

3-Minute Warm-Up

Please write down 1 or 2 ideas from the readings that you found particularly interesting or noteworthy

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Intended Learning Outcomes

By the end of today's session - you will be able to:

- ◆ Describe and implement strategies to control "stage fright"
- ◆ Utilize verbal, visual and vocal channels (3V's) to deliver more effective lectures

What can academics learn from professional actors?

- Presence & Energy
 - Verbal
 - Visual
 - Vocal
- Timing
 - Suspense & Surprise



Warm-up your voice and body

- Use relaxation techniques
- Warm up your vocal chords & muscles
- Some examples...

Verbal

Choose your words and phrases carefully

Avoid

- "I'll tell you very quickly..."
- "Those details aren't important"
- "This is easy"
- "You should already know this" (always follow this statement with a comment on what someone should do if s/he doesn't)
- Filler words and phrases:
 - "you know", "um", "well", "uh", "like"

Minimize the noise in your signal...

In pairs:

- Describe your current research, or a hobby to your partner.
- Try to eliminate your use of filler words and phrases.
- Your partner will count your filler words.
- Switch roles.

Visual

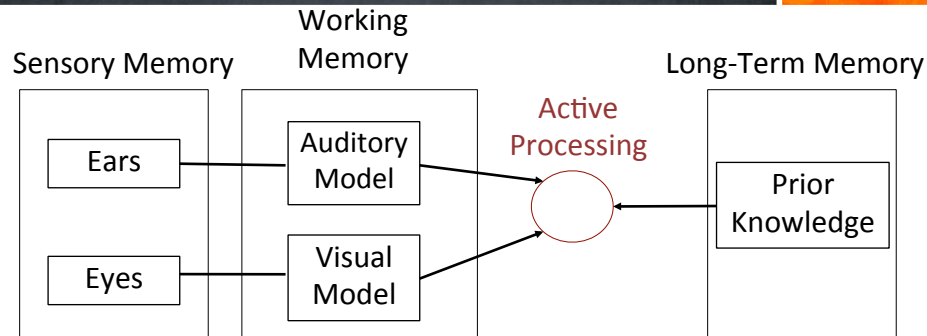
Your *presence* can support or detract from your message

- Establish presence: stance, position
 - Use posture, motion, gestures *wisely*
- Reduce body *noise*
- Avoid small gestures
- Make eye contact (“W”)

Use slides & PowerPoint wisely!

- Don't overload your slides
- Use simple fonts, lines & layouts
- Minimize distractions
 - Sounds
 - Animations/transitions
- Fight "Death by PowerPoint"!

Mayer's Theory of Multimedia Learning



The human mind is:

- Dual channel
- Limited in capacity
- Actively processing information

Adapted from:

Mayer, R. E. in *The Cambridge Handbook of Multimedia Learning* (ed Mayer, R. E.) 31-48 (Cambridge University Press, Cambridge, 2005).

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Slides vs. "Traditional" Lecture

- Info delivered only via the audio channel may be more difficult to retain during PPT lectures
- Recall of visual info the same in two groups (simple diagrams, graphics)
- No difference when material presented via both audio and visual channels

Savoy, A., et al. (2009). "Information retention from PowerPoint™ and traditional lectures." *Computers & Education* 52(4): 858-867.

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(The real) Gettysburg Address

- Delivered by President Abraham Lincoln-11/19/1863
- Dedication of the Soldiers' National Cemetery in Gettysburg, Pennsylvania
- 4.5 months after the Union armies defeated those of the Confederacy at the Battle of Gettysburg



Gardner, Alexander, photographer. Abraham Lincoln, Sunday, November 8, 1863. Photograph, Washington, D.C., 1863. From Library of Congress Prints and Photographs Division.
<http://lccn.loc.gov/2008680252> (accessed January 13, 2015.)

http://pd.npr.org/anon.npr-mp3/npr/me/2003/11/20031119_me_04.mp3?dl=1

The Gettysburg Address...

as a PowerPoint presentation

<http://norvig.com/Gettysburg/sld001.htm>

Vocal
The way you say things can support or detract from your message

*Make effective use of the **Vocal Channel***

- Adjust *tone, speed, volume*
- Modulate for *meaning, complexity, importance*

Use the VOCAL Channel Effectively

Green Eggs and Ham
Narrated by the
Reverend Jesse Jackson

<http://youtu.be/A1mqg4C0awA>

Phil Davison vs. Jacob Silj
(SNL sketch)

<http://youtu.be/2kb76v9id5A>

Elizabeth Warren at the
Chicago Humanities Festival

http://youtu.be/f519_LGjhCA