


**Effective Oral Presentations:
Lessons from Instructional Design**

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Presenting and Teaching

- **Similarities**
 - Both have the goal of trying to change or establish a (usually verbal) repertoire
 - Both involve the systematic presentation of (usually verbal) stimuli in pursuit of this goal
- **Differences**
 - Presentation typically does not actually measure any behavior change or learning
 - Presentations do not involve much interactivity or individual practice for audience members

A Systems Approach to Instruction

- Preparing for instruction can be viewed as a system with several components:
 - **A**nalysis
 - **D**esign
 - **D**evelopment
 - **I**mplementation
 - **E**valuation
 - Our good friend **ADDIE!**

Audience Analysis

- What can you assume your audience knows before the presentation?
- With which aspects of your presentation is the audience not likely to be familiar?
- Do not belabor points most audience members will already know
- Do not gloss over new or complex material most audience members will not know

Content Analysis

- If presenting a lot of facts:
 - A table or figure may be helpful
- If introducing a new or complex concept:
 - Along with a definition, one or more examples (and non-examples) may be helpful
- If introducing a new or complex procedure:
 - A brief demonstration (live or taped) or a diagram may be helpful

Content Analysis

- If introducing a new or complex rule or principle:
 - Make sure you describe the concepts or components of the rule first
 - A few examples of the rule or principle (or the application of the rule or principle) may be helpful

Design and Development: Scope and Sequence

- How much material will/can you cover in your allotted time?
- Begin by including the most vital information; include extra material as time allows
- In what order will you present your material?

Design and Development: Scope and Sequence

- Order is pretty easy when presenting empirical research
- Order can be less clear when presenting a theoretical or conceptual paper

Design and Development: Scope and Sequence

Strategy	Example/Prescription
Identifiable Prerequisite	Teach a skill required to perform another skill first
Familiarity	Begin with the most familiar information and then progress to the most remote
Difficulty	Teach the less difficult before the more difficult
Interest	Begin with topics or tasks that will create the most learner interest

Design and Development: Multimedia

- Avoid the use of purely decorative or gratuitous media elements (graphics, sounds, animations, etc.)

Design and Development: Multimedia

- Useful multimedia:
 - Photos or illustrations of novel, interesting, or complex materials or equipment used
 - Animations, videos, or diagrams of complex procedures
 - Graphs of data
 - Diagrams, illustrations, or concept maps of complex conceptual material
 - Screen captures or demonstrations or computer programs

Implementation

- See Miltenberger's presentation!

Evaluation

■ Formative evaluation

- Practice your presentation in front of people similar to your target audience
- Get feedback on clarity, effectiveness, presentation style, timing, etc. and revise presentation accordingly

■ Summative evaluation

- Have audience members complete survey on presentation (more typical with lengthy presentations like workshops)

Etc.

- To allow audience members to individually study and master your material, make your presentation materials available as handouts or online
- This presentation is available at:

ericfox.com/oralpresentations

Avoid the use of needless and distracting animations