Suggestions for Effective Presentation Design and Delivery

STAGE 1: Initial Planning / Preparation

Planning:

1. Understand the purpose of the lecture.
   - Raising awareness of the topic
   - Transmitting knowledge and understanding of the topic
   - Eliciting change in audience behavior relative to the topic

2. Analyze audience knowledge and interest in topic.

3. Fit topic in bigger picture, course, etc.

4. Identify your objectives for the lecture

5. Consider situational constraints: setting, time of day, relationship to meal serving, whether you are one speaker among others, whether media are being used, etc.

Preparation:

1. Develop a theme or question that covers the heart of your subject and center all content on clearly communicating this theme or answering this question.

2. Decide how the information will be presented:
   a. A theme
   b. Question to answer
   c. Around a clinical case
   d. In an unfolding chronology
   e. Simplest to most complex
   f. Pro/con
   g. Cause/effect
   h. Others?

3. Develop an outline that consists of not more than 5 points

4. Choose examples or analogies to illustrate or define the elements of your key points.

5. Decide how examples will be presented: chalkboard, diagrams, slides, overheads, demonstrations, case studies, etc.

6. Decide if you’re going to give a handout

STAGE 2: The Opening: Introducing the Topic

Note:
- This is the best time to capture the audience’s attention.
- How you relate the material to the audience will determine your effectiveness as a lecturer.

The opening should be used to:
• Take the audience’s mind off of outside issues.
• “Set the stage” for what is to follow
• Create interest in the topic and motivate the audience
• Place the topic into the bigger picture and emphasize relevance
• Establish lecturer rapport with the audience.
• Establish rules / state guidelines for how the session will be conducted (e.g., hold questions until the end or ask at any time, audience will be asked to interact throughout).
• Establish credibility of the lecturer.
• Provide structure and organization to the content.
• Possibly further identify the knowledge level of the audience.

1. Plan an introduction to catch the listener's interest.
   • Raise a question to be answer by the end of the lecture.
   • State a current problem related to the lecture content.
   • Explain the relationship of lecture content to laboratory exercises, homework problems, professional career interests, etc.
   • Relate lecture content to previous class material.

2. Provide a brief general overview of the lecture’s content.

3. Define or explain unfamiliar terminology.

4. Clearly describe to the audience how they can use what you are about to explain to them.

______________________________________________________________________________

STAGE 3: The Body of the Lecture

Note:
• This is the point at which the audience’s minds begin to wander.
• To minimize this, make the lecture lively, ask questions, involve the audience, and summarize after every main point.

Design:

1. Plan for some flexibility in the lecture in order to respond to questions and comments.

2. Determine which key points can be effectively developed during the session.

   When every nuance, detail or instance of a topic is discussed the audience often loses sight of the main ideas. Or, when too many ideas are presented and not developed, they fail to gain understanding.

3. Organize material in some logical order – logical to this particular audience.

   Suggested organizational schemes include:
   • Cause-Effect: Events are cited and explained by reference to their origins.
   • Time Sequential: Lecture ideas are arranged chronologically.
   • Topical: Parallel elements of different discussion topics are focused on successively.
   • Problem-Solution: The statement of a problem is followed by alternate solutions.
Designing & Delivering Effective Presentations

• Pro-Con: A two-sided discussion of a given topic is presented.
• Ascending-Descending: Lecture topics are arranged according to their importance, familiarity, or complexity.

4. Develop meaningful transitions from point to point that show the relationships between/among key ideas.

5. Develop appropriate and meaningful illustrations: examples, analogies, diagrams, slides, overheads, demonstrations, case studies, models, etc.

6. Identify and develop any specific learning activities that are to be incorporated.

Delivery:

1. Prepare so you do not need to read your material verbatim; use outline notes or visuals as cues.

2. Speak clearly, slowly, and loudly enough to be heard by all in the room.

3. Repeat your points in two or three different ways.

4. Cue important ideas by varying speech rate, volume, and pitch.

5. Speak to the audience, not your visuals – don’t run your back on the audience.

6. Make eye contact as much as possible.

7. Vary your pace every 15 – 20 minutes. For example:
   • Stop for questions (asked by you or ask the audience for questions they may have)
   • Ask audience to discuss with their neighbor a point just made
   • Move to a different part of the room

8. Avoid distracting mannerisms (verbal tics like “um” or “you know”; tapping a pencil or pen; jingling coins in your pocket, etc.)

9. Be mindful of your body language.

10. Throughout the lecture check on audience understanding by:
    • Asking them to answer specific questions
    • Asking for their questions
    • Presenting a problem or situation which requires use of lecture material in order to obtain a solution
    • Watching the class for nonverbal cues of confusion or misunderstanding

STAGE 4: Closing the Lecture

1. Keep the conclusion brief and simple.

2. Emphasize the key points made in the lecture

Designing & Delivering Effective Presentations
3. Review the objectives of the lecture.

4. Relate lecture material to past or future lecture (placement of topic in the bigger picture)

5. Ask for and answer audience questions.

6. Finish forcefully. Be sure to end your talk with the insightful, firm summary statement you have prepared – resist any temptation to add a few last impromptu words.

7. Distribute handout materials – delivering materials prior to or during the session could result in the audience reading ahead and not listening to your lecture.