***Preparing oral and poster presentations***

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| Module 7 | Communicating scientific research to specialist and non-specialist audiences |
| Sub-module A | Preparing oral and poster presentations |
| Length of sub-module | Approximately 1 hour and 40 minutes to 2 hours and 30 minutes |
| Sub-module summary | This module, divided into two sub-modules, provides an overview of communicating scientific research to specialist and non-specialist audiences such as the interested public and the media. In the first sub-module we will focus on how we can guide mentees in preparation of oral and poster presentations. You are encouraged to draw on your own (mentoring-related) experiences and the lessons gained from them, during discussions. |
| Equipment, visual aids and handouts (on the day) | PowerPoint projector, screen and laptop  Internet connection  Flipchart paper, pens, sticky notes  Put the **exit cards** up on the wall from the previous day or module (if applicable)  **7A-com\_presentation.pptx**  **HO1 cases to distribute.doc**  **HO4 tips presentations.docx** |
| Guidance to facilitating learning activities | **Morning review** (5-15 mins)  Start off with some banter about what you or the participants did the previous evening, for example. Don’t make it about yourself – get the participants talking!  Next stand beside the **exit cards** on the wall and make some overall comments on the frequent themes. Say that you won’t have time to respond to all the cards but you will be commenting on the key ones. Invite further comments from the participants.  Remind participants of the learning contract on **7A-com\_presentation.pptx -slide 2** (on animation fade setting) if necessary.  Throughout the sub-module, trainer/s should refer participants to the **four reflection questions** on the wall and at the back of their handbooks. Trainer/s should encourage participants to makes notes in response to these four questions, at regular intervals (not just at the end of the sub-module or day).  **Sub-module summary** (2-3 mins)  Display **slide 3** and verbally present the sub-module summary above to set the scene. It is important that these points are shared with participants from the outset.  **Case 20: Poster perils and Case 21: Speaking of presentations** (15-25 mins)  First, trainer/s should select their preferred case discussion method/s for Case 20 and 21 from the ‘Guidance for trainer/s section’.  These two cases are intended to elicit advice to give mentees on preparing poster and oral presentations.  One method could be to use the cases as a basis for role play in pairs or groups of four (in **HO1 cases to distribute.doc)**. Ask participants to form pairs (one taking the role of mentor for Case 20 and the other mentee and then swapping roles for Case 21) or groups of four (same arrangement as for pairs but with two participants taking on the role of mentor and mentee).  Invite the participants to role play the mentoring session (approx. five mins per case). The trainer/s should encourage the mentors to use a line of questioning which is supportive that can help the mentee to generate their own ideas and conclusions as to how to proceed (a non-directive approach).  Note that the mentees should be writing the key points of advice under the relevant cases, as this will help them in the next activity. There is no need to elicit the key points in the full-group.  **Mini-presentation: Tips for both oral and poster presentations** (5-10 mins)  Display **slide 4**(on animation fade setting)and go through the points with the full-group.  The trainer/s can add some of the following points and questions for participants to consider and to share with their mentees:   * It’s important to follow instructions, for example regarding the size of a poster or the length of a presentation. Otherwise, the poster might not be posted or the researcher might not have time to finish their presentation. * Consider, for example whether the presentation is for specialists in a particular research area or more generally for researchers in the field. Then gear presentation accordingly. * A presentation cannot be as detailed as a scientific paper. Indeed, it is more like an abstract. * A positive attitude is contagious and will help interest others in the presentation.   **Checklists: Tips for mentees in preparing oral and poster presentations** (40-50 mins)  Arrange participants into groups of four or five (maximum) around the room and provide each group with flipchart paper and pens (or they can use their own laptops to type their checklists onto directly)  Assign each group a letter O or P so there is roughly an equal number of groups. Refer them to the task on **slide 5**.  Once the groups have pulled together their checklists, invite participants to read each other’s posted around the room and to draw or type a star next to three tips they think mentees would find most useful.  Trainer/s can ask the following questions to generate a brief discussion: *were there any tips that you did not agree with, why?* *what were the top three tips the full-group felt mentees would find most useful, why?* *do you have any real-life examples of when you have observed one of these tips not being followed?* *What was the impact?*  **Handout: Tips for mentees-oral and poster presentations** (15-20 mins)  Trainer/s can distribute **HO4 tips presentations.docx** for participants to read and to complete the tasks. Invite any questions or comments that the participants might have on what they have just read and then direct them to **Resource 19** in their participant handbook for some suggested resources on putting together a poster.  Display the final tip on **slide 6** before concluding the sub-module.  **End of day or sub-module reflection** (20-30 mins)  Trainer/s can share a summary of the day’s or sub-module’s activities and the highlights for them as trainer/s. Then invite participants to share their reflections on the day’s or sub-module’s work and impressions of the workshop.  Finish by asking participants to individually fill out exit cards. Display **slide 7**(on animation fade setting) with the instructions. Make sure the colours of the sticky notes or cards correspond with those named on the slide. They can be of any colour, as long as they are of three different colours, and preferably not white. |