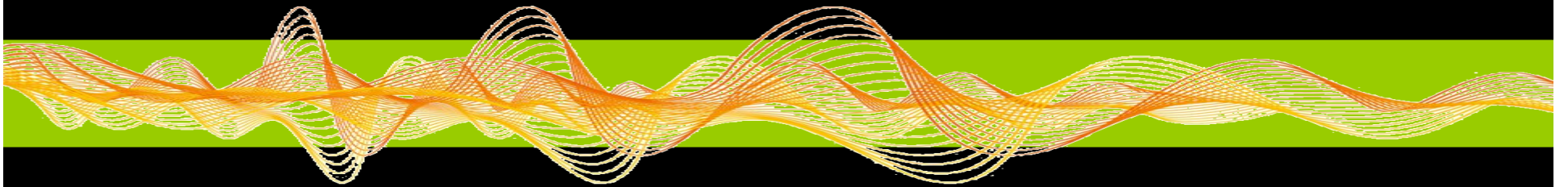


How to Make Your Presentation



Independent Study in Psychology
Fall 2010

Content (Speech Portion)



Content

- Your presentation is a **SUMMARY** of your senior thesis
 - You need to figure out what your main/most important point in your research is and present just that
 - You want to be precise, including only the basic information necessary to understand your thesis

A decorative header featuring a row of stylized fireworks in red and white against a black background. The word "Title" is centered in a light blue, sans-serif font. Below the fireworks is a thick, horizontal lime green bar.

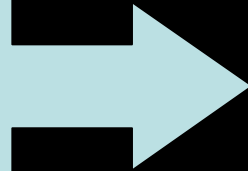
Title

- You want a **CATCHY** and **INFORMATIVE** title that draws in your audience and gives them an idea about what your senior thesis examined
 - **Short and sweet:** Perceptions Toward the Disabled: Attitude Difference as a Function of Disability and Social Comparison
 - **A little too long:** Gender and Cultural Differences in Political Ambition, Achievement, and Estrangement: A Glimpse of the Future Generations of Female Political Leaders in France and the United States
 - **Lacking pizzazz:** Attribution Differences Between Men and Women in the End of Non-Marital Relationships

Introduction

- **ATTENTION GRABBER** (make your opening sentence an interesting question or dilemma about human nature/people)
- Provide a direct background (briefly cite key studies) leading up to your main hypothesis

“Here is
what we
know”



“Here is the
gap my
project fills”

A Shining Introduction

The Gender Gap in American Politics

■ **United States places 60th world-wide in terms of women serving in National Legislature**

Under-representation Of Females in Public Office

Traditional Sex-Role Socialization

Self-perception and the Initial Decision to Run for Office

Gender socialization, cultural differences and ambition to run for office:

Three Principal Hypotheses in Political Ambition And Motivation:

Men > Women

American > French

American Men > American Women
French Men > French Women
But to a Lesser Degree

An Introduction in Need of Improvement

What are we trying to do?

- It is important to understand the negative stereotypes about the disabled in order to eliminate them
 - Most of the research in this field is with children and has found that after a certain age children adopt negative perceptions of the disabled
 - Attitudes adopted in childhood frequently persist into adulthood
- In order to break down stereotypes that our culture transmits, we must show that adults hold these negative attitudes, too
- We also must explore what effect social influence has on people's perceptions
 - Social comparison theory

This study asks...and predicts...

- Do people hold more positive perceptions of the disabled or the non-disabled?
 - People will report more positive perceptions towards the disabled than towards the non-disabled due to social desirability.
- Can people's perceptions of the disabled be altered by presenting them with a social comparison statement (SCS)?
 - A positive SCS would elicit more positive responses, and a negative SCS would elicit more negative responses.
- Is there an interaction between disability and social comparison?
 - Yes, there was a predicted effect.

Methods

- Present only the essentials
 - You can always answer questions about extraneous details at the end during the Q&A
 - Give the audience a sense of what it would have been like to be in your study (sample questions, stimuli, etc)
 - Set up any big qualifications that will be followed up during the discussion portion of your presentation
- Include the number of subjects, relevant demographics, etc., but don't belabor this

Methods

Method

- A survey was handed out to 200 Claremont college students
- There was a scenario depicting an 11 year old child from one of four ethnicities and either male or female
- All subjects in the scenario had been exposed to all of the risk factors
- There were 25 participants in each condition

Concise but fails to explain the task at hand

Methods

- Participants were given a survey that had a description of a person named Sam.
 - Sam was either disabled (“was paralyzed from the waist down and was in a wheelchair”) or was not disabled
- The description was followed by instructions (that may or may have included a SCS) and questions.
 - “How smart do you think Sam is?”
 - “How likely will Sam be your friend?”
 - “How comfortable do you feel around Sam?”

Explains the task at hand, but images could elevate the slide

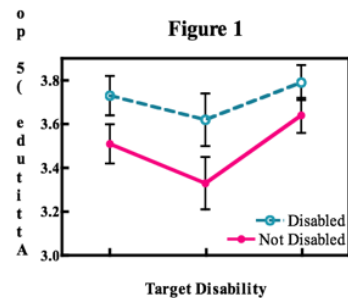
Results and Discussion

- It often makes sense to discuss each result as you present it, which blurs the line between results and discussion
 - This allows the audience to directly connect specific results with specific conclusions
- Point out relevant aspects of your statistics and use figures/tables whenever possible
 - Do not read every word of the statistical findings
 - Use visual aids to strengthen your argument

Results

What was found...

- There were trends for the preference of the disabled target over the non-disabled target.



Summarized meaning of results

- Results support social desirability research
- Also supports social comparison theory
- Preference towards the disabled supports “normative pressure to be kind”
- Results may reflect people’s true perceptions of the disabled, but previous research finds this unlikely

Discussion

- End your presentation with a pure discussion session (What is the important take away message?)

If there's time (and only if) you could:

1. Note limitations and qualifications
 2. Note and discuss the direction future research could take
 3. Note and discuss how your results add to or change the existing literature
- At the conclusion:
 - Tie your talk back to the opening of your introduction
 - Repeat the take away message

A Shining Discussion

Conclusion

- Does the lack of results reflect the possibility for American women to be more accurately represented in politics in the future?



Too Long vs. Too Short

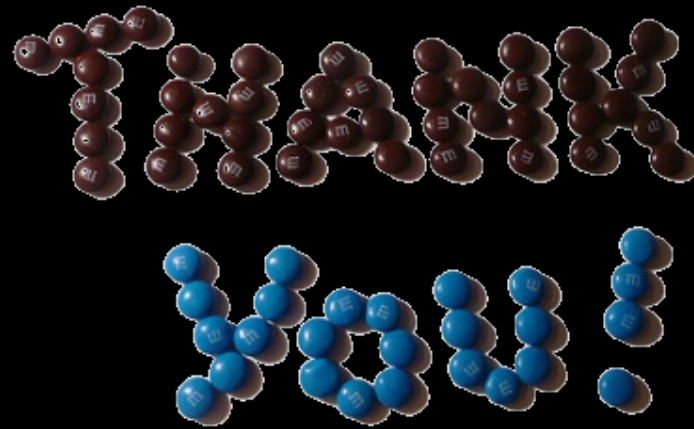
Conclusions

- Main effects in ethnic differences found were inconsistent with hypotheses and research
 - While the current study showed ethnic differences, it found Asian Americans to be the LEAST likely to succeed rather than the most, as would be expected from research.
- Ethnic differences on specific measures (likelihood to drop out of school and likelihood to be normally socially adapted) were consistent with past studies, but not with hypotheses from the current study
- Finding no main effect of gender differences was inconsistent with past studies and hypotheses from the current study
 - Gender differences found on specific measures (i.e. perceived likelihood to go to prison) is consistent with research and hypotheses

Discussion

- Limitations of the study
 - Design - unbalanced
 - Scenario was biased
 - Sample
- Future research
 - Studies manipulating demographic differences
 - A natural group design study

Acknowledgments



It is always nice to thank
those who helped you!

Acknowledgments



Acknowledgements

Judy LeMaster

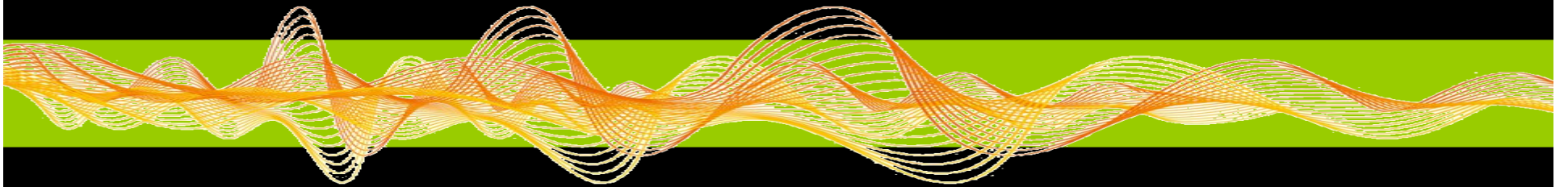
Amy Marcus-Newhall

Alan Hartley

And everyone who participated or helped

Thank You

Answering Questions



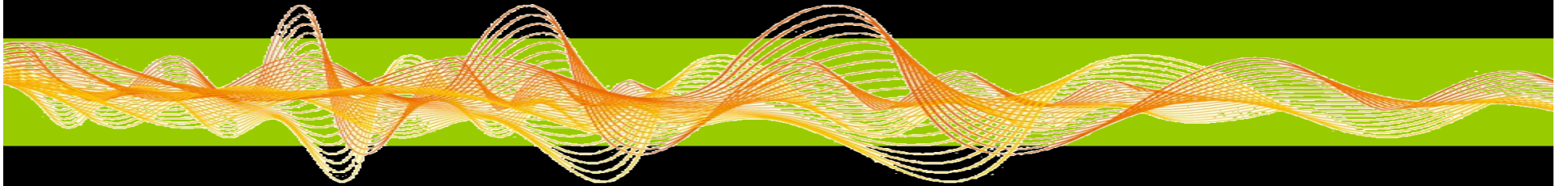
If You Don't Know the Answer, You Can Always Say:

- “I DON'T KNOW” (a perfectly legitimate response)
- “That's an interesting question. What do you think?”
- “I haven't considered that option, I'll have to think about that - thank you for the suggestion”

If You “Kind Of” Understand What They’re Asking, You Can Always Say:

- “I’m not sure I understand exactly what you are asking - could you say that again?”
- “I’m not sure that I am completely following your question, but let me say this and see if it addresses the problem...”
- “I’m not familiar with Theory X, but this may speak to your general point...”

Presentation Style (TIPS)



Timing

- Show up to the presentation early
- Make sure that you finish your speech early to allow for questions and to avoid cutting into someone else's time
 - Talk through your presentation to determine how much time you will need

PRACTICE,
PRACTICE,
PRACTICE!

Preparation

- Tell a story in a logical sequence
- Stick to the key concepts (avoid description of specifics and unnecessary details)
- Keep your sentences short (about 10 to 20 words is ideal)
- Strive for clarity

KISS

(Keep It Simple, Stupid!)

- Your audience cannot “re-read” your talk when they get confused
 - Focus on getting one to three key points across
- Repeat key insights
 - Tell them what you’re going to tell them (Forecast)
 - Tell them what you’ve told them (Summary)

Speaker Notes

- Write down your 'Speaker Notes' as if you were speaking them
 - Use paper and not note cards
 - Do not staple your 'Speaker Notes'
 - Use a large font
 - PowerPoint has a way to put notes right below the slide; then you can print "Notes pages" and see the upcoming slide along with your speaker notes
- In your 'Speaker Notes,' have a page with extra information handy so that you can answer questions quickly with a precise number during the Q&A session

Try Not To Read Your Talk (But If You Must, Follow These Two Tips)

- Make eye contact with the audience occasionally
- Try not to sound like you are reading (give an engaging read with inflection, pauses, etc)
 - Breathe
 - When referring to something up on a slide, consider walking to the screen and pointing at the screen
 - Practice working with the visuals

PRACTICE,
PRACTICE,
PRACTICE!

Voice

- Project your voice
 - Stand up straight
 - Let your voice resonate on the air in your lungs rather than in the throat to produce a clearer sound

Breathe In, Not Out

- Avoid presentation killers like 'um,' 'ah,' or 'you know'
- Replace those with a pause by taking a short breath in

Do Not Apologize

- Don't apologize for your nervousness or lack of preparation time
- Most audience members cannot detect your anxiety, so do not draw attention to it
- One caveat to the above rule is that you should apologize if you are late or shown to be incorrect

Attire

- Dress professionally yet comfortably
 - Do not wear incredibly high heels as you will likely be standing for quite some time
- No jeans, no tennis shoes, nothing tight
- Go easy on the makeup (if you must use some makeup, try to bring focus to the eyes)

Relax and Be Confident

- Think of your audience as consisting of people who are simply interested in what you did and what you found
- Remember, you know your project better than anyone else in the room - you are the EXPERT!

PRACTICE,
PRACTICE,
PRACTICE!

Have Fun!



- With a little practice, you can inject your passion for a subject into your presentations
- Enthusiasm is contagious :)

References

Information gathered for this PowerPoint was taken from the “Giving an Empirical Presentation in Psychology” (<http://www.muhenberg.edu/depts/psychology/Presentations.htm>).