

Types of Presentation That Teachers Need to Know

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Presentations in the Classroom

As teachers, we may look at presentations in different ways:

Introductions
(as group
dynamic
activities)

**Classroom
production
tasks**
(individual or
collaborative)

Assessments
(in place of
an exam,
objective
criteria)

Lesson focus
(developing
students'
presentation
skills as a
standalone)



Controlled Discussion Questions

What makes a good or bad presenter?

What makes a good or bad presentation?

What problems may someone experience as
a presenter?

What are the characteristics of a good
audience?



Types of Presentation

1. **Standard presentation:** An interactive talk on a subject usually with slides
2. **Representing:** A talk where you are the “face” of an organisation
3. **Speech:** A funny or serious talk with no visual support
4. **Pecha kucha:** 20 slides at 20 seconds each; no words, only images
5. **Virtual presentation:** A talk given online at a distance
6. **Pitch:** A very short talk trying to sell something
7. **Briefing:** A talk, dependent on clarity, giving instructions or a methodology
8. **Lecture:** Usually at university, a long academic talk on a subject
9. **Report:** A talk about something you have done or completed
10. **Proposal:** A presentation suggesting ideas and future plans
11. **Instructional content:** A presentation containing training material



Occurrences in the Classroom

Standard presentation	
Representing	
Speech	
Pecha kucha	
Virtual presentation	
Pitch	
Briefing	
Lecture	
Report	
Proposal	
Instructional content	

Pecha Kucha

Pecha kucha means “chit chat” in Japanese.

It is a style of presentation using PowerPoint. It involves 20 slides, each shown for 20 seconds (total 6 minutes 40 seconds).

There can be no more or no less than 20 slides.

Slides should be image-oriented with little, if any, text. Slides must advance automatically.

There must be a narrative and development as the slides go along (not simply describing).

It works with almost any topic and should be fun, dynamic, fast-moving, creative and human. It also develops coherence in telling a story.

It allows you to show your presentation and communication skills and develops your confidence. Success is not dependent upon your artistic abilities with PowerPoint! The results can be funny (based on time limits) or wonderfully polished if prepared and practised.

All this makes it memorable and engaging. It is a great team-building event and makes dull technical material more colourful.



About Pitching

Pitching is about influencing others. While we may typically associate pitching with sales and marketing, the reality is that everyone needs pitching skills. Pitching is typically short, direct and to the point and less formally structured than typical workplace presentations.



“Sell me this pen”



Dragon's Den



Elevator / lift pitch

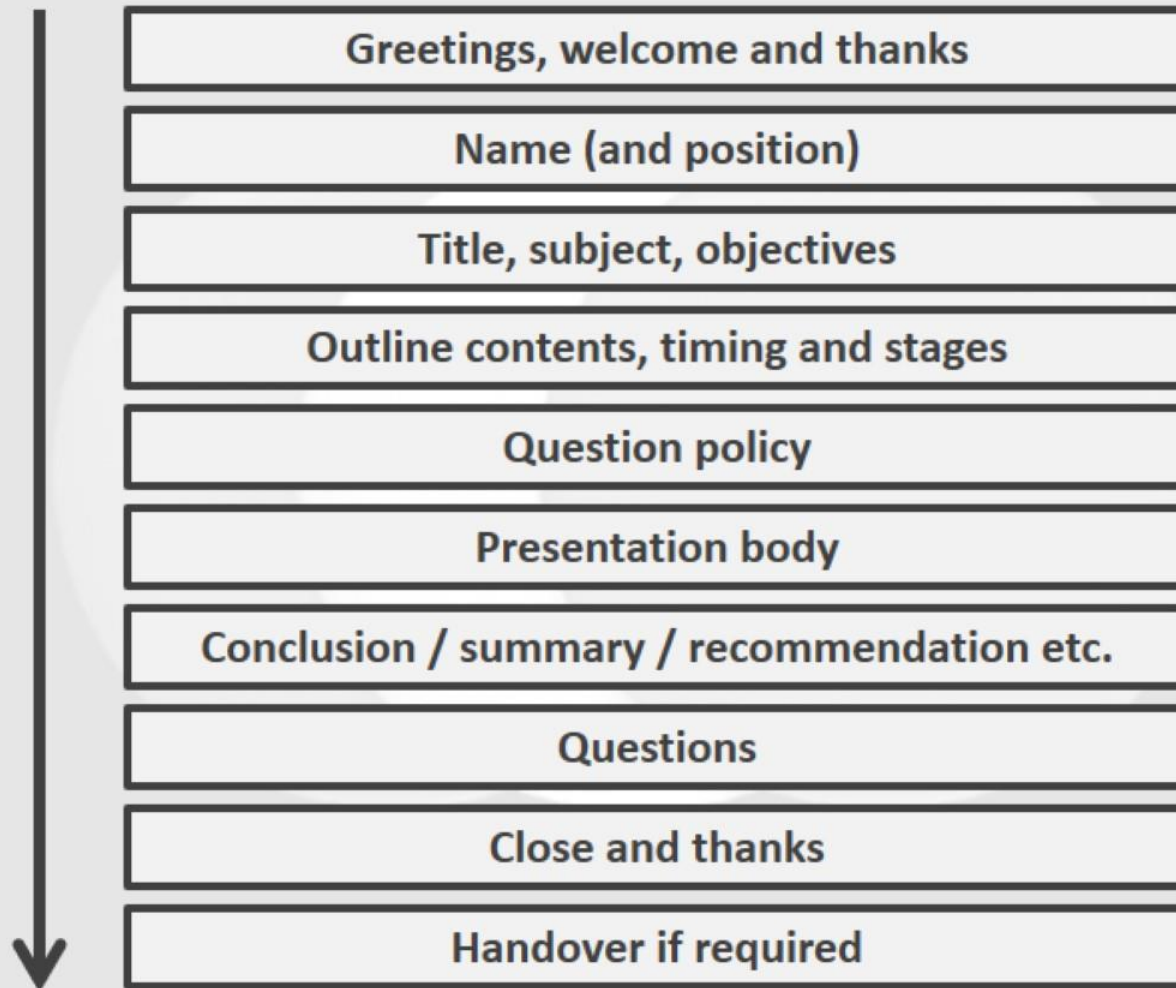
Teachers also need pitching skills. We may not be selling a product but we are constantly selling ideas!

Key Features of Presentation Lessons

- Evaluating and providing feedback on sample presentations (video)
- Structure
- Vocabulary and lexis for all stages of a presentation
- Opening and closing
- Arranging ideas in the main body
- Stating a question policy
- Ways to engage an audience (including storytelling)
- How to use props
- Slide design
- Handling data
- Nonverbal communication (tone, body language gesture, eye contact)
- How a presenter can handle and avoid questions
- Planning a presentation and delivering it



The Classic Structure of a Presentation



Engaging an Audience

Some common engagement techniques (verbal, vocal and visual) are:

Rhetorical questions

Interesting facts or statistics

Acknowledging work of audience

Telling a (short and not clichéd) story

Quoting someone

Giving a list (three to seven parts)

Using props

Show of hands poll

Dress

Interesting visuals and graphics

Directing questions at people

Using examples

Being controversial

Telling a joke

Gestures, movement and walking

Setting a puzzle to get the audience thinking

Throwing questions to the whole audience

Extreme adjectives / language

Use of tone, emphasis and stress



Handling and Avoiding Questions

Scope	“That goes outside the remit of today’s presentation”
Authority	“Sorry, I would not have the authority to ... ”
Paraphrase	“So, you think ... I would ...”
Hedge	“It may probably be around a quarter in the near future”
Avoid	“Unfortunately, I wouldn’t be able to answer that as ...”
Respond positively	“That’s an interesting question”
Delay	“Let me come back to you on that”
Answer	“That would be 5.5% with the past three months”
Check	“Does that answer your question?”
“Tennis”	“Let me ask you the same question”
Encourage	“Any more questions? Time for one more”
Definition	“Well, that depends what you mean by ...”

Presentation in your Lessons

When can **you** use presentations in your lessons?



Reading

Bird, Tom and Cassell, Jeremy (2017) *The Leader's Guide to Presenting*. Harlow: Pearson.

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Questions and Contact

Any questions or follow-up?

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