2-10: Presentation Techniques For Cognitive Training

Components

- Presentation preparation

- Oral communication skills

- Nonverbal communication skills

- Display of proper attitudes and values

- Use of active learning principles

Preparation

- Improves a presentation
  - Builds confidence in presentation
  - Helps instructor relax
  - Allows for evaluation and elimination of flaws and weaknesses in presentation techniques

Techniques

- Check presentation materials
- Practice the delivery
- Videotape the practice presentation
- Get plenty of rest the night before
- Select appropriate clothing
- Anticipate potential problems
- Be yourself

Vocal Characteristics

- Volume
- Clarity
- Rate
- Inflection

Vocal Interferences

- Also known as "aversives"
- Distractions that clutter a presentation
- Filler words/phrases
- Slang
- Profanity

Humor

- Appropriate use creates relaxed atmosphere
- Gains student attention
- Avoid inappropriate humor
- Acceptable humor can vary audience to audience

Nonverbal Communication

- Critical component of presentation
- Must match and support verbal message
- Can overpower the verbal message

Components

- Eye contact
- Facial expression
- Gestures
- Mannerisms
- Posture
- Poise

Instructor Enthusiasm

- Keeps students interested
- Motivates them to learn
- Can be expressed through
  - Eye contact
  - Facial expressions
  - Voice inflections

Proper Attitudes and Values

- Beliefs, values, and attitudes involve the affective domain

- Transmission can occur in two ways
  - Teaching
  - Personal actions

Active Learning

- **Involves students**
  - Doing things
  - Thinking about information
- **Advantages**
  - Improves student understanding
  - Improves student communication
  - Places responsibility for learning in students' hands

Active Learning Strategies

- Modify traditional lecture delivery
- Provide clear preview of information
- Deliver small blocks of instruction
- Allow students to work in small groups

Active Learning Strategies

- ◾ Stress important points
- ◾ Include transitions
- ◾ Review frequently
- ◾ Eliminate irrelevant or nonessential information

Motivational Techniques

- Relate learning to student interests
- Demonstrate advantages of learning the topic
- Use humor appropriately
- Use examples, stories, analogies, and metaphors
- Use questioning techniques

Encouragement for Success

- Provide quality instruction

- Demonstrate how student efforts make a difference

- Provide continuous feedback about student progress

Reinforcing Learning

- Reinforce the information
  - Repeat
  - Emphasize
  - Review
- Reinforce the behavioral
  - Positive
  - Negative

Questioning

- Promotes active learning, discussion, critical thinking
- Stimulates interest and curiosity
- Provides feedback on student
  - Knowledge
  - Understanding
  - Retention
- Serves as a control device

Types of Questions

- Rhetorical
- Closed
- Open
- Direct
- Overhead
- Relay
- Redirected

Questioning Guidelines

- Plan main questions in advance
- Arrange questions in a logical order
- Phrase questions clearly
- Ask one question at a time
- Do not reveal/suggest the answer in the phrasing of the question
- Allow response time

Questioning Guidelines

- Following adequate response time, call on a student or ask for general responses

- Never intimidate, embarrass, humiliate

- Distribute questions evenly

Questioning Guidelines

- Ask a variety of levels and types
- Adapt questions to student ability
- Avoid asking a question too soon
- Follow-up on answers

Instructor Responses

- For correct answers

- For partially correct answers

- For incorrect answers

Student Questions

- Relay the question back to the others

- Answer if on topic and appropriate

- When you don't know the answer
  - Do not bluff
  - Defer the question and research the answer

Information Sheets

- Distribute at end of the presentation
- If distributed during the presentation
  - Pause class
  - Introduce and discuss
  - Bring closure

Other Sheets

- Worksheets, study sheets, activity sheets, and assignment sheets
  - Need to be introduced
  - Be familiar with the task so you can answer any questions the students may have
  - Due dates and times must be identified
  - Distribute at the end of class or as indicated by your lesson plan