



TAKEAWAY TEACHING

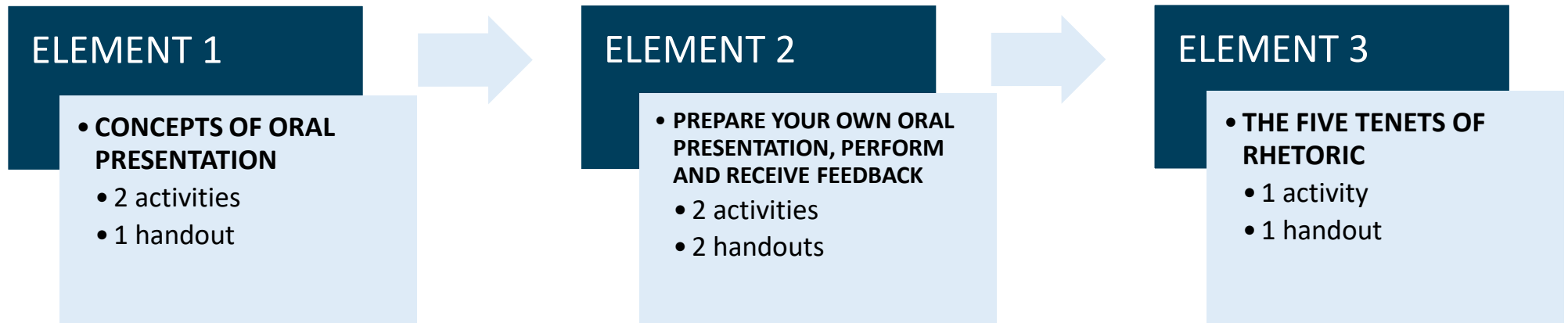
TEACHING PLAN: ORAL ACADEMIC PRESENTATION

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TEACHING PLAN: ORAL ACADEMIC PRESENTATION



INTRODUCTION

The purpose of the teaching plan **Oral academic presentation** is to engage students in activities that instruct and train them in academic presentation. The activities focus on both preparation and performance. Students learn to use rhetorical concepts within oral performance, and they learn what is needed for an oral presentation to be successful.

ELEMENT 1: CONCEPTS OF ORAL PRESENTATION

Learning objectives	The objectives of this element are to: <ul style="list-style-type: none"> ▪ define concepts of oral presentation; ▪ encourage students to use basic rhetorical concepts in their analysis of a concrete oral presentation. 	
Duration	This element contains 2 activities . You should allow about 45 minutes for the activity.	
Handouts	This element contains 1 handout . <ul style="list-style-type: none"> ▪ Handout 1: Basic rhetorical concepts 	
ACTIVITIES	DESCRIPTION OF ACTIVITIES	IMPORTANT POINTS FOR THE TEACHER
Activity 1 Approx. 15 minutes	Teamwork <ol style="list-style-type: none"> 1. Discuss with the person next to you what characterises the good communicator. Base your discussion on one or more people you agree are skilful oral communicators, e.g. a president, a journalist, a fellow student or a lecturer. Formulate three characteristics you find to be the most important. Plenary session <ol style="list-style-type: none"> 2. Summarise with a focus on listing as many characteristics as possible of the good oral communicator. 	<p>Background reading for the teacher: Helle Hvass: <i>Rhetoric – learning oral communication</i> [Retorik – at lære mundtlig formidling] (2003)</p> <p>Most students have both good and bad experiences of their own oral presentation. However, they lack the concepts describing what went well and not so well in their oral presentation. In other words, they rarely know what they are good at and what they can improve.</p>
Activity 2 Approx. 30 minutes	Individual work <ol style="list-style-type: none"> 1. Read handout 1:” Basic rhetorical concepts” 	<p>Students should become more aware that oral presentation is challenging because a number of elements need to ‘play together’ – even in front of a concrete and unpredictable audience. You are not</p>

Teamwork

2. Watch this video of a good oral communicator. For example, Annette Olesen's presentation at the PhD Cup 2014. <https://www.youtube.com/watch?v=--5ilMnNWg0>
3. Discuss the presentation in groups of three, based on questions in handout 1 concerning basic rhetorical concepts.

Plenary session

4. Summarise with a focus on highlighting that the students might learn from the presenter, e.g. explaining a few points in detail and using concrete examples to illustrate abstract issues.

necessarily a bad oral communicator just because your performance does not seem entirely perfect. More examples are available in the website of the Danish Broadcasting Corporation (DR):

<https://www.dr.dk/nyheder/viden/naturvidenskab/video-phd-cup-oplev-lars-ida-morten-justin-og-anne-mia-i-finalen>

Students tend to assess other people's oral presentations in simplistic and merciless ways. Therefore, you as a teacher should assist them in looking for things that actually work well in other people's oral presentations. Something may be good even if everything is not.

ELEMENT 2: PREPARE YOUR OWN ORAL PRESENTATION, PERFORM AND RECEIVE FEEDBACK

Learning objectives	The objectives of this element are that: <ul style="list-style-type: none"> ▪ each student acquires knowledge of their own strengths and weaknesses in oral presentation. 	
Duration	This element contains 2 activities . Set aside approx. 60 minutes in total.	
Handouts	This element contains 2 handouts . <ul style="list-style-type: none"> ▪ Handout 2: Methods to prepare a presentation ▪ Handout 3: Presentations and Feedback 	
ACTIVITIES	DESCRIPTION OF ACTIVITIES	IMPORTANT POINTS FOR THE TEACHER
Activity 1 Approx. 20 minutes.	Individual work <ol style="list-style-type: none"> 1. Prepare a presentation on an academic subject you are interested in, are writing an assignment about, have written an assignment about, is included in your exam. 2. The presentation should last two minutes, and you have 20 minutes to prepare it. Get help for your preparation from handout 2 "Methods to prepare a presentation". 	<p>Background reading for inspiration: <i>Rhetoric for teachers: the art of choosing language constructively</i> [Retorik för lärare: konsten att välja språk konstruktivt.] Anders Sigrell, Retorikforlaget (Publisher), 2011.</p> <p>It is strongly recommended that the students prepare their presentations in class. This will ensure that everyone is equal in a situation where they need to practice oral presentation, which can cause many students to feel out of their comfort zone. If not enough time is available in class, the students may prepare their presentations at home.</p>



		You as a teacher can choose to decide the content of the presentation and adapt the activity to include specific issues from the students' syllabus.
Activity 2 Approx. 40 Minutes	Teamwork 3. Teamwork: Work together in groups of three. Take turns to give your presentations and give each other feedback. Use handout 3 " Presentations and feedback ".	You must emphasise to the students that their feedback should mainly focus on things that worked well in the other students' presentations.

ELEMENT 3: THE FIVE TENETS OF RHETORIC**Learning objectives**

The objectives of this element are to:

- connect the students' concrete presentations to the theory and tenets of rhetoric.

Duration

This element contains **1 activity**. You should allow about 30 minutes for the exercise.

Handouts

This element contains **1 handout**.

- **Handout 4:** [The five tenets of rhetoric](#)

ACTIVITIES**DESCRIPTION OF ACTIVITIES****IMPORTANT POINTS FOR THE TEACHER****Activity 1**

Approx. 30 minutes

Individual work

1. Read handout 4 "[The five tenets of rhetoric](#)".

Teamwork

2. Discuss in groups of three which concrete elements from your presentations are consistent with the advice in handout 4 about making convincing oral presentations. Choose three concrete examples to present in class.

Plenary session

3. The groups of three give examples from their presentations in class.

The theory and rhetoric may seem obvious and basic. In oral presentation, understanding the theory is not difficult; translating and linking the theory to practice is.