

p^3 presentations

advanced workshop

A presentation is made up of three presentations; presentation of the message (p_1); presentation of the supportive media (p_2) and the delivery of the message and media (p_3). The value of the presentation overall is the product of those three presentations. This is p cubed

p cubed is a distillation of science, not personal opinion.

This workbook is provided, free, for the advancement of communication. Feel free to share it in any way you desire. If you, your hospital or professional organisation would like me to attend and deliver a polemic lecture or interactive workshop, please get in touch at

ffolliet@gmail.com

The workbook contains links to blogposts. Please click on the links to understand more deeply the ideas introduced. Please also consider filling in the feedback form referenced at the end.

"I've seen things you people wouldn't believe..."

Ross

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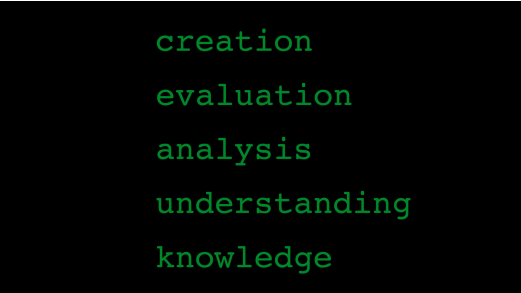
The science

Educational and psychological science is clear that the nature of construction, delivery and reception of presentations fails on multiple levels. Understanding this science will lead to delivering effective presentations.

Learning is not simply the acquisition of new knowledge. That knowledge must be understood, analysed, and evaluated by the audience during the presentation before new action can be performed. This is described in [Bloom's Taxonomy of learning](#).

The message as currently delivered cannot be processed, downloaded or retained. We simply do not download data in such a manner. The use of supportive media is mostly obstructive and distracting to the processing, downloading or retention of the message as delivered. This is summarised by the concepts of dual processing and cognitive load theories. The nature of delivery frequently obstructs these processes further. [Ignorance or disagreeing with the science does not change the science](#).

Presentations fail because they obstruct effective learning. There is virtually no new knowledge retained. The understanding will be limited of this new knowledge, analysis is flawed at best and evaluation is likely to be limited. There cannot be effective new action utilising this approach. [There must be a change](#) in construction and delivery guided by science.



creation
evaluation
analysis
understanding
knowledge

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p₁ the message

The message must be changed from a data download to an exploration of new knowledge, allowing the audience the opportunity to process towards higher-order thinking. Instead of the "what", consider the "so what?"

The educator must understand the audience and their specific needs, in that place, of that presentation. The aim of a presentation is in the hands of the presenter. The objective of the presentation is the responsibility of the audience.

An excellent presentation should have a single, identifiable and memorable message. The punchline or purpose should be delivered within the first 30 seconds of the presentation.

The structure of a presentation greatly aids processing. Whilst this should be clear, it must not be obstructive or constraining. Three is a magic number in structures.

Three sections, each complete in and of itself, should lead the audience from their position at the beginning of the presentation to the visualised goal of the presenter at the end. Each section is best comprised of three lesser sections.

The maximum a presentation, or subsection, can last, is 17 minutes. The clock may be reset by varied techniques. A presentation should be timed to be delivered at 80% of the time allocated, never more.

Themes and memes make learning more effective.

Planning is essential.



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1. Planning

Who are the audience?

What is their knowledge of the topic?

Why are they in this lecture theatre?

What do they want from this presentation?

What is the specific topic to be delivered?

What is your aim?

What is your objective?

What is your single memorable message?

What are three obstructions/challenges/questions to that message?

Your closing message should answer the challenge in the opening of the presentation. What will you say?

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2. Structure

What are three steps within the message?

How do they lead the audience to your key message?

What are the three steps within each of those steps?

3. Themes and memes

Is there an analogy you could use?

What is your purpose in that?

What are the benefits of this analogy?

What are the drawbacks of the analogy?

What is the craziest, cheesiest, silliest idea? Why not use that?

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p₂ the media

The media should support and illustrate the message. Change from annotation to illustration of the message.

The majority of presenters utilise the media as script, illustration and even a handout. Psychological and educational science provide multiple reasons for the failure of this approach.

If using slides, consider the structure of the presentation and illustrate that: an introduction and closure (often the same) with three sections, each section may have three steps. That is 11 slides.

Design matters.

Images are superior. These must fill the slide, be of high quality and appropriately composed.

Single words may be used to add meaning.

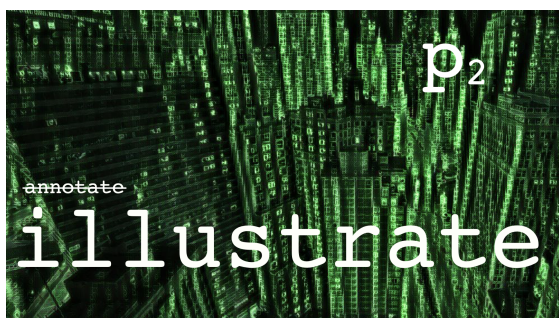
Data slides must be interpretable within three seconds.

Nothing from a document belongs in a presentation.

References and complex data should be provided separately.

The presentation must be interpretable on a laptop screen from 5m away.

The slides must never be the handout.



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1. Slides

From the brainstorming of theme, is there a defining image?

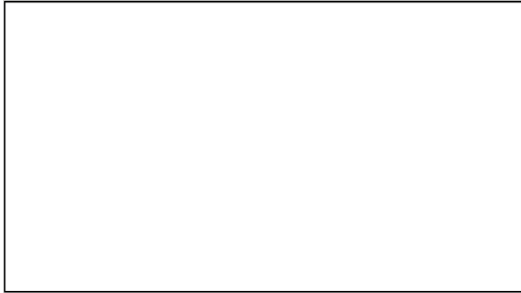
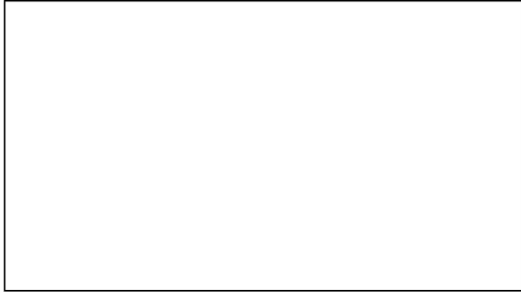
Draw it.



How will you represent that in an opening slide?

What is the difference between a title slide/placeholder and opening slide?

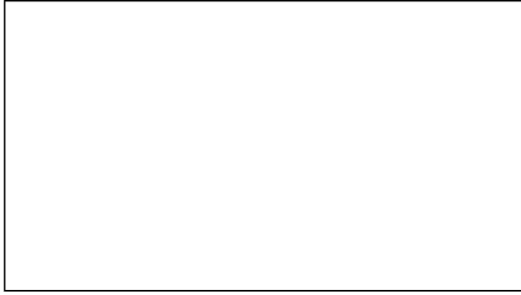
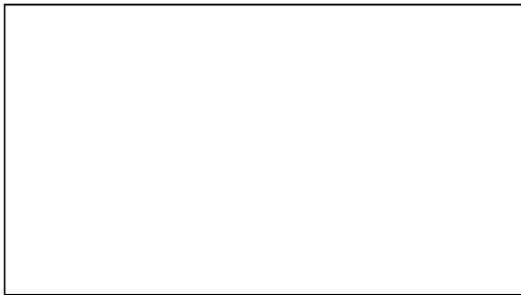
What are the three steps in the presentation?



How might the continuity be continued across the three steps?

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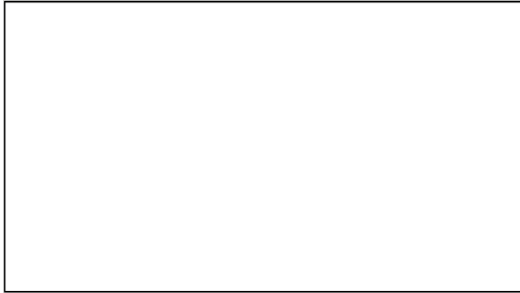
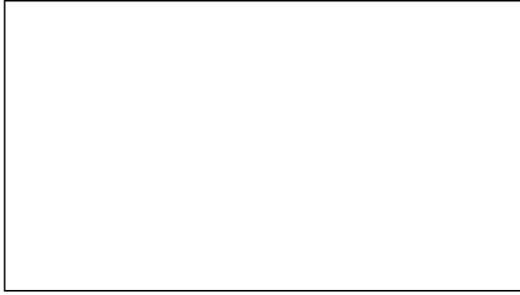
What are the three steps in step one?

A large, empty rectangular box with a thin black border, intended for the first step of a process.A large, empty rectangular box with a thin black border, intended for the second step of a process.A large, empty rectangular box with a thin black border, intended for the third step of a process.

How might the continuity be continued across the three sub-steps?

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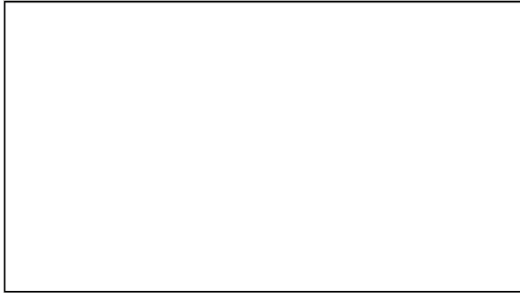
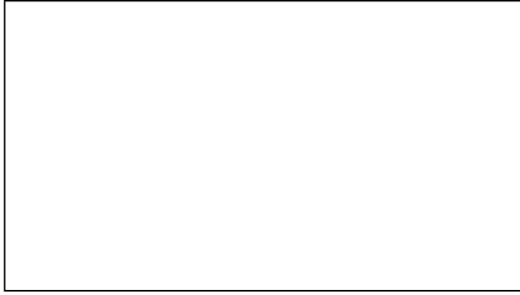
What are the three steps in step two?



How might the continuity be continued across the three sub-steps?

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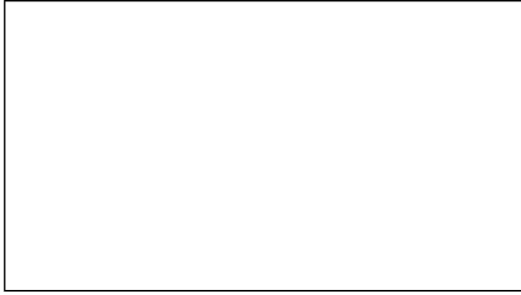
What are the three steps in step three?



How might the continuity be continued across the three sub-steps?

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What is the closing image?



Does this reflect the opening image?

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p₃ the delivery

Delivery of the message must be engaging and effective.

The key to effective delivery is [practise](#). Practice with a script twice and then once with no script, forcing yourself to deliver the whole piece, however long this takes. Reflect on the items lost and re-assess their value to the piece. Repeat this process once again and then discard the script completely.

Rehearse standing up, ideally with a remote control. Plan stage choreography and move only to emphasise steps within the presentation. Stand still to deliver key points.

Speak to persuade the audience using natural rhythm, intonation and passion. Hesitation, errors and repetition are part of this. [The audience are seeking authenticity, not perfection.](#)

Practise without slides.

Arrive early and ensure all technology including slides, remote control, audio and technical equipment have been checked by you.

Before delivery, centre yourself and remember that the practise is what ensures delivery of a great presentation. Applaud vigorously the previous speaker, or your own introduction. Stand tall, take a deep breath and smile.

If you make an error or get lost, then stop, re-centre and if necessary repeat the last step. The audience is with you, always. They want you to succeed.



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What duration does your read thru' take?

What omissions did you make on your first run thru' without notes?

Who will be your in your test audience?

Will you move on the stage? What are the points in the presentation that this will happen?

What feedback did you receive from your coach on

p1

p2

p3

What steps will you take to help you in rehearsal to further improve delivery?

Who will you ask for specific feedback after the event?

What reflection do you have on your presentation after delivery?

What three things would/will you do differently if delivering the same presentation again?

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Review

Effective presentations are a skill developed over time with practise, feedback and reflection.

It is essential to have an effective feedback conversation after you have delivered your presentation. Make a point of asking 3 individuals in advance to specifically observe your performance. One should offer discussion on the message, one on the media and one on the delivery. Rather than ask for "points for improvement" ask for the discussion to be framed, "I saw that you did x...why was that?"

Write your on reflections on

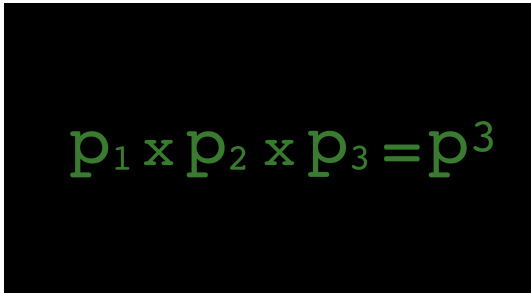
The message

The media

The delivery

The audience feedback

Your thoughts for the next presentation


$$p_1 \times p_2 \times p_3 = p^3$$

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I value feedback on all of this, from the idea, the workbook and the workshop you attended to continue to improve. If you have comments or ideas please contact me at

ffolliet@gmail.com

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