Good afternoon! Thanks for having me. I'm delighted to speak on the topic of how to deliver a paper presentation.

One of the perks to being a graduate student is going to conferences. And conferences are great because you really get to learn about what others people are up to, hear about what they're working on.

Conferences typically feature a variety of formats of presentation — and in the next hour or two, you'll hear from other speakers about how to tackle those. And one of the key staples to all conferences is paper presentation.

Let's take a closer look.
A paper presentation is typically scheduled for a good half-hour. You are typically allotted around 15-20 minutes for the presentation, followed by a 10 minutes of Q&A with the audience. There is usually a session chair to moderate the session and keep time for you.

You will likely be grouped into a multi-paper session, meaning you will be sharing the stage with other presenters. This means that your audience members may be coming to hear about your paper, but they may also be here for others’ paper. But there’s usually a theme to the session.

So a paper presentation is really a fast-pace, efficient mode of delivery. It’s a time for you to report on a piece of work you have done—but in brief. You may have spent 2 years working on this project... but audience members don’t really care about all the blood and sweat you’ve poured into work. Just stick to your key points, and MAKE SURE you have an argument! What the audience expects you to do when delivering a paper presentation is to advance their understanding about a topic or issue.

By now, I have done about a good dozen or so of paper presentations. There is without a doubt in my mind that they are the most demanding of conference presentations. There is one of you in the front, and then there are 20, 40—and sometimes just 2
What questions or anxieties do you have about presenting a paper?

the next time you present a paper?
If you’ve been accepted to present a paper, here’s your lesson learned.

10. Start with a paper.

One of the hardest lessons for me to have learned is to base a presentation on a fully worked out, publishable paper. I used to do presentations without having written the paper. It didn’t mean that what I had to say was any less scholarly; it just meant that, without a paper, I hadn’t yet made all of the deep linkages that I would otherwise have made by writing the paper.

This is often difficult early in your career to have a fully-worked out paper in your backpocket because — either your research isn’t completed yet and you are working with incomplete data, or the paper just isn’t that good.

Basing a presentation off a fully-worked-out, publishable paper means you would already have

- a coherent central argument.
- have considered the logic and the moves you would make to building that argument
- and that you would have made all the deep connections you would need to advance your argument.
And the way you speak is never the same as how you write. When you talk, you’re talking in short sentences. You can emphasize certain ideas. You can pause on certain ideas to give it emphasis. You can ask rhetorical questions! It’s really about having a conversation with someone!

now some disciplines do read their paper out loud. You’ll often see historians and philosophers taking that approach.

Depending on the nature of your conferences, most audience members won’t necessarily care too much about your procedures and how much blood and sweat you poured into the analysis. They do care to the extent that they can trust your work. So, don’t present as though you are doing a defence. Emphasis how you’ve come to this problem, and what you have learned from your study.
And the way you speak is never the same as how you write. When you talk, you’re talking in short sentences. You can emphasize certain ideas. You can pause on certain ideas to give it emphasis. You can ask rhetorical questions! It’s really about having a conversation with someone!

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So one of the things I do is I storyboard my ideas.
when you storyboard...

* key points lay them out.
* they should fit on your screen.
The 8th lesson-learned is to tell a story.

By this I mean two things.

The first is for you to tell your story as a researcher.
- What has led you to this topic?
- What is it about this topic that fascinates you?
- What have you done to tackle this problem?
- What have you learned from this?
- And what does this all mean to you?

Notice that you, the researcher, is central in the story. What I’m saying is don’t take yourself out of your research. There’s this idea that objectivity means taking the researcher out of the research. I’d like to challenge that notion. Remember that research is done by researchers.
By tell a story, I do mean tell a story.

Treat your research like a story.

I want to introduce you to Nancy Duarte is a professional communicator and she works with CEO’s and marketers on delivering keynotes. And she has written several best-selling books about delivering presentations that wow.

Now, for one of her books, she studied the world’s greatest communicators and came away with a few insights. Here’s one of them.

One of the impactful way to structuring a talk is to tell a HERO story. This is how it works.

the audience is introduced to a relatable and likeable hero
But at some point, the hero encounters a roadblock. There’s some sort of a complication, a problem and challenge to be solved. so, the hero sets out to tackle this problem.
Then, then the hero emerges transformed.
the audience is introduced to a relatable and likeable hero
But at some point, the hero encounters a roadblock. There’s some sort of a complication. a problem and challenge to be solved. so, the hero sets out to tackle this problem.
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This, she found, to be the structure to some of the best talks. This, as you may know, is also the unpinning structure to some of the best movies, novels, symphonies, and opera.

If you too want to want to deliver memorable talk, use this structure as well.

Treat it like a creative task.

STORY BOARD.
By tell a story, I do mean tell a story.

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TELL A STORY

If you too want to want to deliver memorable talk, use a structure.

Tell a hero story.
Tailor your presentation.

By this I mean, make your PRESENTATION specific to your audience.

Always remember that you will always be the expert in the room by virtue of having spent the time you did working on the problem. Your audience will likely know as much about the topic or problem as you do. So, meet your audience where THEY are at.
- Tailor your arguments to your audience.
- make references to the conference.
- put it into terms that your audience will understand.
- Figure out ahead of times what your audience will likely know. and what you will need to spend more time unpacking certain concepts.

Learn about the venue where you will be presenting. Are you expected to speak to a full room of people? 10 people? 30 people? 100 people? The number of people you will be presenting to will chance your audience engagement tactics!
7.


- Over-rehearse.
- Under-commit.
- Rehearse for timing.
- Record yourself.
The fifth lesson I’ve learned is to make the audience the hero.

This means putting your audience at the heart of your paper presentation.
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This means putting your audience at the heart of your paper presentation.

What messages should your audience take away from your entire presentation?  
What should your audience being able to do after your presentation?  
How should your audience think about the topic any differently after your presentation?  
Can you leave them with new tools? new strategies? new tricks? a new framework?

Your job as a presenter is to make decisions how you’re going to get them there.

In education, we refer to this as the student-centered approach. in presenting, let’s just call it making the audience the hero.
4. Always have a point!

Always begin each slide with a key point. NOT a header. NOT INTRODUCTION. NOT METHOD. But a message.
ALWAYS HAVE A POINT TO MAKE. AND MAKE IT.

• Make it memorable and short.

• Think of it as a headline.

• You know you have a keeper when it is so short, so insightful that people will want to tweet and share it with their friends.
COMMUNICATE WITH CLARITY

• Check your slides.
• Check your graphs.

http://p2i.eval.org/index.php/p2i-tools/

introduction
- what a lot of people do is they literally introduce the topic. But what you really want to do is to connect with the audience.

establish credibility
understand you as a person — what you can and cannot do for them focus the presentation and frame your topic.

Simply, get right to the point.

— help them
3. START with a Bang.

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The second last lesson-learned I want to share with you is the idea of sparks and sparkles.

http://cuckoo.ie/assets/images/blog/sparklers.jpg
When Duarte started analyzing great talks, she discovered this remarkable pattern.

Great speakers change the direction of the talk throughout the presentation.
And alternate between WHAT IS. and WHAT COULD BE.

Here you’re seeing the DNA to one of Steve Job’s product keynote.
And alternate between WHAT IS and WHAT COULD BE.

Right now, there is already lot that we know about reading. But we don’t really know as much about reading among second language learners. This is REALLY big problem because...

SO, here’s what we DO know. so here’s the research problem.

...

SPARKS AND SPARKLES

TENSION/release

— tension. and release.


f
CLOSE WITH A BANG.

- Leave them thinking.
- Call to action.

The final lesson-learned is to close with a bang.

Do a summary if you want. Go over your key points if you want.

But close with a bang. You do this by leaving them thinking with a question.

With a call to action.
leave them thinking?
What will you do **differently** the next time you present a paper?
Will you fall back to the same boring powerpoint slide deck.
Will you design a presentation that helps communicate your ideas and your scholarship. One that moves your audience, inspires your audience, and challenges and provokes your audience?
http://farm8.staticflickr.com/7401/11418161085_8135a3f241_o.jpg