# Effective Oral Presentations

Are you pleased with the presentations you give? Most presenters are passionate about the subject matter they are presenting and can't wait to share every detail of the subject with their audiences. However, sometimes it is just too much information, and your audience is overwhelmed.

<table>
<thead>
<tr>
<th>What are the elements of a Lousy Presentation? a Great Presentation? (content &amp; delivery)</th>
<th>Get everyone involved. Start with a question everyone can answer. Gather this information so I can assess the audience and know how not to disappoint them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the purpose of your presentation? Is it wetting their whistle? remembering the information? Being able to use the information?</td>
<td>Are you a facilitator of learning? – a lecturer? – a stand-up comedian? How much information does each individual need to remember?</td>
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<tr>
<td>What do we know about how adults learn?</td>
<td>Adults learn carefully. They must be able to apply the information to retain it.</td>
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## How do you hone in on the information needs of each audience?

- forget canned speeches
- place the audience’s needs above your desires – think from their seat
- know your audience – knowledge levels, learning abilities

## How do you capture and hold the attention of the audience?

- present answers instead of facts, problems and questions
- be organized and present in a logical format
- engage your audience by having them participate in the learning; encourage (limited) participation

## How do you feel comfortable and confident during your presentations?

- have techniques to control the enthusiasts in the audience
- be prepared not to know everything – ask for audience to share their knowledge

Well, I know that each of you have thoughts on this, but let’s consider... This is obviously a topic of high interest, so let me give you some additional information.
Understanding Adult Learners

Adult Learning Styles
- Visual
- Auditory
- Kinesthetic

Hierarchy of Learning
- From Reading to Watching to Doing to Analyzing

Adult Learning Formats
- Conferences
- Formal classroom training
- Webinars
- E-Learning
- Peer tutoring
- One-on-one Coaching
- Self-observation / Self-training

Adult Individualities
- Age
- Education
- Intelligence
- Work Experience
- Life Experience

Adult Learning Characteristics
- The need for: Relevance, Shared Values, Timing, Application
Primary Learning Styles

5% Kineesthetic Learners

30% Auditory Learners

65% Visual Learners

Practice prefers hands-on groups likes to work in skill or task something to learn the want to do

Likes to discuss them spoken or read to instructions to be wants the message want to hear the

Instructions they can read to follow detailed likes mental images handouts, pictures need written they are learning want to see what
Characteristics of Adult Learners in Professional Development

**CHILDREN**

Children depend upon adults for material support, psychological support, and life management. They are other-directed.

Children, to a large degree, learn what they are told to learn.

Children view the established learning content as important because adults tell them it is important.

Children actually perceive time differently than older people do. Our perception of time changes as we age—time seems to pass more quickly as we get older.

Children have a limited experience base.

Children generally learn quickly.

Children are open to new information and will readily adjust their views.

Children's readiness to learn is linked to both academic development and biological development.

Children learn (at least in part) because learning will be of use in the future.

Children are often externally motivated (by the promise of good grades, praise from teachers and parents, etc.)

Children have less well-formed sets of expectations in terms of formal learning experiences. Their "filter" of past experience is smaller than that of adults.

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**ADULTS**

Adults depend upon themselves for material support and life management. Although they must still meet many psychological needs through others, they are largely self-directed.

Adults learn best when they perceive the outcomes of the learning process as valuable—contributing to their own development, work success, etc.

Adults often have very different ideas about what is important to learn.

Adults, in addition to perceiving time itself differently than children do, also are more concerned about the effective use of time.

Adults have a broad, rich experience base to which to relate new learning.

Adults, for the most part, learn more slowly than children, but they learn just as well.

Adults are much more likely to reject or explain away new information that contradicts their beliefs.

Adults' readiness to learn is more directly linked to need—needs related to fulfilling their roles as workers, spouses, parents, etc. and coping with life changes (divorce, death of a loved one, retirement, etc.).

Adults are more concerned about the immediate applicability of learning.

Adults are more often internally motivated (by the potential for feelings of worth, self-esteem, achievement, etc.)

Adults have well-formed expectations, which, unfortunately, are sometimes negative because they are based upon unpleasant past formal learning experiences.

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**PROFESSIONAL DEVELOPMENT**

Adults will pay closer attention to new information if they find it relevant to their work needs.

Instructors must convince the learner of the relevance of the information very early in the presentation.

The learner will always be thinking "what's in this for me"; what would I do with this information if I remembered it?

Adults can understand more complex information than children. However, when presenting new ideas, the instructor must allow the learner time to process the information. If too many new concepts are delivered at once, all ideas will not be processed by the learner.

If learning is to "stick", the learner must be able to apply the new information very soon after it is learned.

*Partially based on information from “Plan instruction for adults, Module N-4,” The National Center for Research in Vocational Education. (1987) Ohio State University, Columbus, OH*
Edgar Dale's Cone of Experience

People generally remember... (learning activities)
- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say and write
- 90% of what they do.

People are able to... (learning outcomes)
- Define
- List
- Describe
- Explain
- Demonstrate
- Apply
- Practice
- Analyze
- Define
- Create
- Evaluate

Hierarchy of Learning:
Learning Retention

People generally remember... (learning activities)
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People are able to... (learning outcomes)
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Adult Learning Formats

Individual Learning
- Peer Tutoring
- One-on-one Coaching
- Self-observation
- Self-training

Group Learning
- Webinars/E-Learning
- Formal classroom training
- Conferences
## Comparing Learning Formats to Learning Success

<table>
<thead>
<tr>
<th>Successfully Remember</th>
<th>When You</th>
<th>Formal Classroom Training / Conferences</th>
<th>E-Learning</th>
<th>Peer Tutoring</th>
<th>One-on-One Coaching</th>
<th>Self-Observation / Self-Training</th>
</tr>
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<tbody>
<tr>
<td>90%</td>
<td>Show what I have learned</td>
<td>If learner is asked to demonstrate</td>
<td>------------</td>
<td>If learner is asked to show what was learned</td>
<td>If learner is asked to show what was learned</td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td>Discuss with a Group</td>
<td>If learner works with a group to discuss</td>
<td>Not usually possible</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>See + Hear a Demonstration</td>
<td>If presentation includes role playing for example</td>
<td>If webinar includes a demonstration</td>
<td>If peers work together on a demonstration</td>
<td>If coach models skill or task</td>
<td>If learner observes someone demonstrating the skill</td>
</tr>
<tr>
<td>30%</td>
<td>See + Hear</td>
<td>If lecture adds slides or handouts</td>
<td>If a video is included</td>
<td>If discussion and reading materials</td>
<td>If coach lectures with slides</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>Hear</td>
<td>If there is lecture only</td>
<td>If webinars include voice</td>
<td>If there is just discussion</td>
<td>If coach just lectures</td>
<td>If learner listens to the information</td>
</tr>
<tr>
<td>10%</td>
<td>Read</td>
<td>If webinar is text only</td>
<td>------------</td>
<td>------------</td>
<td></td>
<td>If learner reads the information</td>
</tr>
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This chart is meant to help you to think about the level of success you want for your learners. Consider the learning format and determine how it can lend itself to maximum learning retention.

For example, conference presenters

- may just lecture, so could expect 20% retention.
- could add PowerPoint, so retention could go to 30%
- could include audience participation, so retention could go to 50%
- could share information with the audience and then ask them to process the information and respond, so retention could go to 70%