

Psychology 4910: Guidelines and Suggestions for Students' Presentations

Duration: See class schedule. Be prepared for changes in the dates due to weather or other circumstances. Leave sufficient time (5 min.) for questions and comments.

Content and Organization: Remind the class of what went before and tell them how the chapter fits in. Give a brief overview of the lecture including the outline at the beginning of the chapter. Don't try to cover everything; discuss the most important points and explain the most critical concepts and developments. Try to find some good examples other than those in the text to illustrate important ideas. End with a summary of the main developments covered in the chapter. It is also a good idea to summarize main points of each main section.

Presentation Method: Power Point is good. Rehearse your presentation and time it. Use hand-held notes, but don't read from them. If you aren't comfortable with Power Point, use overheads, flip charts, the blackboard, or whatever other visual aids that will add interest.

Handouts: Please e-mail the Power Point presentation (or the slides in Word format) to Adam Brown (abrown@play.psych.mun.ca) the evening before your presentation so that he can post the notes on the course website. This enables students to print notes before the lecture.

Glossary: Compile a list of important terms that students aren't likely to know, and **provide dictionary definitions**. Leahey uses a lot of terms without defining them, so you will help your fellow students by providing definitions. Start by defining the terms listed at the end of each chapter. Send Adam Brown a Word file (rather than Power Point) of the glossary.

Background Research: Do background research so that you can give good explanations, illustrations, examples etc. that will make the material interesting and clear to other students. Do not spend time obtaining a lot of trivial details about various people or movements. However, amusing photos, cartoons, diagrams etc. add interest to your presentation.

Test Students: During your presentation, or at the end, it is a good idea to quiz the class about some of the important points your team discussed. If time is short, just give out the list of questions so that students can test themselves. The questions should have a short essay for an answer. If you have done the Cognition course, you will know that a quiz will help you remember what you have learned, and will show you what you need to know.

Presentation Tips:

Don't put too much information on a slide. Give one or several words to remind listeners what the main points are, and talk about each of those points in turn. Ensure that text on a slide is large enough to be seen at the back of the room. Don't have backgrounds that distract attention from the text. Do have some illustrations, photos, drawings, etc. to add visual interest.

The more you rehearse, the more comfortable you will be. Try to speak spontaneously rather than reading a prepared text. If you read from text, read *slowly and loudly*. Speak as though you are really enthusiastic about the material. (Acting ability is obviously an asset here!) Speak to the people at the back of the room but look at individuals everywhere in the class. **Don't look at me.** Repeat important points, and summarize at the end of a section.

