words over and over until they sound natural. Remove words from you script if you find their pronunciation too difficult, or the words trip you up.

	• **Listen to your phonemes:** Listen to yourself speak and make sure your words are clearly heard and understood. When you are practicing, if you concentrate on making sure all the phonemes or sounds in each word are heard, you'll slow down and your elocution will be clearer.
Intonation/Pitch	• **Vary your pitch:** Listen to your voice for monotone speech. Practice varying your pitch in ways that sound natural but more emotional and engaging. • **Engage yourself:** If you find yourself speaking in monotone, you might be tired or distracted. Take a drink of water or a breath, and remind yourself to be present and engaging.
Pacing/Speed	• **Slow down:** Listen to your speed to hear if you are presenting content too quickly to follow or if your pace is affecting your elocution or word clarity. If you think you're speaking too fast, practice speaking at a slower but natural pace. • **Vary your pace:** If you're worried you sound boring or monotone, you might try varying your pace as well as your pitch. Practice slowing down, pausing, and speeding up your pace when it makes sense and sounds natural.
Emphasis	• **Emphasize words and phrases:** You can use subtle changes in pitch, pace, speed, volume, and timbre to emphasize the importance of words and phrases. Practice listening to yourself and others for how they use their voice for emphasis, and see if you can replicate this consciously when your script calls for it.
Prosody/Rhythm	• **Find a rhythm:** Memorable orators like Martin Luther King were masters at mesmerizing listeners with prosody and rhythm. Repeating important words or phrases, speeding up and slowing down, and using metre can create speech rhythms that draw in your listeners. • **Think about metre:** Poets, songwriters, and advertisers know that if you want to hook your listeners, you can use metre to make phrases easy to remember and fun to say. Listen to which syllables are emphasized in your most important phrases, and see if you can adjust their metre to create a rhythm of speech that draws in and focuses the attention of your listeners.
Projection/Volume	• **Speak to the back of the room:** Try to fill the room with your voice while ensuring you sound natural and aren't yelling. • **Speak towards the microphone:** If using one, remember to always speak towards the microphone at a consistent distance to ensure your voice levels are consistent. • **Watch your Ps and Ts:** If you put your hand to your mouth while talking, you'll see that hard consonants like Ps and Ts release a lot of instantaneous air from your mouth. This air can be picked up by your microphone and cause your audio to momentarily spike or pop. If this is a problem for you, you can use a pop filter, momentarily change the direction of your mouth, or learn to pronounce these phonemes with less air directed at your microphone.
Pausing/Breathing	• **Use regular pauses:** Pausing is extremely important not only for teaching and learning (i.e. chunking verbal information to reduce overload, providing cognitive breaks, etc.) but also for keeping your thoughts organized while presenting. • **Breathe:** If you speak too quickly, if you use long phrases without breaks, or if you're nervous, you may find that you're not breathing naturally or that you're often running out of breath. Use your pauses to catch your breath and try to keep lots of air in your diaphragm so you don't run out of air during longer sentences.

	• **Listen for fillers:** Listen for repeated use of filler words during pauses like "um," "ah," "mm," "like," "ya," and so on. If you're unprepared and/or used to using filler words, you might be distracting your audience from your main message by using such words. Instead, use natural pauses and be comfortable with the silence.
Timbre/Emotion	• **Speak authentically:** Sometimes, too much preparedness, nervousness, or seriousness can make speakers sound less natural or approachable. If you find yourself sounding too serious or unnatural, see if you can get a friend to listen to you encouragingly (e.g. sitting quietly with a smile, cracking jokes when not recording, giving feedback, etc.). • **Use emotion:** When it's appropriate to emphasize a point or build connection with your viewers, practice speaking with emotion in your voice. Listeners can pick up on the authenticity of emotional speech in subtle and unconscious ways, so try to be natural. For more tips about using emotion, see the sections on facial expressions and presentation style above and below.

Improving your Presentation Style

Your presentation style is something you develop with practice as you learn from different presentation techniques over time. Developing your own personal style includes making choices about:

- How you use your voice (quickly/slowly, quietly/loudly, with varied pitch or tone, pauses, enunciation, etc.)
- How and when you involve or address your audience (personal/impersonal, active/passive, questioning, etc.)
- How and when you use movement (hands, location, body direction, etc.)
- Your physical presence and appearance (eye contact, smile, dress, etc.)
- Your language (complex/simple, wordy/concise, jargon, etc.)

Your presentation style is a personal thing. What works for you may not work for others. When developing your style, it's important to identify your strengths so you can lead with and build upon them. This can help you gain confidence and build on your successes. For example, if you're a good writer, make sure your words are easily heard when you speak, and that you emphasize your language. Or if you're a good orator, use your pacing, pauses, and tone to draw in your audience.

By focusing on what you do well, you'll be able to introduce new or more difficult techniques into your presentations. If a new technique improves your presentation, then continue to practice it until it becomes a habit.

An extremely good way to think about and improve your presentation style is to watch a lot of good presenters, for example by watching TED Talks or other channels on YouTube. When you see an engaging speaker, try to be conscious of what strategies they are using like those mentioned above—for instance, how they use their voice, how they involve the audience, how they move, how they appear, and the language they use. If you can identify some of these strategies, you can practice them in your own presentations so you can integrate them into your own personal presentation style.

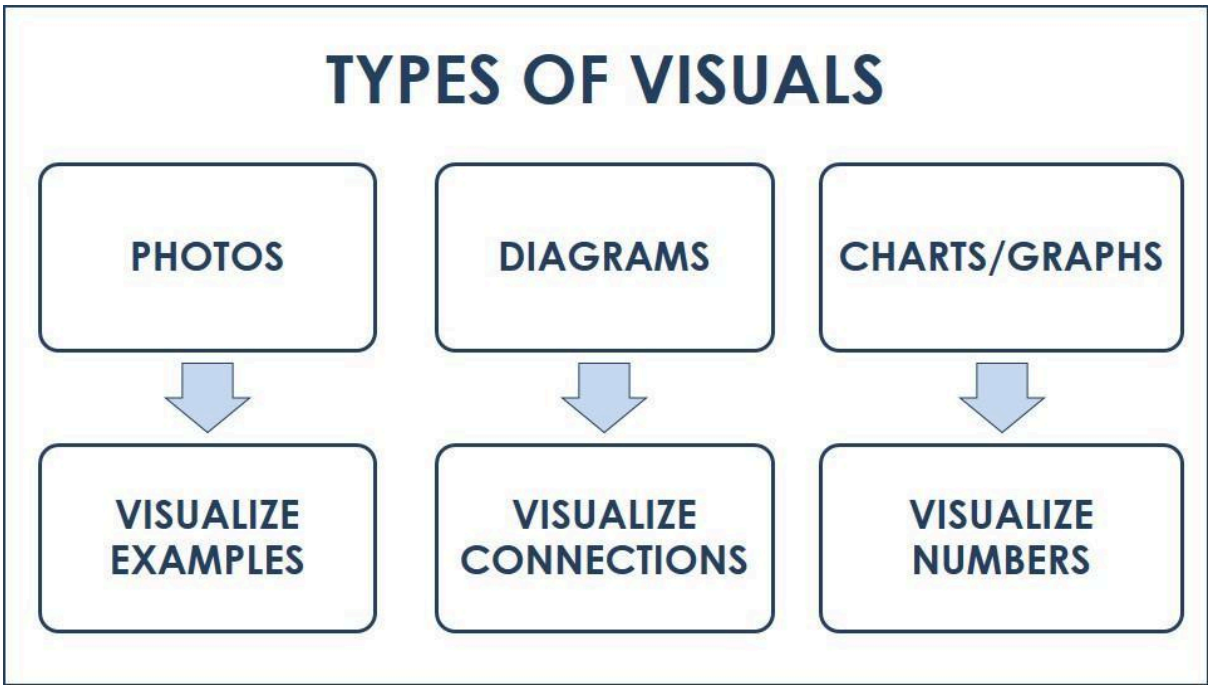
Managing Technology

The previous sections discussed different elements of factors for how you deliver your presentation. This section quickly reviews technology, another important element of effect presentations that you need to consider. Technology can play a large role in many different types of presentations, especially in university or business settings. There are different types of technologies you may need to consider, including:

- Technologies that provide supporting visuals (e.g. PowerPoint, Keynote, Prezi, etc.)
- Technologies that provide supporting physical materials (e.g. handouts, worksheets, posters, etc.)
- Technologies that amplify your voice (e.g. microphones, mixers, speakers, etc.)
- Technologies that record your presentation (e.g. video cameras, microphones, etc.)
- Technologies that provide interaction (e.g. drawing tablets, iClickers, apps, etc.)
- Technologies Owned by the Audience (e.g. cellphones, tablets, computers, etc.)

Visuals

Using presentation software is extremely common in some settings like universities and businesses, so it's more than likely that you'll need to get good at using such software as PowerPoint (Microsoft), Keynote (Apple), Impress (OpenOffice), or another presentation tool. Although effective use of presentation software like PowerPoint can help your audience visualize and follow your points, poor use may distract your audience or cause your audience to disengage. For this reason, you need to be very careful how you use such tools.



Each software title will require different skills to master, but there are some general rules you should follow when creating slides or visuals:

- Be careful what content you include:
    - Do include content in your slides that supports your purpose and relates to your topic

    - Don’t include content that distracts from your audience’s ability to follow your speech (e.g. off-topic photos or clip art, repetitive gifs, distracting colors, etc.)
- Be careful how much content you include:
    - Do use short phrases, words or visuals that highlight your points
    - Don’t use full sentences or paragraphs, unless quoting others
    - Don’t overload your slides with too many points and visuals so your audience has to divide their attention between you and reading or watching the screen
- Choose a slide design or theme and be consistent with it:
    - Do use the consistent text sizes/colours for your headings, bullets, etc.
    - Do use consistent slide layouts that make your content readable and accessible to your audience (i.e. use different layouts for just text, visual and text, just visual, table, etc.)
- Choose your visuals carefully:
    - Do include visuals to highlight and support your points (e.g. photos, very quick videos, illustrations, diagrams, etc.)
    - Don’t include visuals that are overly complex or difficult to read or understand
- Keep the audience’s attention and focus on you and not your slides:
    - Do set up your laptop so you can easily read your slides and move forward and backward, etc.
    - Don’t turn your back to the audience to read the projection screen
- Be careful how much your technology inhibits your movement:
    - Don’t remain stationary with your head down reading your laptop
    - Do use a dependable wireless mouse, smartphone app or Bluetooth clicker that allows you to move naturally and control your presentation easily
- Practice loading and starting your presentation quickly:
    - Do rehearse how you will load and start your presentation, preferably on site before the audience arrives
    - Do ask what technologies will be available (e.g. projector, screen, computer with required software, internet, electricity, etc.)
- Have a backup plan:
    - Don’t expect technology to always work (e.g. power failure, file corruption, broken projector/computer, etc.)
    - Do come prepared to complete your presentation without technology

Support Materials

There are many types of supporting materials you may also want to your audience for your presentation, like a handout, an activity, a worksheet, a feedback form, a poster, and so on. Like your presentation slides, these materials should be clear and concise, and they should be directly relevant to your purpose and major points.

If using such materials, make sure they are distributed in a timely way without distraction. For example, hand out materials yourself before your presentation begins, this may take a lot of time and disengage your audience. Instead, asking audience members to pass your materials out can help you save time.

Amplification

Microphones may be necessary if your presentation is in a larger room or auditorium, or if your presentation is being recorded. You may be using different types of microphones, including a wireless or wired handheld mic, wireless lapel mic, a tabletop mic, and so on. If you have to use a microphone,

- Set up, test and rehearse using your microphone and amplification system before the audience arrives
- Test for feedback, or the high-pitched screeching that occurs when your microphone picks up and feeds back the amplified sound from speakers. If you encounter feedback before or during your presentation:
    - Reduce the volume or gain on the amplifier or mixer
    - Step away from the speakers if you are near them
    - Point your microphone away from the speakers if it is facing them
    - Cup your hands around the microphone
- Review how the microphone might restrict your movement, including where you might trip over wires

Video Recording

If you are recording video of your presentation, it's likely there are supporting personnel who are in charge of handling the video cameras, microphones, and other equipment. As a presenter, however, you should consider or ask about the location of the camera(s) so you know where to look and face and where to stand. For example:

- Be careful to not step behind objects that obstruct the camera's view of you
- Be careful to not step out of the camera frame, especially if there isn't an operator to pan, tilt or zoom the camera
- Be careful to not step out of the light if there is lighting equipment

Interaction

You should be careful not to overcomplicate your presentation with too much technology, but if you are good with technology, there are several ways you can promote more interaction with your audience.

- With the right apps, you can use a tablet to draw on your presentation slides to highlight or draw attention to points, create illustrations, etc.
- With the right apps or equipment, you can get your audience to respond to questions and surveys (i.e. classroom response system apps or hardware)

Audience Technologies

Finally, you and your audience may also have technologies that can affect the success of your presentation, including cellphones, tablets and laptops. Some strategies to help you manage these include:

- Turn your cellphone off or in silent mode before your presentation
- If appropriate, ask your audience to put their cellphones on silent mode
- Be prepared for and know how you would respond to:
    - Audience members who answer their phones during your presentation

- Audience members who take photos of you or your slides
- Audience members who are working on their own laptops

Managing your Stress and Nervousness

One of the primary challenges new presenters face is overcoming their nervousness. Feeling stress and fear is a natural physiological reaction when humans face circumstances that they think put their health and safety at risk. Feeling afraid of public speaking does not mean you are a weak person, that you are a poor presenter, or that you will fail when you try. It just means that you are doing something new, so *you need to prepare thoroughly.*

Good preparation means knowing your audience, knowing your topic, and knowing your strengths and weaknesses as a speaker. Hopefully, after reviewing earlier sections of this manual, you now have some strategies for assessing your audience, for planning the best ways to present your topic, and for assessing yourself as a speaker. Besides knowing your audience, your topic, and your strengths and limitations, here are a number of other strategies you can use to overcome your nerves when your presentation time approaches.

- *Physically rehearse your presentation in the actual venue.* Ensure that all equipment is working, check that overheads/PPTs can be clearly seen throughout the room, and that you feel comfortable moving and speaking in the area(s) designated for you.
- *Arrive at the presentation early and prepare your materials.* This includes adjusting podiums, seats, papers, wires and computers, running and testing your supporting technologies, and mentally reviewing your plan.
- *Plan for contingencies.* Be prepared for all the different things that might go wrong. You don't want to freeze or be distracted by challenging questions, power or equipment failure, or awkward behaviours from your audience. You should try to predict questions, and practice answering questions respectfully. You should have backup plans for technology failure. You can also practice respectful ways of managing unwanted behaviour from your audience (e.g. speaking, laughing, phone use, etc.).
- *If public speaking feels unnatural to you, treat it like an act or a performance.* If you are a shy person, pretend you are wearing an imaginary mask on a stage that allows you to be a confident person. Even if you are afraid, you are *acting the part* of a confident speaker. If you look confident and in command of the occasion, your audience will be convinced by your performance and be totally unaware of your internal fear. They won't be judging you as a person; they'll be reacting to the role you are playing as a presenter. When you prepare for and practice your presentation, practice wearing the imaginary mask of a confident speaker. In time and with practice, the act and the mask will become part of who you are.
- *Identify what you are actually afraid of.* Is it forgetting what to say? Is it looking stupid? Is it the size of the audience, or particular members in the audience? Is it just that public speaking is new to you? Once you've determined the cause of your fear, you can plan how to prevent it, or in the worst cases, deal with it if what you fear does happen.
- *List the physical symptoms of your nervousness.* Think about ways to overcome these symptoms or at least moderate their impact on your performance. Some physical symptoms can be alleviated with exercise or relaxation time prior to the presentation. During the presentation, you can use breathing, pauses, activities or small water breaks to disrupt nervousness when it happens.

- *Don't set impossible goals for yourself.* Don’t imagine yourself getting a standing ovation or winning the hearts and minds of your entire audience. Instead of trying to deliver the perfect presentation, focus on your message, your purpose and your plan, and give yourself the opportunity to make minor mistakes. If you handle such minor mistakes quickly and professionally, no one will judge you for them.
- *Don't be afraid to pause throughout your presentation.* Pauses might include taking a few seconds before transitioning between points. It might mean taking a drink of water. It might mean asking a question or facilitating a quick activity. Each of these examples can give you time to calm your nerves, center yourself, and think about the next point.

Summary

In this manual and workshop, we looked at many different types, structures, and delivery strategies for speeches and presentations. At first, we looked specifically at how to plan your presentations by using the PROBED model to:

- Conduct a pre-assessment of your audience;
- Anchor your presentation to a clear reason or purpose it needs to achieve;
- Plan an engaging opening that communicates your purpose and sets audience expectations;
- Structure your presentation in various ways depending on your purpose using main points and examples;
- End your presentation with a memorable moment that brings together your main ideas and achieves your purpose; and
- Manage questions and discussions that follow.

We also looked more specifically at how you can hone your presentation style and delivery, focusing on strategies like:

- How you communicate with language as well as with your physical body and voice;
- How you can develop your own personal presentation style;
- How you manage and use presentation technologies; and
- How you manage stress and nervousness.

Besides developing a deeper understanding of delivering presentations, a secondary goal of this workshop is for you to have a deeper appreciation for the importance and complexity of how to best communicate with others to achieve various goals and purposes.

Hopefully, this manual and workshop has given you that sense of the importance and complexity. But having a deeper sense of delivering presentations is only the beginning: it is now your task to apply what you've learned to your school, work, and/or life, and to continue to develop your own presentation skills through authentic practice, reflection, and self-evaluation.

If you wish to learn more about presentation skills or any other topic related to your professional development, please review the final appendix and ask your facilitator, school, or organization what support is available to you.

Thanks for your participation!

Appendices

Appendix A: PowerPoint Design Checklist

Organization		
Title Screen	*Title screen relates topic and presenter name*	□
Bridge/Purpose Screen	*Section early in the lecture outlines purpose (i.e. importance, problem solved…) and uses engagement strategy*	□
Outcomes	*Outcomes explicitly stated using Bloom's Taxonomy*	□
Instructional Sections	*Sections are chunked and sequenced to promote learning*	□
Tasks	*Tasks are included or referenced in LMS to support learner application, analysis, synthesis, and evaluation*	□
Summary	*Summary revisits key points, outcomes, and purpose, and uses strategy to engage and motivate learners to remember content*	□
Appendix	*References and resources are included if needed*	□
Content		
Necessity	*No slides, phrases or bullets are unnecessary*	□
Major Point	*Only one major point is on each slide*	□
Concise Phrases	*Slides have concise phrases and leave out what presenter elaborates from script notes*	□
Parallel Structure	*Phrases are grammatically parallel*	□
Logical Flow	*Order of ideas flow logically*	□
Transitions	*Transitional phrases in speaking notes connect ideas in slides*	□
Limited Words	*Fewest words necessary used to convey ideas*	□
Spell Check	*Spell check is used to ensure spelling is correct*	□
Understanding		
Titles/Headings	*Titles relay main point of each slide within 3 seconds*	□
Visuals	*Visuals help to communicate points and examples*	□
Attention	*Arrows, symbols and diagrams draw attention to key ideas*	□
Interpretation	*Script notes include explanations of visuals and data*	□
Charts	*Charts are simple and have a clear focus and purpose*	□
Graphics	*Graphics represent the topic or message*	□
Diagrams	*Diagrams are simple and organize ideas the most effectively*	□
Abbreviations	*Abbreviations only used when sure audience understands them*	□
Jargon	*Jargon is replaced with commonly understood terms*	□
Look		
Template	*Uses full screen and includes appropriate headers, footers, pagination, etc.*	□
Variety	*Slide layouts vary where appropriate*	□
Alignment	*Items on each slide*	□
Contrast	*All text has maximum contrast with background color*	□
Color	*Colors are used consistently, and only changed to focus attention*	□
Background	*Background is simple and doesn't distract or make text harder to read*	□
Font Size	*Fonts are larger than 20-point (preferably 24)*	□
Font Consistency	*Fonts are consistent, using different fonts only when necessary*	□
Clip Art	*Clip art is only used to enhance points and otherwise avoided*	□
Photographs	*Photos are the right resolution and size (e.g. 72-150dpi)*	□

Appendix B: Presentation Pre-delivery Checklist

Scheduling		
Time	*Have I checked the start and end times of my presentation?*	□
Location	*Have I checked the location for its strengths and weaknesses?*	□
Breaks	*Does there need to be breaks and have I accounted for them?*	□
Flexibility	*Do I know what I can eliminate or elaborate if I need to shave or add time?*	□
Support		
Contact Information	*Do I have contact information for support people?*	□
Immediate Help	*Do I know who to ask for help before and during the presentation?*	□
Introducer	*If I'm introduced, do I know who will do it and what they'll say?*	□
Setting		
Rest breaks	*Do I know where the rest rooms and rest areas are?*	□
Environment	*Have I checked the room layout, seating, sound, lighting, and temperature?*	□
Position	*Do I know where I can move and how I can best position myself for visibility?*	□
Materials/Technology		
Equipment	*Do I have all my materials and equipment ready?*	□
	• *Notes*	□
	• *Office supplies (pens, markers, paper, tape, etc.)*	□
	• *Handouts, surveys, feedback forms, etc.*	□
	• *Laptop and projector*	□
	• *Name tags*	□
	• *Other*	□
Visuals/PPT	*Do my visuals and/or PPT reflect the organization's requirements?*	
Testing	*Have I tested all equipment and visual aids in advance?*	□
Backup	*Do I have a backup plan if technology fails?*	□
Appearance/Style		
Dress	*Is my dress appropriate for the audience and occasion?*	□
Language	*Is the language in my presentation appropriate for the audience and occasion?*	□
Physical Communication	*Are my physical communication strategies appropriate for the audience and occasion?*	□
Voice	*Are my verbal communication strategies appropriate for the audience and occasion?*	□

Appendix C: Last-minute Presentation Delivery Tips

This section lists a series of tips you may wish to think about when practicing and delivering your presentations in PSW. Don't be concerned about remembering and accounting for every point on this list. Instead, when presenting in PSW, try to focus on the ones you can learn the most from.

Clothing and Body Decoration

- Dress comfortably but show respect and professionalism
- Wear appropriate clothing for your presentation and the audience
- Smell neutral by bathing but avoiding strong perfume

Movement

- Move about the space appropriately and stand in different places throughout your talk
- Stay visible to your audience at all times
- Don't wander aimlessly or fidget out of nervousness

Voice

- Speak loudly and clearly, but don't yell—speak according to the size of your room
- Speak naturally, vary your pace, and avoid speaking in a monotone
- Make sure you're understood by enunciating carefully and not mumbling

Face

- Keep eye contact with different audience members for no more than 5 seconds each
- Maintain an open pleasant facial expression, and try not to look too serious
- Don't keep your eyes closed for too long
- Smile naturally and try to enjoy your presentation

Gestures

- Use your hands naturally, and make simple gestures that go along with your speech
- Try not to remain completely motionless
- Try not to put your hands in your pockets

Posture

- Stand comfortably and tall with your head up
- Avoid crossing your legs or feet

Proximity

- Try to stand close enough to your audience that you are part of the group
- Don't touch your audience unless you are sure it's appropriate

Appendix D: Stress Management Worksheet

Identify my physical symptoms for nervousness:
I know I am nervous when …
Identify the causes or factors that make me nervous:
Things I get nervous about are…
Determine ways I can prevent my nervousness:
Things I can do to prevent/lessen the causes of my nervousness before presenting…
Things I can do to reduce the physical symptoms of my nervousness when presenting…
Try to think positively about my presentation:
My presentation is interesting because…
The audience will love my presentation because…
I can't wait to give my presentation because…

Appendix E: Teaching Competencies and Similar Workshops

This workshop was designed to align with and compliment a larger set workshops and competencies, so if you enjoyed this workshop, you may also enjoy other workshops that may be available at your school or organization. This appendix describes the other workshops in the series as well as the competency framework that was used to support their design. For more information about the availability of these workshops or competencies, please ask your facilitator about them.

Related Multi-day Workshops in this Series

Core ISW Workshops (used by all ISW network)

(ISW) Instructional Skills Workshop

In this workshop, participants practice lesson planning and instruction, focusing on writing outcomes that follow Bloom's Taxonomy, using engagement strategies, using classroom assessment strategies, and using active learning strategies. Participants must plan and deliver three micro-lessons and receive feedback from their peers.

- Workshop design: 4 days (concurrent or non-concurrent)
- Prerequisites: None

(FDW) Facilitator Development Workshop

In this workshop, participants develop their instruction and facilitation skills by learning how to facilitate Instructional Skills Workshops and similar participatory workshops like those in this list. FDW focuses on skills like leading, paraphrasing and documenting group discussions, asking probing questions, soliciting peer feedback, developing lectures and activities on various educational topics, and so on. Similar to ISW, participants must design and deliver three micro-lessons, but they must also facilitate group feedback for other teachers and deliver themed sessions on teaching and learning topics.

- Workshop design: 4 days, weekly over four weeks or daily over four days; first day for core curriculum; second, third and fourth days for feedback and secondary curriculum
- Prerequisites: ISW (mandatory)

Plus ISW Workshops

(ADW) Assessment Design Workshop

In this workshop, participants learn to design test blueprints, test questions, rubrics, and assignments that align with course competencies and outcomes, focusing on such topics as learning outcomes and competencies, assessment validity and reliability, instructional alignment, question types, test blueprints, rubric design, self- and peer-assessment, marking efficiency, feedback, and so on. Participants must design and present a test blueprint with example questions and an assignment rubric so they can receive feedback from their peers.

- Workshop design: 3 or 4 non-concurrent days
- Prerequisites: ISW (advised)

(CDW) Course Design Workshop

In this workshop, participants learn to develop course outcomes, course maps, and course syllabi, focusing on such themes as sequencing lessons, incorporating learning-by-doing strategies and assessments, designing for varying learner abilities and styles, and so on. Participants must design a comprehensive course syllabus and course map and revise them after receiving feedback from their peers.

- Workshop design: 3 or 4 non-concurrent days
- Prerequisites: ISW (advised)

(DTW) Design Thinking Workshop

In this workshop, participants practice creative design thinking methodologies for complex issues, problems or opportunities within their institution or community, focusing on such themes as exploring problems and opportunities, understanding user needs, creative ideation, and design processes. Participants must design and present different design thinking products

that address a real problem or opportunity within their institution or community and receive feedback from their peers.

- Workshop design: 3 or 4 concurrent or non-concurrent days
- Prerequisites: None

(LBD) Learning By Doing Workshop

In this workshop series, participants learn how to plan lessons and larger projects that promote learning by doing. Each workshop in this series focuses on one of several sub-themes, which may include case-based learning, problem-based learning, project-based learning, and inquiry-based learning learning. Participants must design a comprehensive assignment using one of these strategies and revise the assignment after receiving feedback from their peers.

- Workshop design: 3 or 4 non-concurrent days
- Prerequisites: None

(LSW) Leadership Skills Workshop

In this workshop, participants practice their leadership skills, focusing on such topics as project planning, team building, empowering others, teaching soft skills, conflict resolution, leading meetings, and so on. Participants must draft a leadership philosophy and plan a real project that meets a goal for their institution, community, or personal life.

- Workshop design: 3 or 4 non-concurrent days
- Prerequisites: None

(NSW) Narrative Skills Workshop

In this workshop, participants learn how to tell stories that engage learners and highlight core concepts and values within courses. NSW focuses on storytelling techniques, narrative structure, and how and when to use story in the classroom. Participant must plan and deliver three short educational stories and receive feedback from their peers.

- Workshop design: 3 or 4 concurrent or non-concurrent days
- Prerequisites: None

(OnCDW) Online Course Design Workshop

In this workshop, participants learn how to structure online lessons and course websites to maximize learner usability and success when teaching through online or blended delivery. The three-day workshop focuses on online design, including topics as course website structure, course and lesson outcomes, online learning activities, online assessment, supporting online learners, using learning management systems, and so on. The four-day workshop focuses on blended design, including additional topics like planning learning by doing assignments, in-class participation, in-class learning activities, and so on. Participants must design an online course with example online lessons that include outcomes, tasks and assessments, and revise their course and lessons after receiving feedback from their peers.

- Workshop design: 3 or 4 non-concurrent days
- Prerequisites: None

(OnISW) Online Instructional Skills Workshop

In this workshop, participants learn how to design and deliver video lectures for the online environment. Online ISW focuses on lesson planning, designing quality visual aids, video capture and production, using learning management systems, and supporting online learners. Participants must design comprehensive online lessons and revise them after receiving feedback from their peers.

- Workshop design: 3 or 4 non-concurrent days
- Prerequisites: None

(PDW) Program Design Workshop

Intended for program leaders and/or teams of teachers in the same department, in this workshop, participants learn to develop and/or redesign programs following frameworks supported by standards organizations like AUN-QA and CDIO, specifically focusing on integrating and sequencing courses, planning for active, practical, and deep learning, and designing program competencies that meet the needs of the learner, industry and society. Using provided templates, participants must work in groups to (re)design program competencies and a program matrix, and then work individually to (re)design course competencies, descriptions, and matrices.

- Workshop design: 3 or 4 concurrent or non-concurrent days
- Prerequisites: ISW (advised), CDW (advised), ADW (advised)

(PSW) Presentation Skills Workshop
In this workshop, participants learn to design and deliver effective presentations, focusing on assessing audiences, engagement strategies, presentation structure, facilitating questions and discussions, physical and visual communication, and so on. Participants must plan and deliver short presentations and receive feedback from their peers.

- Workshop design: 3 or 4 concurrent or non-concurrent days
- Prerequisites: None

(TPW) Teaching Portfolio Workshop
In this workshop, participants learn how to create and maintain a professional teaching portfolio, focusing on such themes as structuring and designing ePortfolios, writing teaching philosophies, collecting and reflecting on teaching artifacts, self-evaluating professional competencies, and so on. Participants must design and present a teaching portfolio and teaching philosophy, and receive feedback from their peers.

- Workshop design: 3 or 4 non-concurrent days
- Prerequisites: None

The above workshops were designed to help instructors develop their skills and abilities so they can better meet a series of competencies that are relevant to teaching and training. The following competency framework shows how each of the above workshops align with various competencies. Not all of these competencies may be relevant to you or your institution.

Example Competency Framework for Instructors and Lecturers

Competencies	Related Training
General Professional Skills	
Growth & Development: Lecturer demonstrates commitment to continuous professional growth	TPW, LSW
Self-evaluation: Lecturer demonstrates willingness and ability to self-evaluate skills and competencies	TPW
Educational Theory: Lecturer demonstrates knowledge of up-to-date educational theory and applies this theory to their planning and instruction	TPW
Subject Knowledge & Field Experience: Lecturer demonstrates up-to-date theoretical knowledge and practical field experience within subject area and incorporates this knowledge and experience in their design of curriculum	TPW
Ethics: Lecturer demonstrates adherence to professional and legal standards of ethics	TPW
Learning Design Skills	
Outcomes & Competencies: Lecturer demonstrates use of carefully worded outcomes during lesson and course design that align with program and professional competencies	ISW, CDW, PDW, ADW
Needs Assessment: Lecturer demonstrates willingness and ability to evaluate learner needs, abilities and motivations when designing lessons and courses and make modifications to curriculum or delivery methods when necessary	ISW, CDW, PDW, ADW
Lesson Design: Lecturer demonstrates knowledge and application of lesson planning models that maximize learning and instructional alignment using varied instructional techniques, learning activities, and assessment tasks	ISW, FDW, CDW, OnCDW, OnISW
Course Design: Lecturer demonstrates ability to design engaging and challenging courses with carefully sequenced lessons that build towards higher-order course outcomes	CDW, PDW, ADW
Online & Blended Design: Lecturer demonstrates willingness and ability to plan courses that utilize online technologies to reduce in-class direct instruction and increase learners' in-class authentic practice	OnCDW, OnISW

Syllabus Design: Lecturer demonstrates ability to write comprehensive and accessible course syllabi that guide student expectations, behavior, and learning during the course	CDW, PDW
Universal & Personalized Design: Lecturer demonstrates willingness and ability to make courses as accessible and engaging as possible to the widest variation in learner abilities, backgrounds and styles	ISW, FDW, CDW, ADW
Design for Learning By Doing: Lecturer demonstrates willingness and ability to design larger authentic tasks and assignments that require learners to reflect on, practice, and apply higher level skills and thinking	LBD, CDW, PDW, ADW
Integrated Design: Lecturer demonstrates knowledge of other courses and competencies in their learners' programs and integrates these with their courses and lessons	CDW, PDW
Design for Student Portfolio: Lecturer demonstrates willingness and ability to design for product or performance assessments that learners can include in their portfolios for integration of learning and future employment	TPW, CDW, PDW, ADW
Instructional Methods & Skills	
Motivation & Engagement: Lecturer demonstrates willingness and ability to stimulate and sustain learner motivation and engagement during lessons and throughout courses	ISW, FDW, NSW, PSW, CDW
Learner-Teacher Relationships: Lecturer demonstrates willingness and ability to develop respectful, productive, fair, and empowering relationships with learners that build on shared understanding of teacher and learner roles and responsibilities	ISW, FDW, CDW
Learning Environment: Lecturer demonstrates effective use of strategies that create productive, cooperative, and supportive learning environments which help learners feel relaxed and safe	ISW, FDW
Active Learning: Lecturer demonstrates effective use of various active learning strategies and tasks during class time	ISW, FDW, LBD, OnCDW, OnISW
Meta Learning & Learning Skills: Lecturer demonstrates willingness and ability to teach learning skills and strategies in addition to curricular content during instructional time to help learners understand, appreciate, and improve their own learning processes	ISW, FDW, LBD, CDW, ADW
Presentation Skills: Lecturer demonstrates effective verbal, written, visual and physical communication skills when presenting curriculum to their learners	PSW, ISW, FDW, NSW
Facilitation Skills: Lecturer demonstrates effective facilitation strategies when guiding classroom activities, collaborative tasks, and discussions	FDW
Questioning Skills: Lecturer demonstrates effective use of questioning techniques to probe for critical thinking and target different learning levels and domains	ADW, ISW, FDW
Classroom Management: Lecturer demonstrates effective use of varying classroom management techniques that respect learners and maintain a productive learning environment	ISW, FDW
Assessment Skills	
Formative Assessment: Lecturer demonstrates effective use of varying classroom assessment techniques to gauge learner understanding	ADW, ISW, FDW
Feedback: Lecturer demonstrates willingness and ability to provide rich, personalized feedback to learners	ADW, ISW, FDW
Test Design: Lecturer demonstrates ability to create effective test questions that align with learning outcomes, target desired domains and levels of learning, and use appropriate question types	ADW
Rubric Design: Lecturer demonstrates ability to create effective rubrics that support teacher's and learner's evaluation of assignments and activities	ADW
Peer- & Self-assessment: Lecturer demonstrates effective use of peer- and self-assessment strategies during activities and/or assessments when appropriate	ADW
Technological Skills	
Information and Communication Technology (ICT): Lecturer demonstrates effective use of appropriate technologies to manage administrative information, learning resources, and student data	ISW, FDW, PSW, OnCDW, OnISW, TPW
Visual Aids: Lecturer demonstrates ability to create and modify effective visuals for use as instructional aids, including PowerPoint presentations, photographs, illustrations, diagrams and charts	ISW, FDW, PSW

Online & Learning Management Systems: Lecturer demonstrates willingness and ability to use Learning Management Systems, ePortfolio systems, blogging systems and other online tools to enhance instruction and professional development	OnCDW, TPW	OnISW,
Video Production: Lecturer demonstrates willingness and ability to use of video recording and production tools to create effective online lectures	OnISW	