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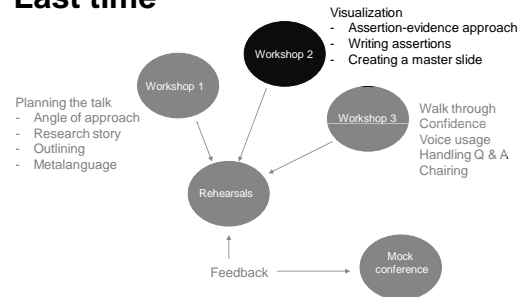
Workshop 3 Walk-through and other prep



Diane Pilkinton-Pihko, Ph.D.

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Last time



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Assignments as preparation for today

1. Prepare for the walk-through

- Finish re-working your visuals (slides) using the assertion-evidence approach (You'll need this for walking your partner through your presentation)
- Write out the opening lines of your Introduction + how you will Conclude or the final words (You'll need this for voice practice with thought chunking)

2. Watch these two short videos on confidence at

<https://www.assertion-evidence.com/confidence.html>

Note important points and be prepared to discuss them at the next session

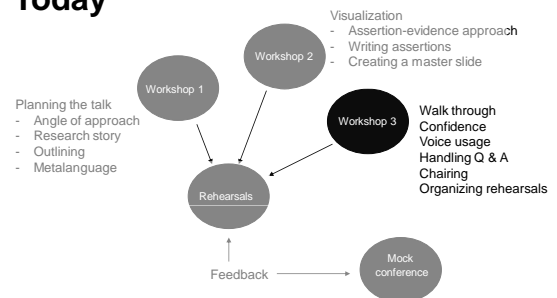
3. On handling the Q&A, what kind of questions do you think you'll get? If you have time, write them down

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Today



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Confidence

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Discuss

Pre-assignment: You watched two short videos on confidence

- What are the top three take-aways you got from the videos?

Be prepared to share



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Discuss

Pre-assignment: You watched two short videos on confidence

- What are the top three take-aways you got from the videos?

Be prepared to share

- Other tips that come to mind regarding confidence or stage presence?

If so, share those



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Stage presence – a few tips

- Do power poses beforehand (ref. Amy Cuddy – Ted Talks)
- Relax your upper body
- Keep your legs slightly bent

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Stage presence – a few tips

- Do power poses beforehand (ref. Amy Cuddy – Ted Talks)
- Relax your upper body
- Keep your legs slightly bent
- Remember to breath
- Keep good posture
- Pay attention to your "nervous" moves

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Stage presence – a few tips

- Do power poses beforehand (ref. Amy Cuddy – Ted Talks)
- Relax your upper body
- Keep your legs slightly bent
- Remember to breath
- Keep good posture
- Pay attention to your "nervous moves"
- Find an anchor (a support)
- Make eye contact (find "friendly faces")
- Know your content and its sequence
- Remember your audience wants you to succeed

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Walk-through the presentation

Open: MyC > Materials > Workshop 3 >
3 Zoom room slides

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Part 1: Walk-through

Walk your pair through your outline and visuals, taking turns in pairs
(max. 20 min each)

A (as speaker)

- Describe and show step-by-step what you intend to do in the talk
- Use your slides!

B (as listener)

- Mainly listen until Speaker A has gone through his/her Walk-through
- 'Try not to interrupt as you listen to the 'whole story'. When Speaker A has finished, briefly repeat back to him/her as best as you can what the MAIN message (claim) is
- After sharing what you understood as the main message, then give your feedback and discuss what could be improved

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Part 2: Use of voice – thought chunks

Where will you **pause**?
In each **thought chunk**, what are the **key words** that you will **emphasize**?
Where could you **change** your **pace**? Which bits will you **speed** up and which ones will you **slow** down?

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Part 2: Use of voice – thought chunks

Practice your opening and closing lines, taking turns
(max. 10 min each)

- Act out **two** key parts of your talk: when **beginning**, and when coming to the **end**
- In twos (or threes), take turns **reading out your selected part** to your partner – use your voice in a way that sounds enthusiastic!
- React to your partner and tell him/her how it sounded – **give constructive feedback** (= if s/he can do something about it)

Where will you **pause**?
In each **thought chunk**, what are the **key words** that you will **emphasize**?
Where could you **change** your **pace**? Which bits will you **speed** up and which ones will you **slow** down?

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Handling Q & A

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Handling Tricky Questions – What do you do?

Discuss your own strategies or what you've seen others do (depending on the type of question)

Some strategies shared by other conference speakers

- Repeat the question
- Talk, don't just stand there in silence (or shock)
- Demonstrate knowledge of standard problem-solving
- Draw a diagram if it helps
- Respect the questioners and their questions

(Inevitably, someone will tell you your work has already been done by someone else!)

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And if you can't answer?

Confess!

Some good ways to do this?

Useful phrases

- I'm afraid I don't know the answer to that one. Perhaps someone else here can help us out?
- I am sorry that has not been within the scope of my study, (but what I can do is find out and send/give you an answer before the end of the day/week.)

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Not sure you heard/understood the Q correctly?

Ask the person to repeat the Q

Some good ways to do this?

Useful phrases

- I'm sorry I didn't hear you. Could you please repeat the Q
- So, what you're asking is (paraphrase)

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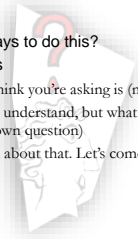
And if pronunciation is difficult?

Fake it!

Some good ways to do this?

Useful phrases

- Ok, what I think you're asking is (make your own Q)
- I didn't quite understand, but what I think you're asking is (make your own question)
- Let me think about that. Let's come back to it during the coffee break



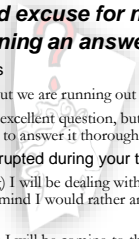
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And if you need to deflect a question?

Use a valid excuse for not answering or postponing an answer

Useful phrases

- I am sorry, but we are running out of time
- That was an excellent question, but I don't think there's enough time to answer it thoroughly.
- When interrupted during your talk
- (Postponing) I will be dealing with that a little later on, so if you don't mind I would rather answer that question then.
- (Postponing) I will be coming to that, so if you don't mind I will not answer your question straightaway. (But I won't forget.)



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Some typical strategies

- Repeat the question
 - Use delaying tactics
 - Respond with a question
 - Draw a diagram, if it helps
 - Admit that you don't know the answer
 - And ask the audience for help
 - Q outside the scope of your study?
- Then say so



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Reflect

For handling the Q & A, what do you think your strengths and weaknesses are?



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Chair a Conference Session

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Common complaints

- Chairperson makes no real contribution other than introducing speakers and talk titles
- Chairperson gives wrong bio details or misstates the topic or content of the talk
- Time limits not enforced
- Discussion is dominated by a few people
- People can't hear the Qs and thus don't understand the As
- Chairperson doesn't make enough effort to encourage Qs

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Be well prepared

Familiarize yourself with topics & speakers

Take responsibility for the session

- **Time-keeper**
Set rules for timing, turn-taking, Q & A
Ensure each speaker has the same treatment and time
- **Equalizer**
Keep the audience under control during Q & A
Set positive productive tone, redirect off-topic discussion, protect speakers
- **Fixer**
Help solve technical/practical problems



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As chair

- **Introduce the speaker**
- **Lead the discussion**
- **Thank the speaker**
- **Invite appreciation**



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As chair

Introduce the speaker – using his/her name in the beginning and end

Get audience attention (if necessary)	May I have your attention please
Focus attention on the speaker	Our (first) speaker today is (speaker's full name) OR I'd like to introduce ...
Give brief background on the speaker	... who is studying X in the department of Y ... who comes from X and has been in Finland for Y months/years
State the title of the presentation	is/her subject today is ... OR The title of his/her presentation is
Hand over the floor to the speaker	A gesture may be enough or you could say "The floor is yours (speaker's full name)"

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As chair

Lead the discussion (keeping an eye on the time)

Open the discussion	<ul style="list-style-type: none"> • The floor is open for discussion. • That was an engaging talk. I'm sure that you have questions you'd like to ask. • While the rest of you are considering your questions and comments, I'd like to ask ...
Monitor the time	<ul style="list-style-type: none"> • I think we have time for one more question
Thank the speaker	<ul style="list-style-type: none"> • Close the discussion by thanking the speaker, e.g. "Thank you, XY, for a most interesting talk."
Invite appreciation	<ul style="list-style-type: none"> • For example, start the applause "Let's have a round of applause for XY"

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Organizing Presenting

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Organizing Rehearsals

MyCourses (homepage) > **Rehearsal sign up here!**

Sign up for a time (May 19th or 24th)

Audience members: everyone else

Each speaker: **30 min**

- **15 min** talk + **15 min** immediate oral feedback

Video link will be sent to you afterwards

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Rehearsal Schedule

May 19th Workshop time 12:30 – 16:30 (6 presenters)
Place: R001/ U250a (Finnavia)

May 24th Workshop time 12:00 – 15:45 (7 presenters)
Place: R009/ 228



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Mock Conference: Prepare to chair

- **Sign up for Chairing** (with a peer) on the **MyCourses homepage**
- **Interview** him/her to get brief background + topic of talk
- **Take notes and prepare an outline** as a memory aid
- **Practice. Practice.**
- At the **mock conference** > Aim to introduce your peer without notes
- **Review the phrases on the previous slides (in this slideset) as an aid**



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Mock Conference Schedule

Same order as rehearsals

May 19th (12.30-16:30)

May 24th (12.30-16)



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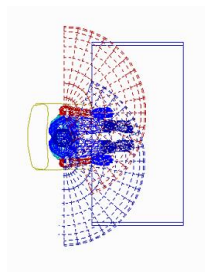
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Design of an Apparatus That Measures the Maximum Workable Reach Envelope

Lawrence Cheng
Jackie Gillott
Daniel Kerins
Mechanical Engineering
Pennsylvania State University
February 5, 2007



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Exercise: Draft a title slide for your next presentation

Failure Analysis of an Ice Detector on the Austria 13 Helicopter

Manning Stelzer
CURE / Engineering
Sikorsky Aircraft
April 30, 2004

Sikorsky
A Global Technology Company

Does the image help orient the audience?

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Conference Abstracts



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Conference Abstracts: Possible Moves



1
Outlining,
promoting,
problematiz-
-ing the
research
field or topic

2
Justifying
the
particular
piece of
research or
study

3
Methodological,
demographic,
or procedural
comments

4
Summarizing
the main
findings

5
Highlighting
its outcome
or results

6
Further
observations
implications,
limitations,
further
developments

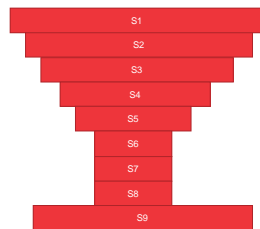
Source: Swales & Feak 2009, p. 45

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Shape of a short abstract

A short (nine-sentence) abstract
Note that **content narrows** as it
moves from background to topic
to results; **then widens again** in
the end



Source: Swales & Feak 2009, p. 47

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MyCourses > Materials

> Workshop 3

> Analyzing an abstract

- 1) Read the abstract
- 2) Evaluate it according to Task Part A on the handout



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Abstract analysis

Which of the five statements in
Part A do you disagree with?

Write your response in the chat
but don't submit it (yet)



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Recommended

Examine your own abstract

How does it compare to the model?

Of the six possible moves (slide 14)
how many moves does it have?

What is the shape – does content
narrow and then broaden at the end?



Image: Creative Commons CC0

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Assignments

Assignments

Submit to MyCourses > Assignments

- The latest copy of **your slides by 12 noon** of your rehearsal day
- Your **self-assessment within 3 days** of your rehearsal (Note: form attached to the assignment in MyCourses)

Reminder: MyCourses > Assignments > Log of talks observed

Deadline June 2, 2023

- Observe 3-5h of other conference presentations or speeches live or online (in English)
- Record your observations using the template at the above link in MyCourses