

Presentation skills

What is important?

SV RESEARCH- Is not research for the sake of research but research to influence decision making and change in the world /society

This is because SV is a violation of rights –an injustice that needs to be remedied not just another object of knowledge

So ,as sexual violence researchers we not only want to expand the knowledge base but to disseminate the findings of our research in the most effective way so that it can make a real difference to those affected by it.

When we present our research at conferences like this one and can speak to audiences made up of our research peers, we have a wonderful opportunity to gain direct, immediate and constructive feedback on our research. This is especially important if we usually do our research in isolation or in a hostile work environment.

The time limits imposed on presentations at conferences, usually no more than 15-20 minutes, mean that we cannot simply cut and paste all the detail that is contained in a written paper. To do this will strain the attention of and confuse our audience and result in the critical elements and findings of our research being drowned out by those of lesser importance.

Rapid assessment- what makes for a good presentation?

I want you each to recall a memorable talk, speech or conference presentation that really held your attention

- Write down what it was about?
- And 3 points/reasons why you believe it has lived on in your mind
- Each person to present to group- jill to take notes
- Check was it the high tech nature of the PP presentation?
- The novelty of the findings or the way the presenter engaged with the audience
- Was it because it moved you emotionally?
- Challenged what you previously believed? How does this apply to your paper- will it be remembered?

OK we now know in general terms what makes for a good paper

Let's look in more detail at how to have a well structured conference presentation that will clearly inform and engage an audience.

We are going to workshop your presentations in the context of thinking about different questions through individual and group exercises.

Did you all bring your presentations with you?

Ok- let's make a start by focussing on the critical points of your presentation

Structuring your presentation: join up the dots!

- Check your presentation against these points/
- Does it tell a coherent story ? You won't engage your audience if your story is disjointed or difficult to follow , so see if it answers these questions
 1. WHY? Background what has been done so far- show how/ why you became interested in doing the research-
 2. Make clear how your objectives/ research questions emerged from the literature- What gap in the research is it going to fill?
 3. HOW – the means (methods) you will use to meet your objectives/ or answer your research question/s
 4. Show what new evidence has been gained and its significance
 5. ANSWER THE SO WHAT QUESTION
- 5. How do you interpret the research/what are its implications and what do they mean for policy, practice, advocacy, further research

Form vs content

No matter how interesting the content of your paper is, this won't come across unless you make sure:

It is clearly communicated to your audience- speak up, look up and make eye contact, speak slowly enough for your audience to be able to process what you are saying

Use an advance organizer- ie let audience know how you have organised your paper ie what they can expect to hear, in order of sequence -First I will, second etc

PP's- use them as an aide memoire- dont put everything that you want to say on the PP = also check spelling on pp

Don't try to fit too much information in the time you have available and stick to time allocated- rehearse so you know this will happen

What does your research tell us?

Sorting the chaff from the hay

1. Think about your own research /presentation for the next 10 minutes and then write down the answers to the following questions-

What is the title of your presentation? Does it accurately capture the critical aspects of your research?

What got you interested in doing this research- does this come across and what is the most significant thing about it?

Does it confirm, refute, or challenge the findings of previous research

Does it involve a sample/population that has not previously been studied

Does it use methods or an intervention that hasn't been used before?

You will now have a clear idea of what is unique about your research

2. NOW- work in pairs. Give one another a summary of your research based on the answers to these questions- ask one another for any further information that is needed to understand the research- ask any other questions you want about the research

Revise the summary to include this feedback

- Each person will present their revised summary to the whole group
- Give constructive feedback