

EDST GAA Let's Learn Together Series

COMMUNICATING YOUR RESEARCH

17/9/2018 · PCOH1306A · Bernard Chan, EDST MA Student



Part I: Greetings & Introduction

Activity 1: What is a presentation?

Part II: Fundamentals

Video 1 & Discussion

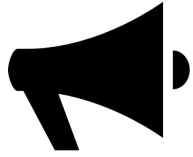
Video 2

Part III: Preparing for the performance

Activity 2: Audience

Conclusion

Today's programme



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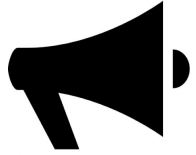
Activity 2: Audience

Conclusion

Q1: What is a presentation?

Q2: What aspect(s) of a presentation terrifies you the most?

Q3: What aspect(s) of a presentation do you like the most?



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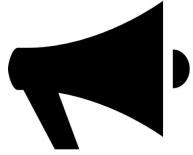
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Communication as performance



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Q1: How did the presenter convey her legitimacy on the issue discussed?

Q2: Was her message effective? Why?

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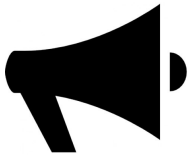
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Plan, rehearse, and perform (and repeat)



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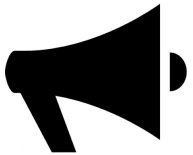
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Plan

Understand your audience(s)

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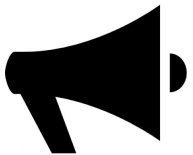
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Plan | *Understand your audience(s)*

In groups of 2, think of 3 possible scenarios in graduate school whereby you need to communicate your research (i.e. perform). For each scenario, describe the type of audience you expect to meet. How would you tailor your performance to this audience?

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Plan | *Understand your audience(s)*

Language: use of jargon



Now that I have made this catalogue of swindles and perversions, let me give another example of the kind of writing that they lead to. This time it must of its nature be an imaginary one. I am going to translate a passage of good English into modern English of the worst sort. Here is a well-known verse from Ecclesiastes:

I returned and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favour to men of skill; but time and chance happeneth to them all.

Orwell, G. (1946). *Politics and the English Language*. Retrieved from http://www.orwell.ru/library/essays/politics/english/e_polit, September 9, 2018.



Here it is in modern English:

Objective considerations of contemporary phenomena compel the conclusion that success or failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account.

Orwell, G. (1946). *Politics and the English Language*. Retrieved from http://www.orwell.ru/library/essays/politics/english/e_polit, September 9, 2018.



When is the use of jargon effective or appropriate?

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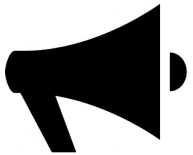
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Plan | *Understand your audience(s)*

Culture

- Power distance
- Locating your “self”
- Expert-oriented or collegial?
- High/low context

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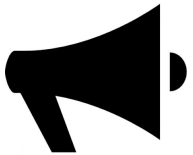
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Plan

Understand yourself

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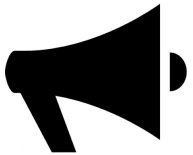
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Plan

Develop a script

- ① Topic sentence
- ② Message(s)
- ③ Restating topic
- ④ Conclusion

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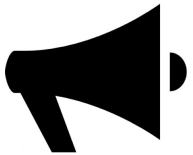
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Rehearse

Internalise your
content and/or
expert knowledge

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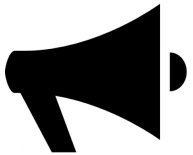
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Rehearse

Non-verbal communication

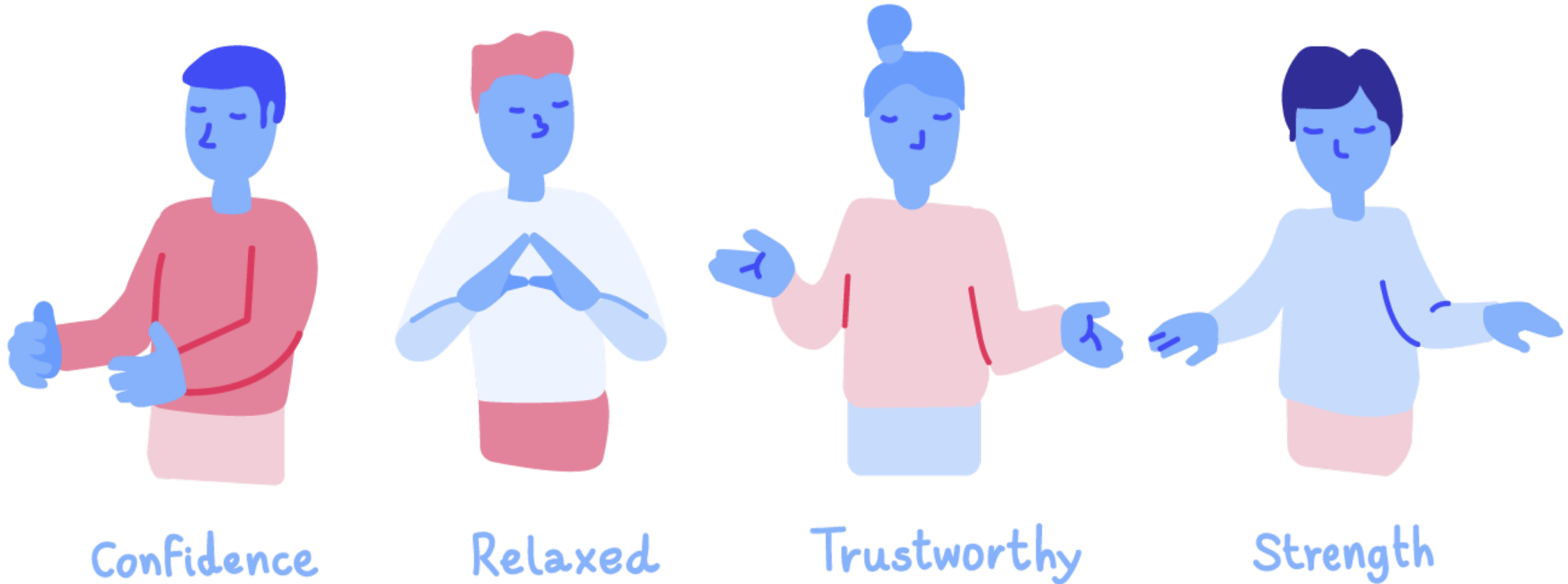


Image retrieved from <https://www.officevibe.com/blog/nonverbal-communication-at-work>, September 16, 2018.

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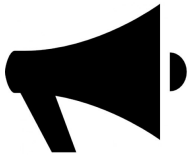
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Rehearse

Aspects of non-verbal communication

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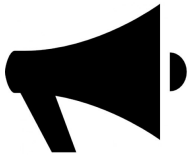
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Rehearse

Practice, practice, practice!

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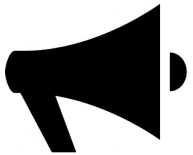
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Perform

Take to the stage!

- Lead and achieve legitimacy
- Be flexible

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Further steps

