Teaching Presentation Skills
Butterflies in Formation: Performance Under Pressure
Dr. Stephen R. Leppard,
August 27/18
Alliteration Introduction

“Back off a bit. You’re scaring people.”
Host Introduction and Qualifications
Shared Agenda and Citing Sources (Research)
Framing the Learning
Outcomes, Learner Goals, Teacher Targets
Conversations about Presentation Performance
Gordon’s Skill Acquisition
Yerkes-Dodson Law
Science-Art Continuum (A. Tom)
Check for Understanding
Three (3) Exemplars

**Subconscious Messaging**

Emblems

Body Language

Eye Scanning

Hands

Voice
My butterflies are still going strong. I just hope they are flying in formation.

Lucy Mier

PICTURE QUIZES, LLC
My butterflies are still going strong. I just hope they are flying in formation.

Larry Mier
"Picture Quotes..."
My butterflies are still going strong. I just hope they are flying in formation.

Lucy Mair

PICTURE QUOTE
Do you get butterflies when you start to speak?

Think about this: You never get rid of butterflies... you just teach them how to fly in formation!

---

My butterflies are still going strong. I just hope they are flying in formation.

Lucy Murr

PICTURE QUOTE
My butterflies are still going strong. I just hope they are flying in formation.

Lucy Mair

Do you get butterflies when you start to speak?

Think about this: You never get rid of butterflies... you just teach them how to fly in formation!

It's all right to have butterflies in your stomach. Just get them to fly in formation.

(Dr. Rob Gilbert)

Everyone has butterflies; it's all about getting them to fly in formation.
My butterflies are still going strong. I just hope they are flying in formation.

Lucy Mier

Picture quotes: [Image]

Do you get butterflies when you start to speak?

Think about this: You never get rid of butterflies... you just teach them how to fly in formation!

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Picture quotes: [Image]

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(Dr. Rob Gilbert)

Ixquotes.com
Faculty of Graduate Studies and Research

Professional Development

Professional Development is the active acquisition of skills, knowledge, and mindset to fully realize one's strengths and potential in all environments. It sets us individuals for success in achieving their goals while giving them the ability to make, adapt and adjust to personal, career, and societal responsibilities within the context of a changing world.

In this section

Professional Development Requirement
An exciting initiative to help you recognize your talents, pursuit your interests, learn professional skills and make the connections that will help you excel in your chosen field.

Academic Integrity and Ethics Training Requirement
Complete your academic integrity and ethics training within eight weeks of starting your academic activity.

Events and Workshops
Attend a professional development conference, workshop or economic outlook presentation. Or challenge your communication skills with the Three Minute Thesis competition.

Graduate Student Internship Program
Secure an internship designed for graduate students. Made possible by a Government of Alberta grant.

Graduate Student Career Mentoring Program
Find academic and non-academic mentors to provide you with advice, support and strategies for your future.

Graduate Teaching and Learning Program
Deepen your understanding of how people learn and hone your teaching skills while getting an edge in the academic market and preparing for non-academic leadership roles.

Community Outreach Program
Develop a creative approach in your research presentations and build your confidence by connecting to the community to educate and inspire.

Parent Link

Online Resources
Access multiple resources and links including MyGradSkills.ca (online resources for professional development and skills)
Faculty of Graduate Studies and Research

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Graduate Student Internship Program

Secure a paid internship designed for graduate students. Made possible by a Government of Alberta grant.

Graduate Student Career Mentoring Program

Find academic and non-academic mentors to provide you with advice, support, and strategies for your future.

Graduate Teaching and Learning Program

Deepen your understanding of how people learn and hone your teaching skills while getting an edge in the academic and industry job markets.

Community/Volunteer Program

Develop a creative approach in your research presentations and build your confidence by connecting to the community to enhance and reciprocate.

More Links

Online Resources

Access multiple resources and tools including MyGradSkills.ca (online modules for professional development and skills).
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Gordon’s Skill Development Ladder

The Art of Teaching

- Unconsciously Talented
- Consciously Skilled
- Unconsciously Skilled
- Unconsciously Unskilled

Gordon’s (1974) Skill Development Ladder
Gordon’s Skill Development Ladder

The Art of Teaching

Unconsciously Talented

Consciously Skilled

Unconsciously Unskilled

Consciously Skilled

Unconsciously Skilled

Unconsciously Unskilled

Gordon’s (1974) Skill Development Ladder
Gordon’s Skill Development Ladder

- Unconsciously Unskilled
- Unconsciously Talented
- Consciously Unskilled
- Consciously Skilled
- Unconsciously Skilled

The Art of Teaching

■ Gordon’s (1974) Skill Development Ladder
Think of the developmental steps you experience while acquiring a new skill.

Gordon’s Skill Development Ladder

- Unconsciously Unskilled
- Consciously Unskilled
- Consciously Skilled
- Unconsciously Talented

Gordon’s (1974) Skill Development Ladder
The Yerkes–Dodson law is an empirical relationship between arousal and performance, originally developed by psychologists Robert M. Yerkes and John Dillingham Dodson in 1908. The law dictates that performance increases with physiological or mental arousal, but only up to a point. When levels of arousal become too high, performance decreases. The process is often illustrated graphically as a bell-shaped curve which increases and then decreases with higher levels of arousal.
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Yerkes–Dodson law

From Wikipedia, the free encyclopedia

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It’s okay to be nervous. Don’t let it consume me!!!
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Circa: 1984

TEACHING AS A MORAL CRAFT

ALAN R. TOM

http://www.connerpartners.com/science-art-continuum
Circa 1984

Teaching as a Moral Craft

Alan R. Tom

http://www.connerpartners.com/science-art-continuum
Craft

Science
- Logic
- Rules
- Formulas

Art
- Intuition
- Creativity
- Nuance

Circa: 1984

TEACHING AS A MORAL CRAFT

MICHELANGELO

LEONARDO DA VINCI

http://www.connerpartners.com/science-art-continuum
Craft

Circa: 1984

Craft... patented a software program, LinkLine, to assist with web-based Equal Employment Opportunity investigations.
Have I begun to establish credibility with you?
Is their understanding and confidence increasing?

Have I begun to establish credibility with you?
Is your understanding and confidence increasing?
Is your understanding and confidence increasing?

Are you interested in exploring further?
Is your understanding and confidence increasing?

Are you interested in exploring further?

Check for Understanding
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Myth 1: University teaching is poor
Myth 2: Good researchers make poor teachers and vice versa
Myth 3: Poor teaching is tolerated because only research counts
Myth 4: Student evaluations of teaching only encourage showmanship
Myth 5: Responding to student surveys will lead to a dumbing down of the curriculum
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Myth 4: Student evaluations of teaching only encourage showmanship

Myth 5: Responding to student surveys will lead to a dumbing down of the curriculum
Myth 4: Student evaluations of teaching only encourage showmanship

There are many who will tell you student evaluations are little more than a popularity contest, and therefore it is the charisma of the teacher and not the quality of the lesson that is being scrutinised.

But our student feedback data shows strong student evaluations correlate well with other indicators of teaching excellence, such as peer evaluations and institutional or government teaching awards. Students are good arbiters of quality. Perhaps unsurprisingly students care about the same things administrators and academics value – clarity, organisation, timeliness in feedback and general professionalism in teaching.

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04/20/2018

ECE302

GIVES GOOD FEEDBACK
AMAZING LECTURES
INSPIRATIONAL

Makes lecturing an art form. Impeccably dressed and rehearsed. Exceptional feedback and supporting materials. Mani is in a class of his own.

For Credit: Yes
Attendance: Not Mandatory
Textbook Used: No
Would Take Again: Yes

01/04/2018

ECE302

INSPIRATIONAL
CARING
RESPECTED

I suck at ECE courses. I have poor note-taking habits. I attended every class and took notes every time. Mani is clear, concise, helpful, well-dressed, well-spoken, kind, confident, and a truly wonderful individual that everyone should strive to emulate. I've had many good professors at the University of Alberta, but none stand out as much as Mani.

For Credit: Yes
Attendance: Mandatory
Textbook Used: No
Would Take Again: Yes
Grade Received: B-

http://www.ratemyprofessors.com/ShowRatings.jsp?tid=791181
04/20/2018

AWESOME

5.0 OVERALL QUALITY
3.0 LEVEL OF DIFFICULTY

For Credit: Yes
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👍 1 person found this useful   👎 0 people did not find this useful
Planned agenda, know the audience, curriculum content and *the room*

Lessons have beginning, middle, end

Build relationships w/ students

I suck at ECE courses. I have poor knowledge. I attended every class and took notes every time. Mani is clear, concise, helpful, well-dressed, well-spoken, kind, confident, and a truly wonderful individual that everyone should strive to emulate. I've had many good professors at the University of Alberta, but none stand out as much as Mani.
Ruth is an engaging, caring professional who knows how to balance creative freedom with the structure necessary for developing essential skills. She is invested in the success of her students. Her class should be a 6-credit instead of 3 so that the momentum carries. Count yourself fortunate if you get accepted into her class.

Ruth was absolutely amazing. She went above and beyond to help students improve their writing, set out clear expectations and was incredibly open-minded. You knew what was expected from you but also had a lot of agency to write on whatever you wanted within those expectations. Would definitely recommend any class by this prof! Also a nice marker!
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### WRITE295

- **For Credit:** Yes
- **Attendance:** Mandatory

<table>
<thead>
<tr>
<th>Quality</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>5.0</td>
</tr>
<tr>
<td>Difficulty</td>
<td>4.0</td>
</tr>
</tbody>
</table>

### Participation Matters
- **Ruth** is an engaging, caring professional who knows how to balance creative freedom with the structure necessary for developing essential skills. She is invested in the success of her students. Her class should be a 6-credit instead of 3 so that the momentum carries. Count yourself fortunate if you get accepted into her class.

### Inspirational
- **Ruth** was absolutely amazing. She went above and beyond to help students improve their writing, set out clear expectations and was incredibly open-minded. You knew what was expected from you but also had a lot of agency to write on whatever you wanted within those expectations. Would definitely recommend any class by this prof! Also a

### Accessible Outside Class

- **http://www.ratemyprofessors.com/ShowRatings.jsp?tid=279686**
03/28/2017
GERM111

AWESOME

For Credit: Yes
Attendance: Mandatory
Textbook Used: Yes
Would Take Again: Yes
Grade Received: N/A

CARING

Amazing. She is really caring about her students and probably the most down to earth prof I've ever met. She's funny too and makes class really enjoyable. I'm not a morning person in the slightest, but if Ute was teaching an 8 am class, I'd be in that class. That's how much I love this prof. She's great.

05/20/2016
GERM342

AWESOME

For Credit: Yes
Attendance: Mandatory
Textbook Used: No
Would Take Again: N/A
Grade Received: B-

GIVES GOOD FEEDBACK  RESPECTED  CARING

God bless Ute. This class was everything I hate about German (grammar!) and I still had a great time. She's extremely helpful, funny, and kind. Just - take a class with her and believe me your semester will be better for it. What a great lady. Best prof at the U of A.

http://www.ratemyprofessors.com/ShowRatings.jsp?tid=87052
GERM111

3/28/2017

FOR CREDIT: Yes
ATTENDANCE: Mandatory

GREAT

Overall Quality: 5.0
Level of Difficulty: 3.0

Amazing. She is really caring about her students and probably the most down to earth prof I've ever met. She's funny too and makes class really enjoyable. I'm not a morning person in the slightest, but if Ute was teaching an 8 am class, I'd be in that class. That's how much I love this prof. She's great.

GERM342

5/20/2016

FOR CREDIT: Yes
ATTENDANCE: Mandatory

AWESOME

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Level of Difficulty: 4.0

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http://www.ratemyprofessors.com/ShowRatings.jsp?tid=87052
Invest in people while learning - relationship building

Invest time to address emergent questions
Many of us are guilty of starting a conversation and putting a thought or question out there.

Instead of giving the other individual time to formulate a response, we immediately rephrase the question or remark and answer it ourselves.

In other words, we don’t give ourselves a chance to listen since we never stop talking.

The Art of Active Listening
Secret #5

The Communication Effectiveness Continuum

Performance | Presentation | Conversation

- 0 ——— 5 ——— 10 +

“At” | “To” | “With”
Secret #5

The Communication Effectiveness Continuum

Performance | Presentation | Conversation

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“At” | “To” | “With”
Butterflies in Formation: Performance Under Pressure

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Subconscious Messaging
Emblems
Body Language
Eye Scanning
Hands
Voice
Communication Skills

- Listening
- Master
- Effective
- Body Language
- Well
- Business
- Cross
- Good
- Message
- Active
- Empathic
- Cultural
- Listen
Remember when I said, ‘I’m really nervous about presenting to such a large, highly educated audience’?
Remember when I said, ‘I’m really nervous about presenting to such a large, highly educated audience’? Did you believe me?
Communication Skills

- Oral
- Written
- Non-Verbal
Body Posture

Impact of Communication

- Visual: 55%
- Audio: 38%
- Text: 7%

Source: UCLA study on how audience learns during a presentation

Dr. Albert Mehrabian’s 7-38-55% Rule

Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language

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1. EMBLEMS

Emblems are the only true ‘body language’, in that these movements have a set of precise meanings, which are understood by all members of a culture or subculture. The term ‘emblem’ I borrowed from Efron (1968), the pioneer in studying cultural differences in body movements. Emblems are socially learned and thus, like language, culturally variable. A message may have an emblem in one culture, and no emblem in another cultural setting. Or the same movement pattern may have quite different meanings in different cultural settings.


https://link.springer.com/chapter/10.1007/978-1-4020-2783-3_3
Body Language

- Posture
- Head motion
- Facial Expression
- Eye Contact
- Gestures

Features of Body Language
If you’re participating in healthy conversation (and not experiencing the above emotions), “eye contact” is effectively defined as looking *semi-randomly in an area whose borders surround the eyes by about two centimeters*. This would be between 30 and 70 percent of the time.

http://www.thelanguagelab.ca/posts/nonverbal-communication-the-importance-of-eye-contact/
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http://www.thelanguagelab.ca/posts/nonverbal-communication-the-importance-of-eye-contact/
The first thing to do, after taking the lectern, and before beginning your talk, is to find a friendly face and make eye contact. This is one reason for arriving early at the place of your talk to and to ‘Meet & Greet’ audience members. Introduce yourself and ask them questions.

Making eye contact with people you meet beforehand who express friendliness, and an eagerness to hear you speak, will get your talk off to a jumpstart.

Look at that person directly in the eye and start speaking. Then, after a few moments, move on to another welcoming face.

By using good eye contact you are able to connect with the audience, and connecting is a major goal of public speaking.

https://nosweatpublicspeaking.com/non-verbal-communication-1-eye-contact/
Eyes
The first thing to do, after taking the lectern, and *before* beginning your talk, is to find a friendly face and make eye contact. This is one reason for arriving early at the place of your talk to and to ‘Meet & Greet’ audience members. Introduce yourself and ask them questions.

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Scanning

TEDxSonomaCounty
x = independently organized TED event

https://www.youtube.com/watch?v=4eBmyttcfU4
https://www.youtube.com/watch?v=QqhkdHICHLk
How can we tell Ross is so not "fine" even when he claims he is?
Presentation Tips

- Speak slowly and clearly and loudly
- Use easy language
- Smile
- Don’t worry be happy
- Be calm, confident and positive
- Stand still
- Move your hands naturally
- Try not to giggle

- Hold your notes in your hand(s) or put them on the table
- Keep eye contact
- Don’t worry about mistakes - just carry on
- Look up - don’t put your head in your paper
- Use visuals: pictures, photos, graphs, objects
- Maybe use PowerPoint?

Emblems: Second layer of communication -
Total communication
Simultaneous communication
PRACTICE MAKES PERFECT
GOOD PRACTICE MAKES PERFECT
Practice makes perfect.

Good practice makes perfect.
GOOD PRACTICE MAKES PERFECT

IMPROVEMENT

Practice makes perfect.
Great Improvement

Practice makes perfect.

PERMANENT
Great

Practice makes perfect.

Improvement

PERMANENT