

## SECTION 4: GUIDE TO ORAL PRESENTATION

### GENERAL PRINCIPLES OF TECHNICAL PRESENTATIONS

Thomas R. McDonough (MIT '66)

#### 1. REHEARSAL

- Timing - very important
- Rehearse a speech 10% shorter than the allotted time, since most people speak longer than they expect. If you exceed allotted time, end quickly.
- Rehearse beginning and end especially thoroughly. Don't memorize the speech word-for-word. Have a friend critique the rehearsal. Try out the equipment and lighting beforehand.
- Check for spare projector bulbs

#### 2. ERROR CORRECTION

Ignore the trivial errors of grammar and pronunciation. Don't apologize for errors. (Don't say "excuse me.") Apologizing just draws attention to errors.

#### 3. EYES

- A. Look at audience, not ceiling or floor
- B. Use visual aids
- C. Bring in an example of the hardware, if practical.

#### 4. VOICE

- A. *Volume*  
Speak up.  
Very important, unless there is a public-address system  
Speak much louder than a conversational tone
- B. *Quality*  
Don't use a boring monotone.  
Speak slowly and clearly.

#### 5. LANGUAGE

- A. *English:*  
fool everyone into thinking you're well educated. Use the best grammar, enunciation and vocabulary. Avoid:  
'noises' (uh, you know, sort of, kind of, like, ok)  
'you' (e.g., 'your electron' should be 'the electron')  
'thing' (e.g., 'this thing' should be 'this device')  
'gonna' (say 'going to')
- Slang:*  
A large percentage of technical audiences speaks English as a second language, and *many* cannot understand slang. Students with strong regional or foreign accents must: put a little . pause . between . each . word. For non technical or interdisciplinary audience: avoid most jargon; define terms carefully.
- B. *Body Language*  
Don't stand stiffly  
Don't move spasmodically  
Do use symbolic gestures

#### 6. ORGANIZATION

- A. Have three distinct parts:
  - Beginning* (motivation, history, abstract). Tell us: why should anyone care?
  - Middle* (body): have a logical order: Tell the story chronologically or start with the simple and work up to the complex.
  - End:* (summary, conclusion, future directions)
- B. Keep notes brief. When possible, use visual aids instead of notes. As often as possible, keep notes down and out of sight.

#### 7. ENTHUSIASM (Incredibly important!)

From a cover story on Apple/NeXT founder, Steve Jobs, in "Business Week," 10/24/88: "Of course, Jobs has a powerful weapon with which to wage these uphill battles: his aura and the notice it attracts. Unsolicited, (Billionaire H. Ross Perot bought 16% of NeXT for \$20 million after seeing Jobs's infectious enthusiasm on a TV documentary about entrepreneurs. 'I'd be glad to dramatically increase it, too,' Perot says."

## 2.672 ORAL PRESENTATION

As indicated in the course outline, the report for the third lab will be in the form of an oral presentation. In addition to your participation in the oral presentation, you will also be required to hand in, as a group, a copy of the viewgraphs used in the oral presentation

### PREPARATION OF VIEWGRAPHS

Each group is expected to prepare their own viewgraphs, which **YOU** will make from the original figures. Responsibility for preparation of figures and procuring the viewgraphs will be a group decision. If you want to use computer projected visuals, you have to make arrangement for that yourselves. A good quality paper copy of these figures should also be made and presented to your section instructor at the time of the presentation.

### TIME AND LOCATION OF ORAL PRESENTATIONS

Presentations will be held during normal class time. A specific schedule of the presentation (i.e., the time each group presents) will be posted the week prior to the presentation.

Each laboratory group will have a total of 30 minutes for the oral presentation.

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Breakdown: 24 minutes for the presentation  
6 minutes for questions

Total 30 minutes

## PREPARING THE ORAL PRESENTATION

### Division of Labor

Be careful that the work is relatively evenly divided among all members of the group. We suggest, but not strongly, the following division of material.

#### Group of Two Students (12 minutes per student)

1st Student a) Introduction - including overview work  
b) Experimental Apparatus, Procedure and Results

2nd Student c) Theoretical Model and Results  
d) Comparison of Theory and Experiment  
e) Discussion and Conclusions

Students will share answering of questions.

#### Group of Three Students (8 minutes per student)

1st Student a) Introduction - including overview of work  
b) Experimental Apparatus, Procedure and Results

2nd Student c) Theoretical Model and Results

3rd Student (d) Discussion and Conclusions