



SHERIDAN
INSTITUTE OF HIGHER EDUCATION

RS292 Research Methods

*Preparing for Presentations;
Presenting Research Findings and
Recommendations*

Lecturer: Dr Maya Krayneva

Textbook: Textbook: Gray, D. (2018). *Doing research in the real world* (4th ed.). Los Angeles: Sage. (Chapter 15)

Preparing the Presentation

Public speaking and giving presentations covers a range of essential competencies (organizational skills, professional language use, eye contact, use of body language)

Be enthusiastic

Dress comfortable and formal



Know your program

Look what content
the presentation is
required to cover



Know your audience

Keep in mind the diversity of the audience
(some want **knowledge**, others want
entertainment → aim for both)

Determine **how much they already know** and
pitch the presentation at the right level of
detail

Know your environment

**Visit the room,
check resources**



Structuring the Presentation: 3 parts

THE BEGINNING: **connect** with your audience, get yourself relaxed, **relax** them.

THE MIDDLE: audience will be drifting in and out → **clear structure** of your presentation will help them maintain their focus

THE END: make an **impact**, emphasize a few key points with enthusiasm

THE BEGINNING: Hook your audience

- Ask a rhetorical, thought-provoking question
- State a shocking statistic or headline
- Use a powerful quote
- Show a gripping photo
- Tell a captivating story
- Use a prop or creative visual aid
- Play a short video



Source: <https://financialpost.com/business-insider/7-excellent-ways-to-start-a-presentation-and-capture-your-audiences-attention>

THE MIDDLE

- ❖ INDUCTIVE approach: Fact + Fact + Fact + Fact *therefore* Conclusion
- ❖ DEDUCTIVE approach: Conclusion because Fact + Fact + Fact + Fact
- ❖ DISCURSIVE approach: Presenting both sides of an argument, recommend one side and explain why.
- ❖ Situation, OPTIONS, and way forward

Structuring the Presentation: density of ideas

Listeners are only capable of remembering **two to three key messages** → Be clear what your key messages are:

Introduction

Keypoint 1 (subtheme 1, subtheme 2)

Keypoint 2 (subtheme 1, subtheme 2) ...

Conclusion

Presenting Complex Processes

- Present a diagrammatic **overview** of full system
- Starting from a **blank** page, present the **first stage** of the system; ask for **questions**
Present the **next stage** of the system, linked to the first stage; ask for **questions**
Present the next stage, etc., ask for questions
- Use plenty of **summaries**

Tips

Use **personal stories** (original, amusing or shocking); work best when short

→ audience can 'connect' with the speaker as a real human being and not merely presenter delivering a message

Use **metaphors**; simple, not too cluttered

→ create strong emotional image

Use **visual aids**

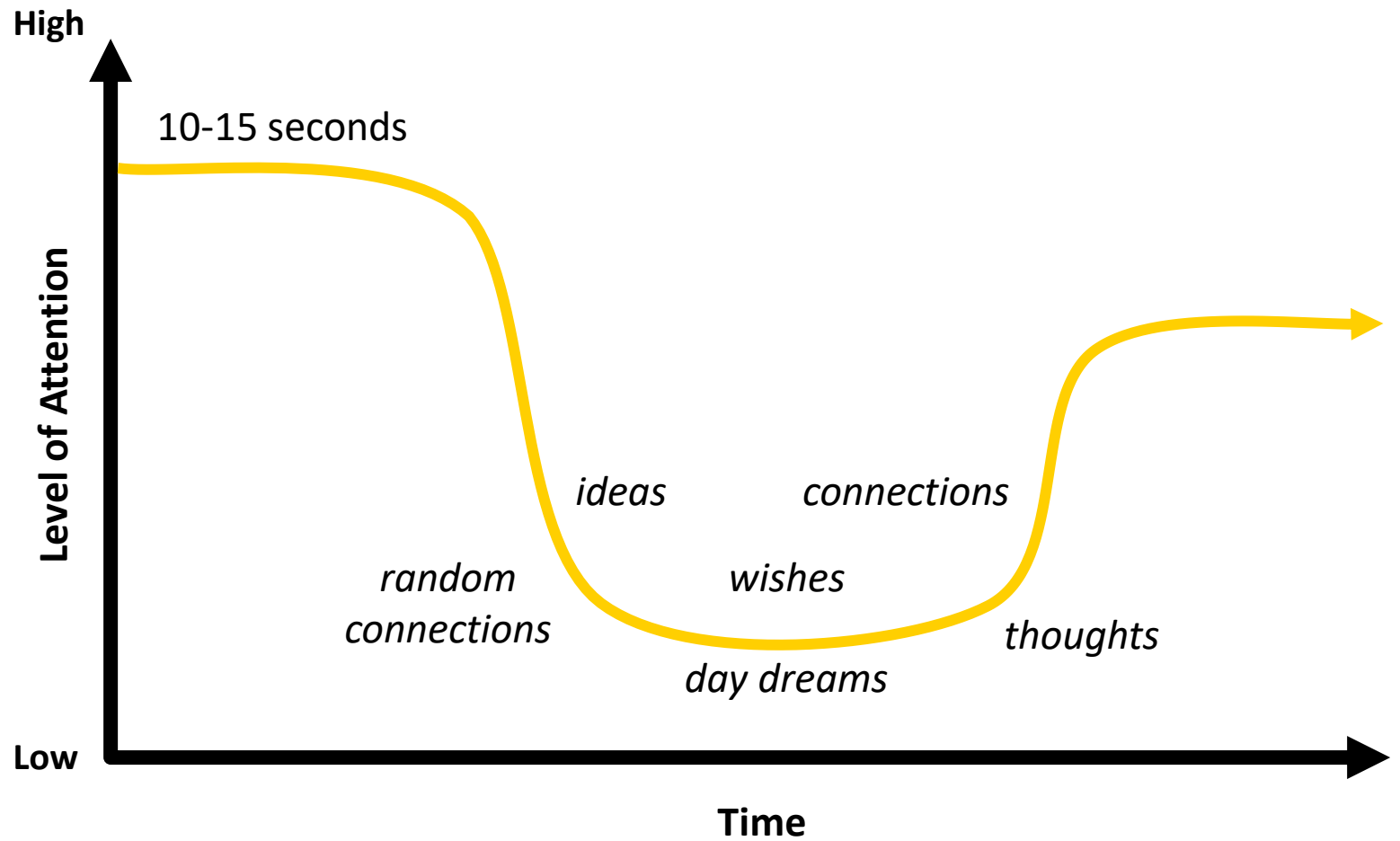
→ make better sense of info

Tips

Engage with the audience

The sin	The consequence
Facing the screen when talking, not the audience	Lack of connection with the audience; less interest in the presentation
Reading from your notes	Lack of connection with the audience; less interest in the presentation
Technical problems such as the equipment not working	Embarrassed speakers and embarrassed audience
Flat, monotone delivery	Audience falls asleep or 'switches off'

Listening curve



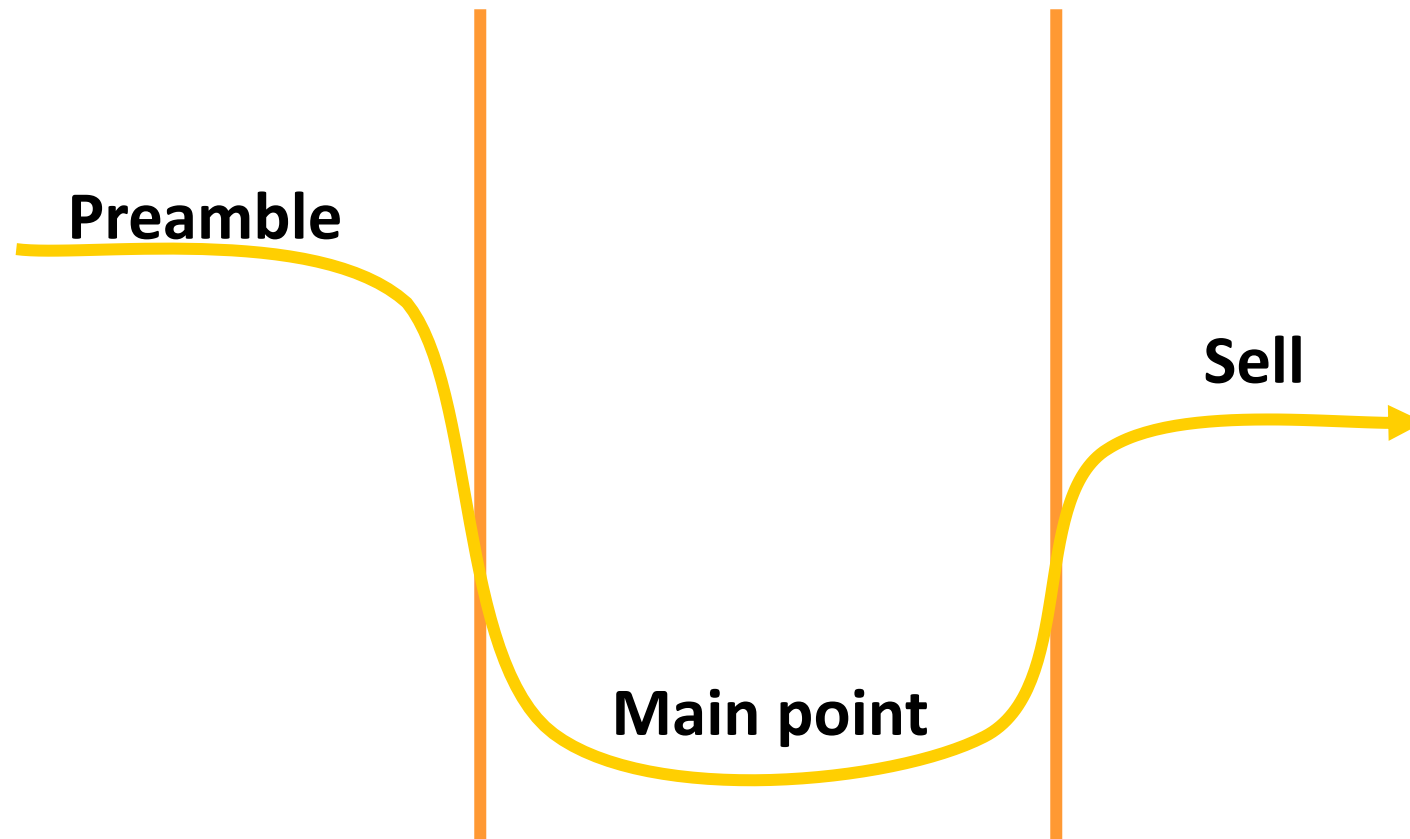
Normal speaking pattern

Preamble

Main point

Sell

Normal speaking pattern & listening curve



Headline / background

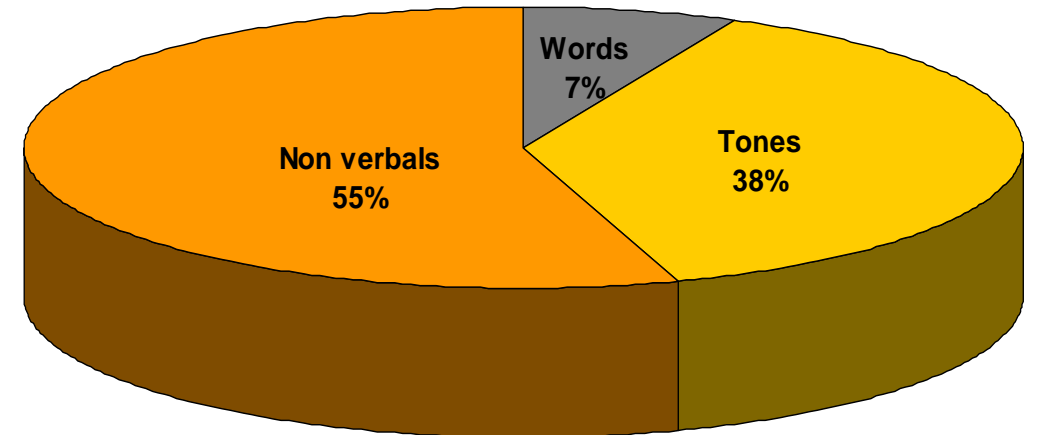
Headline

Background

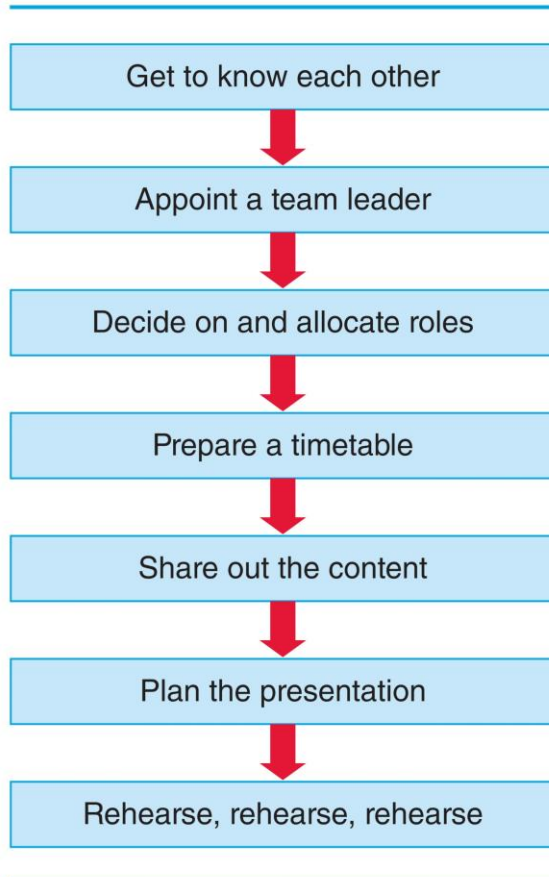
~~**Sell**~~

Tips

- Use effective, confident **body language** (stand confident, don't move too much)
- Use your **voice** to emphasize (emphasize key themes, use a dramatic pause before a key point) and pace delivery (slow down for more detailed sections)
- **Questions** are opportunity for you to repeat and reinforce some of your main points or engage the audience in a debate or discussion



Team Presentations



1. Aim for a polished intro, smooth handovers, and a slick summary
2. Listen first, then contribute
3. Evaluate ideas of others & provide new ideas

What is a Viva?

An oral examination during a postgraduate degree that:

- Tests the candidate's **knowledge** of their thesis to ensure that it is their own work
- Provides the candidate with the opportunity to **defend** their ideas and, if necessary, **add** further detail and explanation

During the Viva

Has the candidate PICKED UP THE KEY DEBATES in the subject area?
Are there any vital sources or debates that have been missed?

Has the candidate IDENTIFIED THE MAIN GAPS in the current literature on the research subject? Have these been clearly articulated?

FROM THESE GAPS, have a set of RESEARCH QUESTIONS been posed? Are they clearly formulated?

Does the thesis contain HELPFUL SIGNPOSTING to the reader? Is it easy to find one's way about the thesis? Is it always clear what the candidate is trying to achieve in each chapter and section?

In presenting findings and discussion, does the candidate RETURN TO THE ORIGINAL QUESTIONS to answer them?

See also Table 28.6, p. 753



Know Your Weaknesses

- Key **omissions** in the literature chapters
- A failure to present a set of coherent and well formulated **research questions**
- Lack of a **coherent research design** that is **appropriate** to the questions being asked
- Problems in **sample** selection
- Failure to acknowledge **alternative data interpretations**
- Making **exaggerated claims**



Activity

Choose some of the resources on the WebQuest (or find your own) and prepare a maximum 3-minute PowerPoint Presentation on ...

... *Giving an effective (research) presentation*

- You have 20 minutes to prepare
- You can work individually or in a team of two
- Challenge yourself to learn/try something new you haven't done before

PowerPoint Presentations Web Quest

- Reynolds. G. (n.d.). *Top Ten Slide Tips*. <http://www.garrreynolds.com/preso-tips/design/>
- University of Texas, Economics Scholars Program. (2018). *Tips for Making a Good Presentation*. <http://sites.utexas.edu/ecoadvising/files/2018/02/Tips-for-Making-a-Good-Research-Presentation-FINAL.pdf>
- Wax, J. (2019). *10 Tips for More Effective PowerPoint Presentations*. <https://www.lifehack.org/articles/featured/10-tips-for-more-effective-powerpoint-presentations.html>
- University of Minnesota. (n.d.) *Research Presentation Guidelines*. [https://cbs.umn.edu/sites/cbs.umn.edu/files/public/downloads/Research Presentation Guidelines EEB340 7.pdf](https://cbs.umn.edu/sites/cbs.umn.edu/files/public/downloads/Research%20Presentation%20Guidelines%20EEB340%207.pdf)
- University of Technology Sydney. (n.d.) *Oral Presentation*. https://www.uts.edu.au/sites/default/files/oral_presentation.pdf
- University of Technology Sydney. (n.d.) *Presentation Checklist*. <https://www.uts.edu.au/sites/default/files/Presentation%20Checklist.pdf>
- Envatu Tuts+ (2019). *19+ PowerPoint Presentation Tips: To Make Good PPT Slides in 2019 (Quickly)* <https://business.tutsplus.com/tutorials/powerpoint-presentation-tips--cms-29886>
- John Wiley & Sons Inc. (2019) *T6 Tips for Giving a Fabulous Academic Presentation*. <https://www.wiley.com/network/researchers/promoting-your-article/6-tips-for-giving-a-fabulous-academic-presentation>
- Business Insider (2014). *7 excellent ways to start a presentation and capture your audience's attention*. <https://financialpost.com/business-insider/7-excellent-ways-to-start-a-presentation-and-capture-your-audiences-attention>

Assessment 3: Presentation

Format:	Presentation
Length:	15 minutes
Weighting:	20%

You will prepare a 15-minute presentation, summarising your research project. This presentation must include a personal reflection on what you have learnt from undertaking this assignment

Presentations should not be too short or long. Marks will be deducted if the presentation is either under or over the allocated time of 15 minutes by 3 minutes.

The key to achieving this target is to practise, practise, and practise.

The two most common presentation software programs are Powerpoint and Prezi. However, you may consider taking the time allowed in this unit to explore options that may better meet your needs. Alternative presentation software programs include: Haikudeck, Keynote, Knowledge Vision, Projqt, Powtoon, and Preseria.

A printed copy of the entire presentation (all slides) is to be handed to the lecturer prior to the presentation starting.

Presentation Rubric

Criteria /Grade	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
Presentation Content	Demonstrates pronounced ability to cover significant content in a clear, structured way	Demonstrates ability to cover content and present a clear structure	Demonstrates some ability to cover content and present a clear structure	Attempts to cover basic content material. Does not present a clear structure	Does not sufficiently cover proposed material. Does not present a clear structure
Presentation & Graphics	Demonstrates pronounced ability to use of graphics and media in support of presentation	Demonstrates sound use of visual graphics or media to support presentation	Uses visual graphics or media to support presentation	Attempts to use of visual graphics or media in support of presentation	Poor presentation; no visual graphics or media used
Presentation Skills	Demonstrates pronounced speaking and presentation skills	Demonstrates speaking and presentation skills	Demonstrates some speaking and presentation skills	Attempts to demonstrate speaking and presentation skills	Inarticulate. Poor speaking and presentation skills
Reflection Skills	Demonstrates convincing evidence of personal growth and reflection	Demonstrate strong reflective skills	Demonstrates ability to reflect on practice	Attempts a basic reflection on practice	No evidence of reflective practice
Creativity	Superior evidence of original thinking in content and presentation skills	Demonstrates effective creativity in content and presentation skills	Demonstrates effective creativity in content or presentation skills	Limited evidence of creativity in content or presentation skills; not convincingly executed	No evidence of creativity

Assessment 4: Research Report

Format: Research Report

Length: 6,000 words

Weighting: 40%

Each student will undertake a small-scale, original research project. The topic may be of the student's own choosing, although academic staff will provide guidance to ensure that topics are suitable and achievable within the time and with the resources available. You will have to agree to follow Sheridan's undergraduate research ethics protocols in all stages of the research process and demonstrate ethical behaviour, personal integrity and respect for others in a research environment. Students can undertake the research project individually or in small teams. Each student must submit their own written report covering the following points:

- Assignment Cover Page (having the title of the research project, your name, your student number and submission date)
- Contents Page
- Abstract
- Introduction (including the research question(s), aim, objectives and justification of the study)
- Literature review
- Methodology (including participants, sampling methods, ethical considerations data collection instruments and data analysis method)
- Research findings
- Summary and conclusion (including key findings, recommendations, implications that could be drawn from your findings, limitations of the study and suggestions for further research)
- Personal Reflection (what you have learnt through undertaking this assignment)
- References

All pages must be numbered and the document has to be prepared with 12 font size and single space format.

Research Report Rubric

Criteria /Grade	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
Research Literacy	Evidences a pronounced grasp of research methods and demonstrates pronounced ability to justify selection	Evidences a strong grasp of research methods and demonstrates ability to justify selection	Evidences a sound grasp of the main research methods and demonstrates some ability to justify selection	Evidences basic grasp of the main research methods and attempts to justify selection	Has not grasped or justified the main research methods
Engagement with a Range of Scholarly Viewpoints	Shows very strong evidence of engagement with a range of scholarly viewpoints	Shows strong evidence of engagement with a range of scholarly viewpoints	Shows evidence of engagement with a range of scholarly viewpoints	Shows awareness of relevant scholarly viewpoints	No evidence of awareness and or engagement with scholarly viewpoints
Methodology	Topic is thoroughly investigated; highly appropriate method employed with high level of research ethics evidenced	Topic is very well investigated; appropriate method employed with a very well-developed level of research ethics evidenced	Topic is well investigated; appropriate method employed with a well-developed level of research ethics evidenced	Topic is investigated; adequate method employed with an acceptable level of research ethics evidenced	Investigation incomplete; method inappropriate and research ethics lacking
Data Collection	Shows sound ability to make use of quantitative and/or qualitative data collection instruments	Shows ability to make use of quantitative and/or qualitative data collection instruments	Evidences engagement with of quantitative and/or qualitative data collection instruments	Attempts to make use of quantitative and/or qualitative data collection instruments	Has not made use of either quantitative or qualitative data collection instruments
Data Analysis & Findings	Shows promise in task of analysing and interpreting a wide range of data	Shows promise in task of analysing and interpreting data	Evidences analysis and interpretation of data	Demonstrates awareness of data analysis and/or interpretation	Has made no attempt to analyse or interpret data
Organisation and Coherence	Demonstrates excellent ability to organise very logical arguments and structure	Demonstrates sound ability to organise very logical arguments and structure	Demonstrates ability to organise logical arguments and structure but some paragraphs lack internal coherence.	Attempts to organise logical arguments and structure	No defined organisation structure and lacks transitions and coherence.
Language conventions	Uses appropriate grammar, spelling, punctuation, sentence construction, paragraph construction, and presentation (80% or more of the time)	Uses appropriate grammar, spelling, punctuation, sentence construction, paragraph construction, and presentation (70-79% of the time)	Uses appropriate grammar, spelling, punctuation, sentence construction, paragraph construction, and presentation (60-69% of the time)	Uses appropriate grammar, spelling, punctuation, sentence construction, paragraph construction, and presentation (50-59% of the time)	Uses appropriate grammar, spelling, punctuation, sentence construction, paragraph construction, and presentation (less than 50% of the time)
APA conventions	Uses correct APA headings and referencing (in-text & final page) 80% or more of the time	Uses correct APA headings and referencing (in-text & final page) 70-79% of the time	Uses correct APA headings and referencing (in-text & final page) 60-69% of the time	Uses correct APA headings and referencing (in-text & final page) 50-59% of the time	Uses correct APA headings and referencing (in-text & final page) less than 50% of the time

Homework



**Finish Collecting and
Analysing your Data**



Prepare your Presentation



**Write up Your Research
Report**