

Teaching Presentation Skills

Butterflies in Formation: Performance Under Pressure

Dr. Stephen R. Leppard,

August 27/18



INQUIRE

58 TASK FORCE REPORTS IN THE PAST 45 YEARS

PROMOTE

650 HONORARY DEGREE RECIPIENTS SINCE 1908
INCLUDING MOTHER TERESA, ALEX JANVIER, JULIE PAYETTE, AND DEMING TUTT

CONNECT

OVER 3,700 GRADES 4-9 U-School STUDENTS SINCE 2010

SENATE STUDENT MENTAL HEALTH INQUIRY

16 CEREMONIES AT SPRING & FALL CONVOCATION

COMMUNITY CONVERSATIONS ACROSS ALBERTA

WHAT DOES THE SENATE DO?

62 SENATORS FROM DIVERSE COMMUNITIES

\$3.5 MILLION ENDOWED SCHOLARSHIPS & PROGRAM FUNDS

MEMBERS OF THE COUNCIL ON ABORIGINAL INITIATIVES

THOUSANDS OF VOLUNTEER HOURS EACH YEAR

COLLABORATING WITH 18 FACULTIES

CAMPUS PARTNERSHIPS WELCOME! PUBLIC ENGAGEMENT

3 STAFF SUPPORT CHANCELLOR & SENATE

3 STAFF WELCOME U SCHOOL STUDENTS

OVER \$1.1 MILLION & 1,150 COMMUNITY LEADERS AT THE CHANCELLOR'S CUP SINCE 2001



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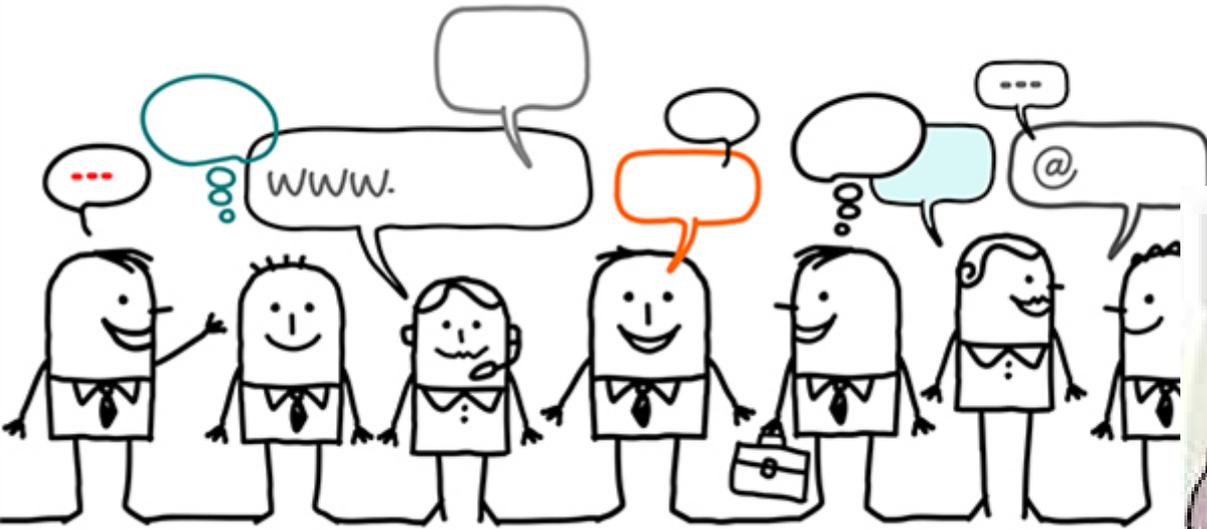
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Alliteration Introduction

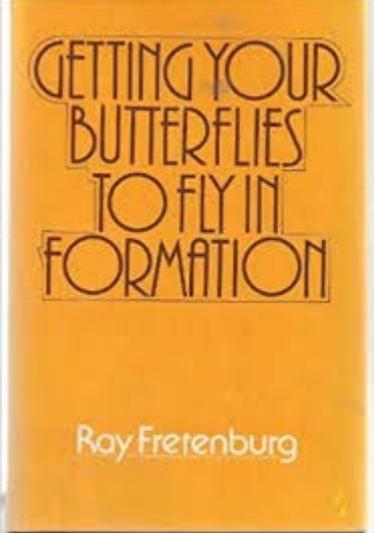


"Back off a bit. You're scaring people."

- ✓ 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**

GETTING YOUR
BUTTERFLIES
TO FLY IN
FORMATION

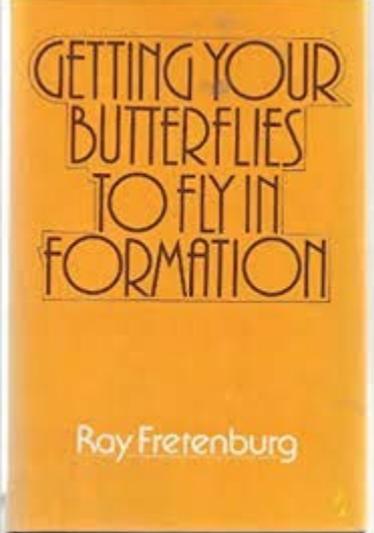
Ray Fretenburg



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

Larry Mine

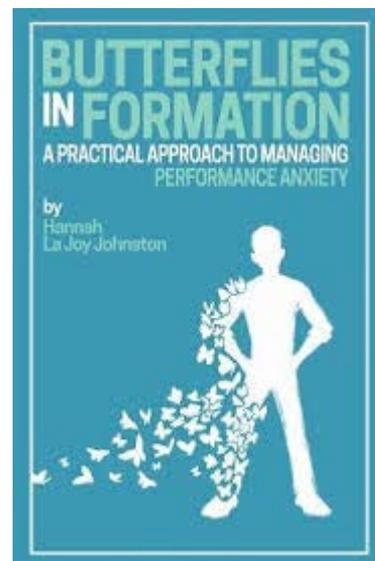
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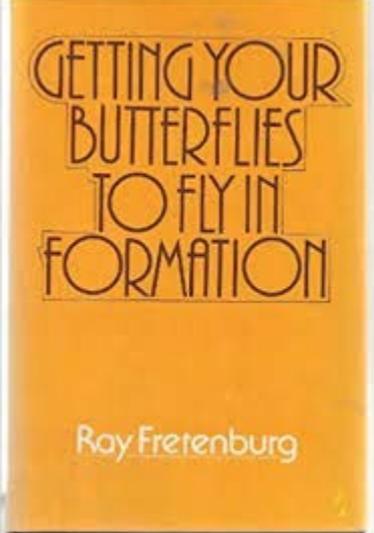


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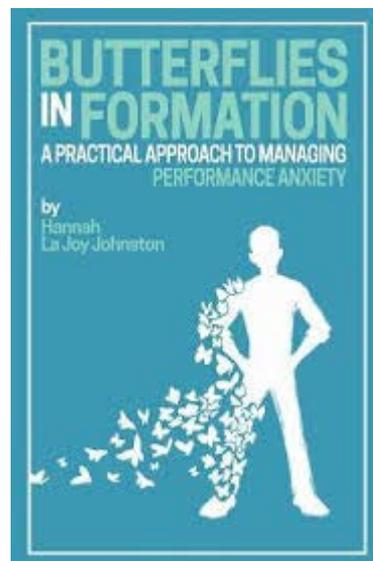




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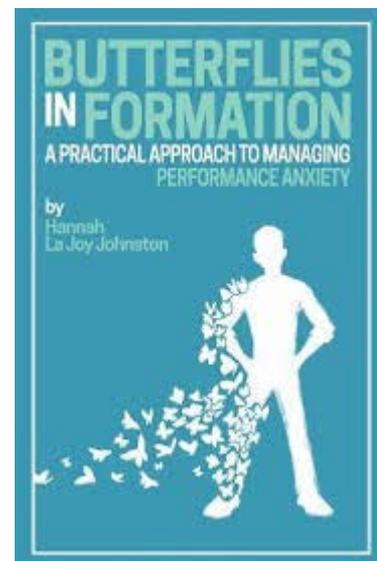
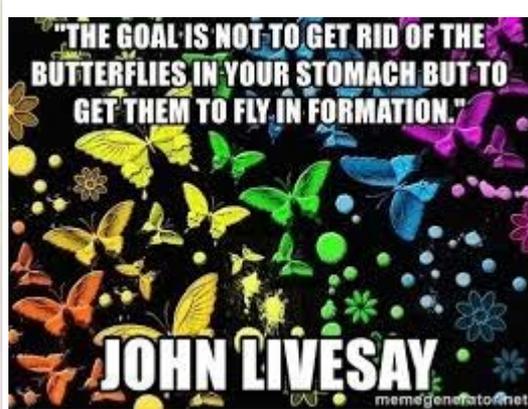
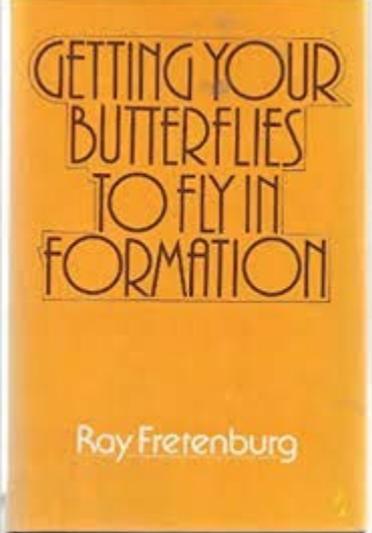
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EVERYONE HAS BUTTERFLIES;
IT'S ALL ABOUT GETTING
THEM TO FLY IN FORMATION.



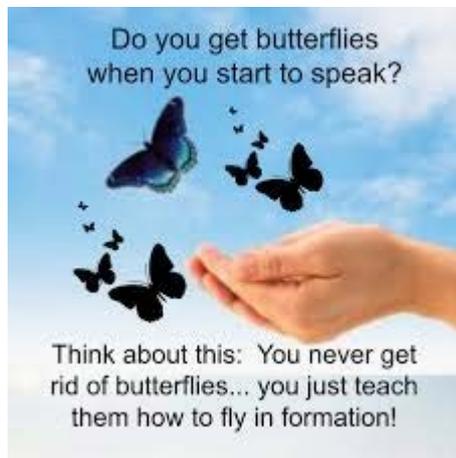
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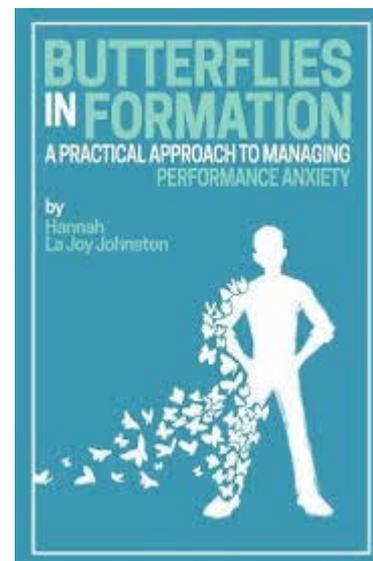
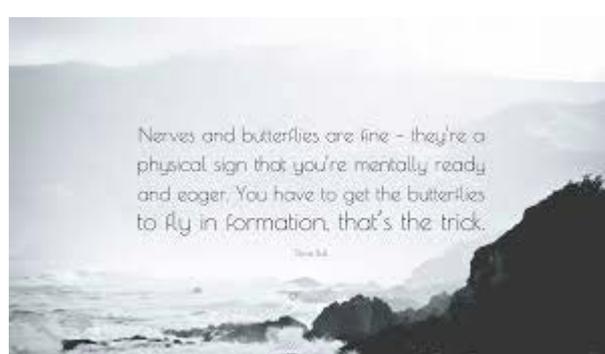
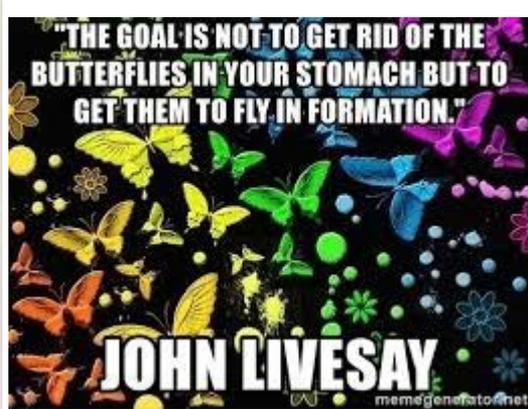
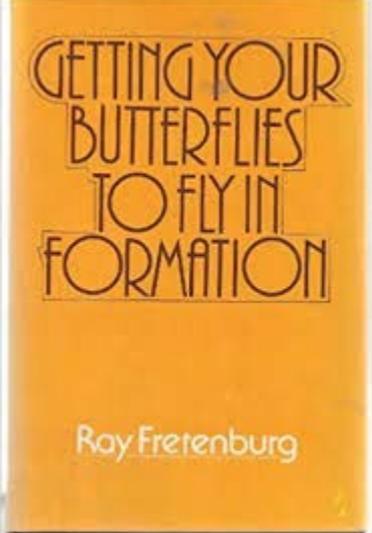
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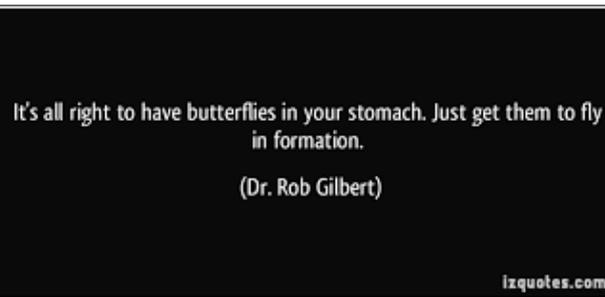
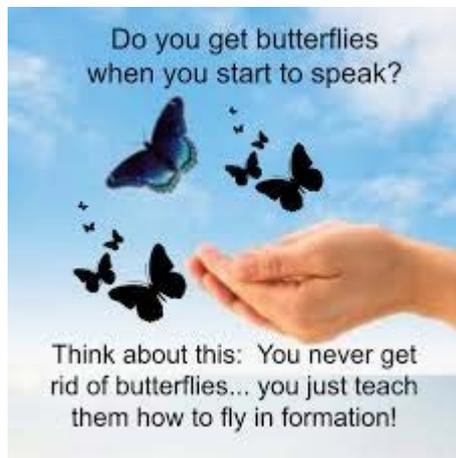
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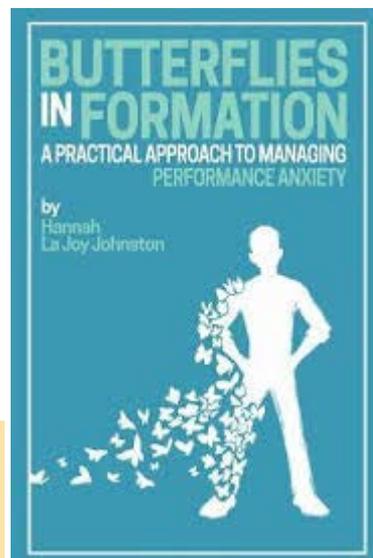
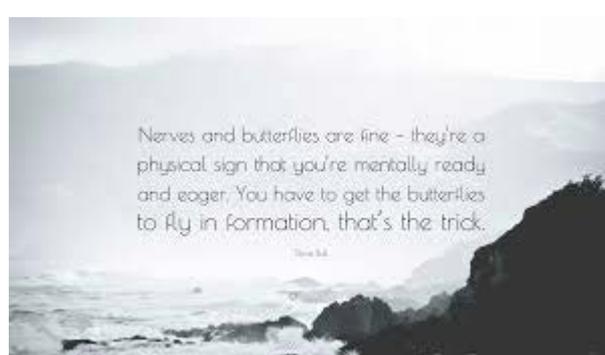
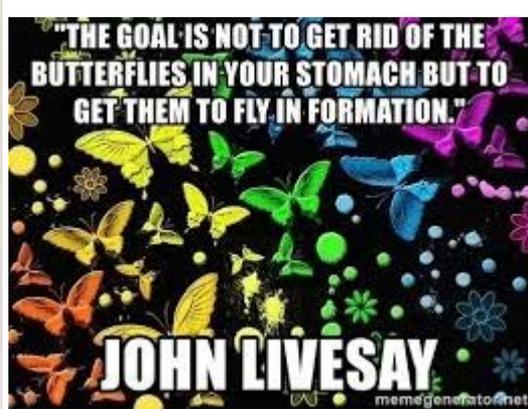
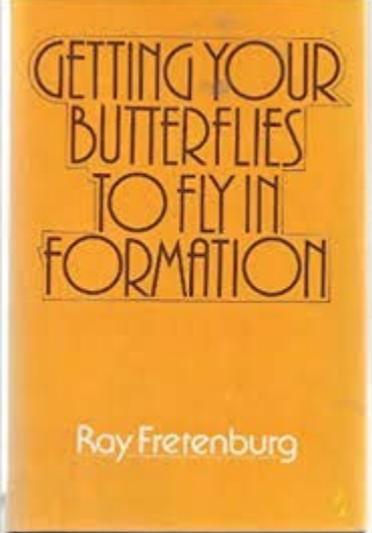


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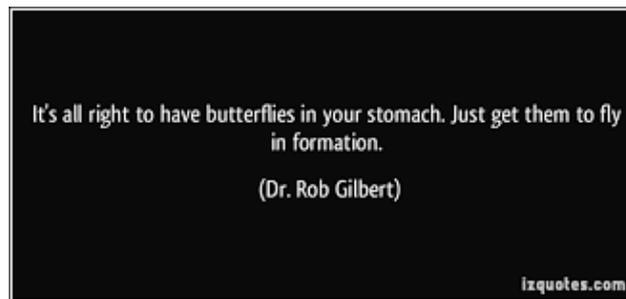
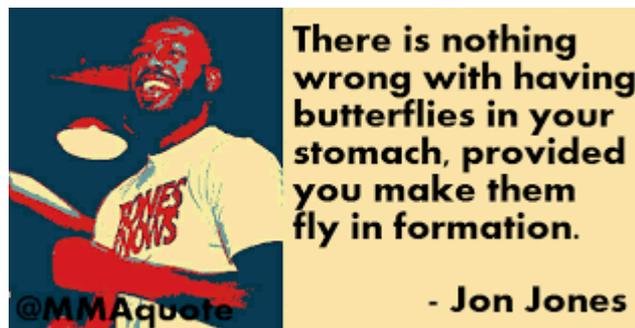
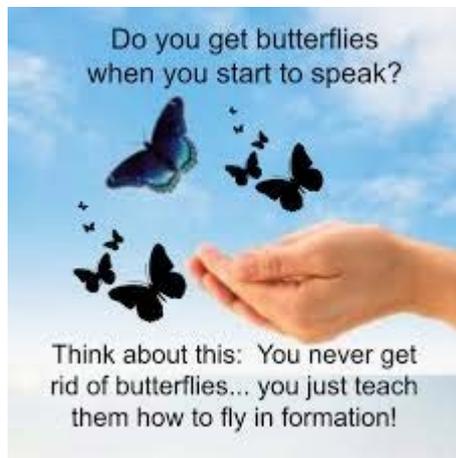




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Faculty of Graduate Studies and Research

- ABOUT
- PROGRAMS
- PROSPECTIVE STUDENTS
- CURRENT STUDENTS
- AWARDS AND FUNDING
- PROFESSIONAL DEVELOPMENT

Home / Professional Development

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 up individuals for success in achieving their goals while giving them the ability to meet, exceed and adapt 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, pursue 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 with eight hours of structured 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 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 teachings skills while getting an edge in the academic market and preparing for non-academic leadership roles.

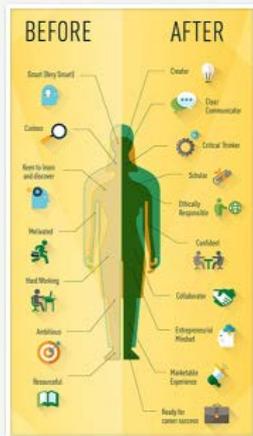
Community Volunteer Program

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

Parent Link

Online Resources

Access multiple resources and tools including MyGradSkills.ca (online modules for professional development and ethics credit).

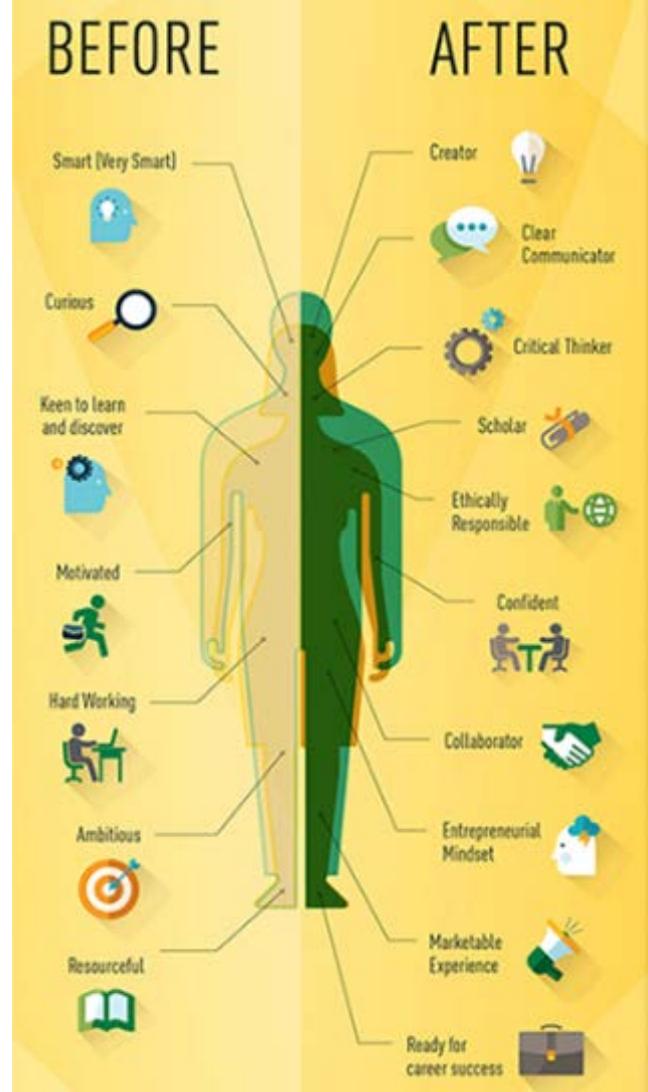


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Events Calendar

- Professional Development: 3 Minute Thesis Finals
April 11, 2018 5:00 PM - 8:30 PM
 - Community Volunteer: On the Edge Speaker Series "Stuff & Stories: The Things We Take and Make from Fiction"
April 17, 2018 7:00 PM - 8:30 PM
 - Admissions: China Scholarship Council (CSC) Department Deadline
April 23, 2018
 - Graduate Teaching and Learning: Peer Observation
April 24, 2018 10:00 AM - 11:30 AM
 - Graduate Teaching and Learning: Teaching Circle
April 25, 2018 12:00 PM - 1:00 PM
 - FGSR Parent Link
April 26, 2018 12:00 PM - 1:00 PM
- [More events](#)

[Add FGSR calendar](#)





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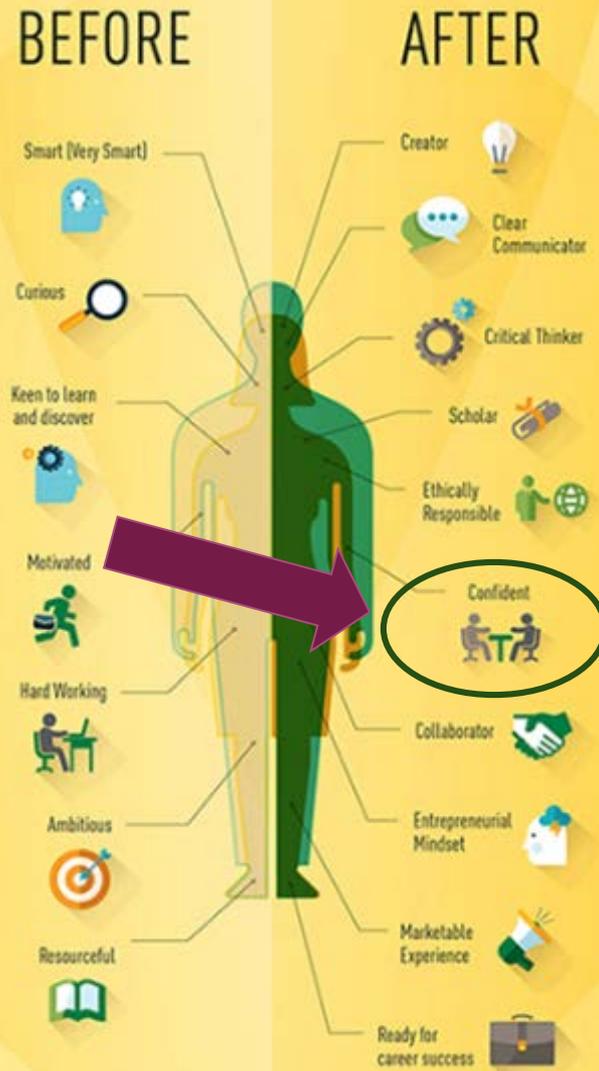


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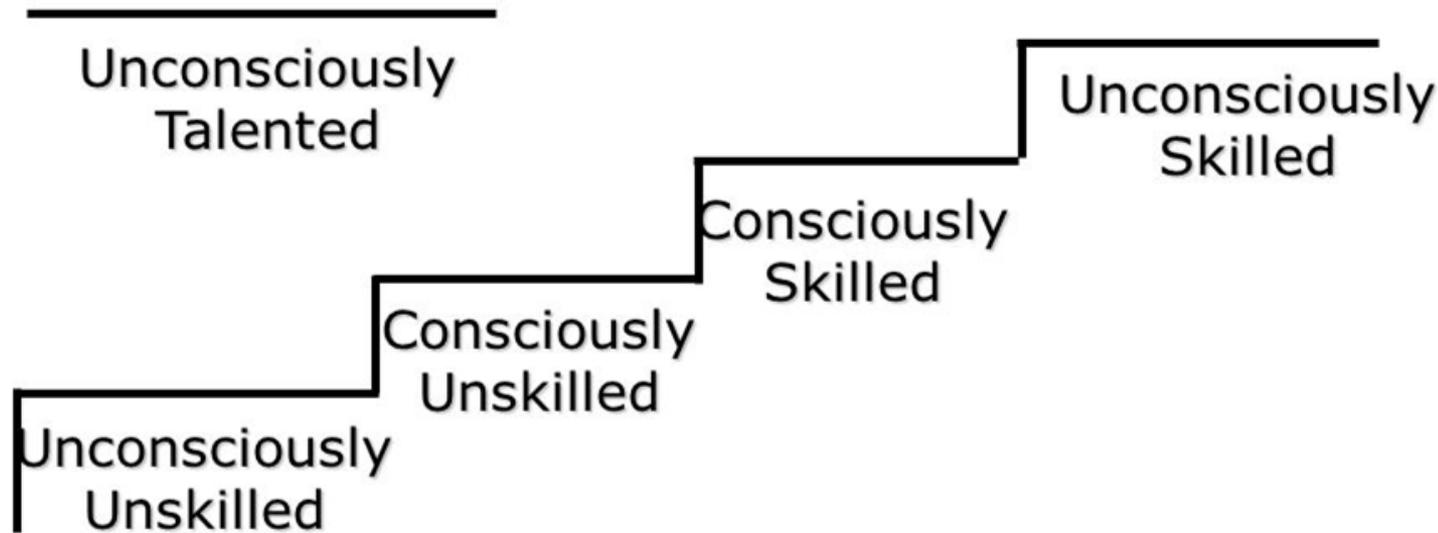
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Gordon's Skill Development Ladder

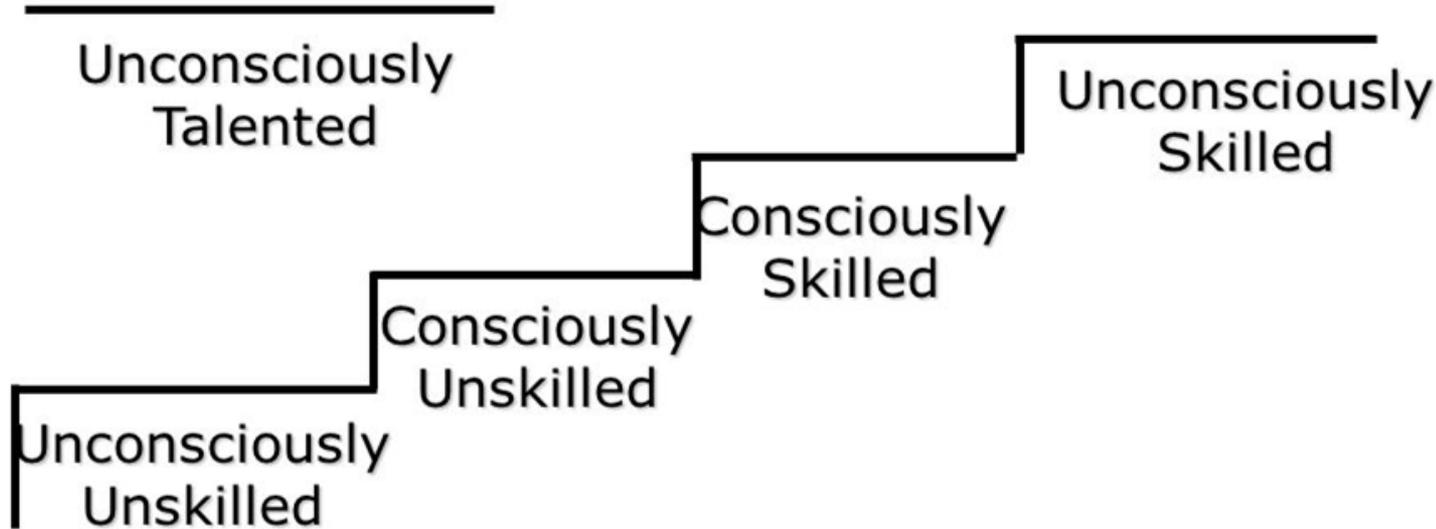
The Art of Teaching



■ Gordon's (1974) Skill Development Ladder

Gordon's Skill Development Ladder

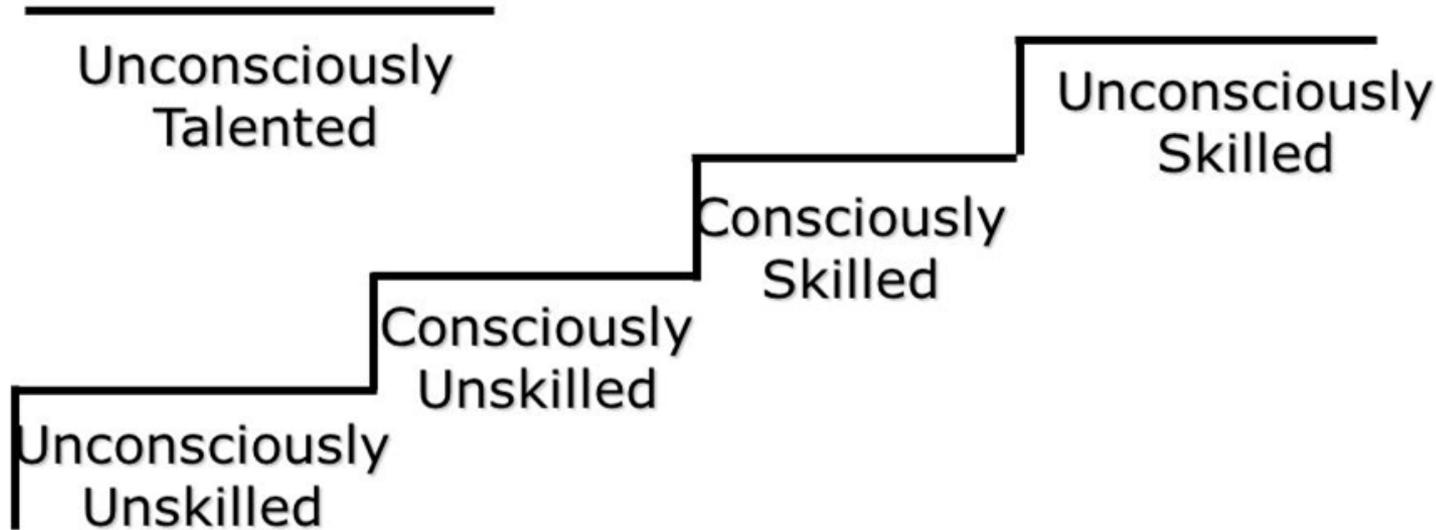
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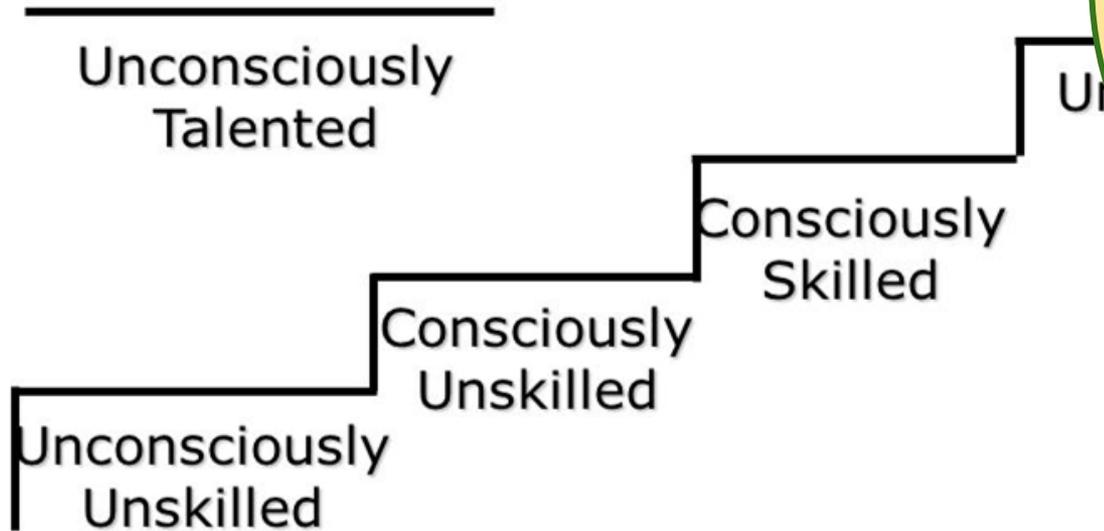


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Gordon's Skill Development Ladder

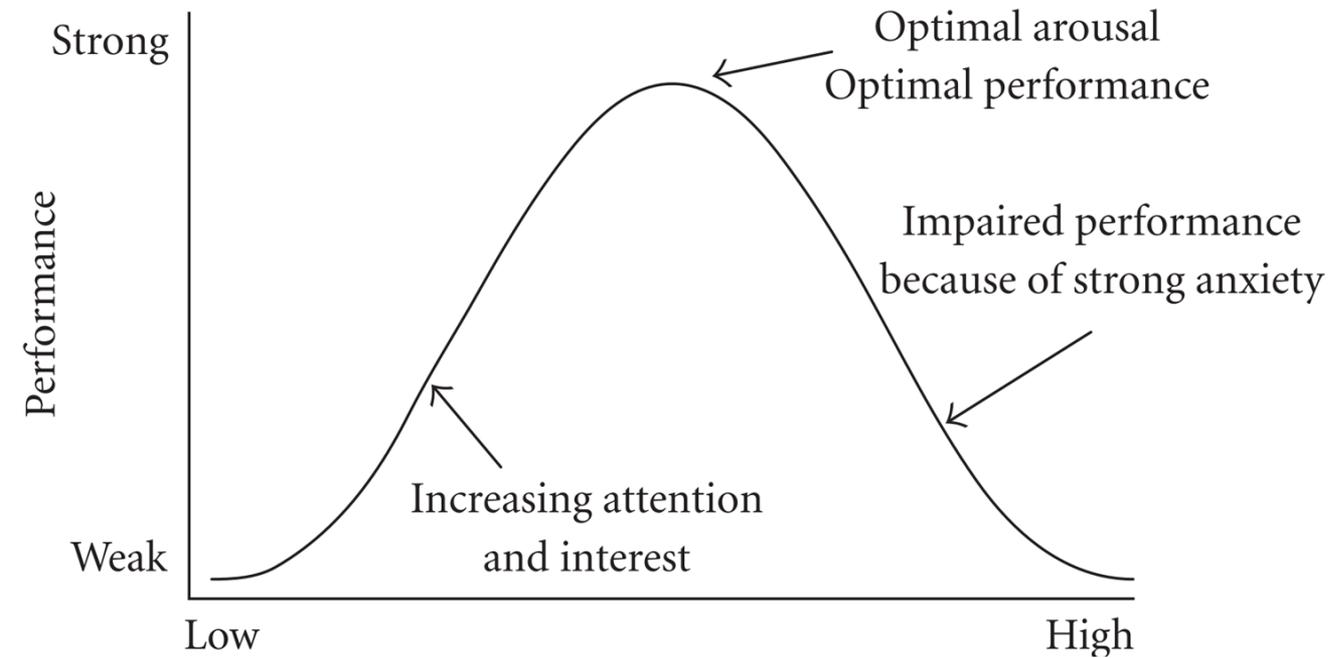
The Art of Teaching



Think of the developmental steps you experience while acquiring a new skill.



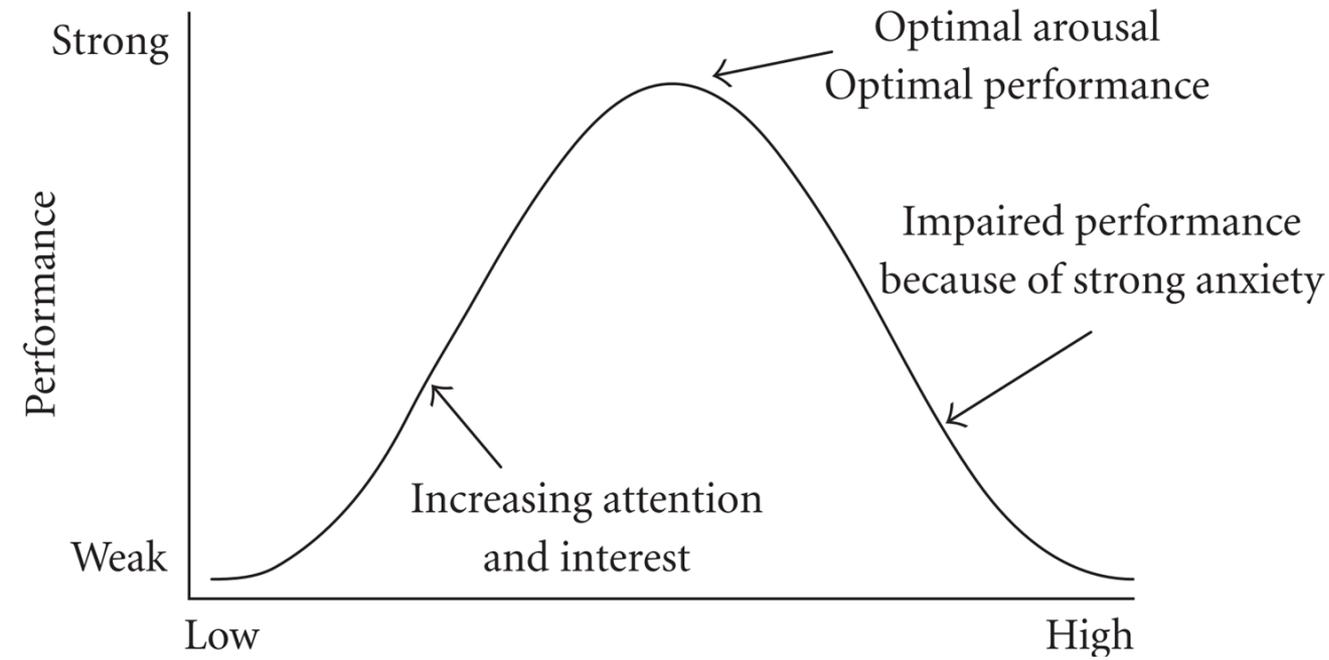
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Yerkes–Dodson law

From Wikipedia, the free encyclopedia

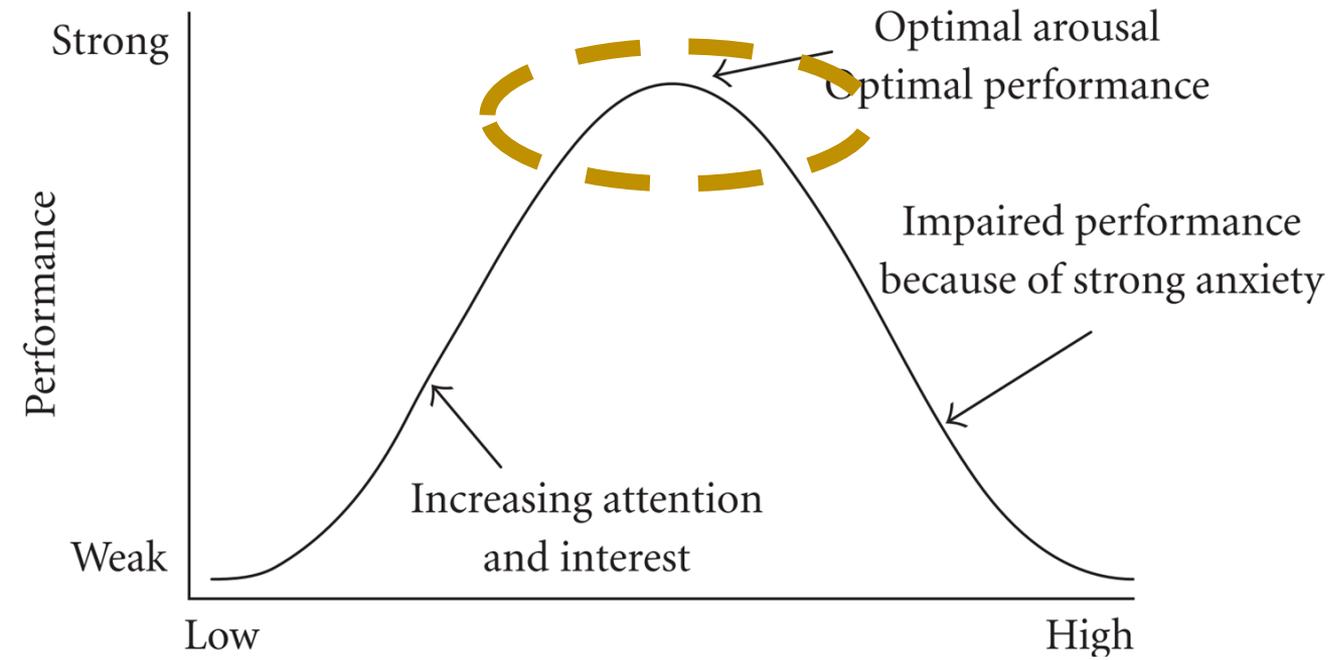
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Yerkes–Dodson law

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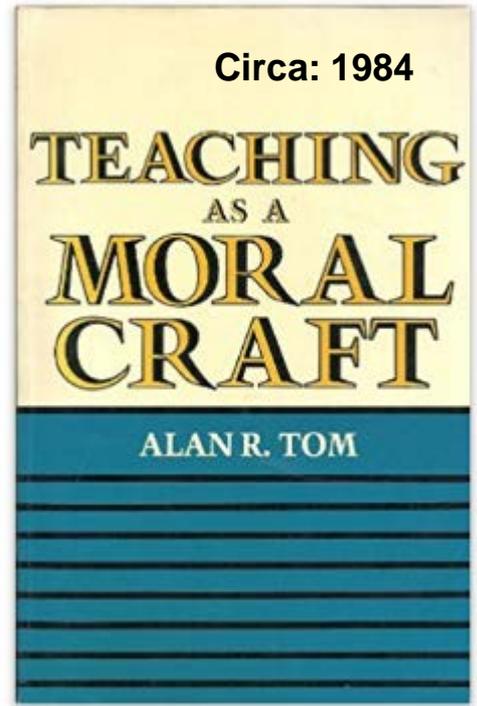
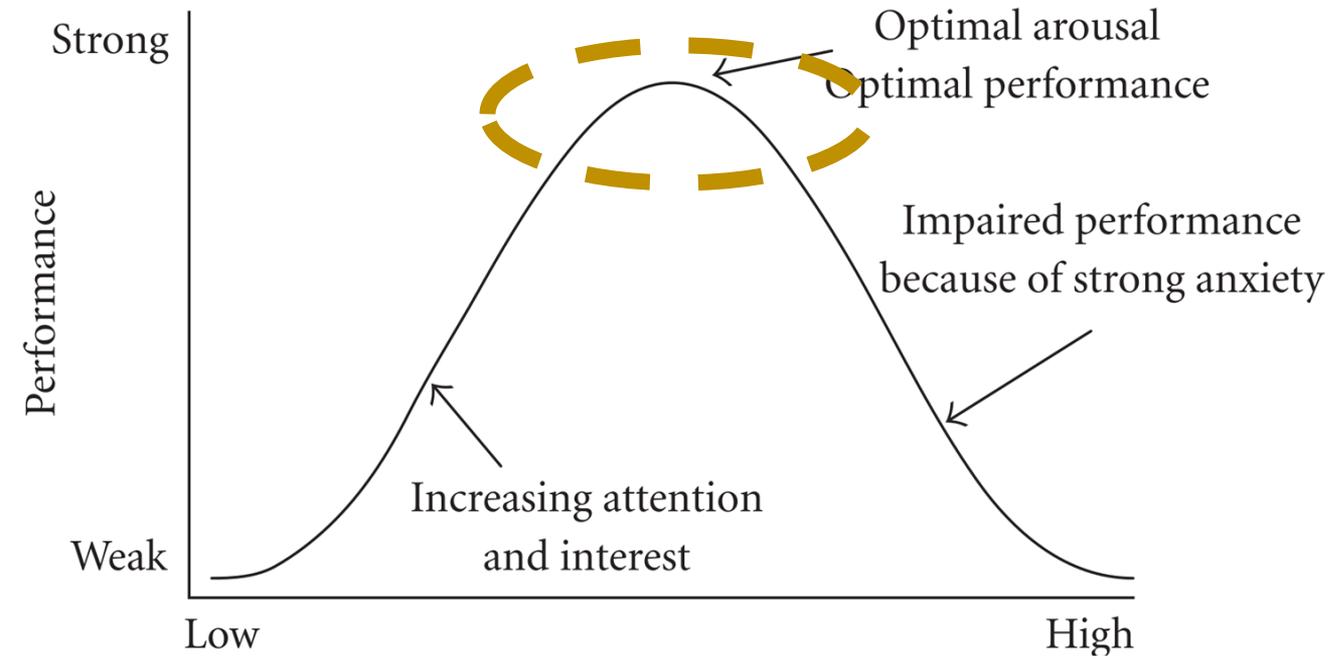
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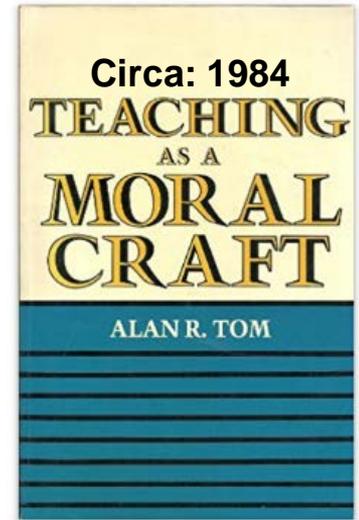
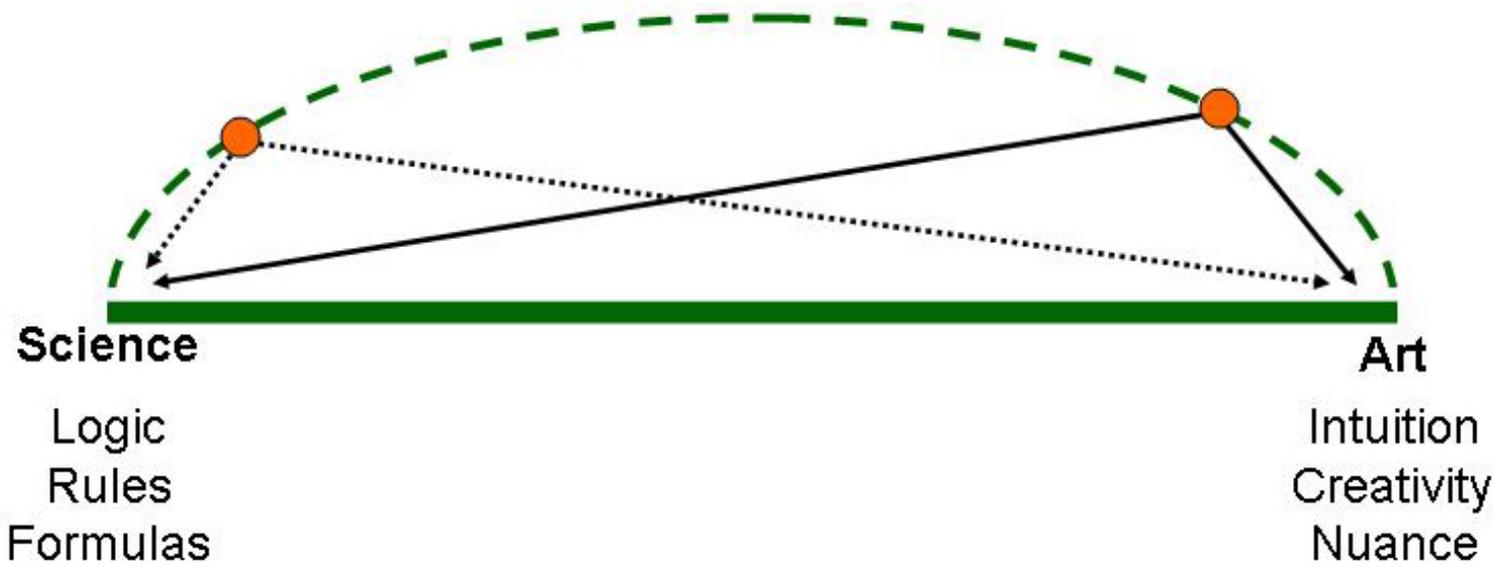
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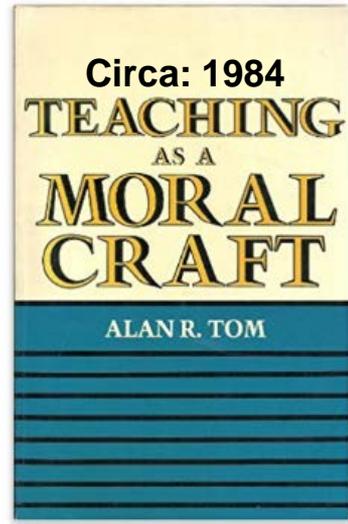
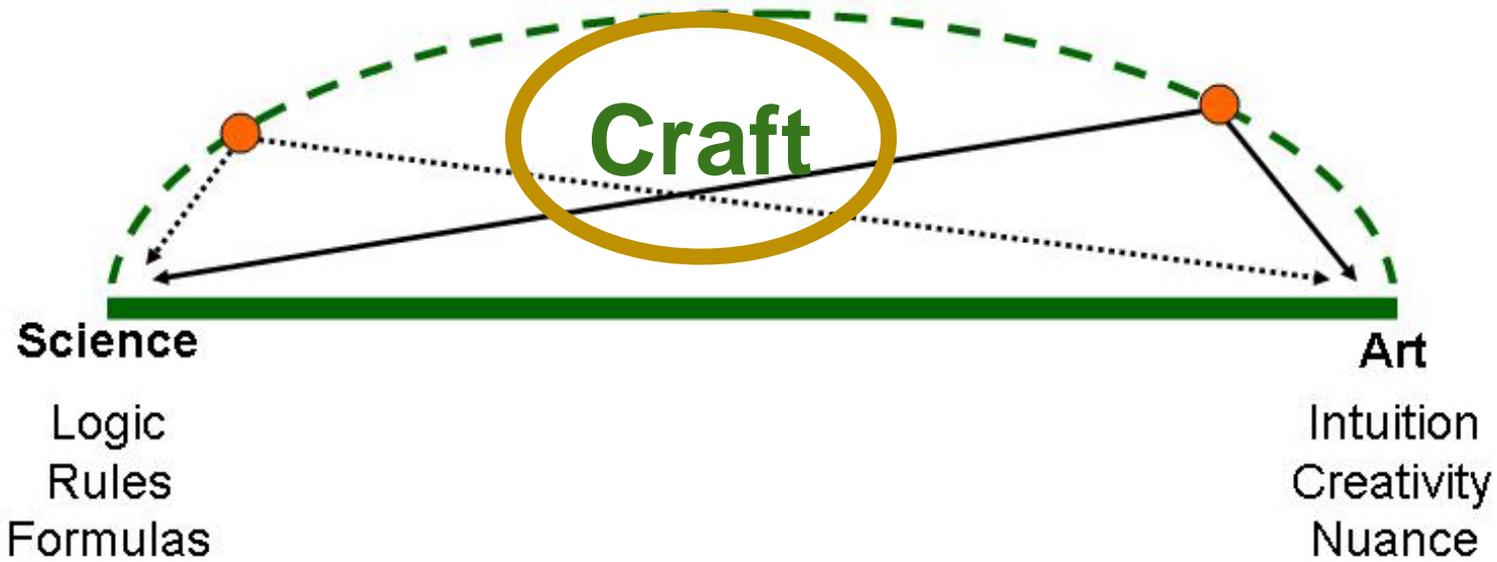
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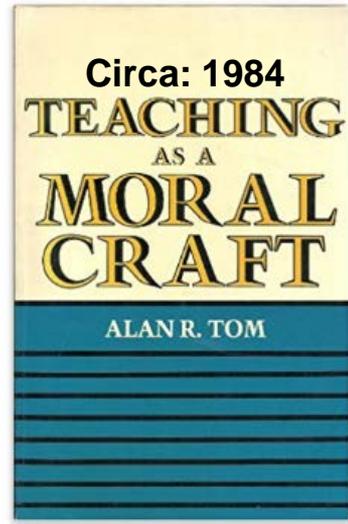
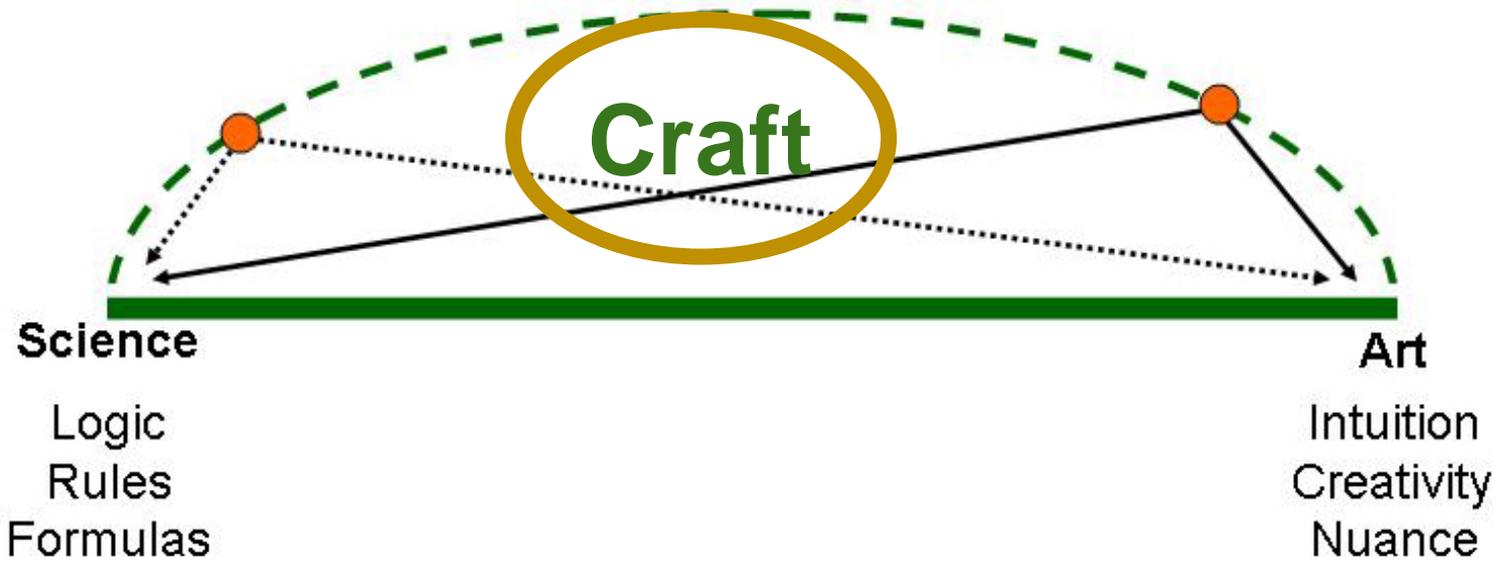
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<http://www.connerpartners.com/science-art-continuum>



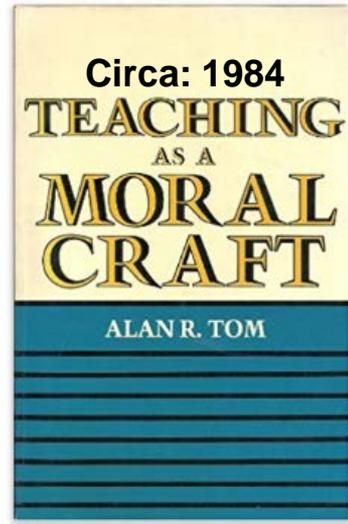
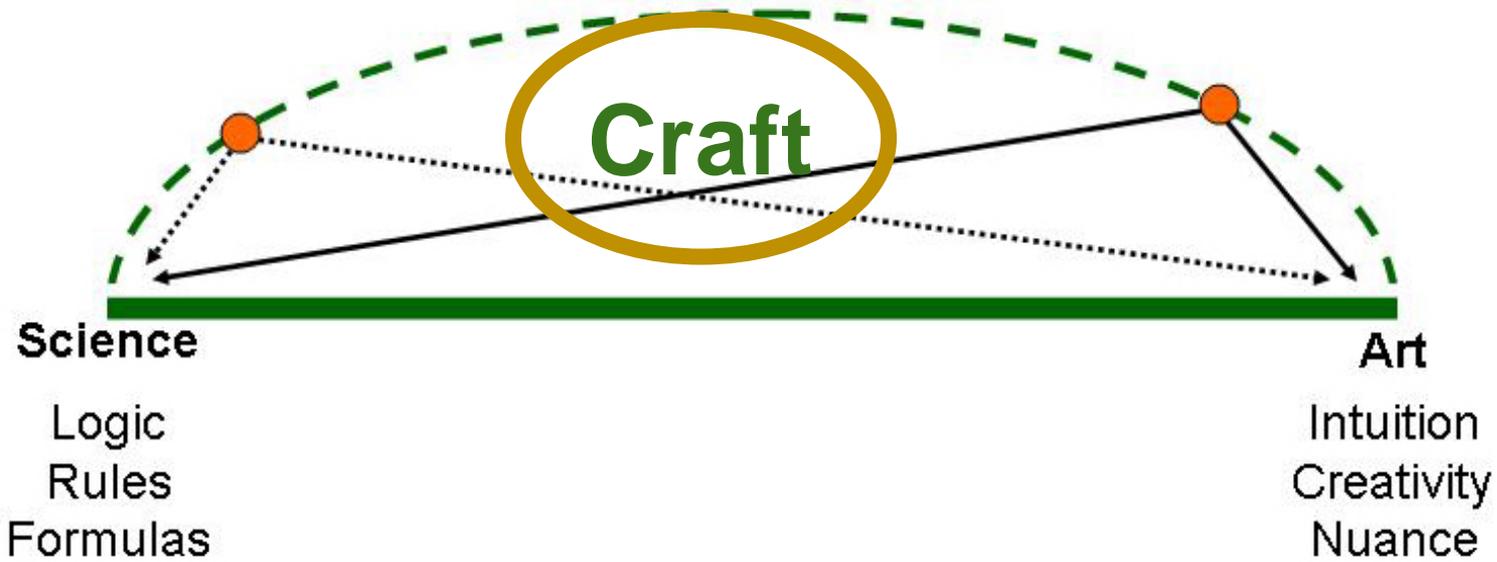
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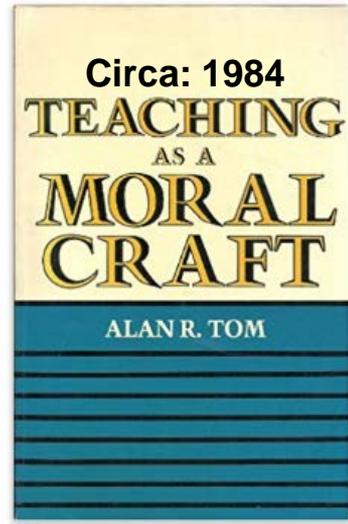
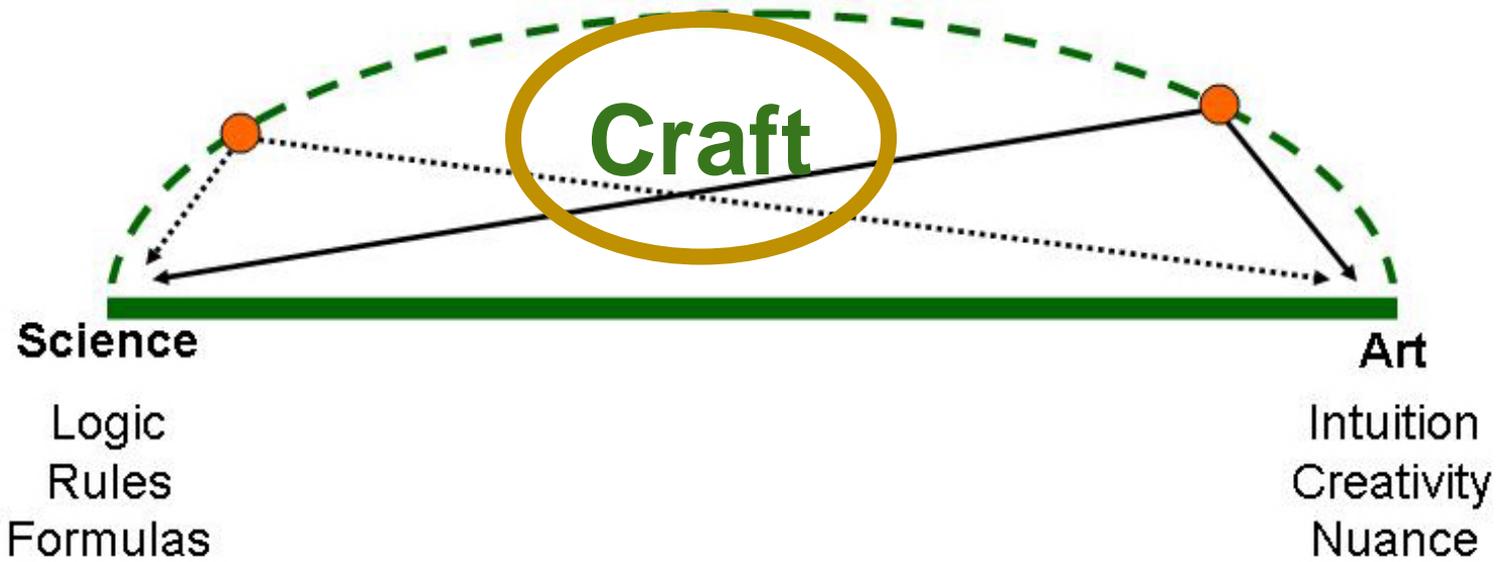
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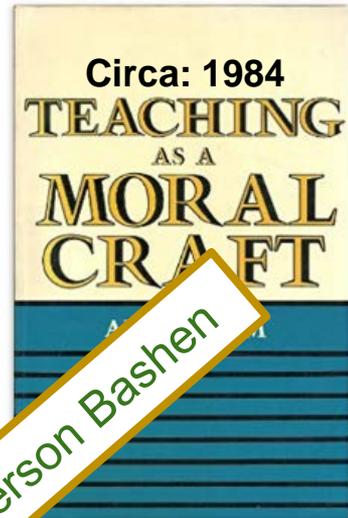


Science

Logic
Rules
Formulas

Art

Intuition
Creativity
Nuance



Janet Emerson Bashen

MICHELANGELO

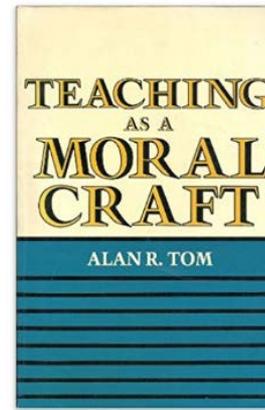
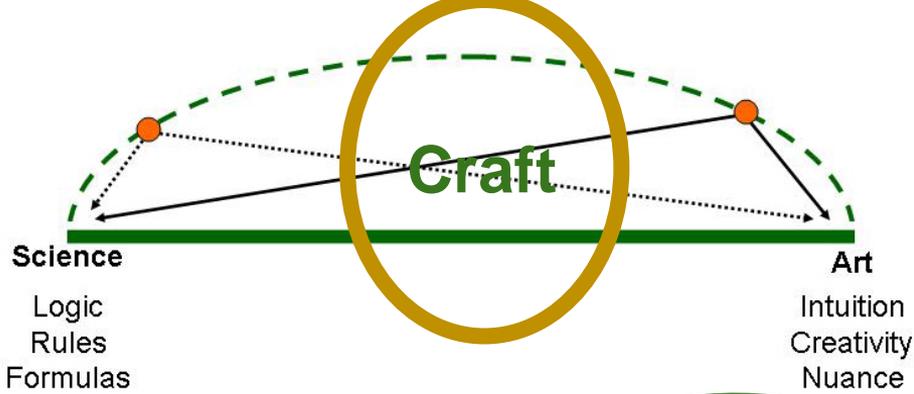


LEONARDO DA VINCI

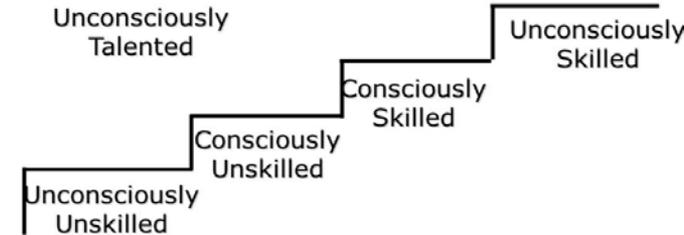
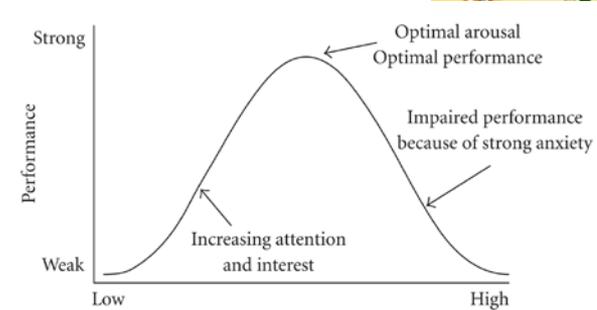


... patented a software program, LinkLine, to assist with web-based Equal Employment Opportunity investigations. [Wikipedia](#)

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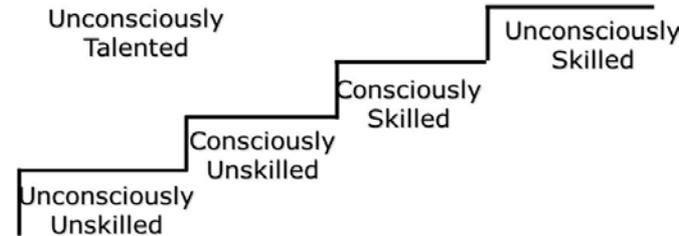
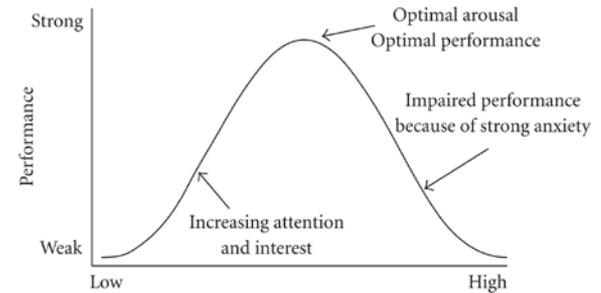
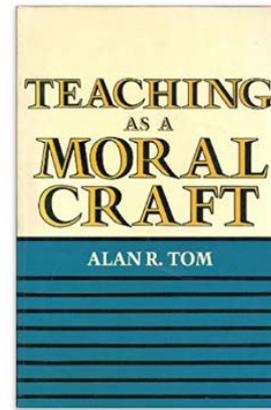
Have I begun to establish credibility with you?



Is their understanding and confidence increasing?

Art
Intuition
Creativity
Nuance

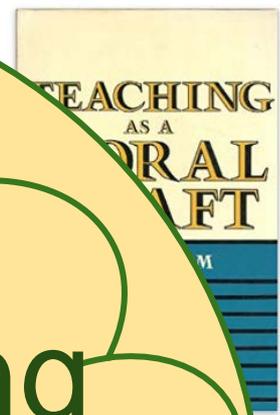
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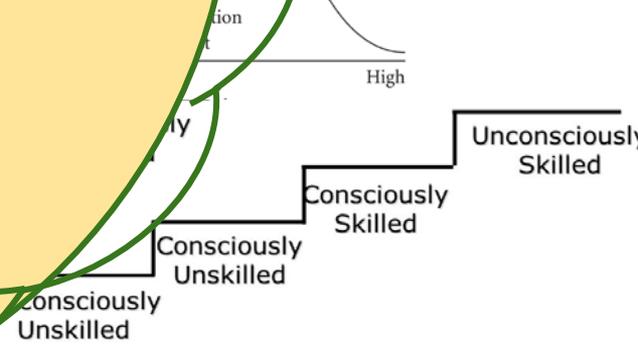
Craft

Is your
understanding
and confidence
increasing?



Optimal arousal
Optimal performance

Impaired performance
because of strong anxiety



■ Gordon's (1974) Skill Development Ladder



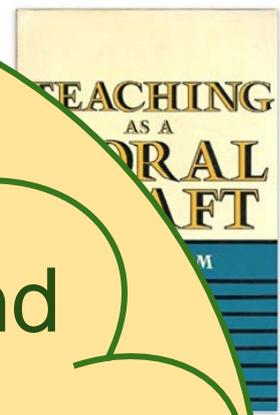
Science

Logic
Rules
Formulas

Craft

Is your understanding and confidence increasing?

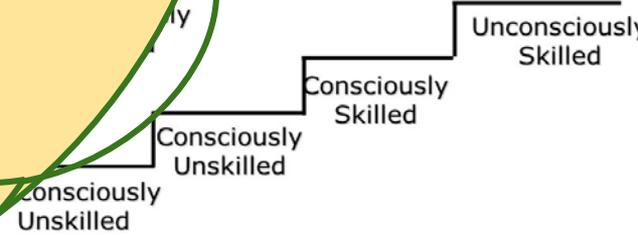
Are you interested in exploring further?



Optimal arousal
Optimal performance

Impaired performance
because of strong anxiety

High



Gordon's (1974) Skill Development Ladder



Science

Logic
Rules
Formulas

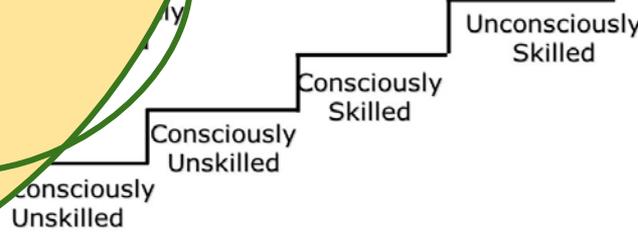
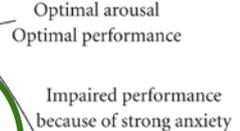
Grad

Is your
understanding and
confidence
increasing?

Interested in
going further?

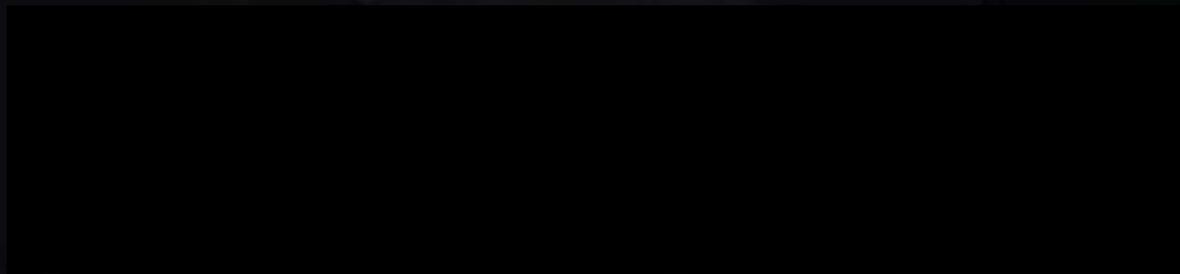
Check for Understanding

TEACHING
AS A
PROFESIONAL
CRAFT



- ✓ 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**

Gold star exemplars



Rating your professor: five myths about university teaching quality

January 19, 2015 2:28pm EST



People are happy to say university teachers are not good teachers, but the students seem to think otherwise. AlanYates, CC BY-SA

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

Rating your professor: five myths about university teaching quality

January 19, 2015 2:28pm EST



People are happy to say university teachers are not good teachers, but the students seem to think otherwise. AlanYikraz, CC BY-SA

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

Myth 4: Student evaluations of teaching only encourage showmanship

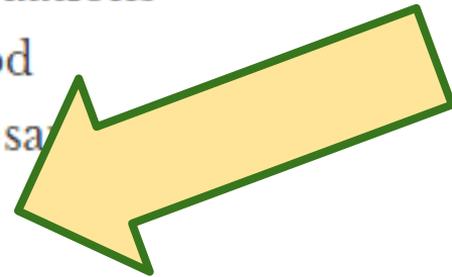
There are many who will tell you student evaluations are little more than a popularity contest, and therefore it is the charisma of the teacher and not the quality of the lesson that is being scrutinised.

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.

Myth 4: Student evaluations of teaching only encourage showmanship

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04/20/2018



AWESOME

5.0

OVERALL QUALITY

3.0

LEVEL OF DIFFICULTY

01/04/2018



AWESOME

5.0

OVERALL QUALITY

3.0

LEVEL OF DIFFICULTY

ECE302

GIVES GOOD FEEDBACK

AMAZING LECTURES

INSPIRATIONAL

For Credit: Yes

Attendance:

Not Mandatory

Textbook Used: No

Would Take Again:

Yes

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

ECE302

INSPIRATIONAL

CARING

RESPECTED

For Credit: Yes

Attendance:

Mandatory

Textbook Used: No

Would Take Again:

Yes

Grade Received: B-

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.

<http://www.ratemyprofessors.com/ShowRatings.jsp?tid=791181>



1 person found this useful



0 people did not find this useful

04/20/2018



AWESOME

5.0

OVERALL QUALITY

3.0

LEVEL OF DIFFICULTY

01/04/2018



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5.0

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0 people did not find this useful

04/20/2018

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Exceptional feedback and supporting materials. Mani is in a class of his

5.0

3.0

Planned agenda, know the audience, curriculum content and *the room*

Lessons have beginning, middle, end

01/04/20



AWESOME

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5.0

OVERALL QUALITY

3.0

LEVEL OF DIFFICULTY

Textbook Used: No

Would Take Again:

Yes

Build relationships w/ students

01/23/2018



AWESOME

5.0

OVERALL QUALITY

4.0

LEVEL OF DIFFICULTY

WRITE295

PARTICIPATION MATTERS

INSPIRATIONAL

ACCESSIBLE OUTSIDE CLASS

For Credit: Yes

Attendance:

Mandatory

Textbook Used: Yes

Would Take Again:

Yes

Grade Received: A

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.



12/19/2017



AWESOME

5.0

OVERALL QUALITY

2.0

LEVEL OF DIFFICULTY

WRITE295

AMAZING LECTURES

GIVES GOOD FEEDBACK

CLEAR GRADING CRITERIA

For Credit: Yes

Attendance:

Mandatory

Textbook Used: Yes

Would Take Again:

Yes

Grade Received: A-

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!

<http://www.ratemyprofessors.com/ShowRatings.jsp?tid=279686>

01/23/2018



AWESOME

5.0

OVERALL QUALITY

4.0

LEVEL OF DIFFICULTY

WRITE295

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INSPIRATIONAL

ACCESSIBLE OUTSIDE CLASS

For Credit: Yes

Attendance:

Mandatory

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12/19/2017



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2.0

LEVEL OF DIFFICULTY

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01/23/2018



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4.0

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Textbook Used: Yes

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Invest to get everyone involved and successful

LECTURES

GIVES GOOD FEEDBACK

CLEAR GRADING CRITERIA

For Credit: Yes

Attendance:

Mandatory

Textbook Used: Yes

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

Share learning responsibility

<http://www.ratemyprofessors.com/912121>



AWESOME

5.0

OVERALL QUALITY

2.0

LEVEL OF DIFFICULTY

03/28/2017



AWESOME

5.0

OVERALL QUALITY

3.0

LEVEL OF DIFFICULTY

GERM111

CARING

For Credit: Yes

Attendance:

Mandatory

Textbook Used: Yes

Would Take Again:

Yes

Grade Received: N/A

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



AWESOME

5.0

OVERALL QUALITY

4.0

LEVEL OF DIFFICULTY

GERM342

GIVES GOOD FEEDBACK

RESPECTED

CARING

For Credit: Yes

Attendance:

Mandatory

Textbook Used: No

Would Take Again:

N/A

Grade Received: B+

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>



0 people found this useful



0 people did not find this useful

03/28/2017



AWESOME

5.0

OVERALL QUALITY

3.0

LEVEL OF DIFFICULTY

GERM111

CARING

For Credit: Yes

Attendance:

Mandatory

Textbook Used: Yes

Would Take Again:

Yes

Grade Received: N/A

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05/20/2016



AWESOME

5.0

OVERALL QUALITY

4.0

LEVEL OF DIFFICULTY

GERM342

GIVES GOOD FEEDBACK

RESPECTED

CARING

For Credit: Yes

Attendance:

Mandatory

Textbook Used: No

Would Take Again:

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0 people found this useful



0 people did not find this useful

03/28/2017



AWESOME

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OVERALL QUALITY

3.0

LEVEL OF DIFFICULTY

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Attendance:

Mandatory

Textbook Used: Yes

Would Take Again:

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Invest in people while learning - relationship building

GERM342

GIVES GOOD FEEDBACK

RESPECTED

CARING

For Credit: Yes

Attendance:

Mandatory

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.



AWESOME

5.0

4.0

Invest time to address emergent questions

Grade Received: B+

<http://www.msu.edu>



0 people found this useful



0 people did not find this useful

Most people do not listen with the intent to understand; they listen with the intent to reply.

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

Published on May 14, 2018



Glenna Fulks | [+ Follow](#)

Chief Connecting Officer & Curator of Memorable Experiences

[8 articles](#)



7,989



467



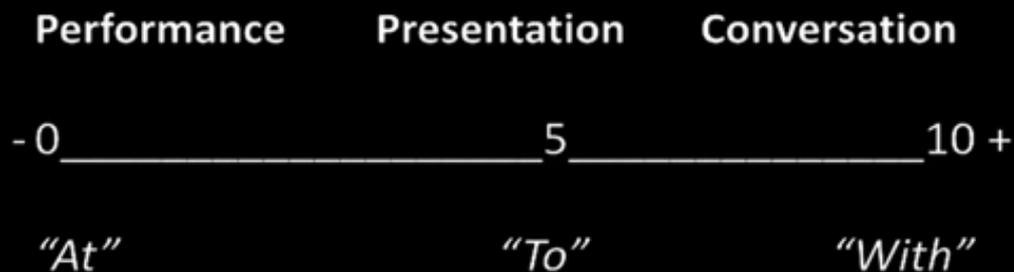
1,463

<https://www.linkedin.com/pulse/art-active-listening-glenna-fulks/>



Secret #5

The Communication Effectiveness Continuum



3:19 / 18:24



Butterflies in Formation: Performance Under Pressure

- ✓ 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

Master Listening Effective Body Language Well Business Non-verbal Cross Good Communication Skills

Message Active
Empathic
Cultural
Listen



Master
Listening
Effective Body

Non-verbal
Business

Comm

Active
Empathic
Cultural
Intelligent

Remember when I said,
'I'm really nervous
about presenting to
such a large, highly
educated audience'?



Master
Listening
Effective Body

Non-verbal
Business

Comm
Rem

Active
Empathic
ural
sten

Did you
believe me?

...nice'?





<https://www.youtube.com/watch?v=v36Vt9GmH8>

1:42 - 3:00

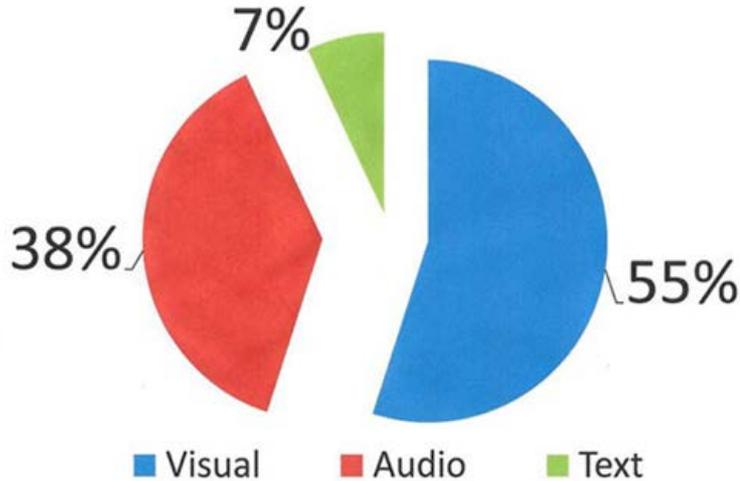
▶ ⏪ 🔊 1:42 / 15:39

📄 ⚙️ 📺 🗉

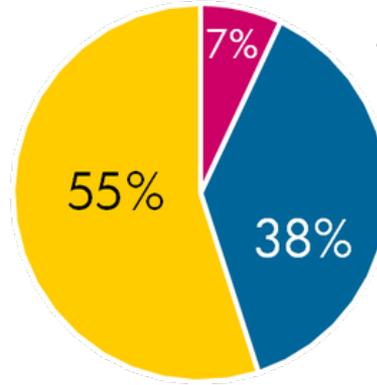
Body Language: The Key to Your Subconscious | Ann Washburn | TEDxIdahoFalls

Body Posture

Impact of Communication



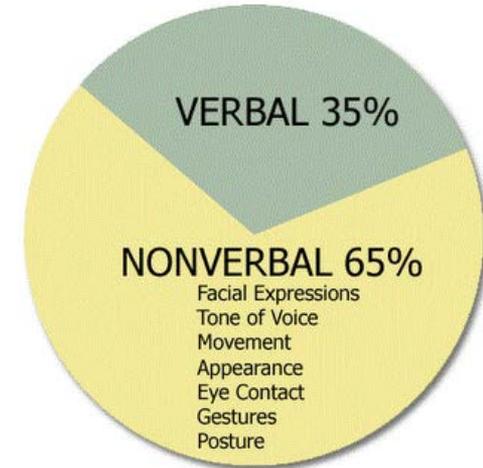
Source: UCLA study on how audience learns during a presentation



Dr. Albert Mehrabian's 7-38-55% Rule

Elements of Personal Communication

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



Copyright © 2008 www.imprinttrainingcenter.blogspot.com

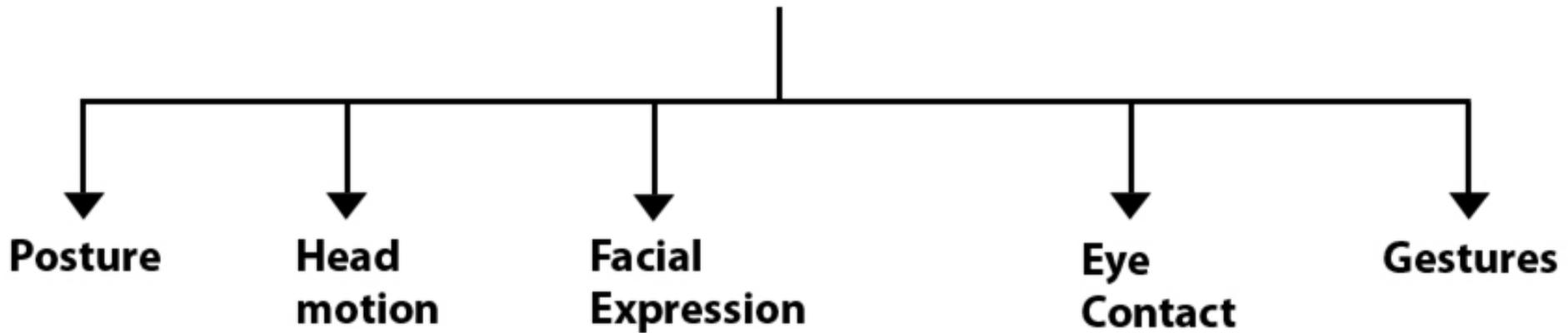
1. EMBLEMS

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.

* Ekman P. (2004) Emotional and Conversational Nonverbal Signals. In: Larrazabal J.M., Miranda L.A.P. (eds) Language, Knowledge, and Representation. Philosophical Studies Series, vol 99. Springer, Dordrecht

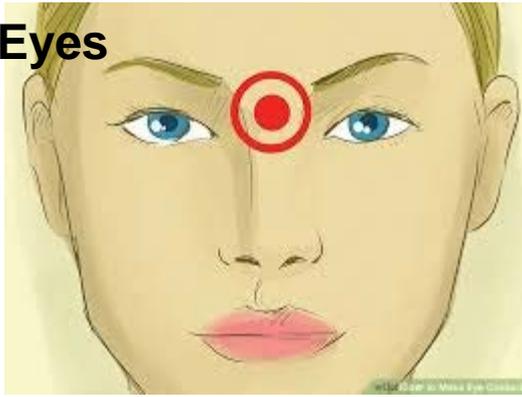
https://link.springer.com/chapter/10.1007/978-1-4020-2783-3_3

Body Language



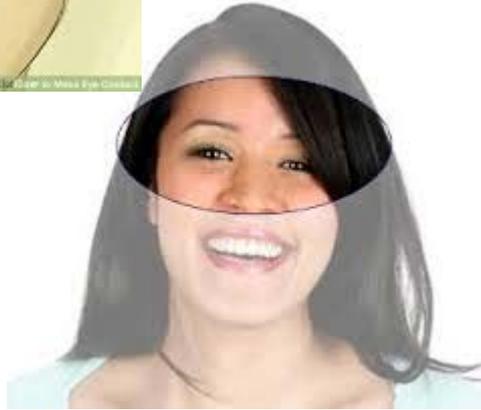
Features of Body Language

Eyes



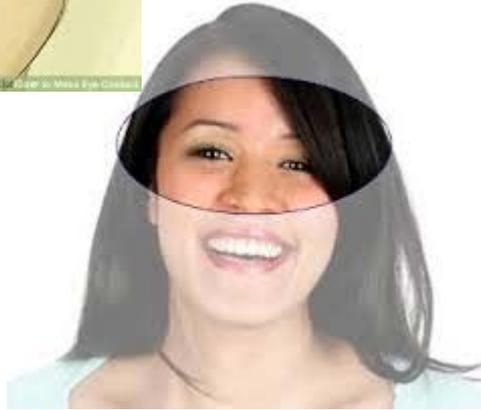
If you're participating in healthy conversation (and not experiencing the above emotions), “eye contact” is effectively defined as looking **semi-randomly in an area whose borders surround the eyes by about two centimeters**. This would be between 30 and 70 percent of the time.

<http://www.thelanguagelab.ca/posts/nonverbal-communication-the-importance-of-eye-contact/>



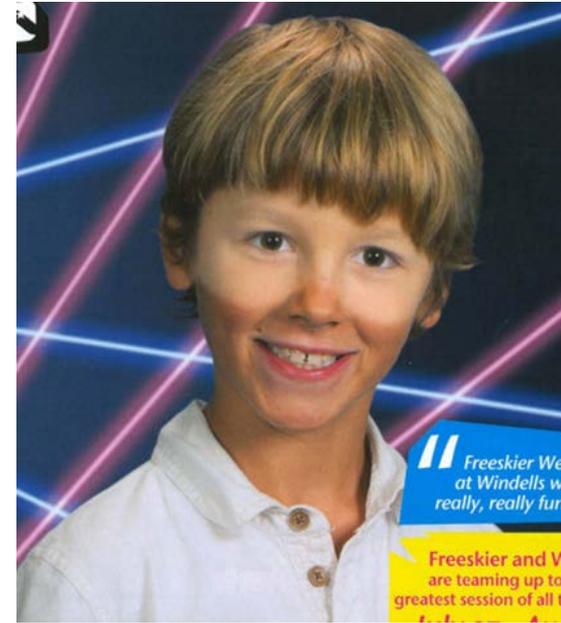
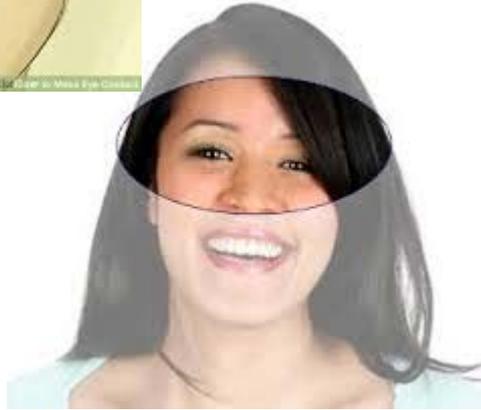
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<http://www.thelanguagelab.ca/posts/nonverbal-communication-the-importance-of-eye-contact/>

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

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Scanning

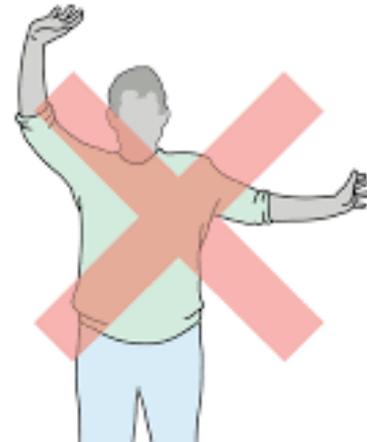




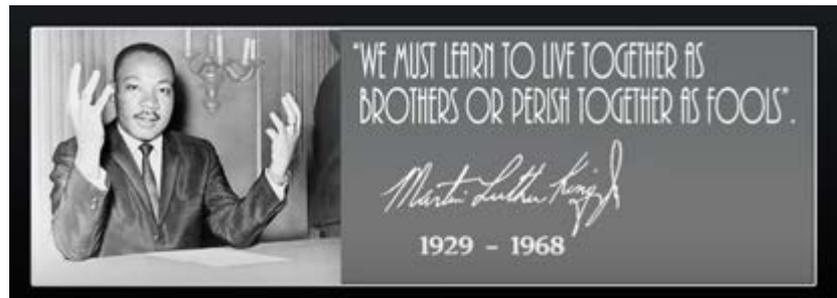
Hands



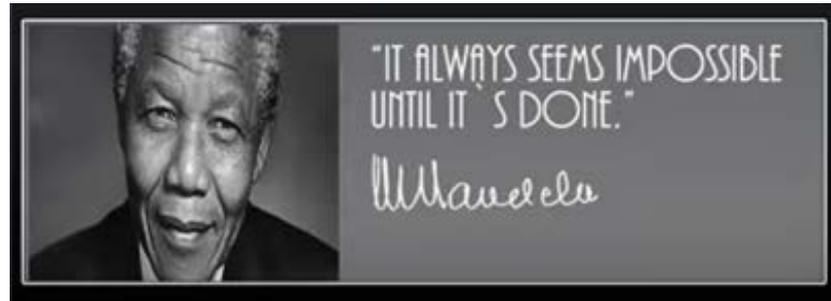
When you don't know what to do, drop your hands to your sides for a moment.



<https://www.youtube.com/watch?v=QqhkdhICHLk>



Voice Inflection





* Video not approved for epsb.ca.

Approve



3MT '17-Farhia Haque

<https://www.youtube.com/watch?v=-1FP1zyUPro&feature=youtu.be&list=PLkLWuDkntM8vy0dx8YWPbXs8gZDXOoD-E>

A still from a YouTube video featuring Ross Geller from the TV show Friends. He is wearing a blue t-shirt and has his hands raised in a questioning gesture. The background is a dark wall with a door handle visible on the left. Overlaid on the image is white handwritten text.

How can we tell Ross is
so not "fine" even when he
claims he is?

▶ ▶| 🔊 1:48 / 4:32



The Importance of Nonverbal Cues as told by "Friends"

<https://www.youtube.com/watch?v=OvEci5Bjgd4>

Secret 1 - 3

Words:	7%
Voice Tone:	38%
Body Language:	55%



The 7 secrets of the greatest speakers in history | Richard Greene | TEDxOrangeCoast

<https://www.youtube.com/watch?v=i0a61wFaF8A>

<https://www.youtube.com/watch?v=4eBmyttcfU4>

TED^x SonomaCounty
x = independently organized TED event



▶ ⏪ 🔊 1:06 / 18:26



The Myth of Average: Todd Rose at TEDxSonomaCounty

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

BE
AUTHENTIC
NOT
THEATRICAL

PRACTICE
MAKES
PERFECT

PRACTICE
MAKES
PERFECT



**GOOD PRACTICE
MAKES PERFECT**

PRACTICE
MAKES
PERFECT



GOOD PRACTICE
MAKES PERFECT

~~PERFECT~~
IMPROVEMENT



GOOD PRACTICE
MAKES ~~PERFECT~~
IMPROVEMENT

Practice makes ~~perfect.~~
PERMANENT



GOOD PRACTICE
MAKES ~~PERFECT~~
IMPROVEMENT

Gr eat

IMPROVEMENT

Practice makes ~~perfect.~~

PERMANENT



GOOD PRACTICE
MAKES ~~PERFECT~~
IMPROVEMENT

Great

Practice makes ~~perfect.~~
PERMANENT