Presentations
Presentations

**Did it work?**

**How?**
- Prep content and setting
- Delivery of Presentation

**Why?**
- Too many people for small group
- Too little time with too much information

**What?**
- Content (must be important/limited by time slot)
- Domains (knowledge, skill, and attitude), and Levels of Learning
**Steps for Selecting and Implementing Presentation Methods**

- Understand the **needs** of the focus population*
- Understand the principles of adult learning
- Develop meaningful **goals**** and **objectives**

*“Needs assessment provides the foundation for program planning, including presentation planning.”

**“General statements of the desired outcomes of a program...they are primarily long term.”**
http://www.youtube.com/watch?v=aJY0al1MASo

“The primary mission of presentations should be to accomplish goals and objectives.”
S is for Specific
An objective should be specific, clear and concise.

M is for Measurable
An objective should be measurable.

A is for Achievable
An objective should be achievable with the resources you have available.

R is for Relevant
An objective should be relevant to the goals.

T is for Time
Set a deadline for completing the objective.
Steps for Selecting and Implementing Presentation Methods

- Identify setting of presentation and resources available
- Organize resources
- Identify and select the appropriate presentation methods

(If possible, involve participants in method selection. Match method to the content of the presenter’s expertise and to the audience’s needs)
Steps for Selecting and Implementing Presentation Methods

- Test a draft of your presentation with a focus group
- Practice, practice, practice!
Steps for Selecting and Implementing Presentation Methods

• Evaluate the effectiveness of your presentation…Were the expected outcomes met?

• Did you achieve the goals and objectives?
• Was there an improved health status?
• Was there increased program buy-in?…
• at a minimum, did you increase your self-confidence as a presenter?
QW: What are the steps for selecting and implementing a presentation method?
Have your neighbor quiz you on the steps for selecting and implementing a presentation method.
Characteristics of Learners

- Always consider the characteristics of the individuals you will lecture:
  - Age
  - Gender
  - Reading ability
  - Language skills/proficiency in English
  - Biases and beliefs held
  - Cultural and ethnic background
  - Readiness to learn
  - Learning preferences

Make sure your lecture is free of bias and stereotypes, and includes multicultural references and images.
Learning Style

**Visual Learner:**
Learns best by seeing
Visual learners like to see visual representations of the information or multimedia presentations.

**Auditory Learner:**
Learns best by hearing
Auditory learners like to be read to, or to read out loud....they like to talk to others about their ideas

**Kinesthetic Learner:**
Learns best by feeling or experiencing
Kinesthetic learners like to move around, take frequent breaks, learn in different settings.
Multiple Intelligence

- Naturalist
- Intrapersonal
- Musical - Auditory
- Body - Kinesthetic
- Interpersonal
- Linguistic - Literary
- Logical - Mathematical
- Visual - Spatial
Dale's Cone of Experience

- Verbal Symbols
- Visual Symbols
- Recordings
- Radio
- Still Pictures
- Motion Pictures
- Educational Television
- Exhibits
- Study Trips
- Demonstrations
- Dramatized Experiences
- Contrived Experiences
- Direct Purposeful Experiences
Principles Related to Adult Learners

- Adults are not willing to accept information at face value and need to validate the information from their own perspective.

- Adults expect what they are learning to be immediately useful (use relevant stories, examples)
Principles Related to Adult Learners

- Adults use previous experiences as a canvas on which to add new information.
- Adults have a preference for self-directed learning (educator serves as a guide)
- Adults need to know why they are learning the content/skill
There is a proportional relationship between the amount of learning and the amount of fun participants are having.

“The greater the variety in educational methods used, the more likely the program will show positive results.” Gilbert
Principles Related to Adult Learners

- Since attention span with passive listening will last only ~10 minutes, it is best to add, at frequent intervals, an activity, image, or story to help the listener stay focused.

- Adult learning is enhanced by hands-on experiences*

*"The more active and involved the learner becomes, the more likely he or she will learn. Hence, the least effective strategy is simple lecture, with no learner activity, and the most effective occurs when the learner is teaching others and, thus, immediately applying what has been learned to the fullest extent.” Montambeau
QW: In order to be an effective presenter, what must you take into consideration about your learner(s)?
Turn to your neighbor, and tell her/him what you wrote.
Preparation – become familiar with the location of the presentation(s)

- Contact person’s name and number
- Name of site (address, directions, parking, room number)
- Duration of session(s)
- Set-up (Equipment available, Equipment request mechanism, AV/IT support location)
Preparation – become familiar with the setting for the presentation

<table>
<thead>
<tr>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal</strong> (50 + people)</td>
</tr>
<tr>
<td>Center around organized functions, dress should be conservative and neat. Generally includes the use of a podium.</td>
</tr>
<tr>
<td><strong>Semiformal</strong> &gt;25 - &lt;50</td>
</tr>
<tr>
<td>i.e. in-services, community focus group</td>
</tr>
<tr>
<td><strong>Informal</strong> &lt;25</td>
</tr>
<tr>
<td>i.e. updating co-workers</td>
</tr>
<tr>
<td>Most relaxed atmosphere</td>
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</tbody>
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Day of the presentation!

- Before the arrival of the audience
- Once the presentation starts
- While delivering the presentation
- Bringing the presentation to a close
Steps for Giving an Effective Presentation

Before the arrival of the audience:

- Set the room up based on the tone you want to create and the activities you will include in the presentation
- Test the equipment, including the sound system
- Set up a timing system
Steps for Giving an Effective Presentation

Once the presentation starts:

- Introduce yourself
- State the relevance/importance of the subject you will cover
- Set the stage (Humor, Stories, Pose questions)
Steps for Giving an Effective Presentation

During the delivery of the presentation:

- Understand the audience’s ability to focus (straight lecturing, without images, examples, activities, no longer than 10 minutes)
- Understand body language (yours and theirs)
- Non-verbal cues
- Verbal cues
Steps for Giving an Effective Presentation

Bring the presentation to a close

- Prepare the audience for the close by summarizing the important points in the talk
- Invite questions
- Prepare an optional survey for audience input
- Hand out any additional information that supports your presentation
QW: What are the steps to giving an effective presentation?
Arranging the classroom to create a particular environment...
Traditional Classroom Seating

Participants are all facing the front of the room in parallel rows and columns.

- **Positives:**
  - Emphasizes the role of the instructional leader
  - A maximum number of people can be accommodated
  - Allows focus of attention to be centralized on the instructor, screen, or board
  - Provides participants with a sense of personal space

- **Negatives:**
  - Creates natural barriers to conversation, thus limiting discussion among participants
  - Limits the mobility of the presenter
  - The zone of teaching emphasis is the front and center
Cluster Seating

- Arranging four or five desks in such a manner that the participants face one another.

**Positives:**
- Facilitates group work and activities
- Facilitates learning from others and peer education
- Allows for hands-on learning

**Negatives:**
- Some participants will have their back to the instructor, requiring participants to turn during active instruction.
- The arrangement could distract from the ability to practice independently.
- Group dynamics could inhibit learning
- Limits the instructor’s ability to regulate activity
Circular Seating

All seats are positioned fairly close, facing into the center of the room.

- **Positives:**
  - Promotes a sense of equality among participants.
  - Facilitates interaction and participation.
  - All participants are “exposed” to the health educator and other participants.
  - Promotes the role of the health educator as “part of the group”

- **Negatives:**
  - Loss of anonymity
  - The proximity of desks promotes side conversation among neighboring participants.
  - Limits the ability of the instructor to control off-task behavior
Half-Circle Seating

- Seats are arranged in a semi-circle facing the health educator located in the middle.

- Positives:
  - Facilitates class discussions
  - Allows the presenter greater freedom of movement
  - More relaxed than parallel rows

- Negatives:
  - Requires a large amount of space.
  - The zone of emphasis becomes the middle.
U-Shaped Seating

- Desks are arranged in parallel rows on one side of the room facing the parallel rows on the opposite side with an open space in the middle.
- The two rows are connected by an additional perpendicular row of inward-facing desks.
- The health educator can be located in the open portion of the U shape or can minimize his or her presence by standing behind the perpendicular row.
U-Shaped Seating

- Positives
  - Useful for demonstration
  - Useful for debate
  - Encourages eye contact among participants
  - Health educator has greater freedom of movement.
  - Promotes interaction among participants
  - Seating can be easily altered to create buzz groups.

- Negatives
  - Creates a barrier among participants by dividing the room into sides.
  - The zone of emphasis becomes the middle, potentially de-emphasizing students located at the ends and corners.
  - The proximity of desks promotes side conversation among neighboring participants.
  - The arrangement could distract from independent practice.
Board Room Seating

• Design is similar to the U shape with parallel and perpendicular seating; however, the space between desks/tables is removed, creating a conference table.

• Positive:
  • Facilitates problem-solving activities
  • The instructional leader is clearly defined
  • Promotes a business-like environment and sense of formality.

• Negatives:
  • The close proximity of participants
  • Not conducive for larger groups
  • Eye contact is limited
QW: Draw a sketch of each seating arrangement, and list the pros and cons of each one.
Understanding Body Language

Posture: portrays confidence and expertise
Body movement: expresses feelings and emphasizes different points

Eye contact: lack of eye contact shows distrust, apprehension, nervousness, lack of confidence, or boredom

Word accentuation: process of emphasizing certain words to let listeners know that a word or phrase is important
Volume: should be raised or lowered according to where the presentation is taking place
Discussion questions of varying sophistication may be posed to engage the audience in a discussion.

**Blooms Taxonomy:**

*Six levels requiring progressively more complex reflection within the cognitive domain.*

- **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.
- **Evaluating**: Making judgments based on criteria and standards through checking and critiquing.
- **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Applying**: Carrying out or using a procedure through executing, or implementing.
- **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Remembering**: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
Turn to your neighbor and quiz him/her on Bloom’s Taxonomy for the cognitive domain.
The New Bloom’s taxonomy (quiz)
Conclusion

- Summary of key points. This is when you “Tell them what you told them.”
- Ask for questions and or comments
- Use this opportunity to collect feedback and field questions.
Feedback/Evaluation

- A variety of methods are available from a simple show of hands to a written anonymous evaluation form.
- Ask for feedback on the processes or content that is important to you.
- If there was a problem during the presentation, ask for feedback on it.
- Achievement of objectives is best accomplished by comparing pre test data to post test data.
Mistakes happen!

OOPS
Many people have some fear or anxiety dealing with speaking in front of groups.

- Proper preparation and rehearsal can help to reduce this fear.
- Breathing techniques can also reduce this fear.

Source: Laskowski; 2000.
Avoid common mistakes when delivering a presentation.

- Apologizing in advance for boring material
- Using the same presentation for various audiences
- Discussing too much information
- Distracting mannerisms
- Reading every word from every visual
- Delivering the presentation without rehearsing
- Long, heavy sighs
- Failing to start and end on time
Anticipated problems

• Most seasoned health educators have experienced each of the following problems at one point or another.
  • Not enough material
  • Methods inappropriate for the group
  • Method inappropriate to achieve objective
  • Too much or too little time to execute the method as designed.
  • Little variety in methods employed
  • No evaluation or feedback mechanism
Solutions

- Breathe
- Don’t panic!
- Have a back up plan
- **Use** your back up plan
- Remain focused on the audience and their needs
- Remember that: “It is not always the method that is *good* or *bad*, but the dynamic makeup of an audience and how a presenter relates to the members.”
- If nothing is working, stop and assess. Ask the audience what they believe is happening.
Tips and techniques for selecting presentation methods include:
A. Matching methods to content
B. Matching methods to presenter expertise
C. Matching audience needs
D. All of the above
E. None of the above

Which statement about Kinesthetic learners is NOT TRUE?
A. They like to move around to learn new information
B. They like to take frequent breaks
C. They like to see computers and transparencies
D. They like to learn in different settings

Which of the following generally is NOT an expected outcome for presentations?
A. Achievement of goals and objectives
B. Improved health status
C. Increased buy-in for the program
D. Securing grants and monies
E. Increased self-confidence as a presenter

Professionals can increase their self-confidence as a presenter by:
A. Focusing on what went well
B. Practice the presentation
C. Utilize proper planning and evaluation
D. All of the above
Presentation settings include three types:
A. Formal, informal, and semiformal
B. Formal, religious, and advocacy
C. Formal, advocacy, and semiformal
D. Formal, advocacy, and semiformal

Characteristics of effective speakers include:
A. Considerate
B. Genuine
C. Trustworthy
D. Enthusiastic
E. Humorous
F. Proficient in subject matter
G. All of the above

The presentation opening provides an opportunity for the speaker to do all of the following EXCEPT:
A. Garner interest of the audience
B. Set the tone for the rest of the presentation
C. Make a first impression
D. Acknowledge the individual who made arrangements for the presentation
E. Give participants an opportunity to engage in discussion and dialogue

Verbal cues include:
A. Word accentuation
B. Pitch
C. Tone
D. Pace
E. All of the above
Bringing closure to presentations includes a number of possible actions, including:
A. Audience challenges
B. Reminders of past points
C. Call to action
D. Question-and-answer period
E. All of the above

Listeners remember:
A. More of what they hear in a presentation that uses “picture” words
B. Abstract words and concepts
C. Both A and B
D. Neither A nor B

Anticipating difficult audience members can help to move a presentation along. Which of the following are descriptions of audience distracters that presenters may face?
A. The Expert
B. The Debater
C. The Poor Listener
D. The leader
E. A, B, and C

A presentation evaluation form should include the following comments from participants in these areas:
A. Content
B. Structure
C. Delivery
D. All of the above
E. None of the above
True/False
It is wise to avoid the overuse of one method (e.g. lecture, video, work group) in order to maintain the attention of the audience.

Factors such as age, gender, motivation for attendance, ethnicity, and time of day, among others, have the potential to affect the success of methods.

Health information is closely tied to one’s values, beliefs, cultural nuances, geographical issues, and other personal attributes.

Health educators who use culturally sensitive strategies, methods, and programs increase the likelihood that health messages will be internalized and will result in an overall improved health status.

Health educators should ensure that methods used are sequential.