



Practical Strategies for the Effective Use of PowerPoint

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“The human brain is a remarkable organ. It starts to work as soon as you are born and doesn't stop until you get up to deliver a presentation.”

-- Anonymous



Presentation Outline

By the end of this presentation, you will understand the following about using PowerPoint in the academic setting:

- Audience Analysis
- Location and Technology
- Movement and Voice
- Organization
- Layout and Format
- Graphics and Multimedia
- Asking and Answering Questions
- Special Effects (throughout presentation – sigh)



This presentation uses many animation effects

Most are inappropriate

You have been warned



Analyze Audience

- **Power** (students, peers, supervisors)
- **Age** (vision, crystallized vs. fluid intelligence)
- **Needs/Values** (money, environs, politics, information)
- **Expertise** (high, moderate, low, mixed)

Or alternatively

- **Capability**: What is the capability of the audience?
- **Attention**: How will you gain and hold their attention?
- **Motivation**: Why should they listen to you?
- **Perception**: Does audience perceive your goals?



Where Are You Presenting?

- **Small, Medium, or Large Room:**
 - Doesn't work well in a small room
 - Medium rooms can pose problems of screen size and lack of audio-visual equipment
 - Large rooms require more movement and voice skills

- **External vs. Internal Lighting:**
 - A light background with dark fonts in rooms lacking windows
 - A dark background with light fonts in rooms with external lighting



Dealing with the Technology

- ▼ Arrange for equipment well in advance
- ▼ Arrive early enough to ensure that you can get equipment to “synch” appropriately
- ▼ Familiarize yourself with switches for lights, sound equipment, screen, etc.
- ▼ Use standard fonts and minimize special effects if you are unfamiliar with the capabilities of the computer
- ▼ Be cautious with trying new techniques
- ▲ **Always make back-up overheads for important presentations (board meetings, thesis defense, classes?)**



Things Not Meant for PowerPoint

WARKENTIN INSURANCE SERVICES
HERITAGE SCHOLARSHIP TRUST PLANS
42 TIMBERCREST DR. PORT MOODY, B.C. V3H 4T7
ART WARKENTIN (604) 469-8502 & 469-8503

June 2, 1993

PATRICIA BARON
318 - 540 ROCHESTER
COQUITLAM, B. C.
CANADA V3K 2V1

Art:
Have you considered getting some of that Post-secondary education for yourself?

DEAR MRS. BARON:
Ms.

When children come along, most parents want to know if they have adequate Life Insurance. is it the most economical for their present needs? Many parents are paying (to) much for their Life Insurance.

Also, parents realize that (in the future) their children will need a better education just to survive. And with Post-secondary education costs going up and up, they would like to know what is the best way to save for their children's education.

For more information, please fill in the blanks below and return in the enclosed Postage Paid Envelope. THANK YOU.

Sincerely,

Art Warkentin

PATRICIA BARON - June 2, 1993 *Not interested*

NAME _____ BIRTHDATE _____
[] SMOKER [] NON-SMOKER

SPOUSE'S NAME _____ BIRTHDATE _____
[] SMOKER [] NON-SMOKER

TELEPHONE - RES: _____ BUS: _____

CHILD _____ BIRTHDATE _____

CHILD _____ BIRTHDATE _____

CHILD _____ BIRTHDATE _____

I WOULD LIKE INFORMATION ON;

<input type="checkbox"/> QUICK PAID-UP LIFE INSURANCE	<input type="checkbox"/> MORTGAGE INSURANCE	<input type="checkbox"/> MUTUAL FUNDS
<input type="checkbox"/> LOW COST TERM INSURANCE	<input type="checkbox"/> FAMILY LIFE INSURANCE PLANS	<input type="checkbox"/> RETIRE AT AGE 55 PLANS
<input type="checkbox"/> TERM TO AGE 100	<input type="checkbox"/> SICKNESS & ACC. INCOME PROTECTION PLANS	<input type="checkbox"/> R.R.S.P.'S
<input type="checkbox"/> REGISTERED EDUCATION SAVINGS PLANS (R.E.S.P.)	<input type="checkbox"/> GROUP INSURANCE PLANS	<input type="checkbox"/> ANNUITIES & R.R.I.F.'S
	<input type="checkbox"/> BUSINESS OVERHEAD EXPENSE PROTECTION	<input type="checkbox"/> KEY MAN INSURANCE

- Page reductions
- Complex mathematical derivations
- Lengthy instructions
- Anything else that is very detailed
- Use "B" to blank the screen
- Use overhead or pass out copies of material

You Gotta Be Kidding

- Avoid backgrounds that are distracting or difficult to read from
- Be consistent with the background that you use





Guidelines for Animations and Sounds

- Animations are best used sparingly for emphasis
- Make “entrances” and “exits” relatively unobtrusive (appear and disappear)
- Keep other animations as simple as possible
- Only use sounds for specific purposes and **NOT** to accompany entrances and exits

Less is More!

More Realistically

- I used this background and font for a number of years.

- What is wrong with it?



Moving on the Stage

- You are on-stage so use the stage as a prop:
 - A wireless mouse or RF pointer can un-tether you from the computer (need your own laptop)
 - Move from side to side (recognize brain lateralization issue)
 - When on one side address the audience on the other side of the room (diagonal presentation)
 - Move forward and backward (best in large room)
 - Move toward anyone who is asking a question or is responding to a question
 - Avoid turning back on audience

- Try to move naturally and remain aware of any bad habits.
Remember, the computer is not a security blanket.



Body Language

- Smile at your audience (especially at beginning)
- Establish eye contact (look for the “head nodder” if nervous)
- Use hands to support words (avoid hands in pockets, stiff mannerisms, fig-leaf, excessive movement)
- Tilt head, nod, or otherwise indicate that you are listening to comments or questions
- Avoid too casual a posture
- Avoid nervous mannerisms (pulling ears, hair, or beard, scratching self, etc.)



Voice as a Tool

- Project voice when in large room (or use a microphone)
- But a whisper can be an effective contrast
- Monitor verbal “tics” (um, uh, like, really, etc.)
 - Silence is a better approach, but takes practice
 - Silence is also a powerful tool for eliciting comments and questions (15-20 seconds silence almost always works)
- Try to vary speed and intonation (use these to indicate interest or excitement)
 - Monotone = Boredom
 - Rushing = Nervousness or Time Management
- Avoid raising pitch at end of sentence (sounds uncertain)
- **DO NOT read your presentation or slides!**



Organizing Your Presentation

➤ Standard Organization:

- Title slide (name, position, affiliation, date, title)
- Organizer slide (material to be covered – can be called an “outline” or “objectives”)
- Background (as needed)
- Body of the presentation
- Conclusion/Summary
- Acknowledgements/References (as needed)
- Question slide (as needed)



General Principles of Layout

- Include a title for each slide (exceptions?)
- Provide number of pages remaining (x of 40)
- Include institutional affiliation
- Can include name or title
- Consider placement of graphics
 - Optical centre of page (1/3 of way down the page)
 - Side by side?



Slide Layout & Point Form

- Use 1-2 slides per minute of your presentation
- Write in point form rather than complete sentences or paragraphs
- Use key words and phrases only
- Aim for parallel structure
- 2 levels of bullets/numbers is enough
 - Bullets for unordered lists
 - Numbers for sequenced lists
- 5X5 rule (5 words by 5 lines)? 9X9 rule?
 - Magic number for short-term memory?
 - Will slides be provided for reference (i.e., need more detail)?



Slide Layout & Paragraph Form

You should use one or two slides per minute of your presentation, and you should write in point form rather than in paragraph form. And instead of presenting material in complete sentences, you should only use key words and phrases. This page contains too much text for a presentation slide. Because it is written in complete sentences, it is difficult for your audience to read and for you to present each point. Now where were we? Although there are fewer ideas on this slide than on the previous slide, it looks much more complicated, so your audience will spend too much time trying to read this paragraph instead of listening to you.



Slide Layout & Point Form

- Reveal one point at a time?
 - Helps audience concentrate on what you are saying
 - Prevents audience from reading ahead
 - Helps you keep your presentation focused

- Reveal clusters of points?
 - Provides audience with context
 - Prevents frustration and boredom with adept audiences
 - Helps you remember what's next

- Depends upon issues related to complexity of explanation and emphasis



Font Size

- This font sample is 10 point
- This font sample is 12 point
- This font sample is 16 point
- This font sample is 20 point
- This font sample is 24 point
- **This sample is 36 point**

- ← Unreadable
- ← Still Unreadable
- ← References
- ← Sub Points
- ← Main Points
- ← **Titles**

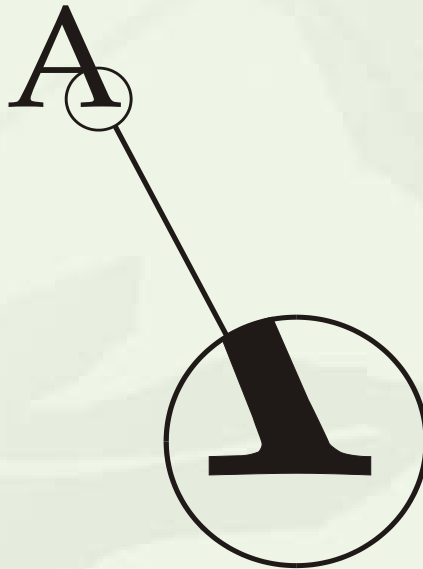


Font Colour

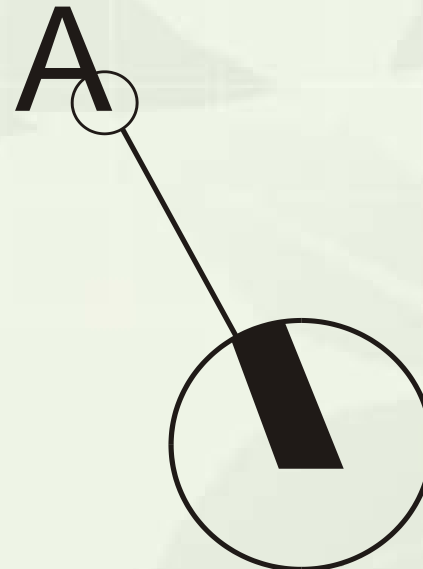
- Using a font colour that does not contrast with the background colour is hard to read
- Using colour for decoration is **distracting** and **annoying**
- Using a different colour for each point is unnecessary
 - Using a different colour for secondary points is also unnecessary
- **Trying to be creative can also be bad**
- With special effects, colour can be exceptionally bad

Font Style

- Sans Serif fonts (Arial) are slightly easier to read than serified fonts (Times Roman) in projected images



Serifs



Sans Serifs

- The reverse is true in printed documents



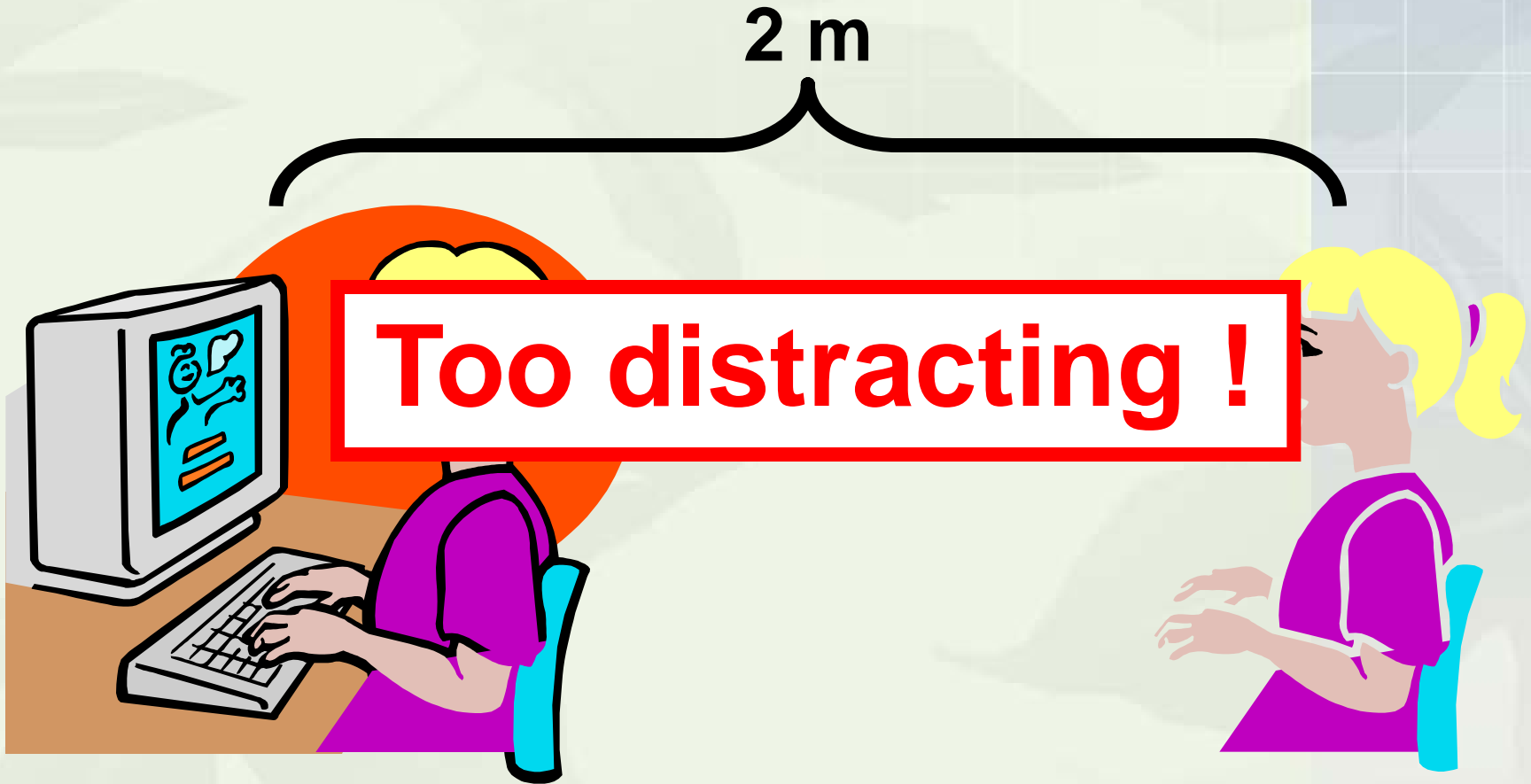
More Font Issues

- AVOID USING ALL UPPERCASE BECAUSE WE READ BY PATTERN RECOGNITION AND THESE PATTERNS DISAPPEAR IN UPPER CASE LETTERS. IN E-MAIL, USING ALL UPPER CASE IS THE EQUIVALENT OF SHOUTING.
- *Avoid using all italics because they are thinner than regular fonts and thus harder to read. Reserve italics for the titles of books and journals.*
- Use **bold** sparingly for emphasis.
- ***Depending upon your audience and purpose, you can sometimes use a more casual font.***
- **But please avoid fonts that are nearly impossible to read.**



Judging Appropriate Size of Graphics

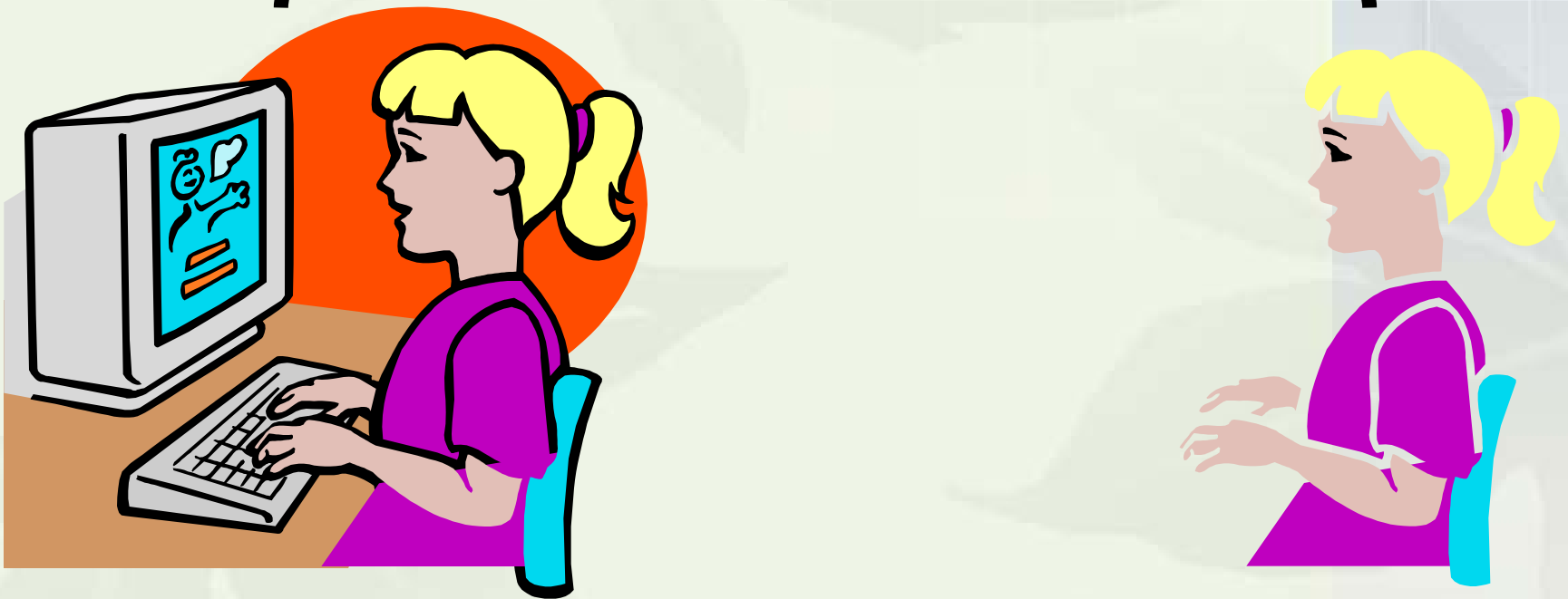
2 m

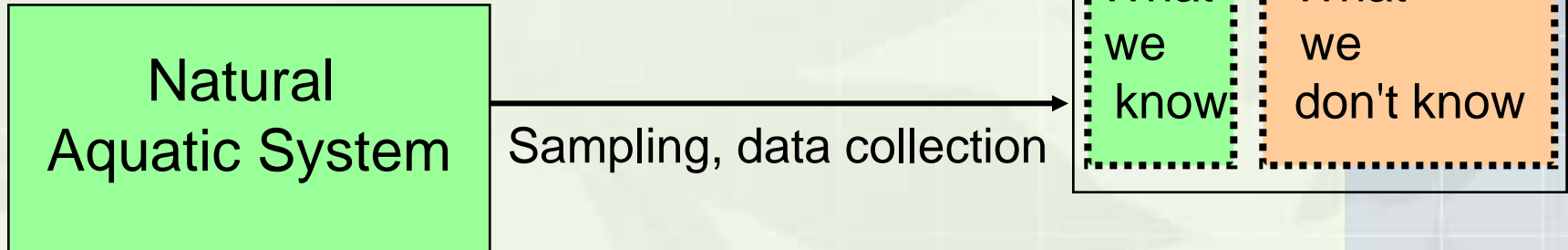


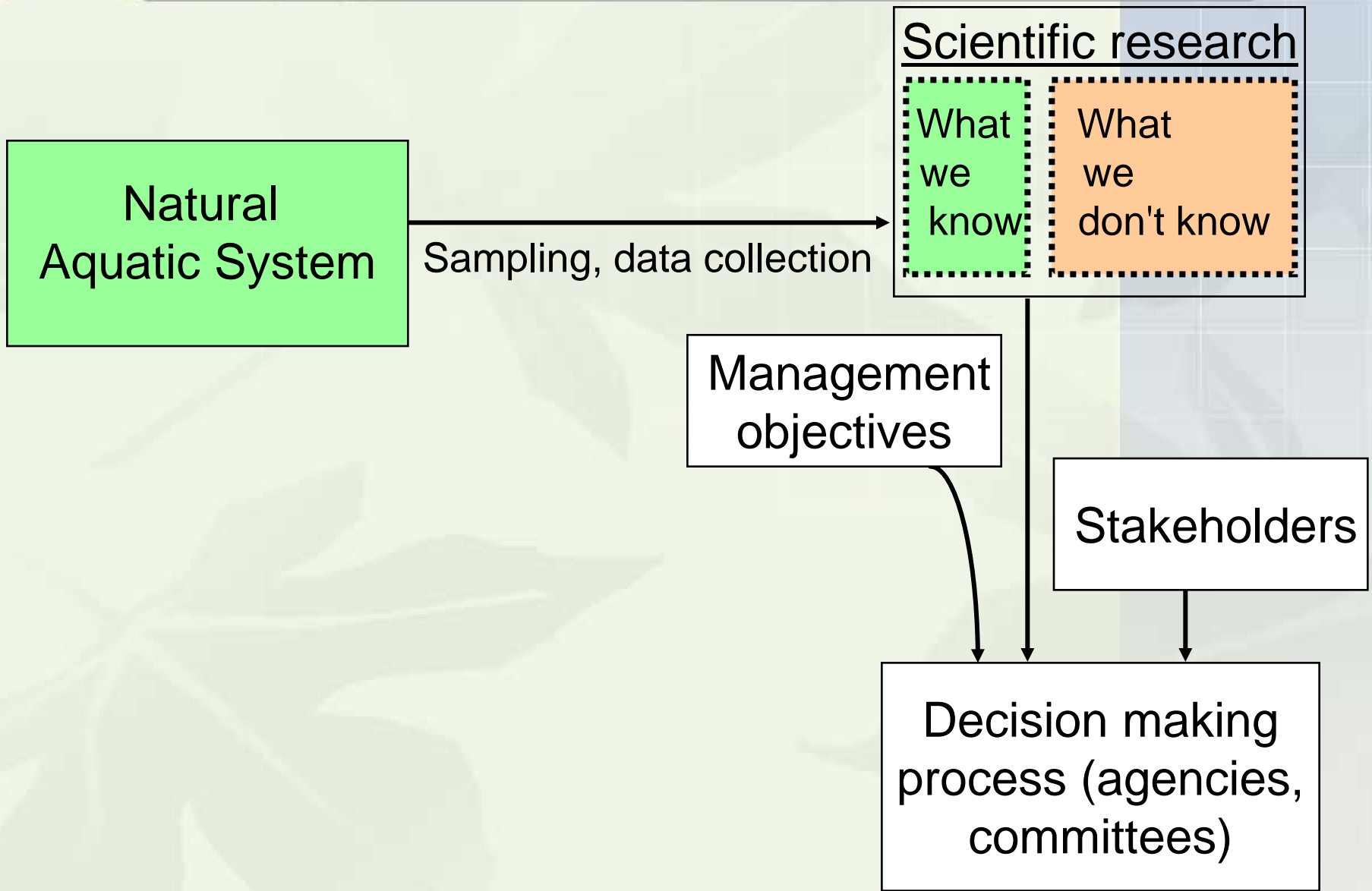


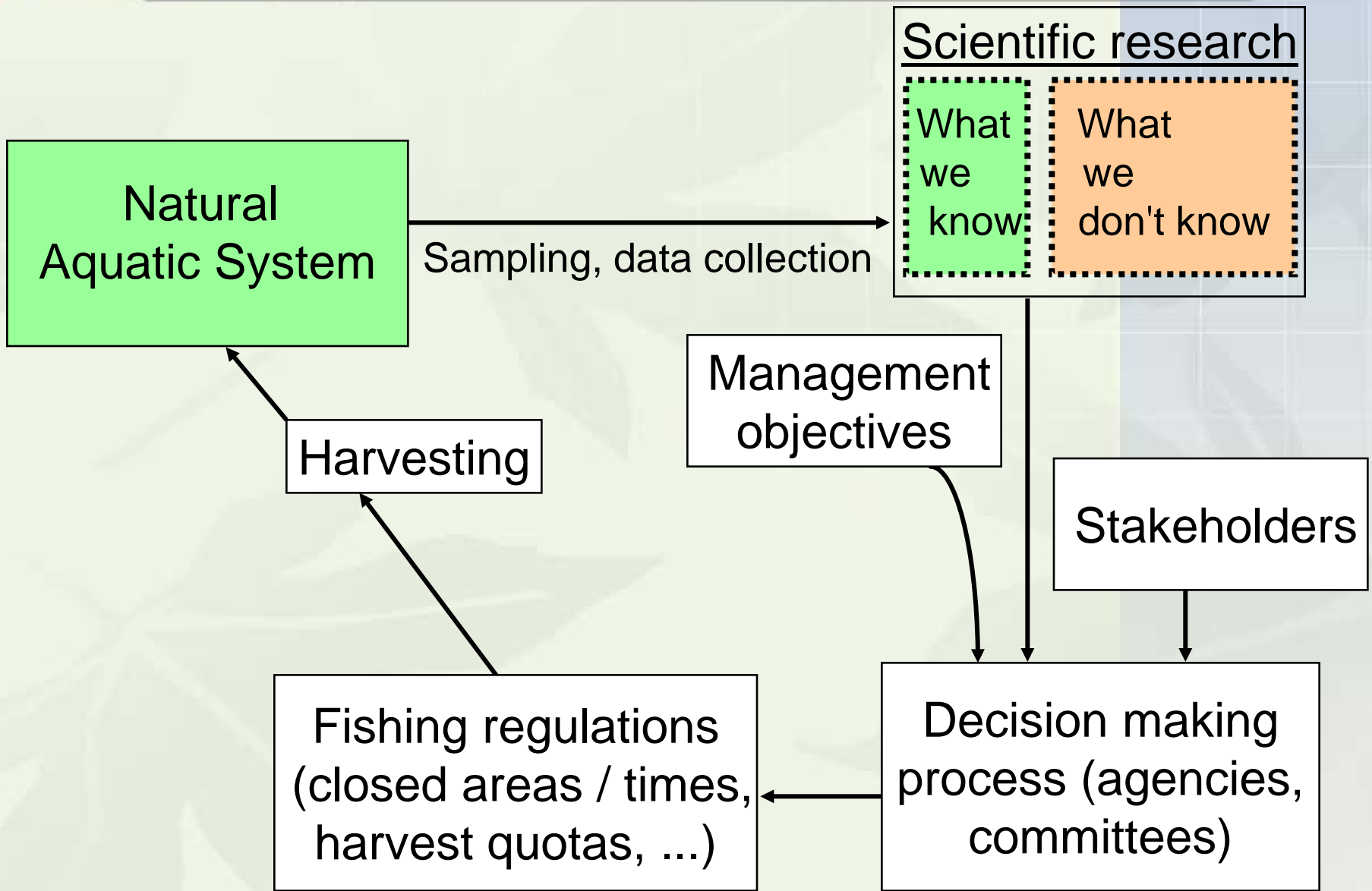
Less Distracting

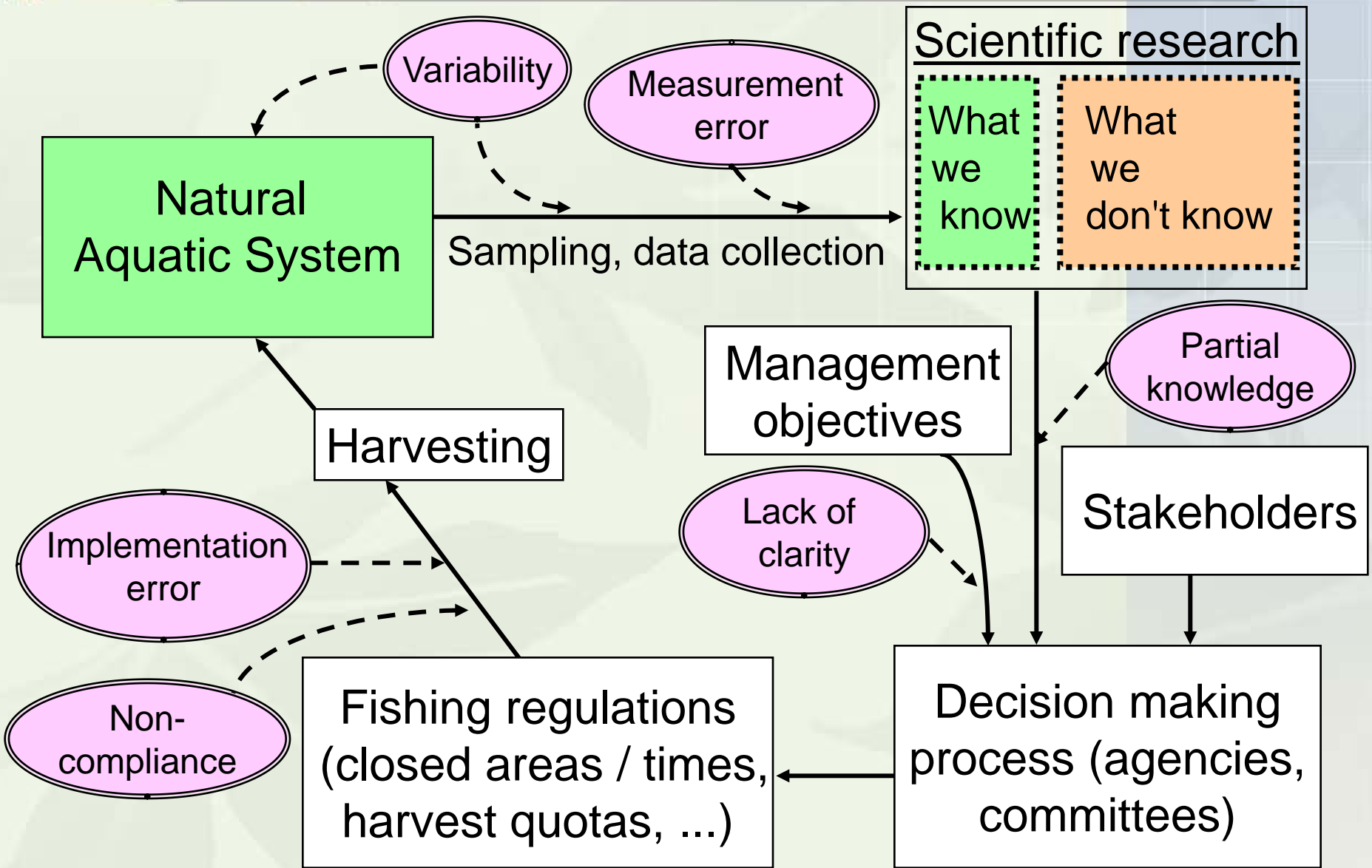
2 m













Presenting Data

	Christchurch	Dunedin	Wellington
January	11,532,234	14,123,654	3,034,564
February	1,078,456	12,345,567	16,128,234
March	17,234,778	6,567,123	16,034,786
April	16,098,897	10,870,954	7,940,096
May			856,456
June			123,656
July			885,786
August	8,674,234	18,107,110	17,230,095
September	4,032,045	18,923,239	9,950,498
October	2,608,096	9,945,890	5,596,096
November	5,864,034	478,023	6,678,125
December	12,234,123	9,532,111	3,045,654

Too detailed !

Falling Leaves by Month and City



Falling Leaves (Millions) by Month and City

In Millions	Christchurch	Dunedin	Wellington
January	11	14	3
February	1	12	16
March	17	6	16
April	16	10	7
May			
June			
July			
August	8	18	17
September	4	18	9
October	2	9	5
November	5	0	6
December	12	9	3

Much Simpler

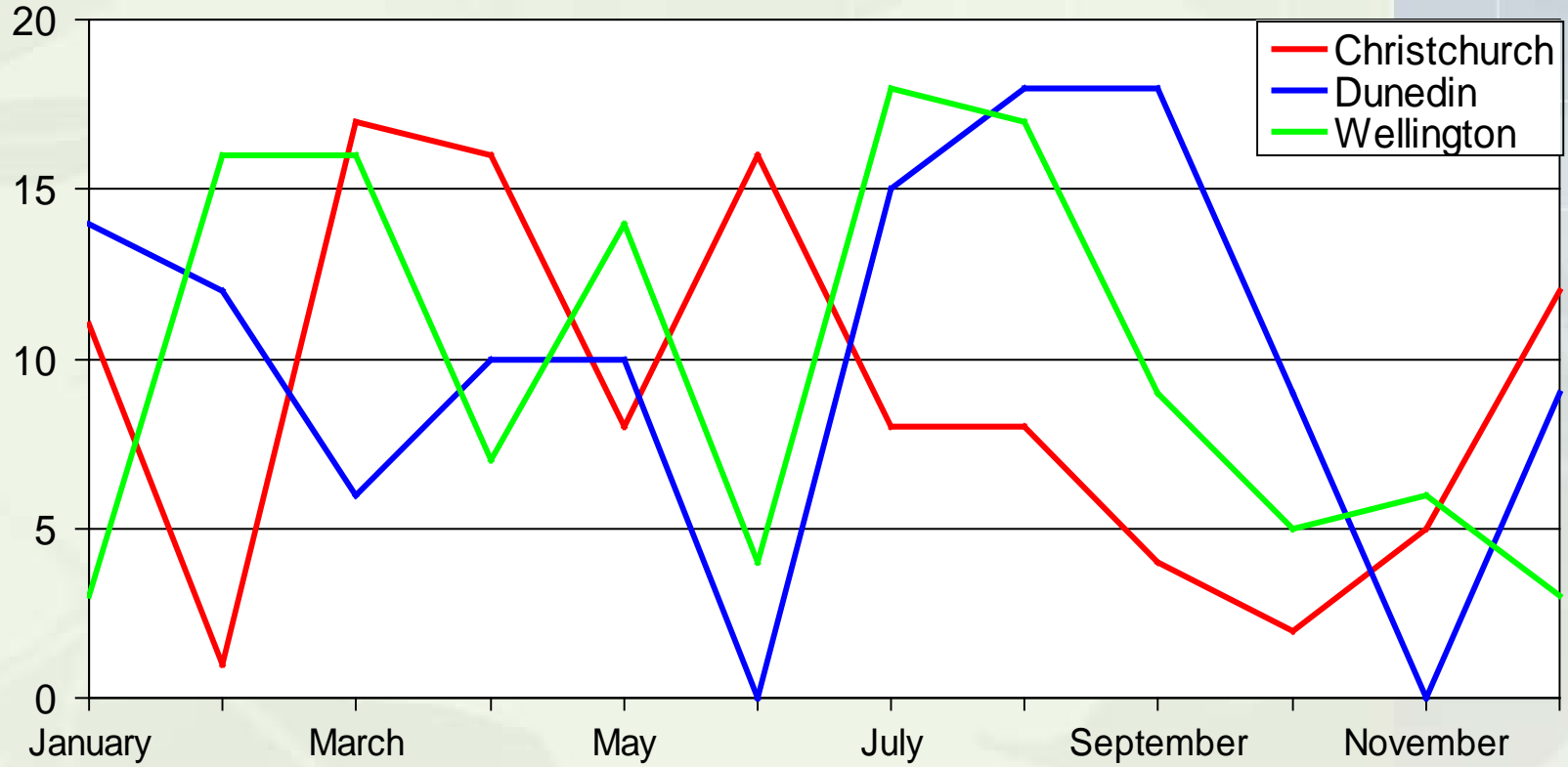


Falling Leaves (Millions) by Month and City



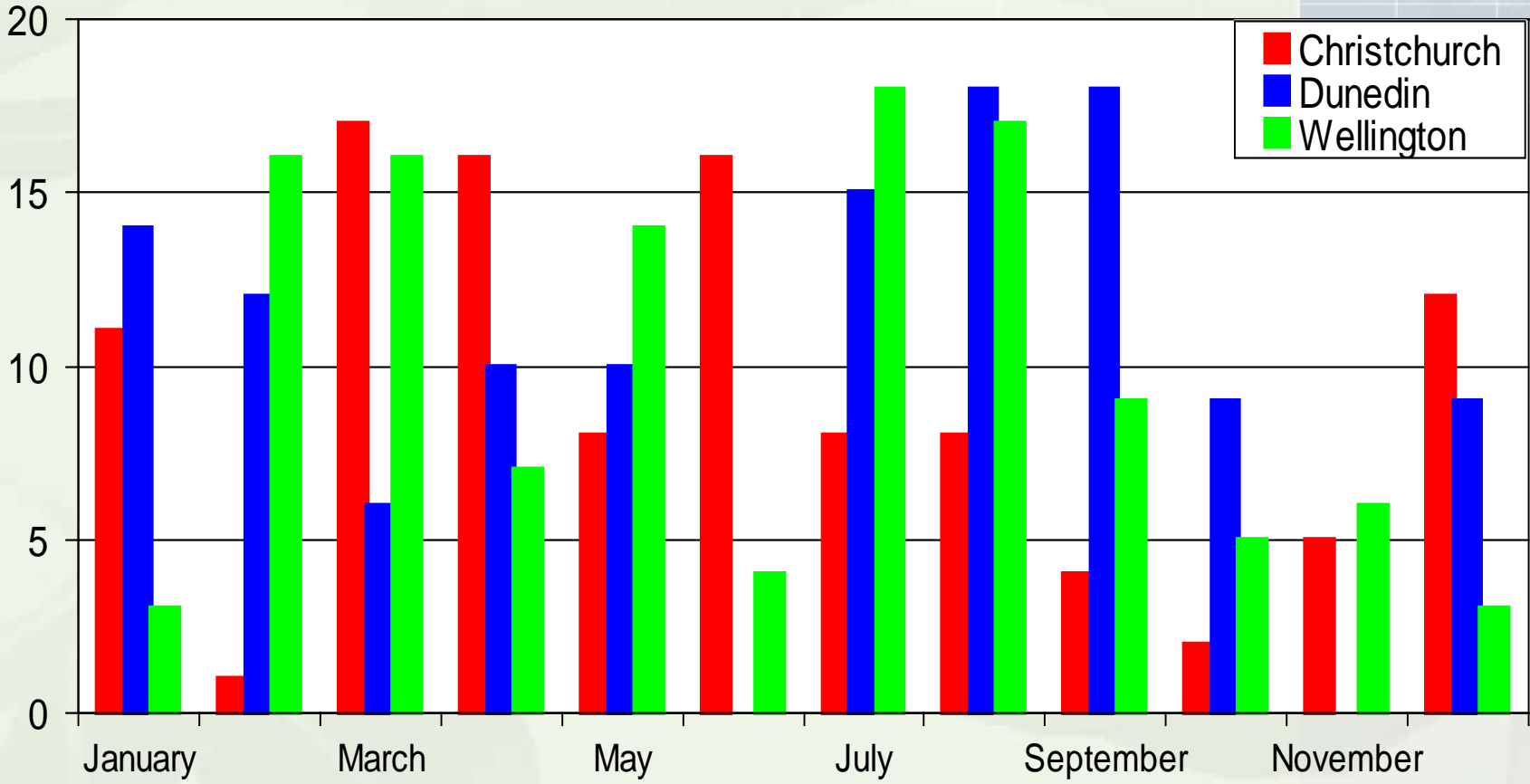


Falling Leaves (Millions) by Month and City



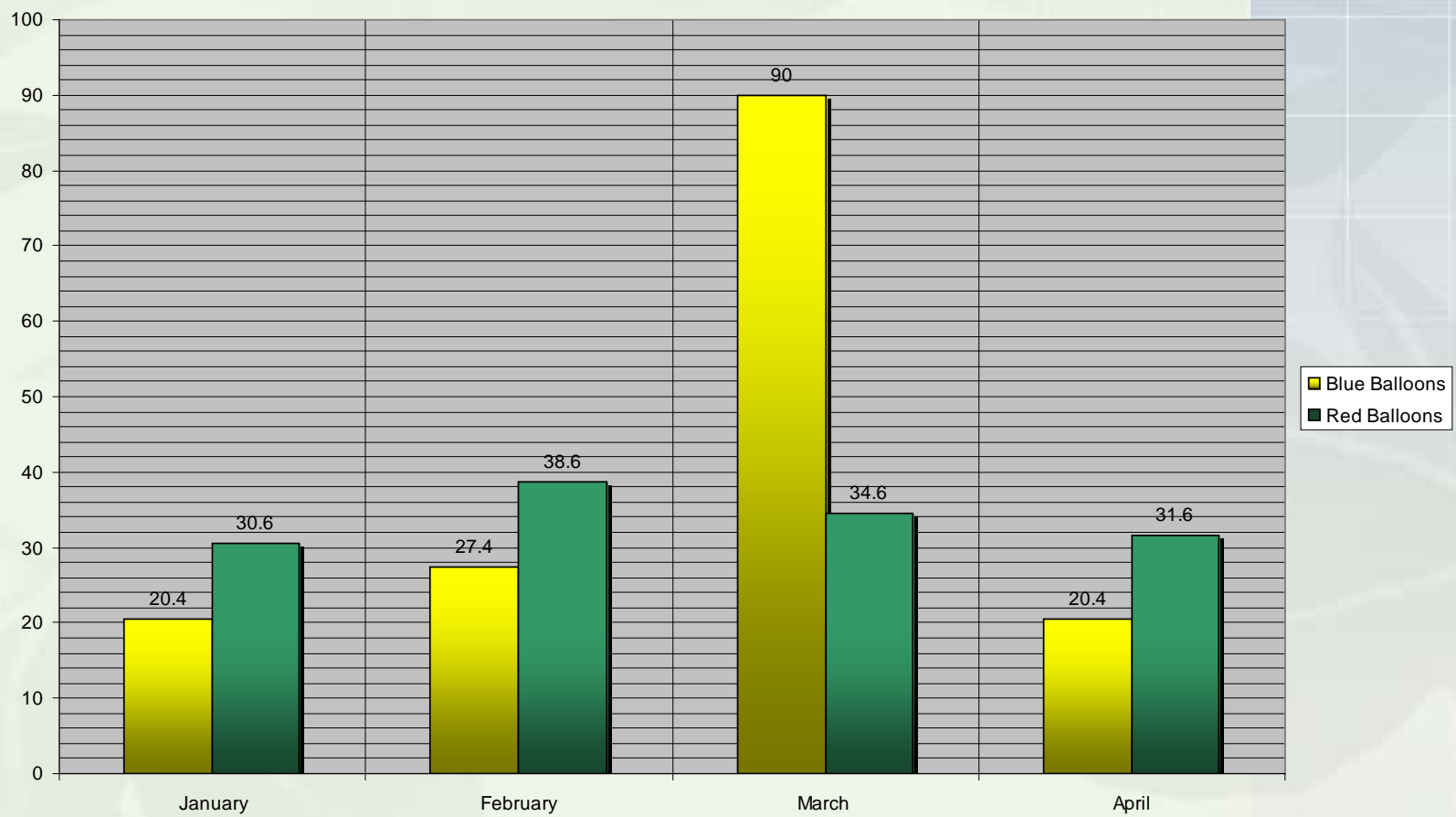


Falling Leaves (Millions) by Month and City





What's Wrong?





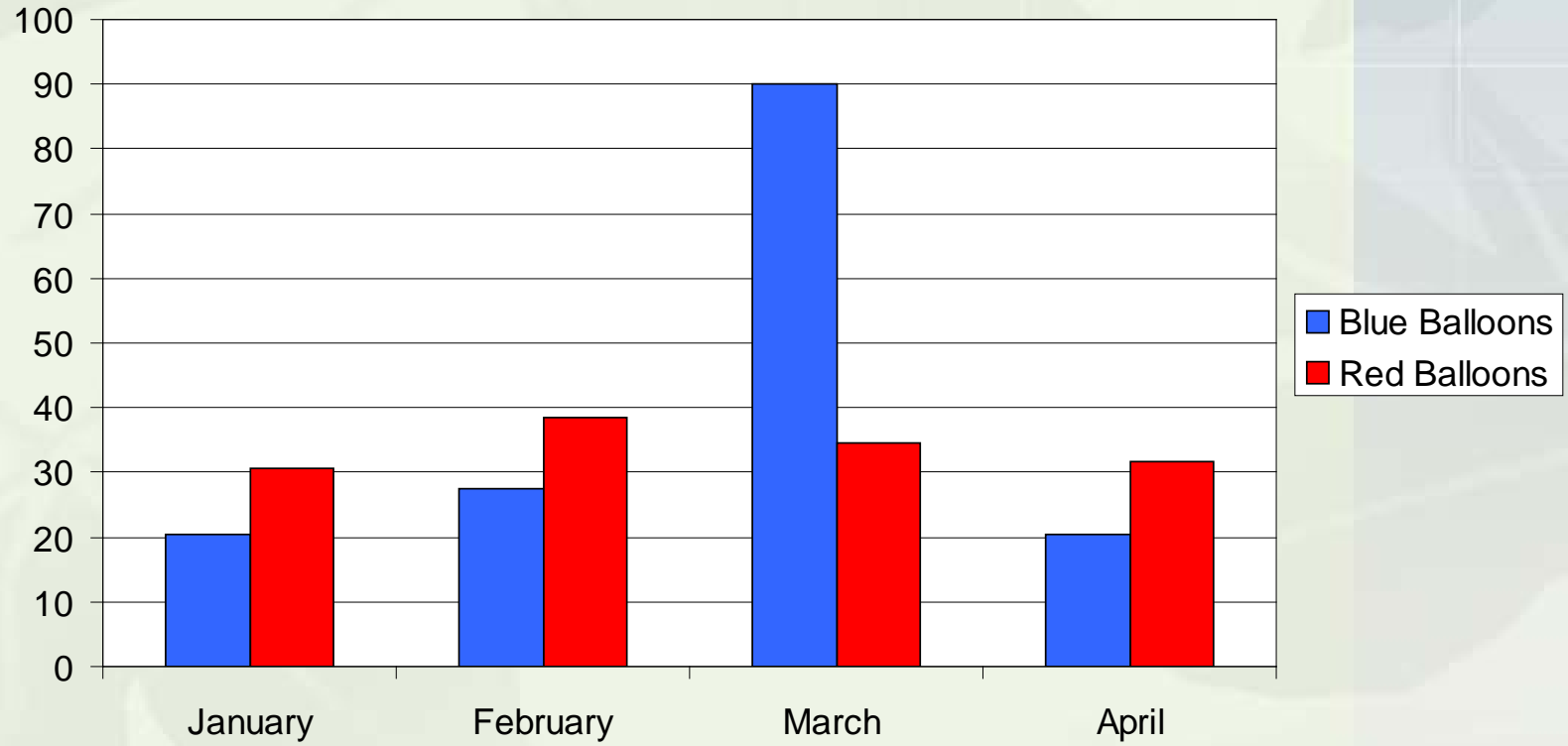
Much is Wrong

- Title is missing
- Font is too small
- Colors are illogical
- Minor gridlines are unnecessary
- Shading is distracting
- Y-axis units?



Much Better!

Items (thousands) Sold in First Quarter of 2002





Pathos Aims to Move (E-motion)

Rarely used in academic or professional writing

Can be a very powerful tool in motivational speeches:



Winston Churchill

Also used as a powerful public relations tool:

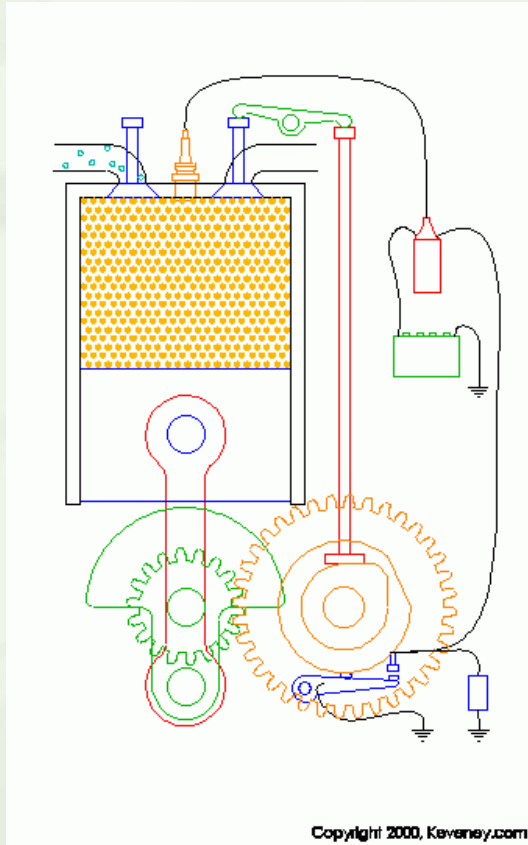


Harp Seal Pup

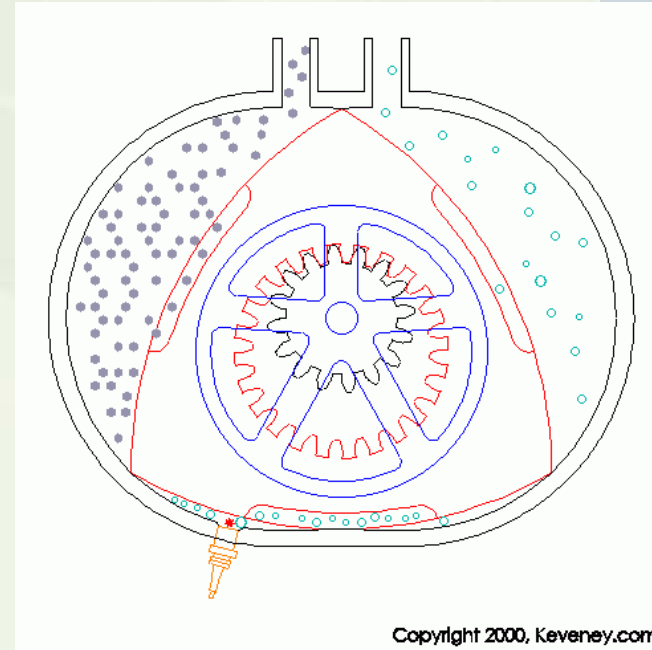


Clearcuts in Clayoquot Sound

Moving Graphics



4-Cycle Piston Engine



Wankel (Rotary) Engine



Dealing with Anxiety

- Some anxiety is normal, even desirable
- You are more conscious of your anxiety than is your audience
- We all forget what we are talking about from time to time
- If you find yourself at a loss:
 - Take a deep breath
 - Have a drink of water
 - Plant feet firmly
 - Smile
 - Tell yourself that you can handle this
 - Focus on task



Why Ask Questions?

- To clarify information (others may have the same question)
- Devising questions helps ensure you clearly understand the material being presented
- To help the presenter (especially a nervous or inexperienced presenter)
- To demonstrate interest in the topic (a matter of courtesy)



How to Ask Questions

- Formulate question carefully (make note of key words)
- Smile at the presenter (indicates you are non-threatening)
- Compliment the presenter (“Thank you for taking the time to . . .”)
- As necessary, provide brief context for question (“I have been studying X. You have been studying Y. How does Y relate to X?”)
- Keep question as short as possible



Answering Questions

- You have completed your presentation, and all you really want to do now is sit down and relax. But the floor is now open for questions.

- In terms of persuading your audience, the question period may be more important than the presentation.
 - How well do you know the material?
 - Why is it important?
 - What are its implications?
 - Can you extend the work?



A Procedural Primer for Questions

1. Ask if anyone has any questions and pause for 10 secs.
2. Listen carefully to the question (don't interrupt the questioner!).
3. Thank the questioner for their question, but don't overdo "That's a good question." Try more creative phrasing: "I've been thinking about that question a lot myself".
4. Restate the question in order to ensure that you understand it and to ensure that everyone has heard it.
5. Ask the questioner to rephrase the question if you don't understand it.
6. Answer the question concisely (avoid lengthy answers or peripheral issues).
7. Ask the questioner if that answers their question.



Body Language Issues & Questions

- Raise your own hand as you ask for questions.
- Smile at the audience as appropriate and look thoughtful (nod or tilt head) while being asked a question.
- Look directly at the person asking the question.
- Avoid crossing arms in front of your torso or placing hands on hips (try to move hands and arms naturally).
- Move toward the person asking the question (where possible).
- Reflect upon the question for a few seconds.
- Move away from the questioner when answering the question (i.e., address the entire audience).
- Avoid fumbling with papers or looking at notes.



Don't Know the Answer?

- Be honest (most professionals have well-tuned BS detectors, and some will call you on attempts to hide your ignorance).
 - Say you don't know, but offer to find the answer later.
 - Say you don't know, and ask if someone in the audience knows the answer.
 - Say you don't know, and suggest a source where the answer might be found.
 - Say you don't know, but answer a related question.
 - Don't use these strategies too frequently or you will look ignorant. Speculate if you must: "I am just speculating here, but"



Conclusion

- Start planning early
- Consider audience carefully
- Become completely familiar with PowerPoint
- Check out the presentation room and resources
- Edit presentations for spelling, graphic, and media glitches
- Use alternative presentation methods when appropriate
- Bring backup overhead transparencies
- Practice, practice, practice

¿Questions?