

Bondor Cosmina-Ioana, PhD

Efficient Presentation Skills



ALWAYS



SEEK



KNOWLEDGE

Objectives

- Students will
 - Utilize PowerPoint for making presentations
 - Become public speakers
 - Communicate efficient
 - Cite references

How to use PowerPoint

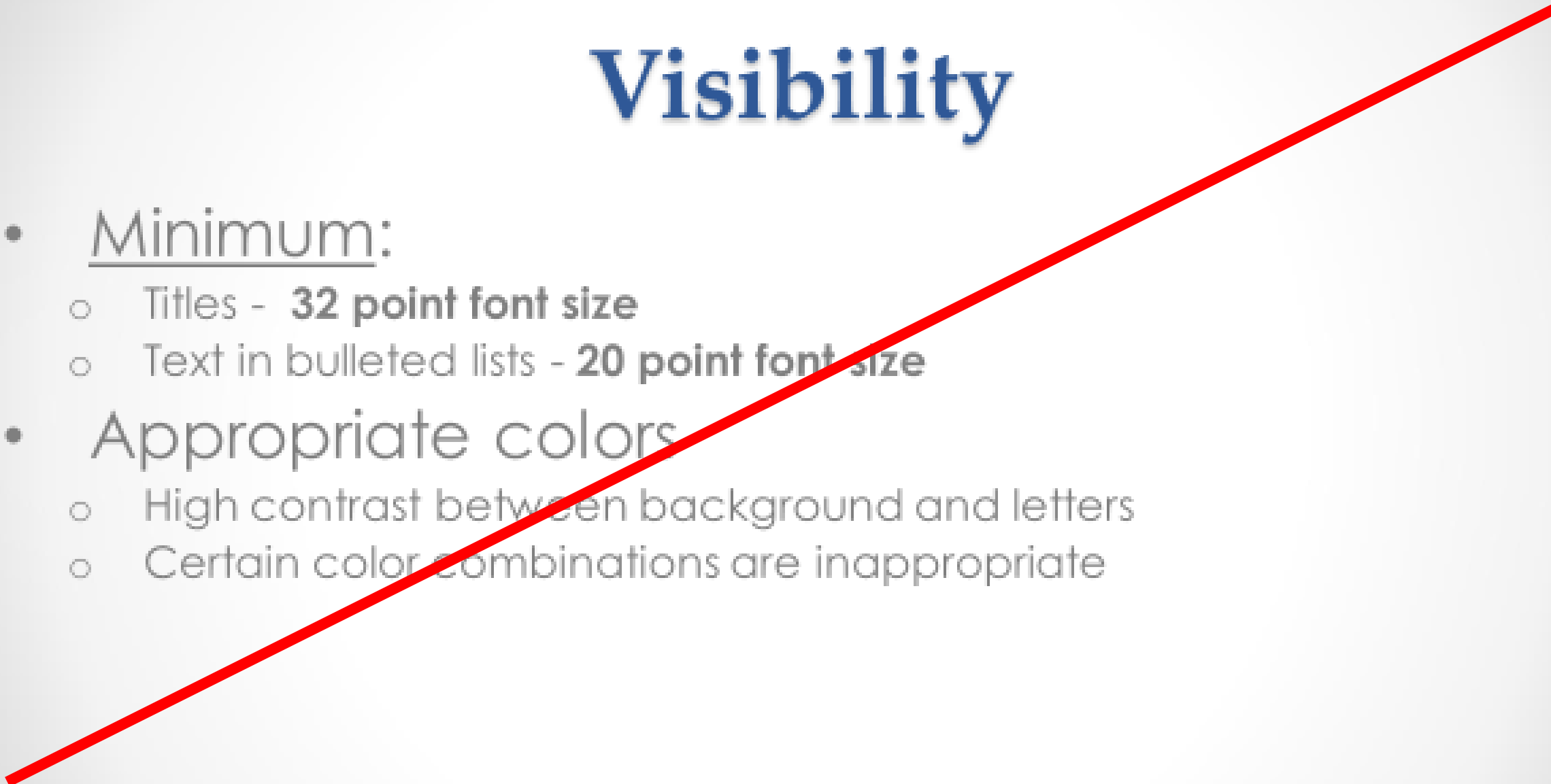
Visibility

- Minimum:
 - Titles - **32 point font size**
 - Text in bulleted lists - **20 point font size**
- **Appropriate colors**
 - High contrast between background and letters
 - Certain color combinations are inappropriate

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Maximizing Visibility

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The Composition

- One major concept per slide
- Keep slides simple

Interest groups - Functions

- 1) Participation:** enhance population participation in politics and deliver their opinions to politicians
- 2) Representation:** widening the range of opinions considered when making a decision.
- 3) Political education:** members can learn about the political process
- 4) Motivation:** drawing new issues to the attention of governments, providing more information, develop new policy option.
- 5) Mobilization:** by building pressure for action and support for certain policies.
- 6) Monitoring:** assessing the performance and behavior of governments. Increasing public sector accountability.
- 7) Provision:** delivering services to population – missionary groups (Peterson 1999).
- 8) Conducting scientific research.**
- 9) Providing technical advice.**
- 10) Taking legal action** or the threat of action against governments or corporations.

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Use of Text (Rule of 6)

6 lines per slide

6 words per line

No full sentences only for quotations

Delete verbs, articles

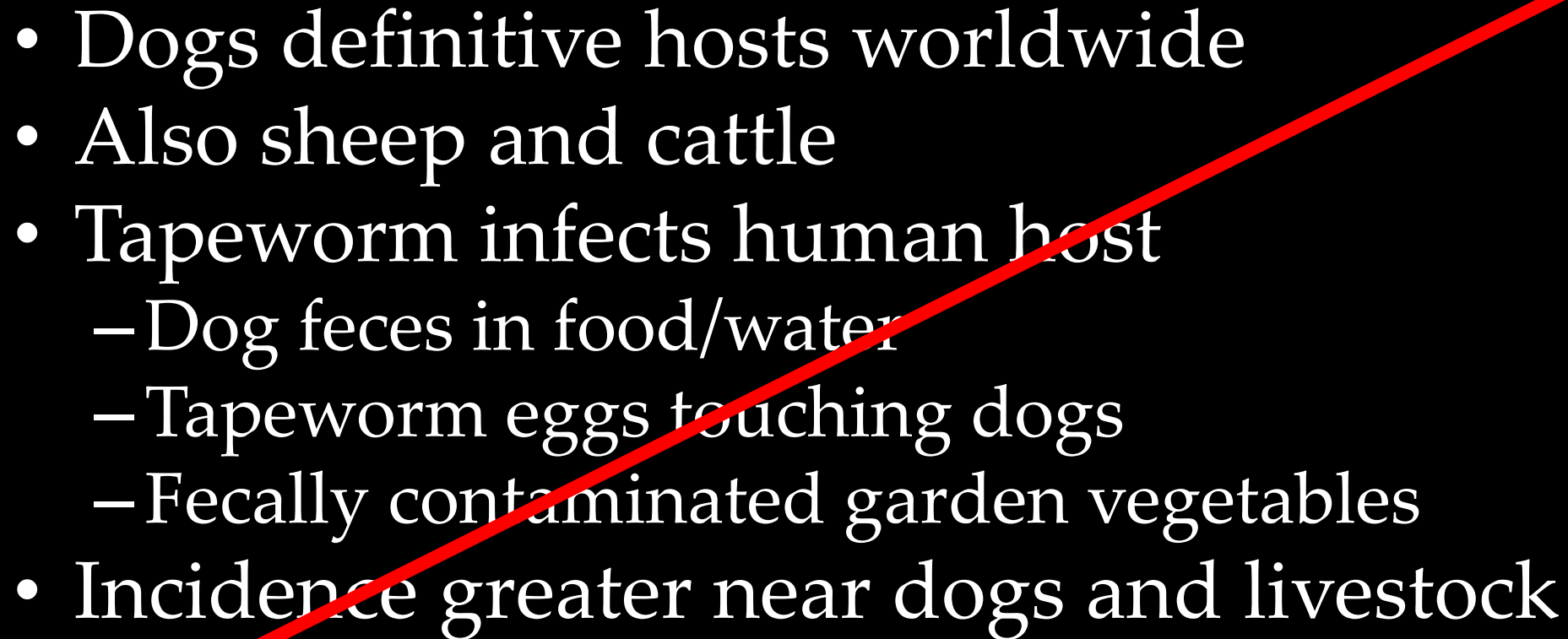
Echinococcosis/ Hydatid Disease

- Echinococcosis/ Hydatid Diseases occurs when this tapeworm of parasitic origin infects the human intermediate host. Other intermediate hosts include sheep and cattle.
- In its adult phase, the tapeworm lives in the intestines of dog species worldwide which serve as the definitive host.
- Humans and other intermediate hosts become infected when ingesting food or water contaminated by dog feces. The tapeworm eggs are ingested during play with dogs or by consumption of fecally contaminated garden vegetables.
- Most human cases occur in areas where dogs and livestock are raised together.

Echinococcosis/ Hydatid Disease

- Dogs definitive hosts
- Also sheep and cattle
- Tapeworm infects human host
 - Dog feces in food/water
 - Tapeworm eggs touching dogs
 - Fecally contaminated garden vegetables
- Incidence greater near dogs and livestock

Echinococcosis/ Hydatid Disease

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- 

Echinococcosis/ Hydatid Disease

- Dogs - hosts
 - sheep and cattle also
 - human host infected by
 - food/water fecally contaminated
 - touching dogs
 - garden vegetables fecally contaminated

Black background or white?

Echinococcosis/ Hydatid Disease

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Echinococcosis/ Hydatid Disease

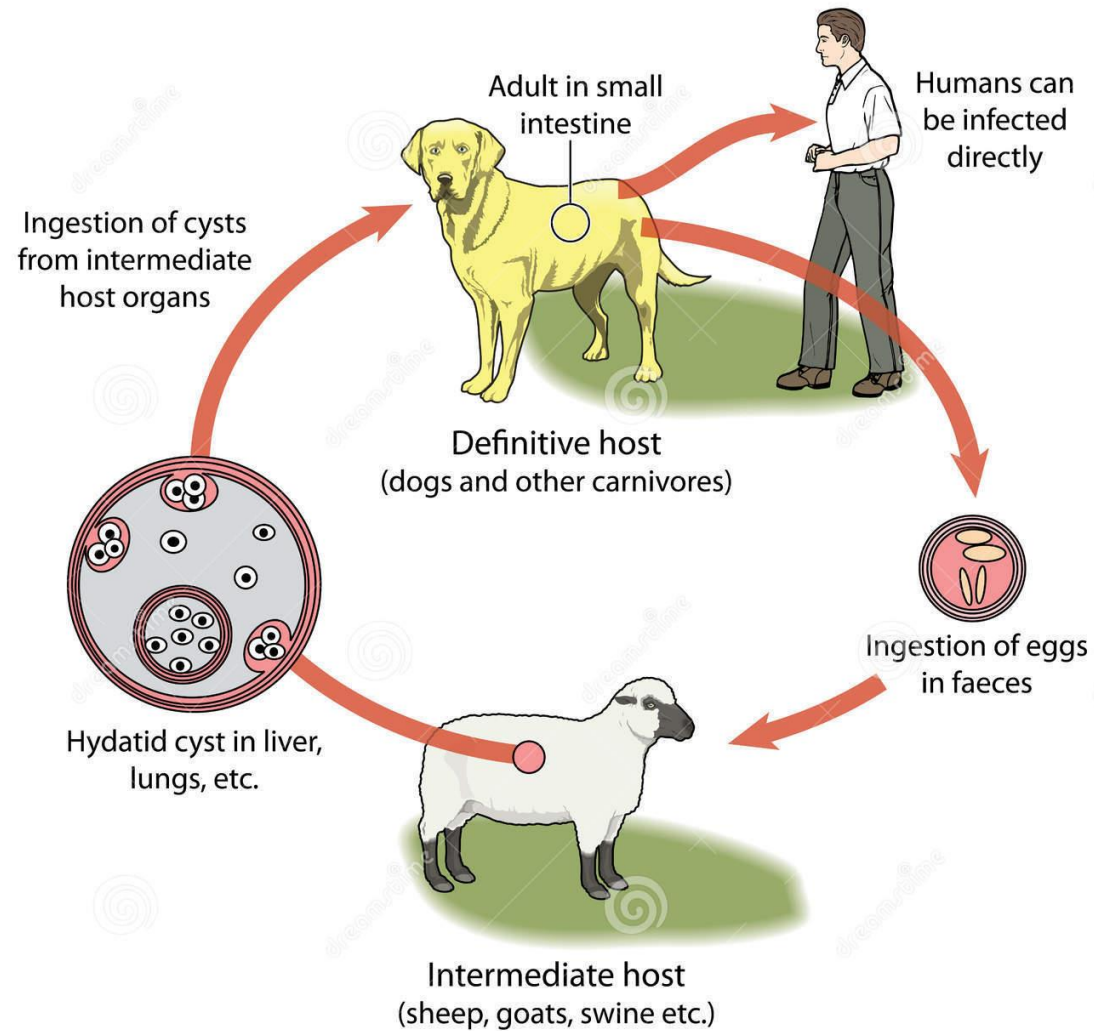
- Dogs - hosts
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 - human host infected by
 - food/water fecally contaminated
 - touching dogs
 - garden vegetables fecally contaminated

Text or picture?

- Use images when is possible
- “An image is like 1000 words”

Echinococcosis/ Hydatid Disease

- Dogs - hosts
 - sheep and cattle also
 - human host infected by
 - food/water fecally contaminated
 - touching dogs
 - garden vegetables fecally contaminated



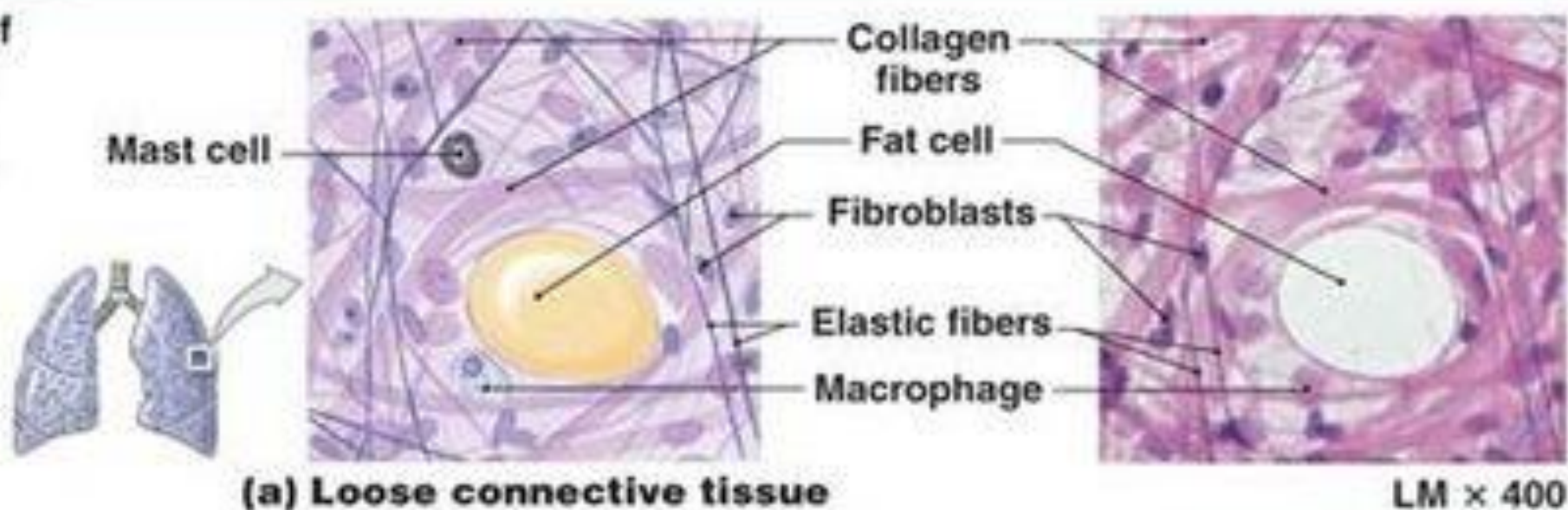
Use of Images

- Use one image per slide
 - maximum
 - Two image/slide
- Do not distort the image
- Use large image,
 - not blur
- Refer the source of the image
 - author, book/article/website, date, URL

LOOSE CONNECTIVE TISSUE

LOCATIONS: Beneath dermis of skin, digestive tract, respiratory and urinary tracts; between muscles; around blood vessels, nerves, and around joints

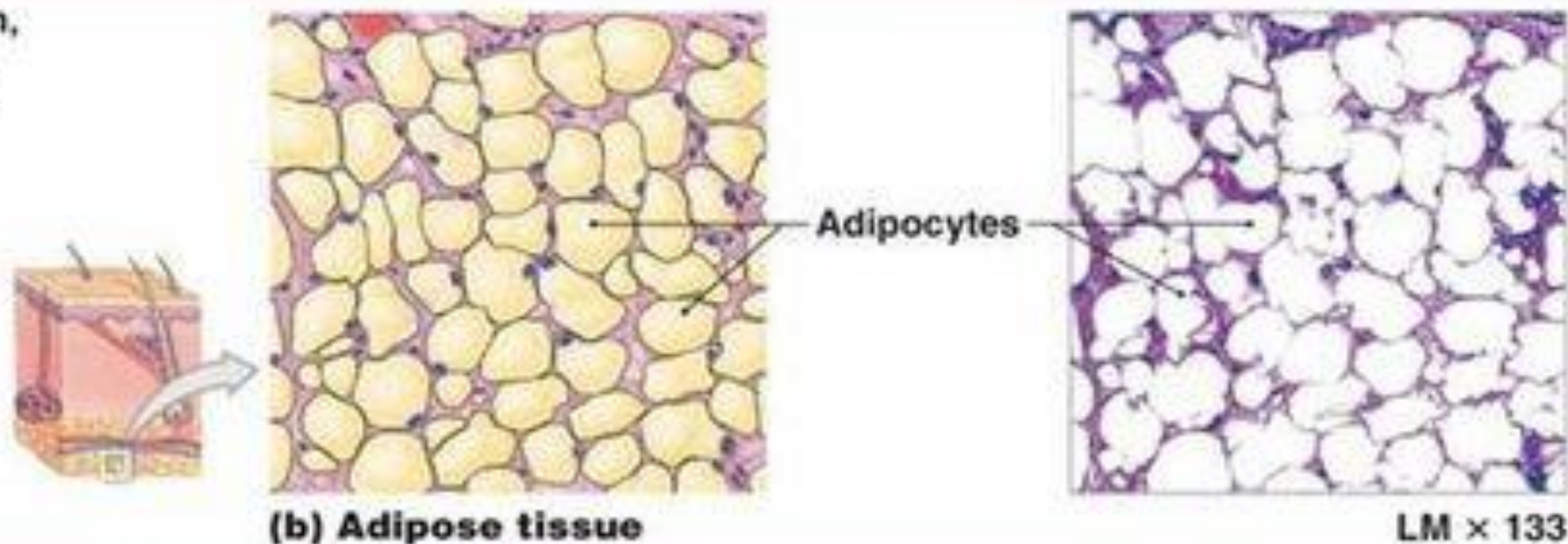
FUNCTIONS: Cushions organs; provides support but permits independent movement; phagocytic cells provide defense against pathogens



ADIPOSE TISSUE

LOCATIONS: Deep to the skin, especially at sides, buttocks, breasts; padding around eyes and kidneys

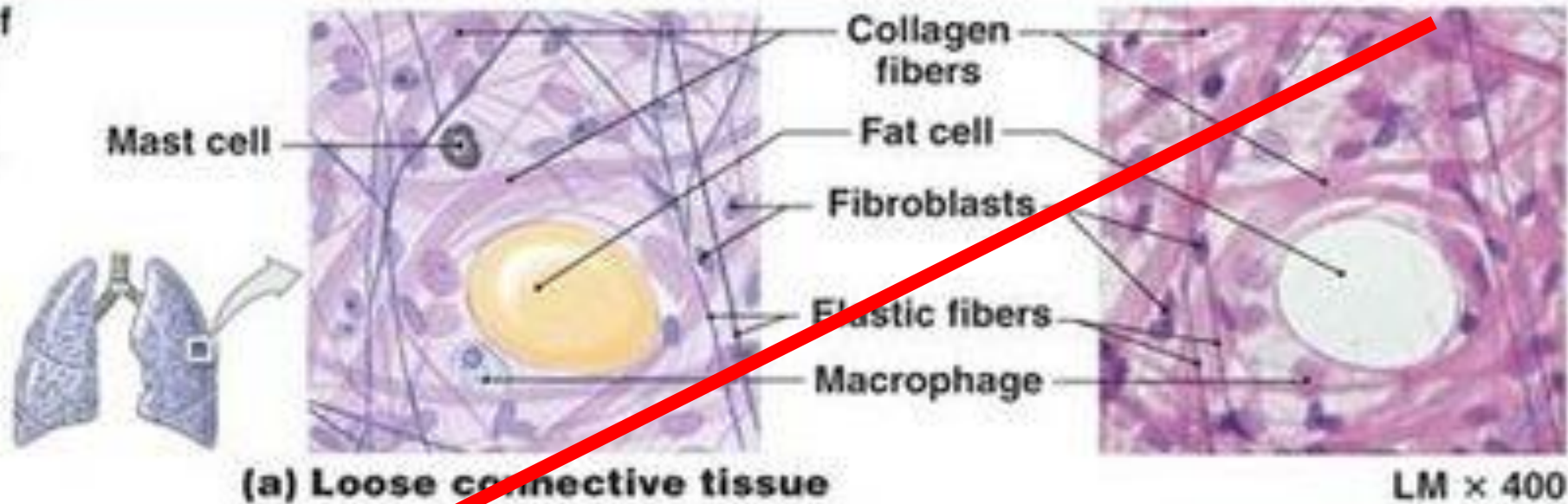
FUNCTIONS: Provides padding and cushions shocks; insulates (reduces heat loss); stores energy reserves



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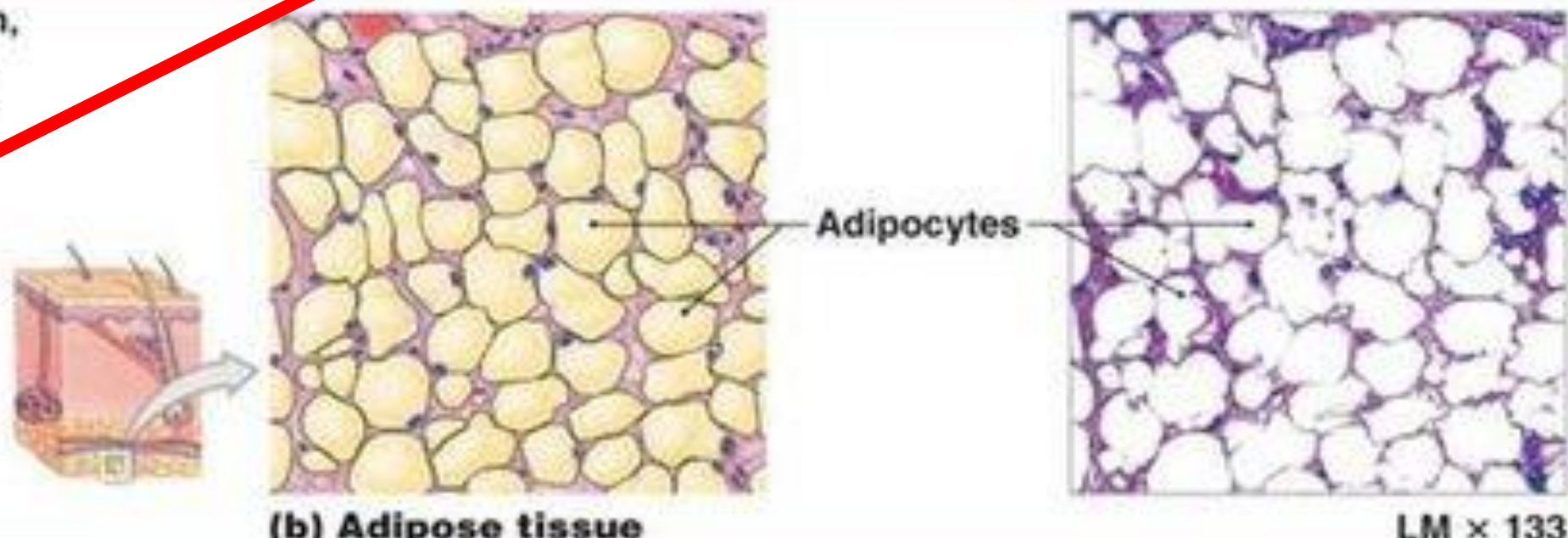
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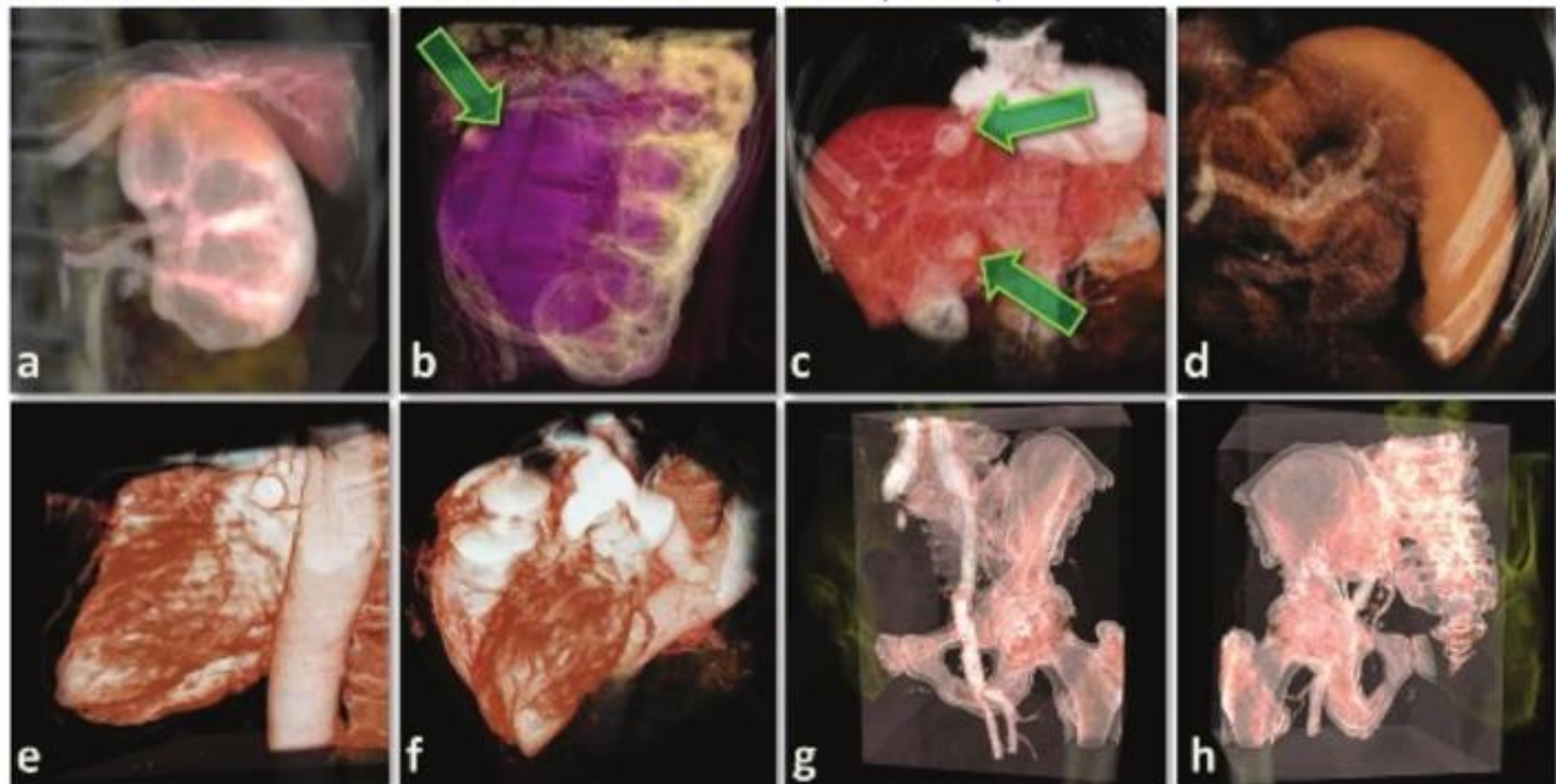
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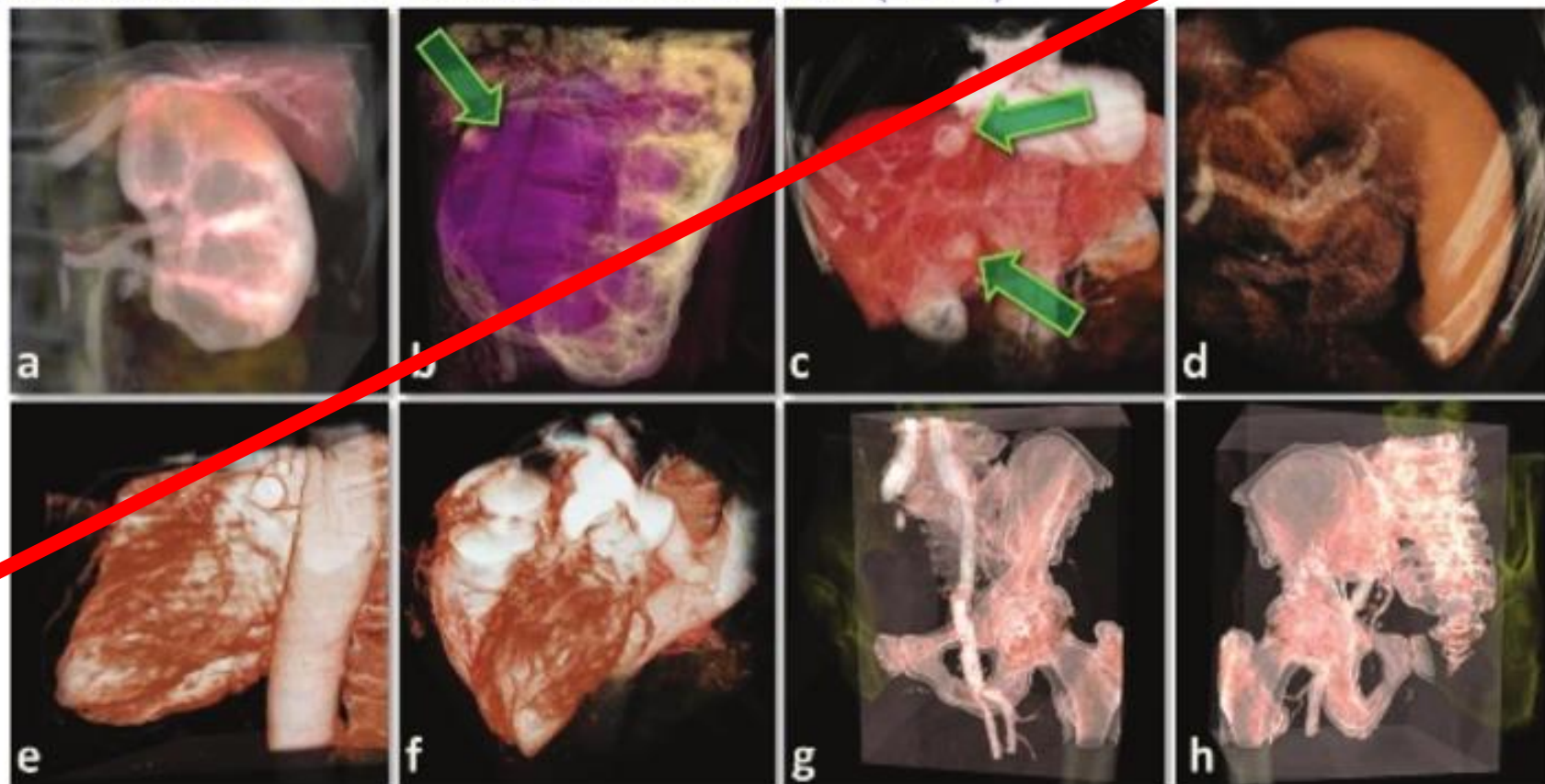
Microsoft: "Regression Forests for Efficient Anatomy Detection and Localization in CT Studies", Criminisi et al. (2011)



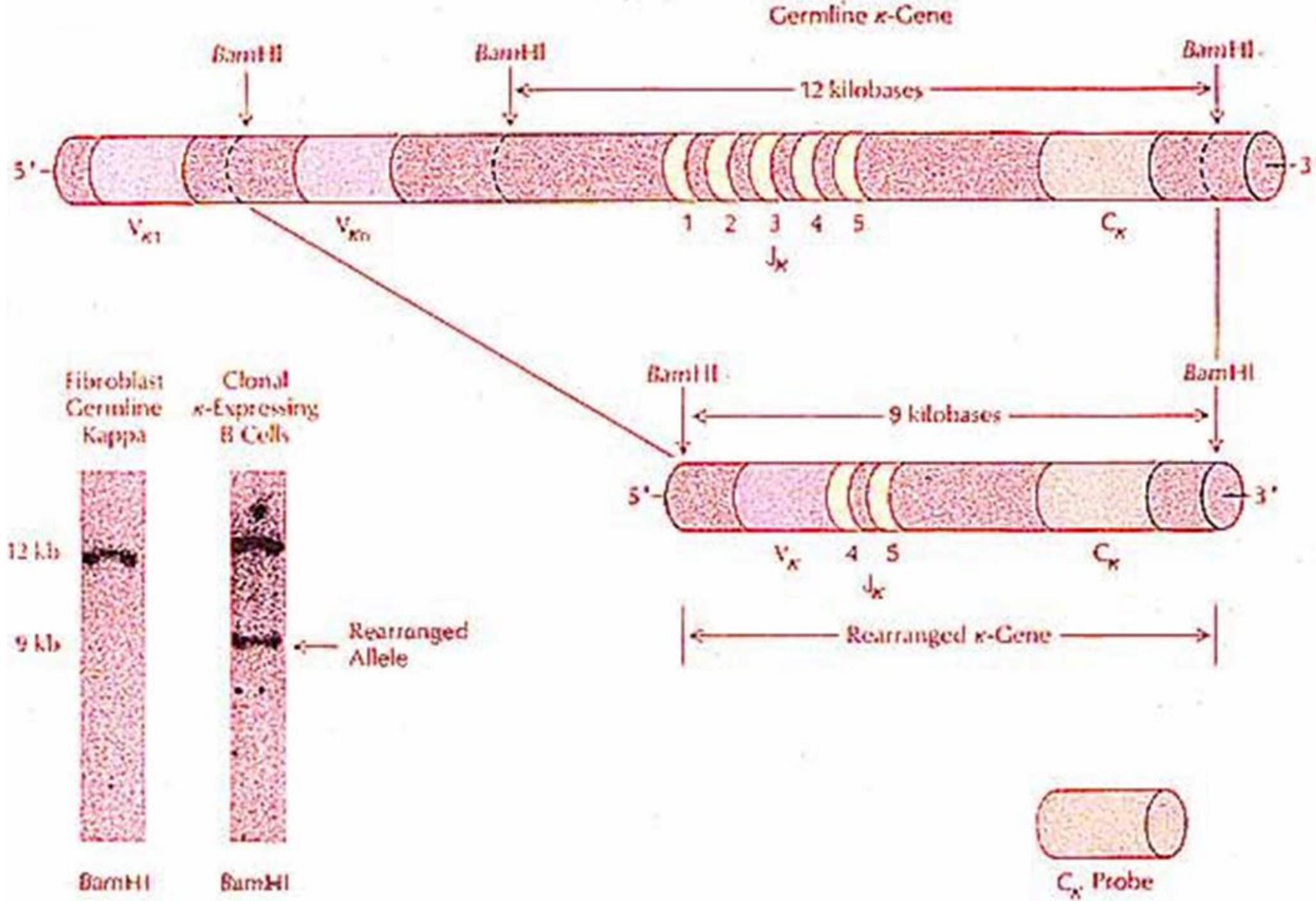
Automatic organ detection, repositioning of the 3D camera and selection of the best colour transfer function

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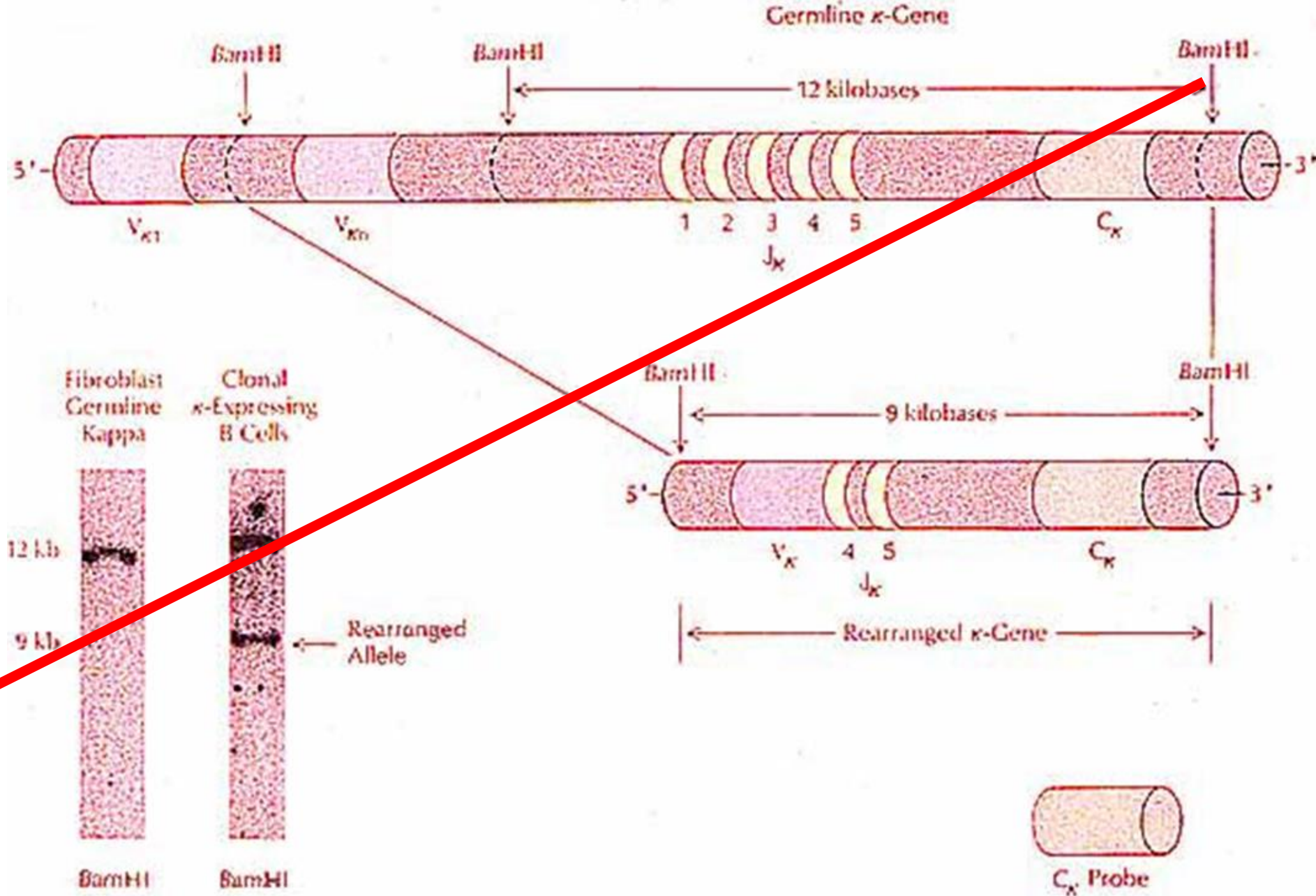
- bad



Automatic organ detection, repositioning of the 3D camera and selection of the best colour transfer function



- bad



- Good but what is missing?



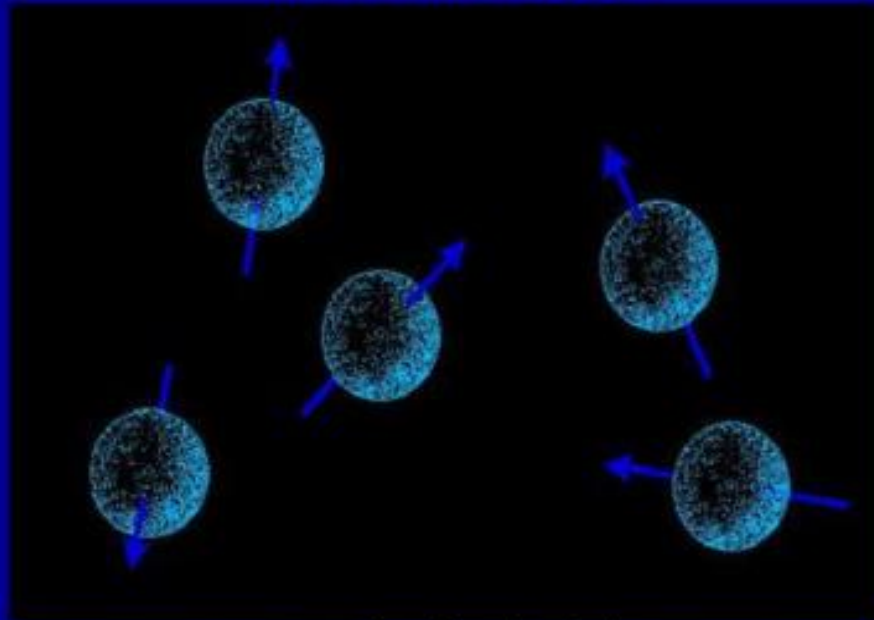
- Good but what is missing?



(C) www.tsnaps.tk

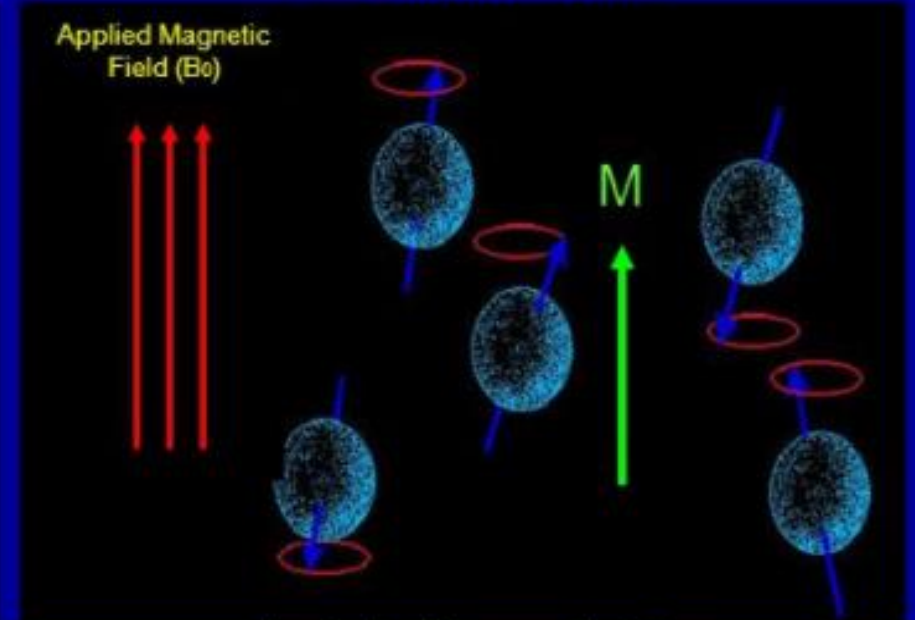
Protons aligning within a magnetic field

In "field free" space



randomly oriented

Inside magnetic field



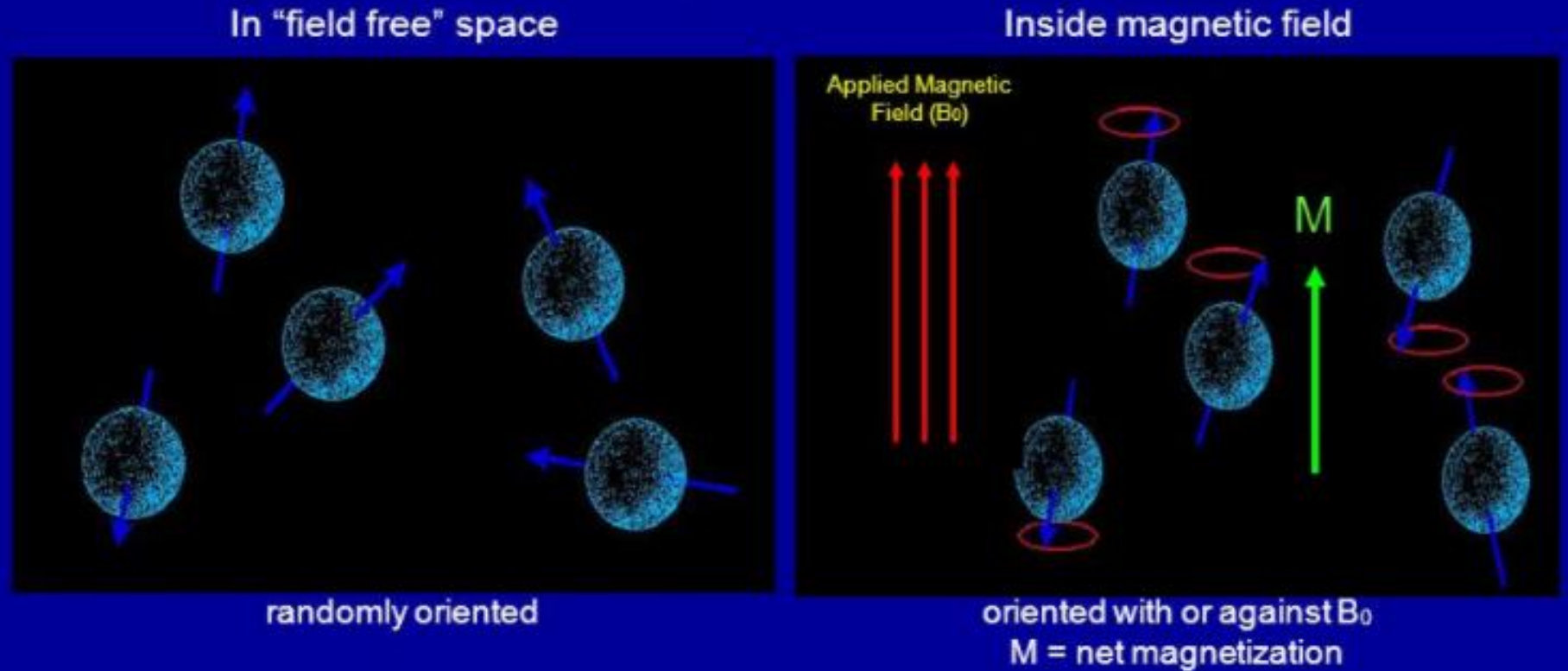
oriented with or against B_0
 M = net magnetization

- Near OK
- ?

- when placed in a magnetic field (B_0 ; e.g., our MRI machines) protons will either align *with* the magnetic field or *orthogonal* to it (process of reaching magnetic equilibrium)
- there is a small difference (10:1 million) in the number of protons in the low and high energy states – with more in the low state leading to a net magnetization (M)

Protons aligning within a magnetic field

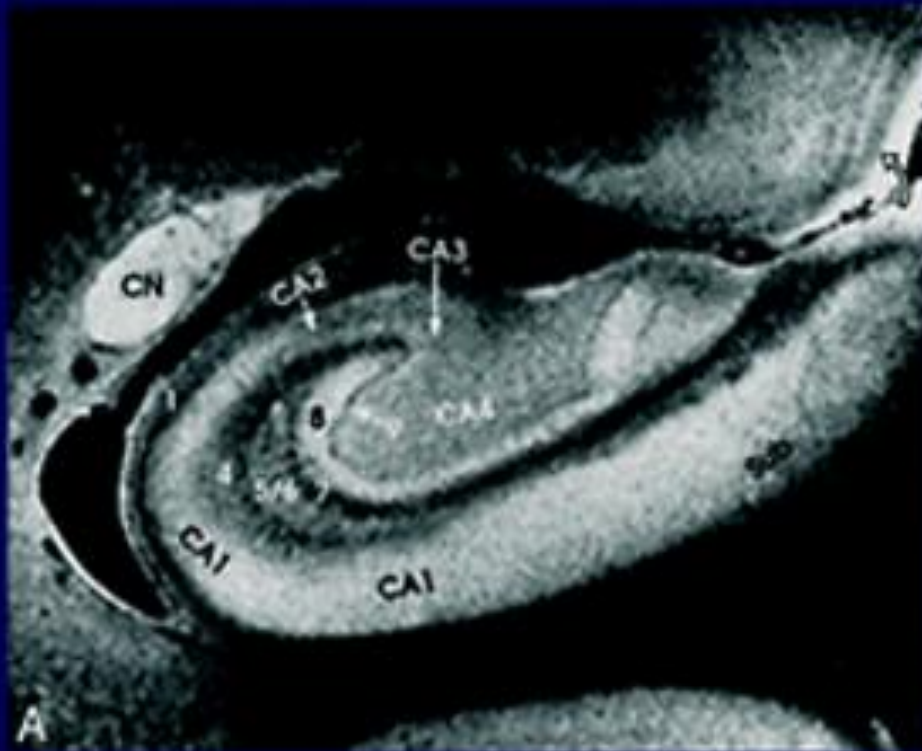
- Near OK
- Text to little



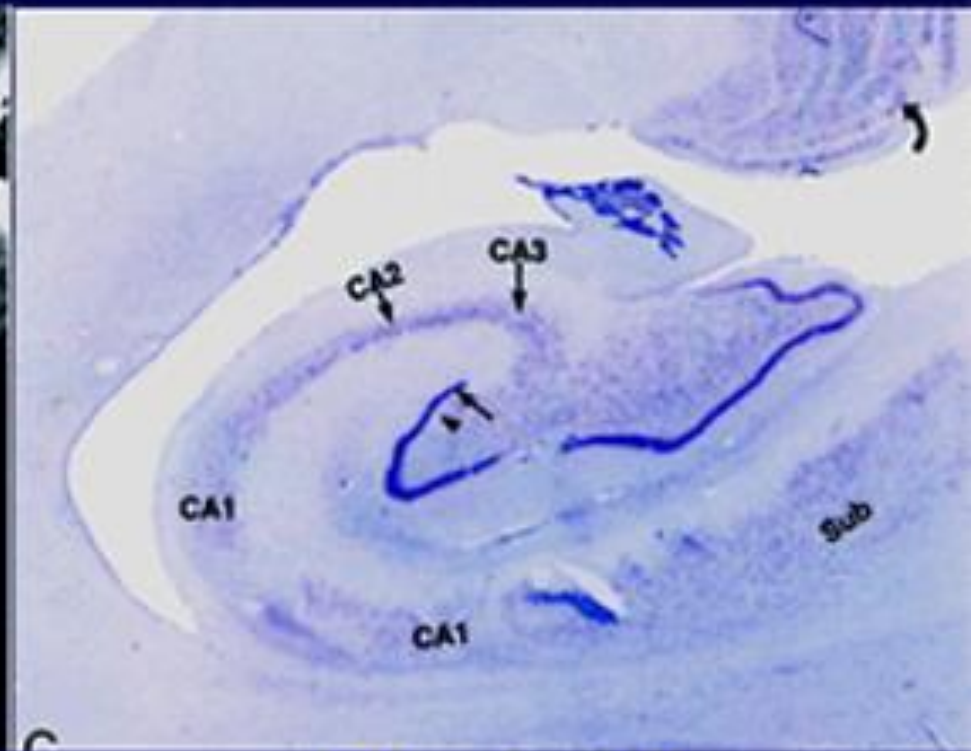
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Hippocampus: Ex Vivo MRI Versus Histology

- Near OK
- ?



ex vivo MRI
9.4T, 14+ hours



Nissl stain

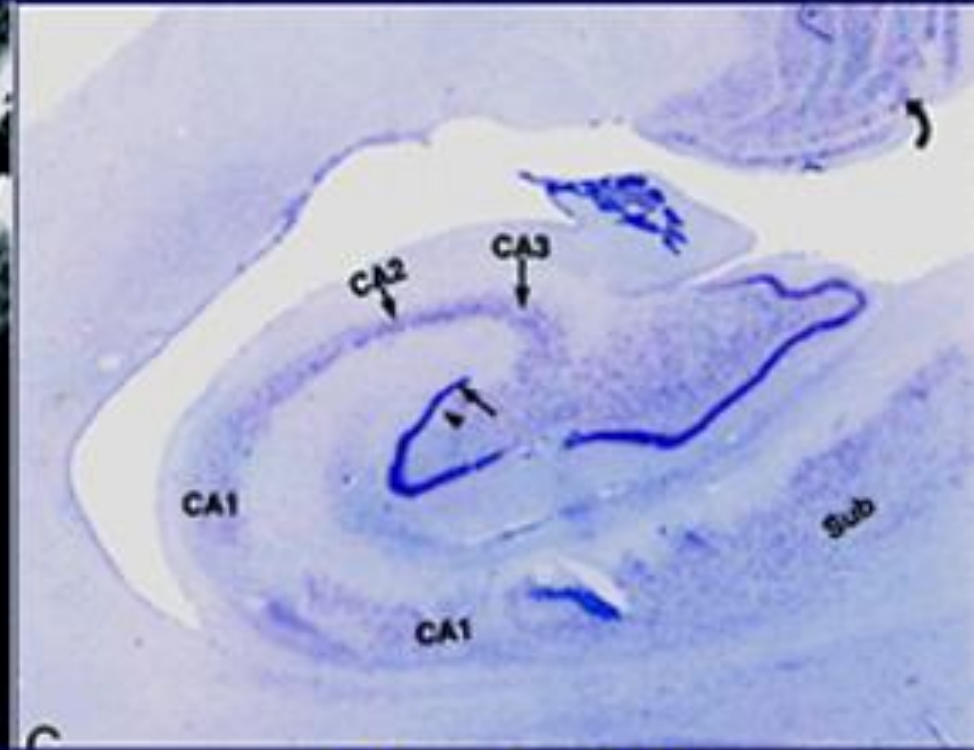
Fatterpekar GM, et al.
Am J Neuroradiol.
2002.

Hippocampus: Ex Vivo MRI Versus Histology

- Near OK
- First image is blur



ex vivo MRI
9.4T, 14+ hours

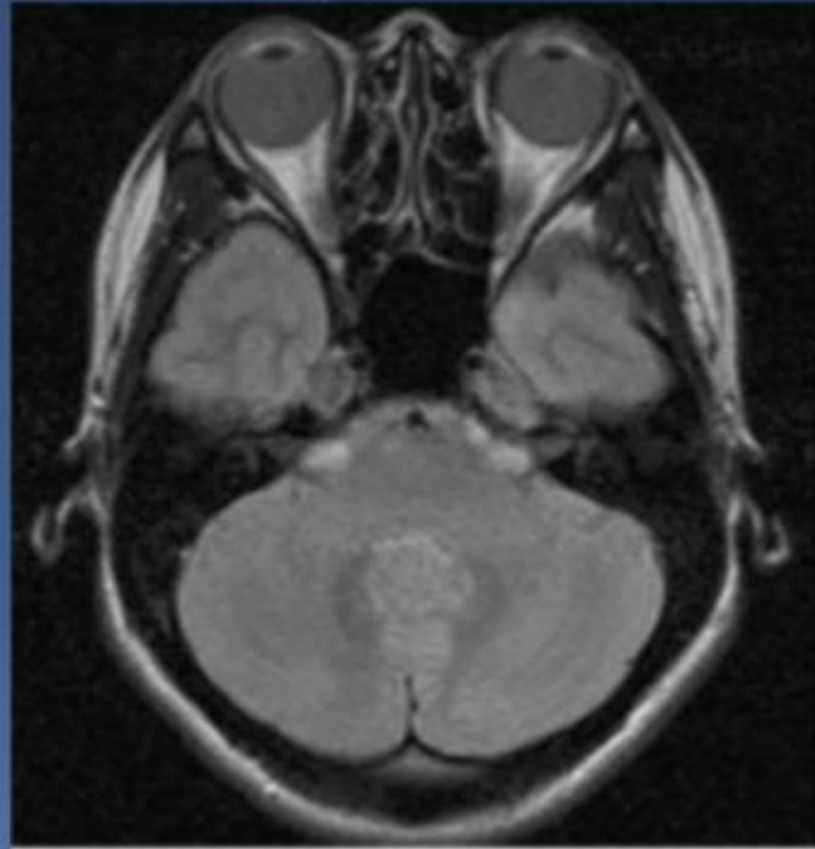


Nissl stain

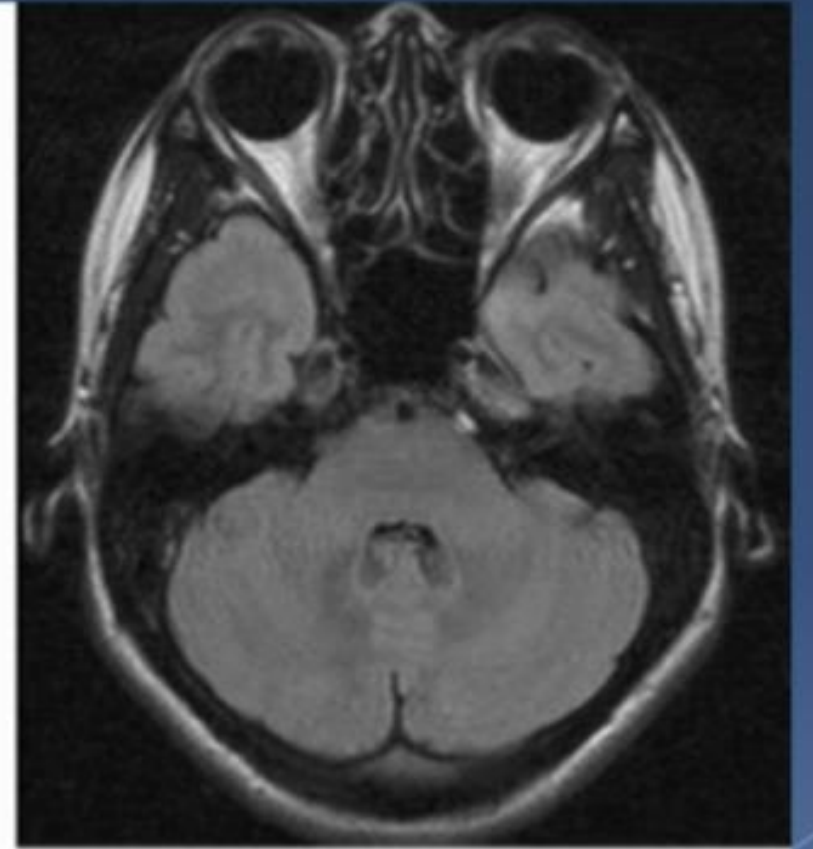
Fatterpekar GM, et al.
Am J Neuroradiol.
2002.

Cross talk artifact:

- OK
- ?



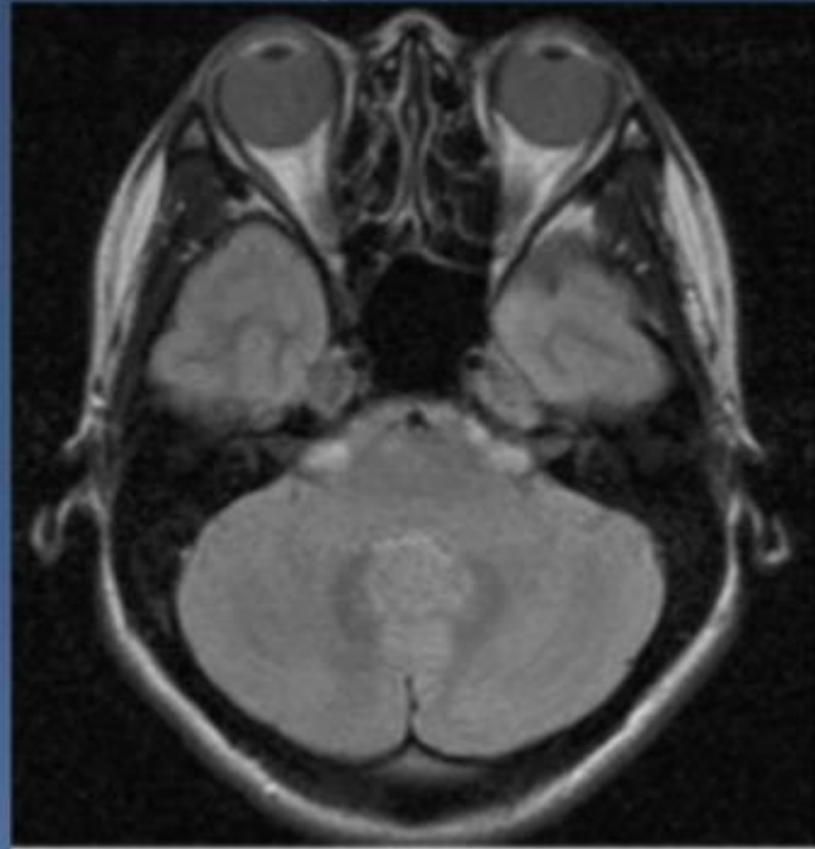
(a)



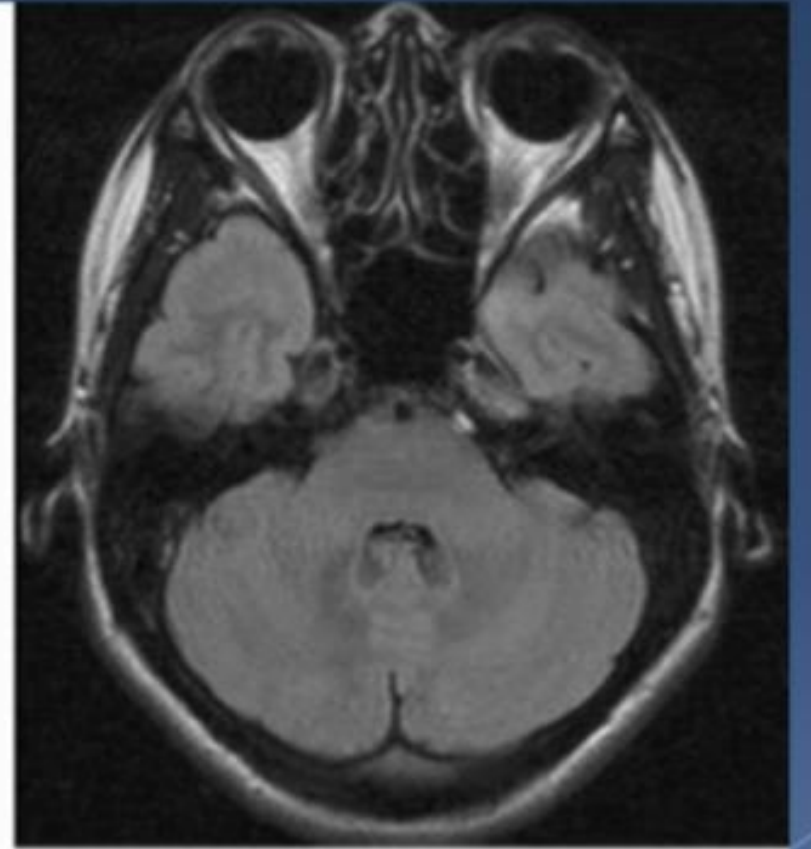
(b)

Cross talk artifact:

- this is not a good title



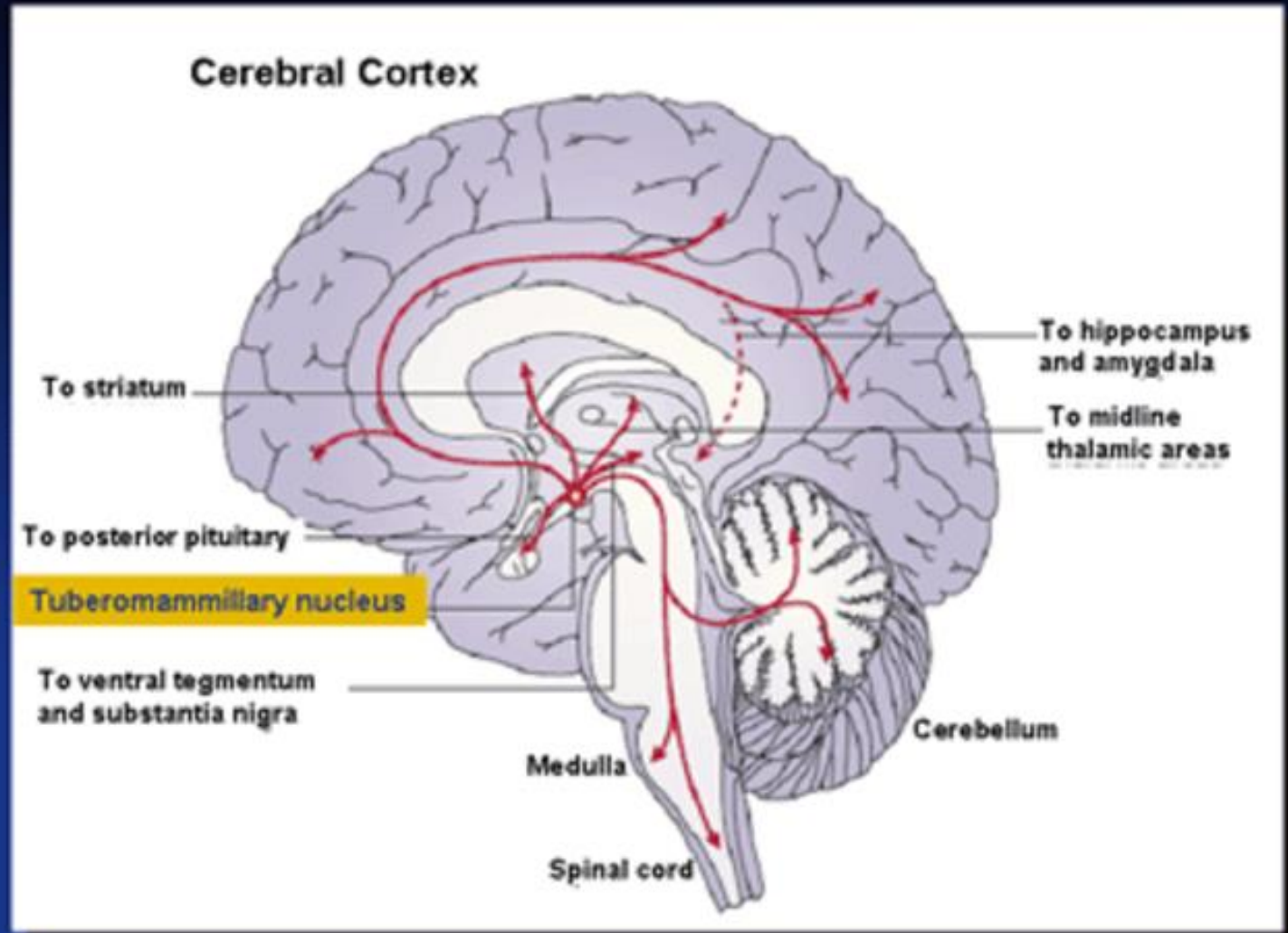
(a)



(b)

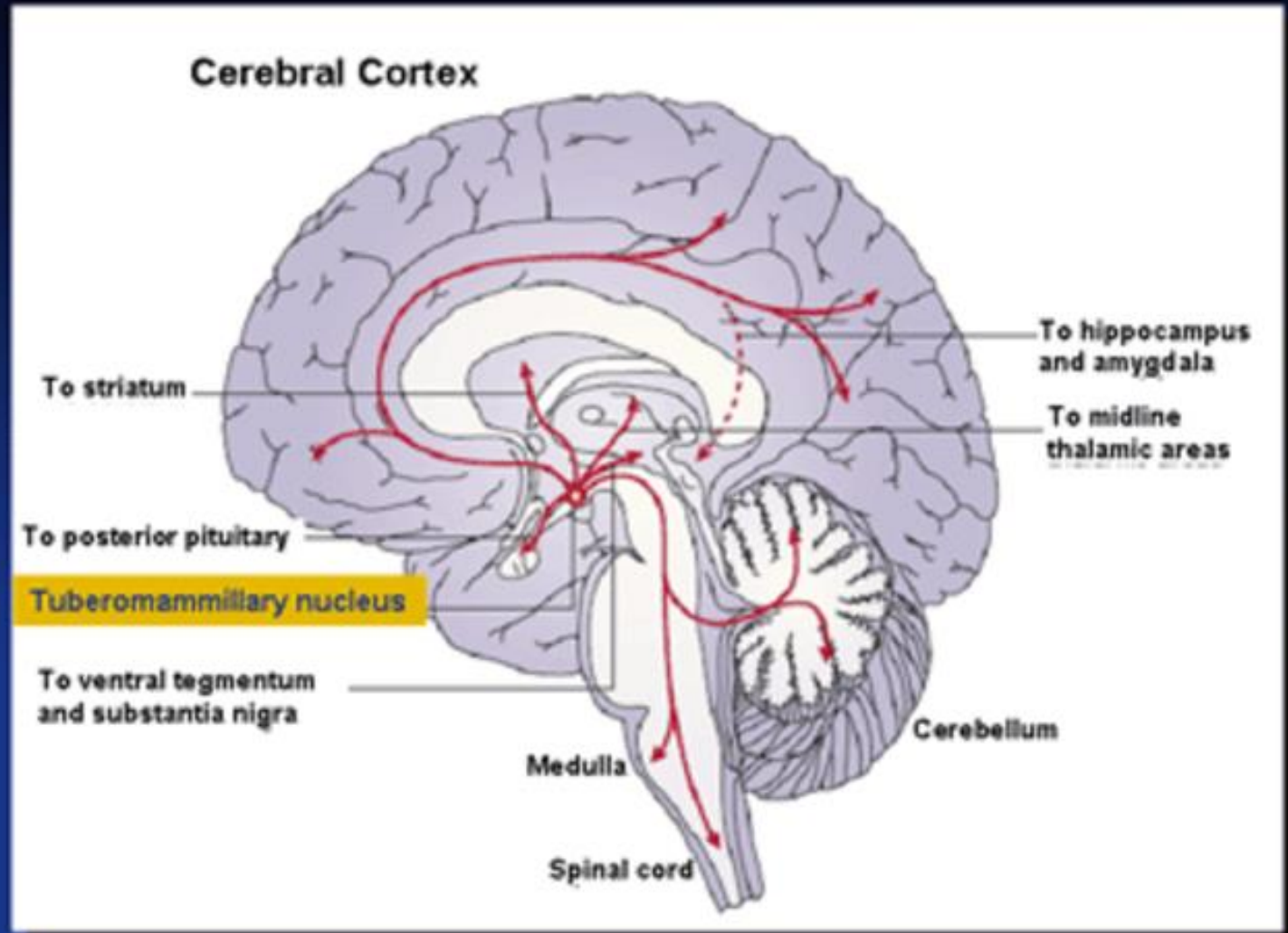
Histamine Pathways in Brain Originate in the Tuberomammillary Nucleus (TMN)

- Ok
- ?



Histamine Pathways in Brain Originate in the Tuberosomammillary Nucleus (TMN)

- Ok
- Text to little



Citation of References

Refer images and studies on slide

– author, title of article, journal, date

OR

- References on last slide
- www.tsnap.tk is not a reference
- NEVER CITE Wikipedia or other sources which are not primary literature

- ?

- [Creating Master Slide in PowerPoint](#)
- [Recording Narration Tutorial](#)
- [13 Tips to Record like a Pro](#)
- [Syncing Animations And Recording Narration At The Same Time](#)
- [Publishing a Presentation](#)

References

8

- bad

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References



- <http://www.math.tau.ac.il/~dcor/Graphics/cg-slides/geom3d.pdf>
- <http://www-inst.eecs.berkeley.edu/~cs184/fa05/lectures/lecture-04.pdf>
- [https://www.cg.tuwien.ac.at/courses/CG1/textblaetter/englisch/02%20Geometric%20Transformations%20\(engl\).pdf](https://www.cg.tuwien.ac.at/courses/CG1/textblaetter/englisch/02%20Geometric%20Transformations%20(engl).pdf)
- <http://www.inf.ed.ac.uk/teaching/courses/cg/lectures/lect2cg2x6.pdf>
- <http://www.cs.trinity.edu/~jhowland/cs3353/intro/intro/>
- <http://math.hws.edu/graphicsbook/c2/s3.html#graphics2d.3.2>
- <http://cs455.cs.byu.edu/lectureslides/Discussion06.pdf>
- <https://cseweb.ucsd.edu/classes/wi03/cse167/lectures/lec9.pdf>
- <http://www.cs.cornell.edu/courses/cs4620/2014fa/lectures/10transforms3d.pdf>
- <https://www.math.ku.edu/~jmartin/courses/math105-F11/Lectures/chapter11-part3.pdf>

References

- bad

- <http://www.math.tau.ac.il/~dcor/Graphics/cg-slides/geom3d.pdf>
- <http://www-inst.eecs.berkeley.edu/~cs184/fa05/lectures/lecture-04.pdf>
- [https://www.cg.tuwien.ac.at/courses/CG1/textblaetter/englisch/02%20Geometric%20Transformations%20\(engl\).pdf](https://www.cg.tuwien.ac.at/courses/CG1/textblaetter/englisch/02%20Geometric%20Transformations%20(engl).pdf)
- <http://www.inf.ed.ac.uk/teaching/courses/cg/lectures/lect2cg2x6.pdf>
- <http://www.cs.trinity.edu/~jhowland/cs3353/intro/intro/>
- <http://math.hws.edu/graphicsbook/c2/s3.html#graphics2d.3.2>
- <http://cs455.cs.byu.edu/lectureslides/Discussion06.pdf>
- <https://cseweb.ucsd.edu/classes/wi03/cse167/lectures/lec9.pdf>
- <http://www.cs.cornell.edu/courses/cs4620/2014fa/lectures/10transforms3d.pdf>
- <https://www.math.ku.edu/~jmartin/courses/math105-F11/Lectures/chapter11-part3.pdf>

REFERENCES



- Barber's History - Cleaning Services and Styling for the Head and Face. (n.d.). Retrieved November 23, 2014, from http://thehistoryofthehairsworld.com/barbers_history.html
- Clifton, H., & Sutcliffe, A. (1994). *Business information systems* (5th ed.). New York: Prentice Hall.
- English, A., & English, L. (2009). *Northstar 4, reading and writing* (3rd ed.). White Plains, N.Y.: Pearson Longman.
- Favorites. (n.d.). Retrieved November 14, 2014, from [http://webpages.charter.net/bobbyrutledge/History Of Barbering.htm](http://webpages.charter.net/bobbyrutledge/History%20Of%20Barbering.htm)
- Israel, D. (2008). *Data analysis in business research a step-by-step nonparametric approach*. Los Angeles: Response.
- Langan, J. (2002). *English skills with readings* (5th ed.). Boston: McGraw-Hill.
- Lesikar, R. (1981). *Report writing for business* (6th ed.). Homewood, Ill.: R.D. Irwin.
- Weissberg, R., & Buker, S. (1990). *Writing up research: Experimental research report writing for students of English*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Welcome to National Association of Barber Boards. (n.d.). Retrieved November 17, 2014, from <http://www.nationalbarberboards.com/history.htm>
- Yaacob R. (2002). *A report writing guide*. Ampang: Information Retrieval Services.
-

REFERENCES

- good

- Barber's History - Cleaning Services and Styling for the Head and Face. (n.d.). Retrieved November 23, 2014, from http://thehistoryofthehairsworld.com/barbers_history.html
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-

Use of Animation/Transitions

- Take time – audience can be distract by animation
- Should enhance
- Should be subtle
- Only one effect of animation or transition
- Use same *transition* between slides

Over animation

- distract
- annoying
- give headaches
- other?

Number of Slides

- Check the timing
- 1 slide = 1 – 2 minutes
- Less time for image slides
- Time for questions?

Speak Loud and Clear

- Talk loud
- Talk to the audience
- Speak at reasonable pace, not too fast or slow
- Use a microphone if necessary
- Use professional language

Behavior, posture

- Face your audience
- Maintain eye contact with audience
- Point the text rapidly and re-orient to the audience
- Display high energy
- Dress professionally

Audience Involvement

- Involve the audience
- Ask questions, wait for response
- Repeat what they say
- Plan small group activities
- Write responses on a board

Practice

- Individual: rehearse with loud voice or with a friend
- Group: rehearse as a group
 - Check timing
 - Provide feedback to each other
- Rehearse without PowerPoint
- Rehearse with PowerPoint in classroom
- Check if the PowerPoint presentation is working at the computer you will present on

Giving the Presentation

- Introduce topic
- Introduce all speakers
- State the objectives
- Motivate: why?
- Present the material
- Review at the end
- If time, assess audience understanding

Thank you!