



# Effective Presentation Skills for the College Setting



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Prepared for: ECEEP students, ICHP/CRI

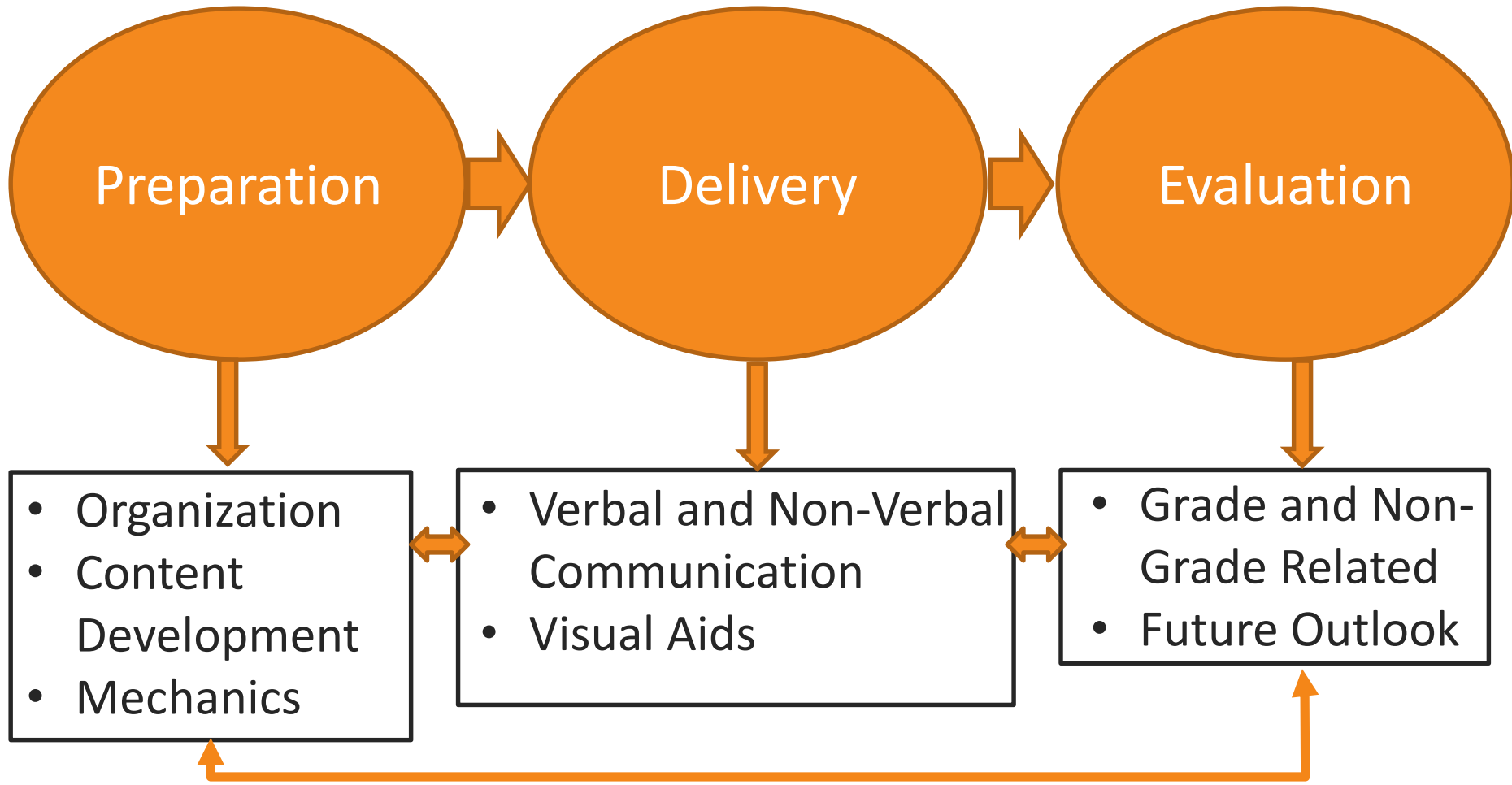
# Presentation and Assessment Types

- **Types of Presentations:** Individual and Group
- **Types of Assessment:** Instructor's, Self- and Peer Assessments\*



\*In a college setting, self-and peer assessments may be used in addition to or in lieu of the instructor's assessment depending on the grading criteria.

# STEPS TO GIVING AN EFFECTIVE PRESENTATION



# Important Notes For Group Presentation\*

- **Follow steps** illustrated in the previous slide and details provided in the following slides for either an **individual or a group presentation**. However, remember to **add** the following when working as a **group** and delivering a group presentation:
  1. Start **communicating** right away with the rest of group to foster communication flows (exchanging e-mail addresses, phone numbers, etc.)

\*We all know what an effective team work is and factors that contribute to building a great team. Information provided here is just to remind you of some simple steps to alleviate frustration and shortfalls of delivering a group presentation in a college environment.

## Important Notes For Group Presentation (Continued)

2. Take **a leadership role** in ensuring that everyone is clearly aware of their distributed task and in following-up on their progress (set a deadline a few days before and have a back-up plan should anyone fail to deliver their work— inform the instructor ahead of time, etc.)

3. Always **do your part and more**. Don't be discouraged or frustrated when other team members do not contribute equally. The key is to encourage others to do their parts. If they do not, remember to inform the instructor\*.

*\*Usually, students do not want to complain about their peers to the instructor or evaluate them poorly when working as a team especially for problems, such as an uneven workload etc. However, they must inform the instructor if that would negatively affect the outcome of the group and individual grades/assessments.*

# 1. PREPARATION

## 1. 1. Organization

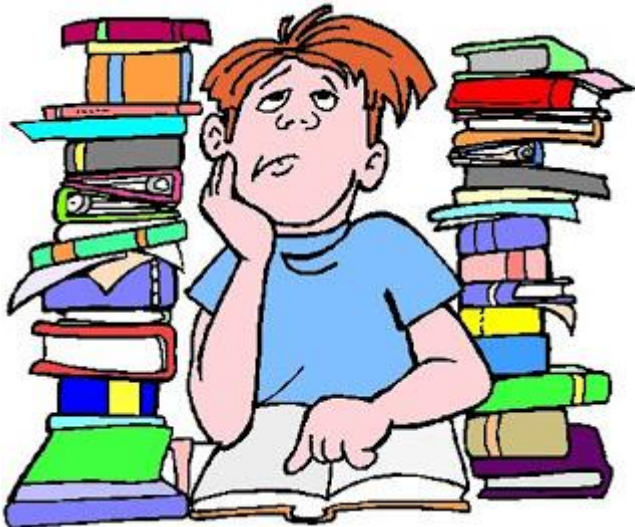
- Know **the due date** as well as **date and time of delivery**
- Have a thorough understanding of the **requirements and expectations** of the presentation (Ask the instructor for written guidelines and grading criteria if none are provided)
- **Verify all the requirements and expectations with the instructor** prior to carrying out the work to avoid misunderstanding or miscommunication



# 1. PREPARATION

## 1. 2. Content Development

- **Conduct research** of chosen/required topic/s - [start with the college's library](#)
- **Review** and **organize** all related literature (lectures, textbooks, research findings)
- **Develop an outline** and **content** of your presentation



# 1. PREPARATION

## 1. 3. Mechanics

- **Ensure** that the presentation **guidelines are followed** (including the method/s and timing of delivery; content and formatting: provide an appropriate level of details but avoid having too many words on each slide etc.)

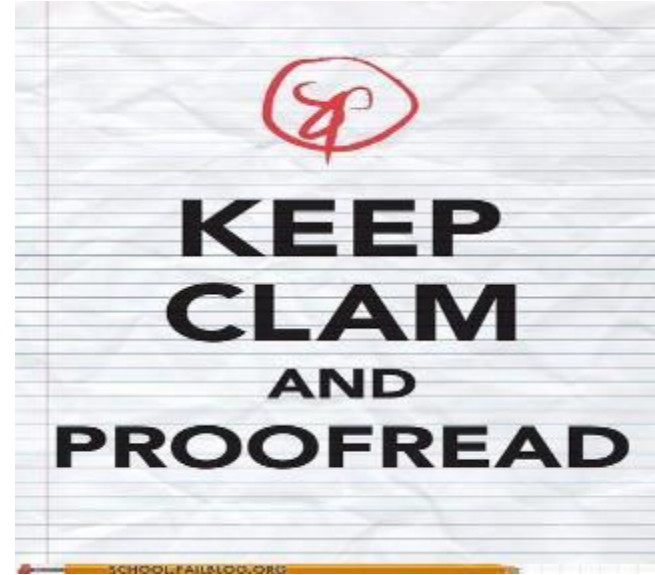




# 1. PREPARATION

## 1. 3. Mechanics (Continued)

- Carefully proofread and edit the file to avoid grammatical and other related errors
- Save the file in multiple locations (student's drive, flash drives, e-mails, etc.)



# 1. PREPARATION

## 1. 3. Mechanics (Continued)

- **Practice, practice, practice** (visit the classroom ahead of time, **double-check the multimedia and other supporting items** - markers, white/black boards, etc. to make sure that everything works- file is properly shown, practice your presentation by **self-recording and timing**)



## 2. DELIVERY

### 2.1. Verbal Communication

- Know your audience and use an **appropriate language** (avoid slangs, jargons, or too many technical terms)
- Speak **loudly (not yelling) and clearly**
- **Do not read off/directly from the slides** or your **notes** (know your content)
- **Do not speak** with **monotone** (vary the pitch and speed of your voice; pause instead of saying um or uh..)



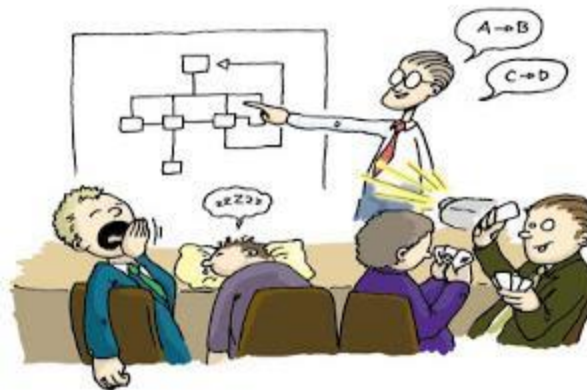
# 2. DELIVERY

## 2.2. Non-verbal Communication

### 2.2.1 Body Language



- **Relax** and **control** your anxiety or nervousness (stretch, take a deep breath, slow down)
- Dress appropriately
- **Maintain eye contact** with the audience
- **Pay attention** to the audience (talk to the audience instead of looking at the screen, be aware of facial expressions)
- Show **passion** and **enthusiasm** for the subject of your talk



## 2. DELIVERY

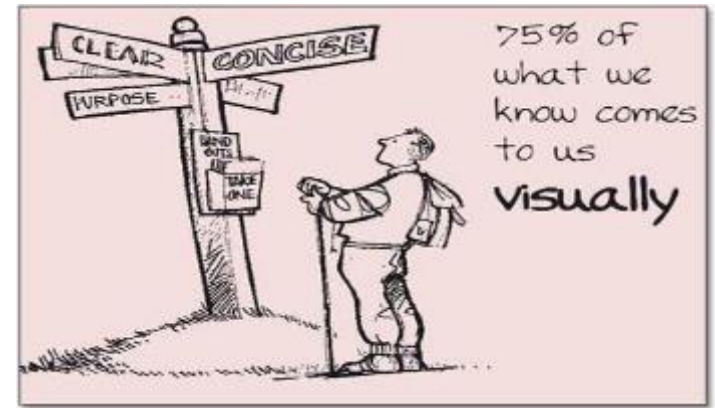
### 2.2. Non-verbal Communication

#### 2.2.1 Body Language (Continued)

- Use **gestures** and **facial expressions** to help explain, emphasize, and communicate your material (avoid rapidly pacing, hiding behind the podium, touching hair, adjusting clothes, etc.)



## 2. DELIVERY



### 2.3 Visual Aids

- Use visual aids to **enhance** your presentation and **not as a substitute** for your verbal presentation.
- **Do not put words** at the margins, the very bottom or top of each slide, board or poster.
- Use **appropriate formatting** such as colors, font size, underlines, bold/italics, good quality photos/videos to ensure good visibility.
- Use **appropriate instruments and materials** such as, a laser pointer, a pointer, markers, chinks, and handouts to illustrate and/or support your points.

## 2. DELIVERY

### 2.3 Visual Aids (Continued)

- **Provide a full citation** of all your sources for specific researched information included in your content areas (slides or poster) by listing them in the reference section in the end of your presentation, or if space permitted\*, at the bottom of each slide, or as a caption for each image, table, or chart you've provided.



\*You can use a small font size if space permitted or a numbering system by listing the numbers in the content and the corresponding sources in the citation page in the end.



## 3. EVALUATION\*



### 3.1. Grade Related Evaluation

- **Instructor's evaluation:** how the instructor rates/grades your presentation or group presentation (refer to the guidelines and grading criteria)
- **Individual or self-evaluation:** how you assess your performance and presentation AND how this affects your grade (% share of the final presentation grade)
- **Peer evaluation:** how your peers (classmates) or other members of your group assess your performance and presentation AND how this affects your grade (% share of the final presentation grade)

\*Evaluation here refers to different forms of evaluation which are grade and non-grade related done by the instructor, individual, and peers.



# 3. EVALUATION

## 3.2. Non-Grade Related Evaluation



- Identify **strengths**, **weaknesses** and **keep a record of them** (Individual's and/or group's depending on the presentation type)
- There is always room for **improvement** (no one is PERFECT!).
- Always **put in your best efforts** and **do your best** – learn from your mistakes and avoid them in the future.



# ADDITIONAL RESOURCES

1. Communication and Leadership Training (Toastmasters International)  
<http://www.toastmasters.org/>
2. How to use PowerPoint (Microsoft Office) – select appropriate version and device for your personal training: <https://support.office.com/en-us/article/PowerPoint-training-40e8c930-cb0b-40d8-82c4-bd53d3398787>
3. PowerPoint 2010 Tutorial for beginners on Youtube: <https://youtu.be/sbeyPahs-ng>
4. Citation Help from E.H. Butler Library:  
<http://library.buffalostate.edu/home/citationhelp>
5. Effective Presentations in Engineering and Science: Guidelines and Video Examples from PennState (<http://www.engr.psu.edu/speaking/VISUAL-AIDS.html>)



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# REFERENCES

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