Teaching Presentation Skills: Performance Under Pressure
Dr. Stephen R. Leppard,
August 23/19
Banff, Alberta
Waterton, Alberta
Botanical Beach, B.C.
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
A Promise ...

...and a Hope
Education is a process involving two sets of participants who supposedly play different roles: teachers who impart knowledge to students, and students who absorb knowledge from teachers.

Diamond, Jared. Collapse: How Societies Choose to Fail or Succeed, 2011, pg. 419
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Diamond, Jared. *Collapse: How Societies Choose to Fail or Succeed*, 2011, pg. 419
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 think, adapt and respond 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 succeed 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 academic outreach 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 teaching skills while getting an edge in the academic arena and preparing for non-academic leadership roles.

Community outreach program
Develop a creative approach to your research presentations and build your confidence by connecting to the community to deliver and engage.

Parent Link

External Resources
Access multiple resources and tools including U of A Grad Hub (online modules for professional development and ethics credits).

https://www.ualberta.ca/graduate-studies/professional-development
“Back off a bit. You’re scaring people.”

(Alliteration Introduction + One Minute Talk) x 2 = ____________________
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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 Skilled

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

The Art of Teaching

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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Craft

Science
Logic
Rules
Formulas

Art
Intuition
Creativity
Nuance

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

TEACHING AS A MORAL CRAFT

ALAN R. TOM

http://www.connerpartners.com/science-art-continuum
Maya Angelou was one of America’s most beloved and celebrated poets and authors, with dozens of awards and over 50 honorary degrees.

https://www.goalcast.com/2017/04/03/maya-angelou-quotes-to-inspire-your-life/

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

Have I begun to establish credibility with you?
Craft

Have I begun to establish credibility with you?

Is their understanding and confidence increasing?
Is your understanding and confidence increasing?
Is your understanding and confidence increasing?

Are you interested in exploring further?
Check for Understanding

Is your understanding and confidence increasing?

Are you interested in exploring further?

Check for Understanding

Understanding and Confidence

Improved Performance

Optimal Performance

Because of strong anxiety

Consciously Skilled

Consciously Unskilled

Unconsciously Skilled

Unconsciously Unskilled


Science

Logic

Rules

Formulas

Before

After

TEACHING AS A LIFELONG LEARNING PROCESS

BECOME A LIFELONG LEARNER...
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Rating your professor: five myths about university teaching quality

January 19, 2015 2:20pm EST

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

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
ECE302

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

01/04/2018

AWESOME

5.0 OVERALL QUALITY
3.0 LEVEL OF DIFFICULTY

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

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

Lessons have beginning, middle, end

Build relationships w/ students
12/19/2017
WRITE295
For Credit: Yes
Attendance: Mandatory
Textbook Used: Yes
Would Take Again: Yes
Grade Received: A-

AWESOME
OVERALL QUALITY
5.0
LEVEL OF DIFFICULTY
2.0

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
<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>RATING</th>
<th>OVERALL</th>
<th>ATTENDANCE</th>
<th>TEXTBOOK</th>
<th>LAST RATING</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/23/2018</td>
<td>WRITE295</td>
<td>5.0</td>
<td>4.0</td>
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<td>Yes</td>
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<td>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.</td>
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Invest to get everyone involved and successful

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Share learning responsibility
**GERM111**

**Date:** 03/28/2017

**Rating:** AWESOME

**Overall Quality:** 5.0

**Level of Difficulty:** 3.0

**For Credit:** Yes

**Attendance:** Mandatory

**Textbook Used:** Yes

**Would Take Again:** Yes

**Grade Received:** N/A

**Comments:**

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**

**Date:** 05/20/2016

**Rating:** AWESOME

**Overall Quality:** 5.0

**Level of Difficulty:** 4.0

**For Credit:** Yes

**Attendance:** Mandatory

**Textbook Used:** No

**Would Take Again:** N/A

**Grade Received:** B-

**Comments:**

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.
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Invest in people while learning - relationship building

Invest time to address emergent questions
I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou

EverydayPowerBlog.com
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 re-phrase 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.
Secret #5

The Communication Effectiveness Continuum

Performance      Presentation      Conversation

\[ \begin{align*}
-0 & \quad 5 & \quad 10 + \\
\end{align*} \]

“At”          “To”          “With”
Secret #5

The Communication Effectiveness Continuum

- Performance  Presentation  Conversation

-0---------------------5---------------------10+

“At”  “To”  “With”

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

- Master
- Listening
- Effective
- Body Language
- Non-verbal
- Business
- Cross
- Well
- Good
- Message
- Active
- Empathic
- Cultural
- Cultural
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
Cognitive Dissonance
1:42 - 3:00

https://youtu.be/_v36Vt9GmH8?t=1m42s
Body Posture

Impact of Communication

Dr. Albert Mehrabian’s 7-38-55% Rule

Elements of Personal Communication
- 7% spoken words
- 38% voice, tone
- 55% body language

Source: UCLA study on how audience learns during a presentation
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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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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The Myth of Average: Todd Rose at TEDxSonomaCounty
When you don't know what to do, drop your hands to your sides for a moment.
Voice Inflection

“It always seems impossible until it’s done.”
—Winston S. Churchill

“If you’re going through hell, keep going.”
—Winston S. Churchill

“We must learn to live together as brothers or perish together as fools.”
—Martin Luther King Jr.

1929 – 1968
How can we tell Ross is so not “fine” even when he claims he is?

The Importance of Nonverbal Cues as told by “Friends”

https://youtu.be/OvEci5Bjgd4?t=1m48s
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

Improvement
Practice makes perfect.

Improvement
Great Improvement

Practice makes perfect.

Improvement
GREAT

Practice makes perfect.