

WRITING AND PRESENTING IN TODAY'S COMPETITIVE ACADEMIC ENVIRONMENT



Academic Skills Center

24 February, 2022

12.45-14.15



Consciousness-
raising



Value

Research

Organization

Genre
&
Content

Wording

Revision

Presentations

PEEVES!

“Economists, even more than other scholars and analysts, write. Economics articles, especially empirical papers, consist mainly of text, not equations or tables...”

Dudenhefer, P. (2009) A Guide to Writing in Economics, p. 2.
Ecoteach Center and Department of Economics, Duke University.



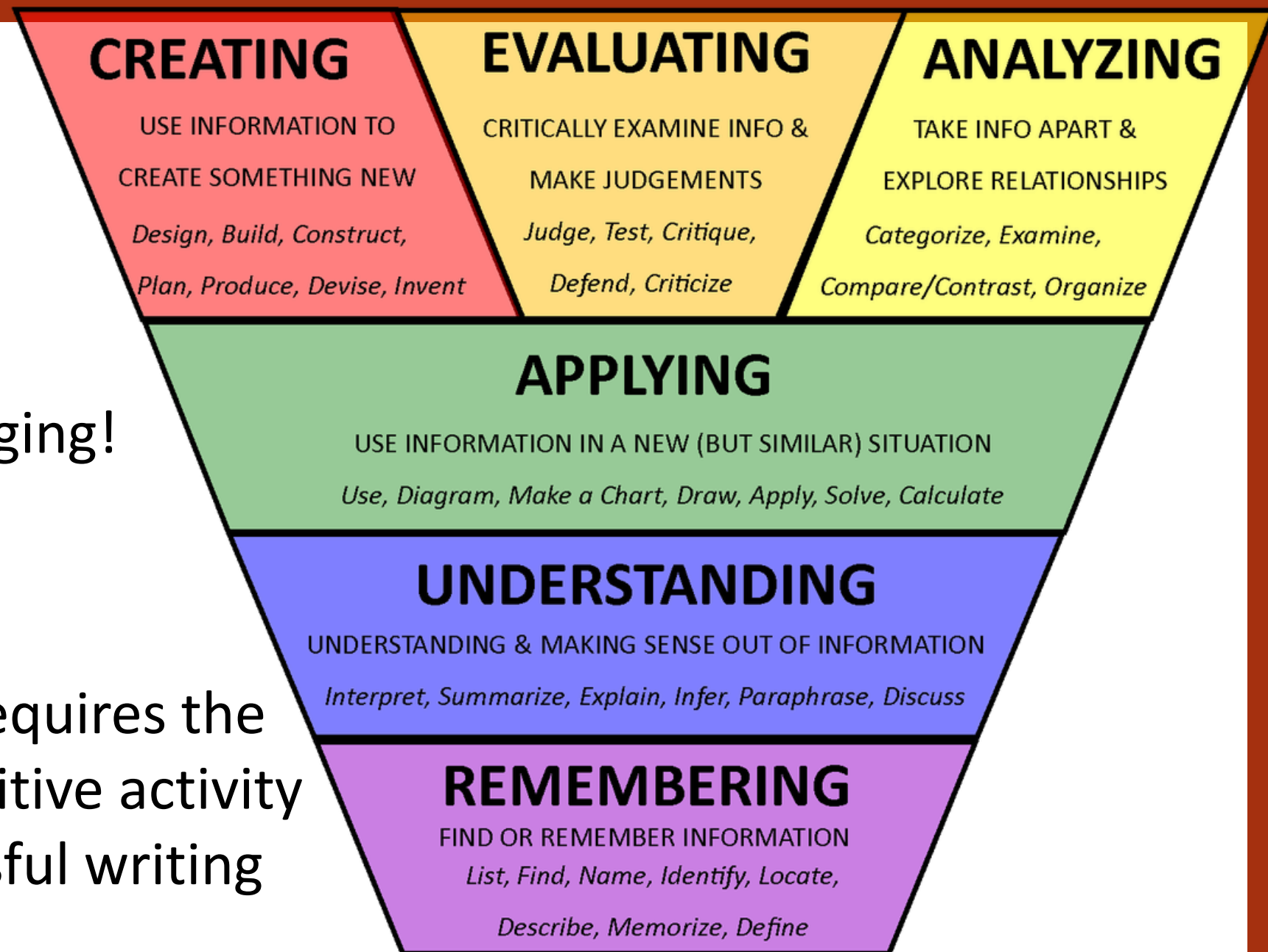
“In talking about the economist’s craft,” says Richard Schmalensee, an economist at MIT, “it is almost impossible to overstate the importance of clear and persuasive writing. Writing is as much a part of economics as are models and data sets. ”



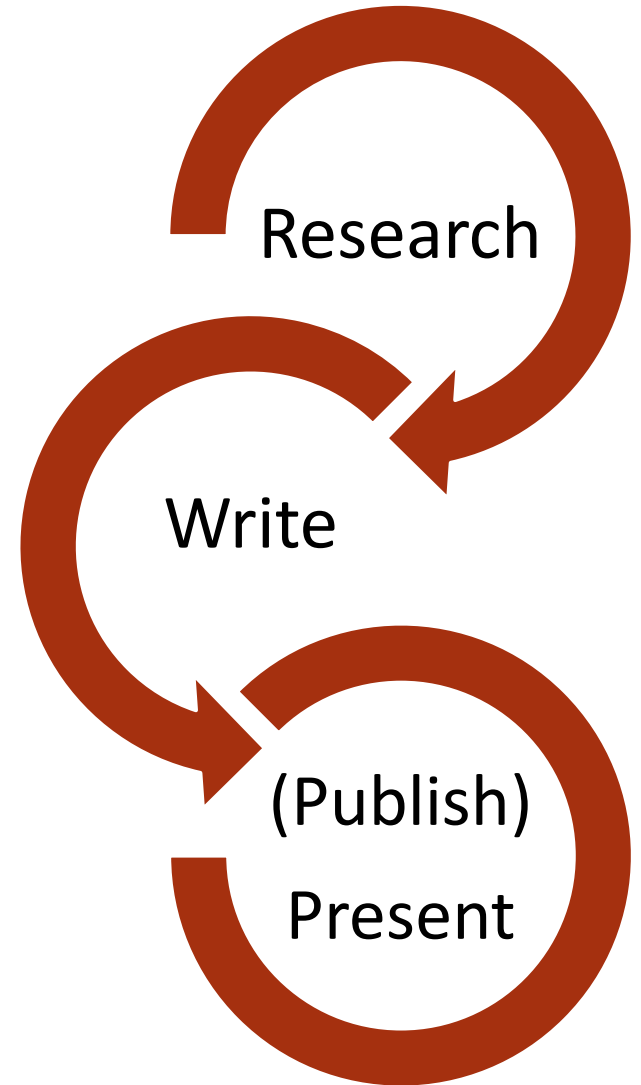
In Dudenhefer, P. (2009) A Guide to Writing in Economics, p. 2.
Ecoteach Center and Department of Economics, Duke University.

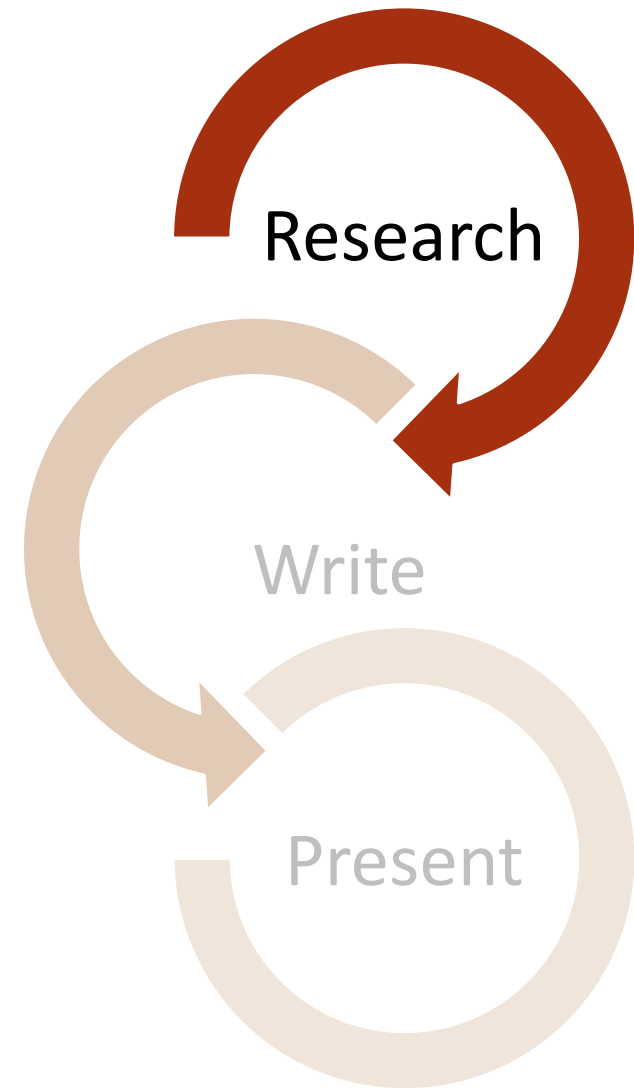
Writing well is
Intellectually challenging!

Successful research requires the
highest levels of cognitive activity
– and so does successful writing



Bloom's taxonomy of cognitive skills





Narrowing the focus

Health Care

Health Care Reform

Health Care Reform in the US •

The Affordable Care Act of 2014

How has the Affordable Care Act of 2014 impacted the middle class in the US?

How has the Affordable Care Act of 2014 impacted the middle class in the US from an economic standpoint?

Hmm.

I only want to write a paper,
not a whole book...

Well, this could be quite a different
paper if I were a doctor or insurer
instead of an economist.....

My research question!

How has the Affordable Care Act of 2014 impacted the middle class in the US from an economic standpoint?

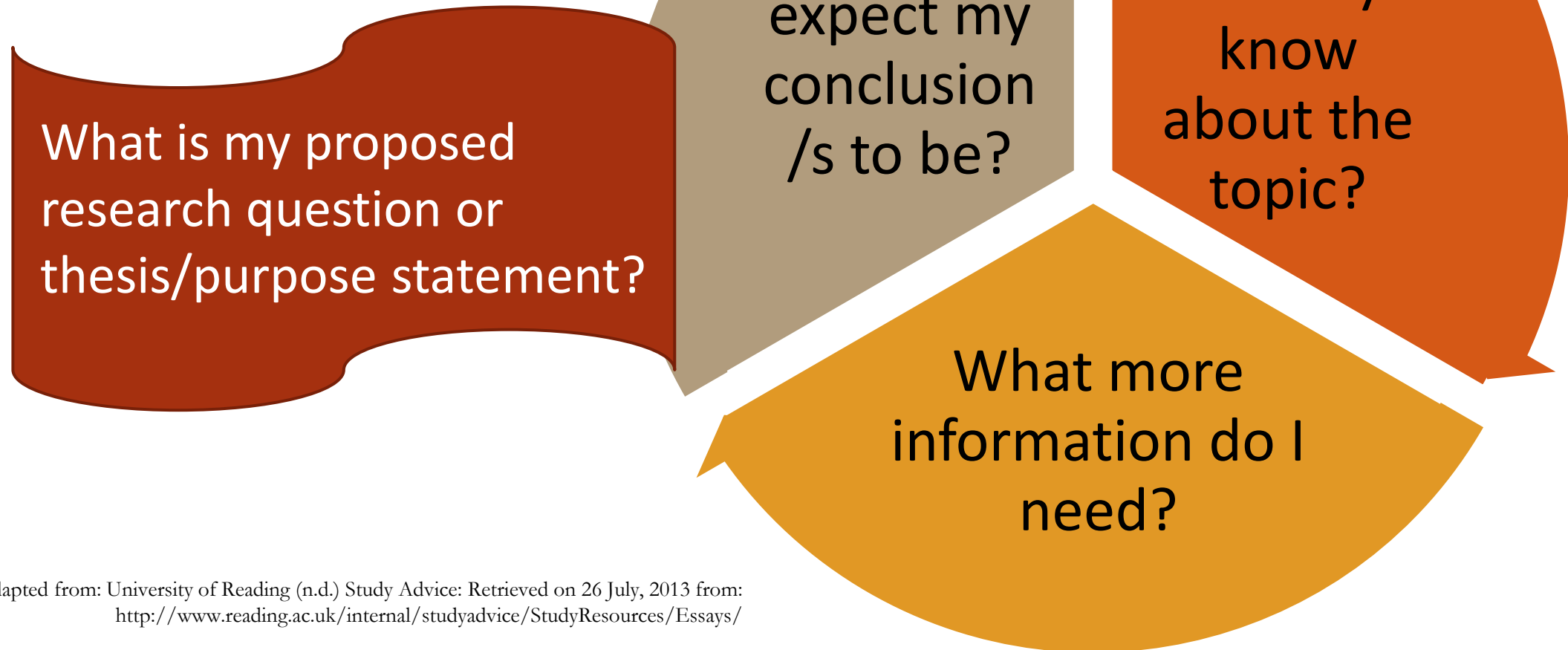


My research question!

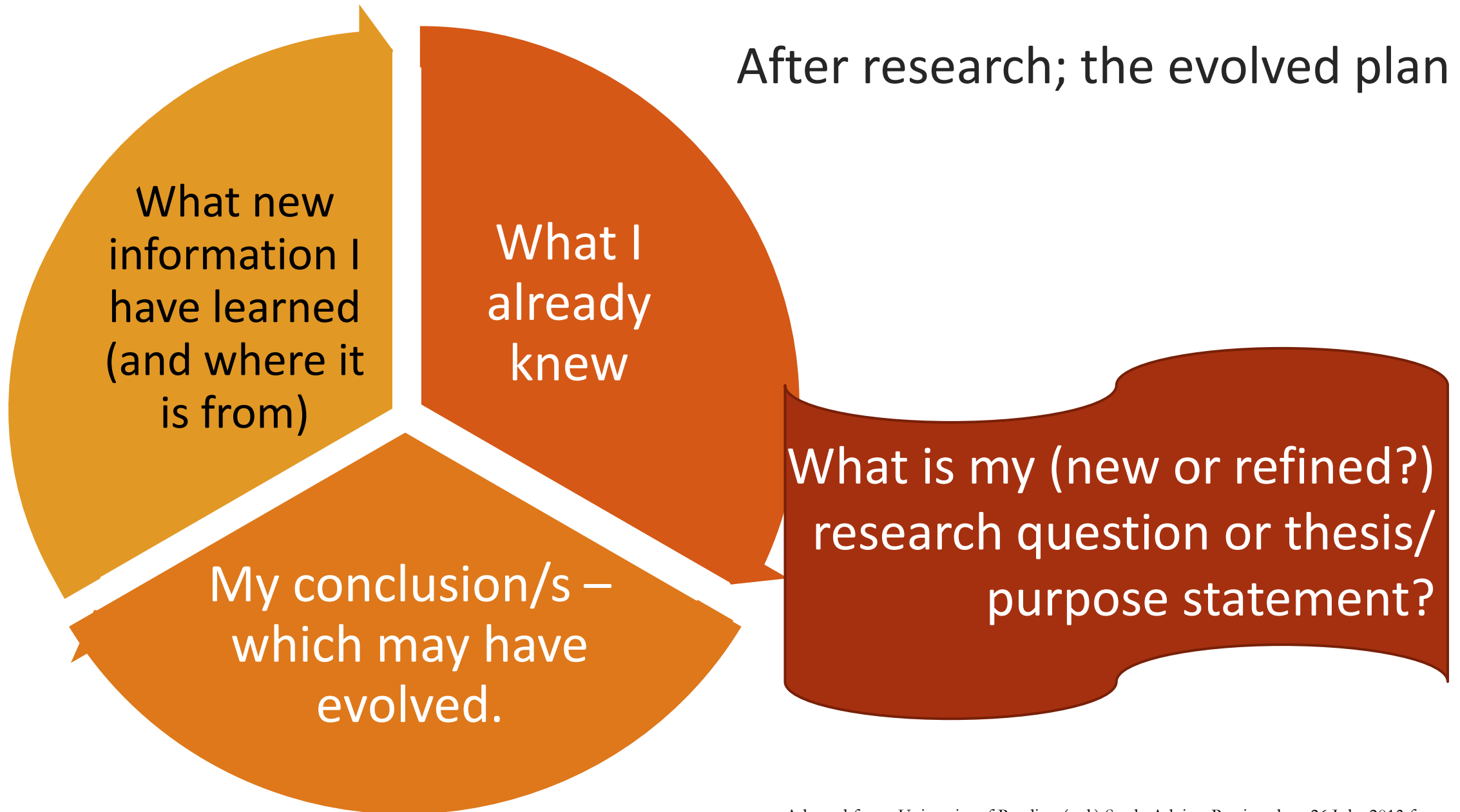
My research findings after research = my paper's aim/purpose.

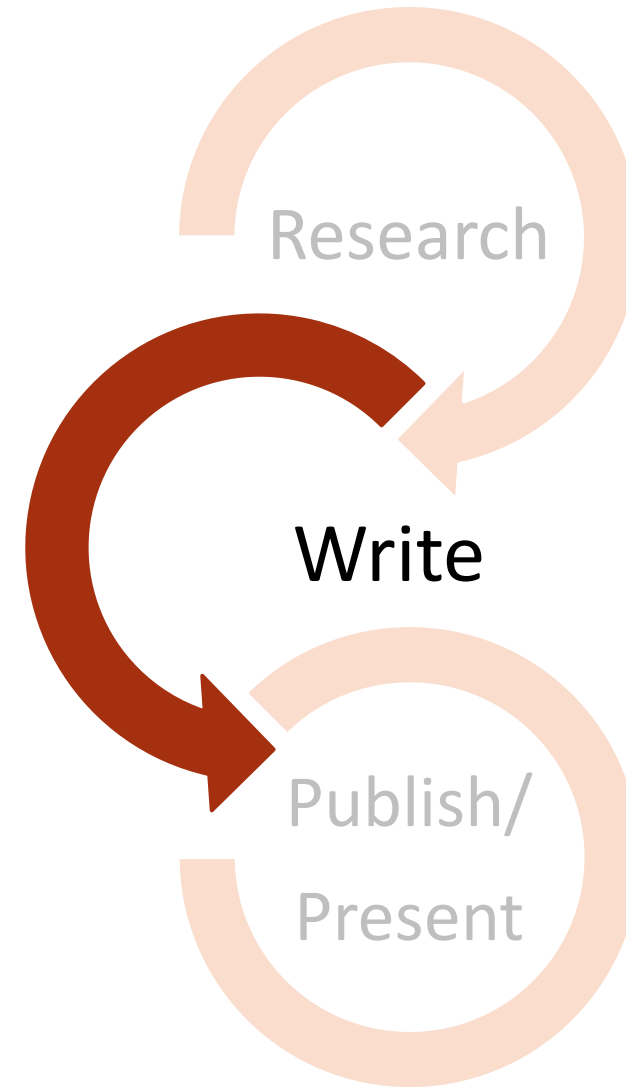
“This paper argues that the Affordable Health Care Act of 2014 has not significantly impacted the middle class in the US from an economic standpoint, despite the expectations of numerous critics.”

Initial project planning



After research; the evolved plan





Good scholarly and
scientific writing....

...is not art.



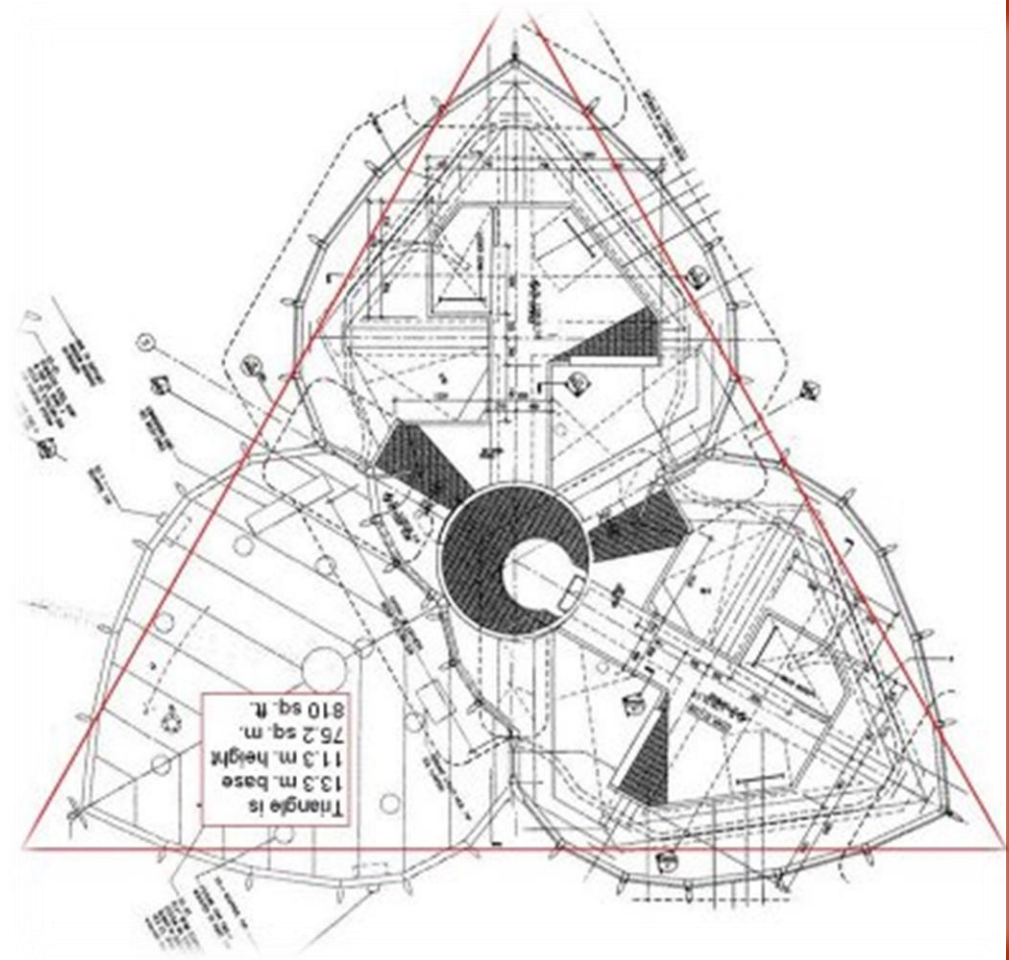
Great art can
come from chaos.



Scholarly and scientific writing is architecture.

It requires planning and structuring,
with a careful eye on both the big
picture and on the details.

“Just start writing”
doesn’t work well in this context.



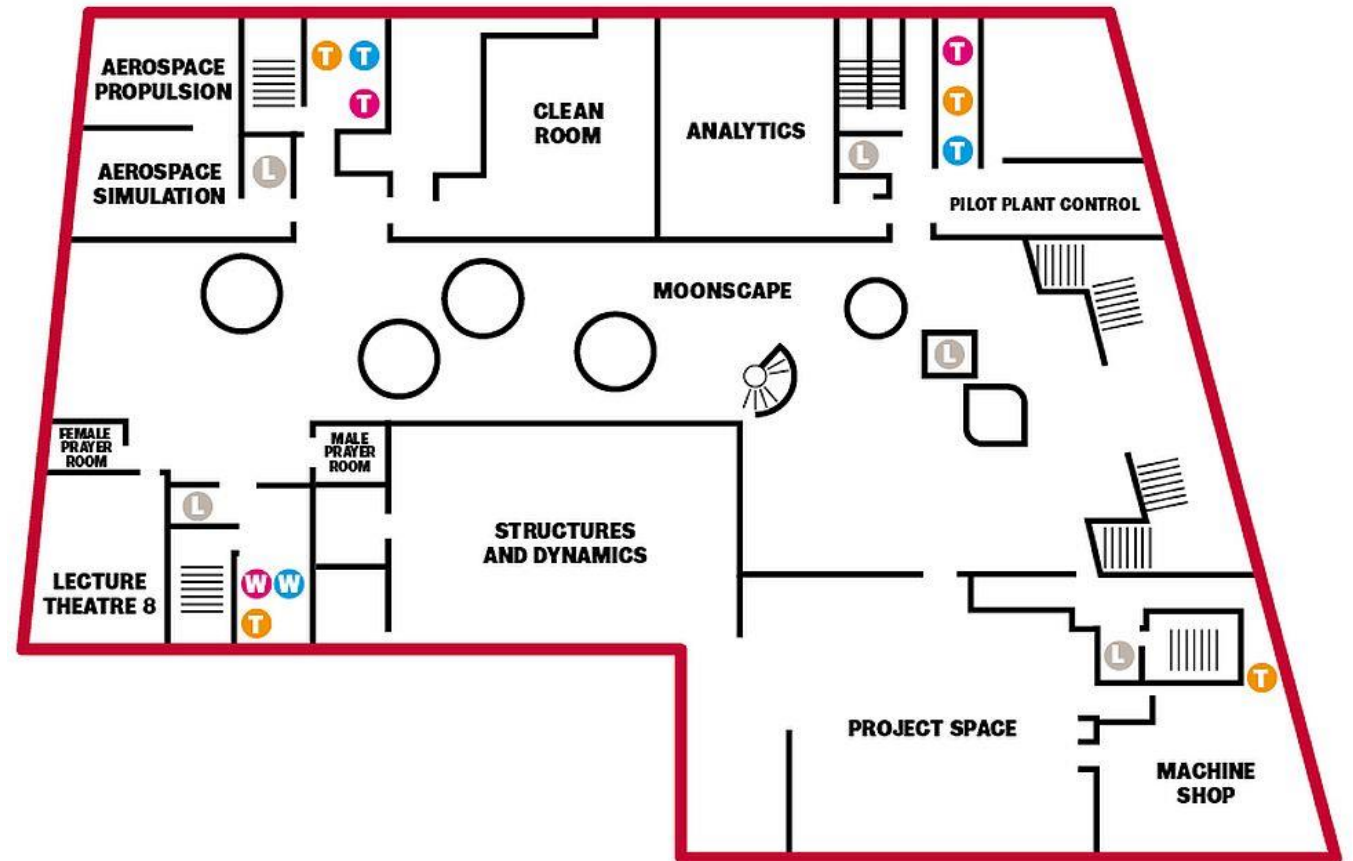
In today's world, good technical
writing is modern architecture!
Avoid much ornamentation.



Modern, functional, sleek, efficient =
well-planned and efficiently organized
scholarly and scientific writing.



When building your paper, don't neglect its interior rooms and spaces: paragraphs and sections.



Professors sometimes see poorly organized, repetitive, and incoherent papers written by MA and PhD students.

No one likes trying to figure these out, **even if the ideas in the papers are really good.**



Two Key Principles:

Analytical writing can be structured as a logical dialog between the writer and the reader.

Readers generally prefer to descend from higher level ideas to details.



Chaubey, V. (2018) The Little Book of Research Writing. Amazon Distribution.

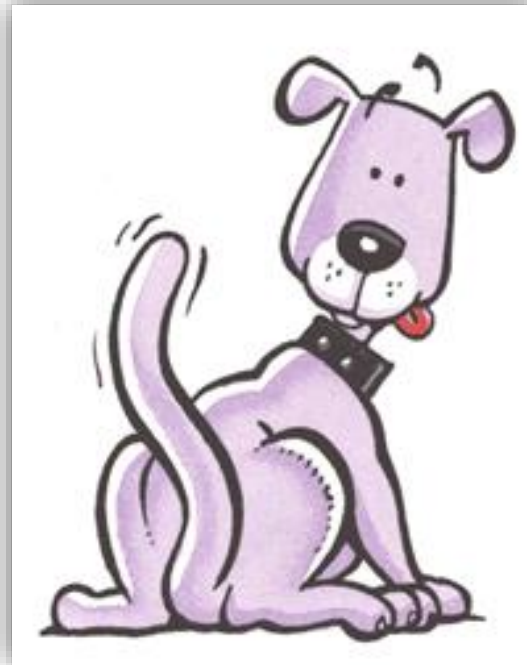
Starting at sentence level

A sentence should mean something to a reader as s/he reads it.
Each word should help the reader see the idea more clearly.

Consider:

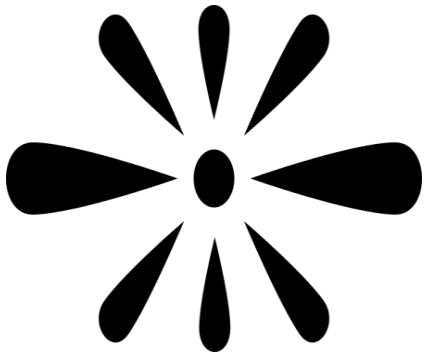
Its tail wags the dog. X

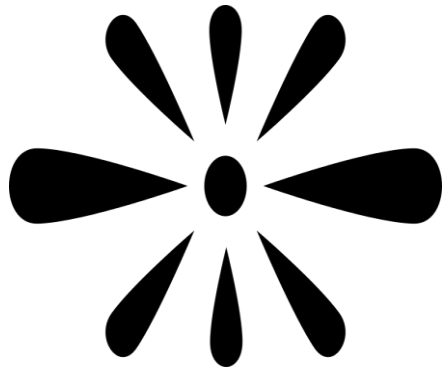
The dog wags its tail. ✓



English sentences are structurally different from Slavic language sentences in many cases. Word order is often different.

The Subject-Verb-Object sentence structure is predominant in English. However, Russian and Ukrainian, for example, can use either SVO (The dog wags its tail) or SOV (The dog its tail wags.)





Word order also *matters more* in English:

English is classified as an *analytic* language:
relying on word order and definite and indefinite
articles (a/an/the) to convey meaning.

Slavic languages are classified as
synthetic, and rely more on word *forms*.

For an introduction to the features of analytic and synthetic languages, go to:
<https://www.britannica.com/topic/analytic-language>

A useful rule of thumb for word and idea order in both simple and complex English sentences:



'loose'
sentences

English sentences usually put the main ideas at the beginning of a sentence, though sometimes they appear at the end for special emphasis.



'periodic'
sentences

A loose sentence example:

“I am willing to pay slightly higher taxes for the privilege of living in Canada, considering the free health care, the cheap tuition fees, the low crime rate, the comprehensive social programs, and the wonderful winters.”

A periodic sentence example:

“Considering the free health care, the cheap tuition fees, the low crime rate, the comprehensive social programs, and the wonderful winters, I am willing to pay slightly higher taxes for the privilege of living in Canada.”

Use periodic sentences rarely:

“An occasional periodic sentence is dramatic and persuasive: even if the readers do not agree with your conclusion, they will read your evidence first with open minds.

Used once or twice in a piece of writing they can be very effective; but used any more than that, they can make you sound dull.”

When writing in English, consider the number of clauses in your sentences.

For example, while the highly-skilled, i.e. more educated worker, is waiting for a good job opportunity, secured by a higher benefit line, firms are incentivized to create highly productive workplaces.

On the other hand, if government provides very little amount of UI, as was the case for Estonia in early nineties (Jurajda & Terrell, 2002), workers will soon deplete savings and will accept a job offer which may not correspond to their qualifications, resulting in lower wages, that would as such generate lower return from taxes.

(Used anonymously by kind permission of the CERGE-EI student who wrote it😊)

Optional Self-Study:

An efficient and useful review of sentence structure types in English:

The University of Ottawa Writing Center. Building Sentences.

<https://arts.uottawa.ca/writingcentre/en/hypergrammar/building-sentences>



We have looked at sentence level –
now let's consider paragraphs.

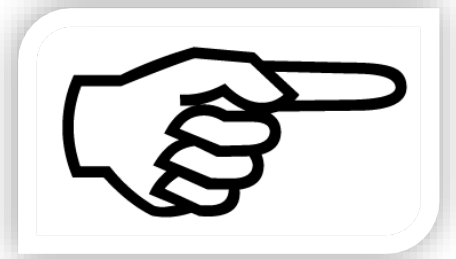
We noted that analytical writing can be structured as a logical dialog between the writer and the reader, and that readers generally prefer to descend from higher level ideas to details.



Read this excerpt from a research paper:

“G fluctuates between 5 and 7 percent. A 1 percent increase in J increases H by 6 percent. In the data, a 1-percent increase in J increases H by close to 12 percent. The correlation between F and K is 0.35. The correlation is expected to be above 0.7. In the data, G is seen to move between 2 and 10 percent.”

Ok, now go to the next slide.



What can you say that you learned from the paragraph?

“Most people learn very little. They do not comprehend as they read, so they cannot remember much. Even when they remember fragments, they do not know what the fragments mean as a whole.”

“Some kind readers (especially graduate students) attribute this to personal shortcomings: I am a slow learner, maybe I don’t know enough about the subject, etc. But this is doing the writer no favors, as other readers may not be as kind.”

Now read the same text with some structure imposed upon it:

“The fit of the model is weak along three dimensions. First, it does not generate patterns of G observed in the data: it predicts that G fluctuates between 5 and 7 percent, in the data, G is seen to fluctuate between 2 and 10 percent. Second, H is less responsive to J in the model than in the data: a 1-percent increase in J only increases H by 6 percent, while in the data the number is closer to 12 percent. Third, the correlation between F and K is low at 0.35; typically it is expected to be above 0.7.”

This time, even if you know nothing about G or H, you still understand that the author is suggesting that the fit of a particular model is weak. You also see that s/he offers three pieces of evidence to support this claim.

Notice that the same pattern found in *loose sentences* applies to this *paragraph*: the main message appears at the beginning, and provides a framework for interpreting the rest of the message.

“The fit of the model is weak along three dimensions. First, it does not generate patterns of G observed in the data: it predicts that G fluctuates between 5 and 7 percent, in the data, G is seen to fluctuate between 2 and 10 percent. Second, H is less responsive to J in the model than in the data: a 1-percent increase in J only increases H by 6 percent, while in the data the number is closer to 12 percent. Third, the correlation between F and K is low at 0.35; typically it is expected to be above 0.7.”

“The fit of the model is weak along three dimensions.”

“The first sentence of the paragraph provokes a question: Which three dimensions?” The rest of the paragraph answers the question, allowing us to descend step by step to the details.

The first sentence in this case also tells us *how* to engage with the details we will encounter. We know from the start that we must decide for ourselves whether or not the three pieces of evidence add up to the author’s claim that the fit of the model is weak.”

Using a pyramidal structure of information:

A main message leads the way to multiple details through logical questions:

The fit of the model is weak along three dimensions.

Which three dimensions?

First, it does not generate patterns of G observed in the data.

How so?

It predicts that G fluctuates between 5 and 7 percent, in the data, G is seen to fluctuate between 2 and 10 percent.

Second, H is less responsive to J in the model than in the data.

How so?

A 1 percent increase in J only increases H by 6 percent, while in the data the number is closer to 12 percent.

Third, the correlation between F and K is low.

How so?

At 0.35, typically, it is expected to be above 7.

With a disorganized structure, there is no clear hierarchy of information, and the reader's crucial questions go unanswered.

In the data, G is seen to move between 2 and 10 percent.

So what?

?

G fluctuates between 5 and 7 percent.

So what?

?

A 1-percent increase in J increases H by 6 percent.

So what?

?

F and K are expected to have a correlation of above 7.

So what?

?

The correlation between F and K is 0.35.

So what?

?

In the data, a 1-percent increase in J increases H by close to 12 percent.

So what?

?

“We have seen how structure matters in a single paragraph. Now imagine how much it matters over the course of multiple paragraphs....six poorly organized paragraphs and we have lost the reader.”

“That is why, when we think of writing ...any analytical [text] that people need to be able to learn from, it helps to have a structural framework in mind...”

Let's look higher up. This is a diagram of a paragraph.
What might the related *section heading* be?

The fit of the model is weak along three dimensions.

Which three dimensions?

First, it does not generate patterns of G observed in the data.

How so?

It predicts that G fluctuates between 5 and 7 percent, in the data, G is seen to fluctuate between 2 and 10 percent.

Second, H is less responsive to J in the model than in the data.

How so?

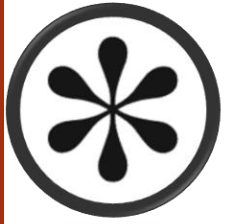
A 1 percent increase in J only increases H by 6 percent, while in the data the number is closer to 12 percent.

Third, the correlation between F and K is low.

How so?

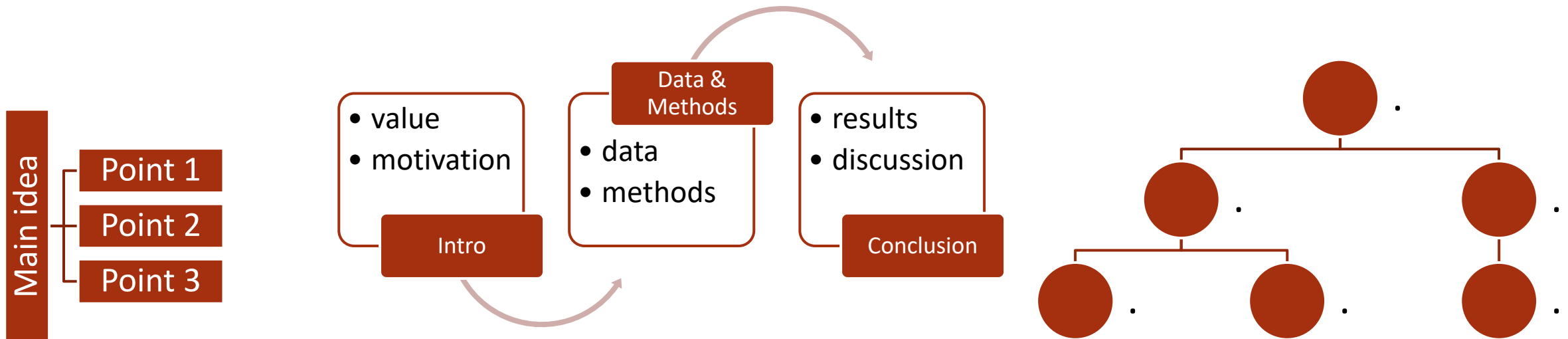
At 0.35, typically, it is expected to be above 7.





A strategy you can use to plan and analyze your own work:

- PLAN the sections of your paper in terms of function and content using a map or diagram
- ANALYZE the draft/s of your paper and the content of the sections using a map or diagram



“Any piece of *analytical* writing can be organized as a descent at various levels: [sentences,] paragraphs, sections, and the whole paper. At each level, the reader should first encounter the main message for that level.”

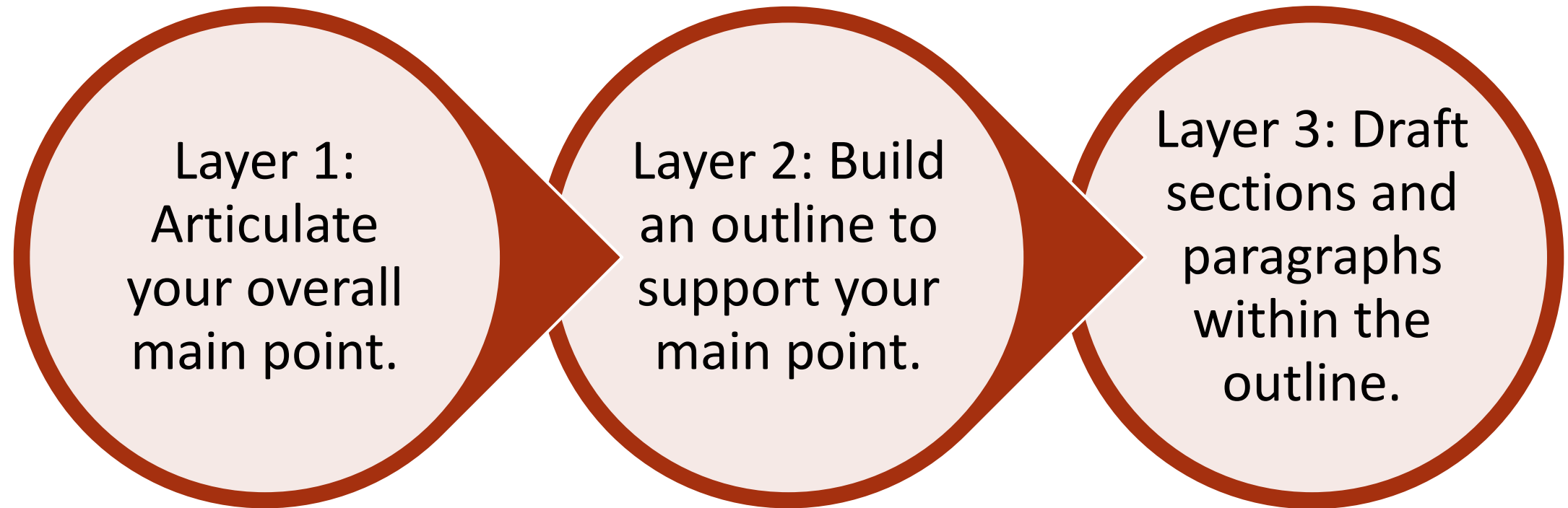
“Of course, descending structure is not appropriate for all types of writing. It is appropriate in professional settings where the reader must process complex details in a limited amount of time.”

It is less appropriate when the reader is on vacation with a murder mystery. Few people on vacation want their murder mystery to begin, “The butler did it. Here is how.” “



Chaubey, V. (2018, p. 20) The Little Book of Research Writing. Amazon Distribution.

Steps to building a paper with a descending structure:



A few more tips for writing

Organize the work with the reader in mind:
avoid sending the reader backwards and forwards

“As we will see in Table 6”

“Recall from section 2”

“this result previews the extra analysis of section 4”

...all often mean you didn't put things in the right order.”



Avoid sending the reader backwards and forwards.

This also applies to tactics like 'the former' and 'the latter'

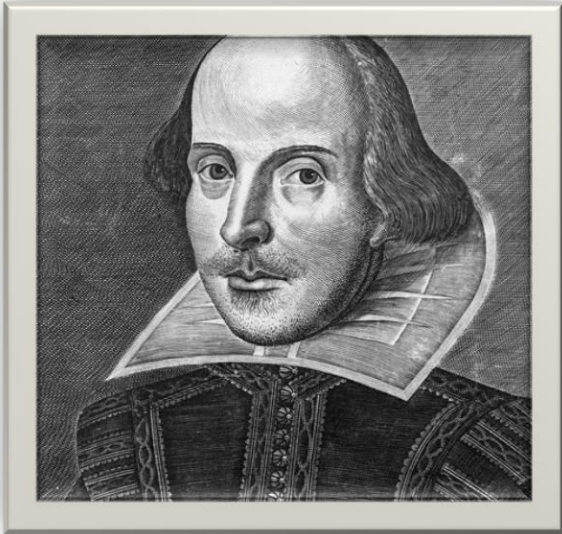
former



latter

Good news!

“You don’t have to be a great “writer” to produce good economics writing. This is because economics writing is different from many other types of writing. It is essentially technical writing,”



Neugeboren, R. and Jacobson, M. (2005) Writing Economics. The Harvard Writing Project; The President and Fellows of Harvard University.

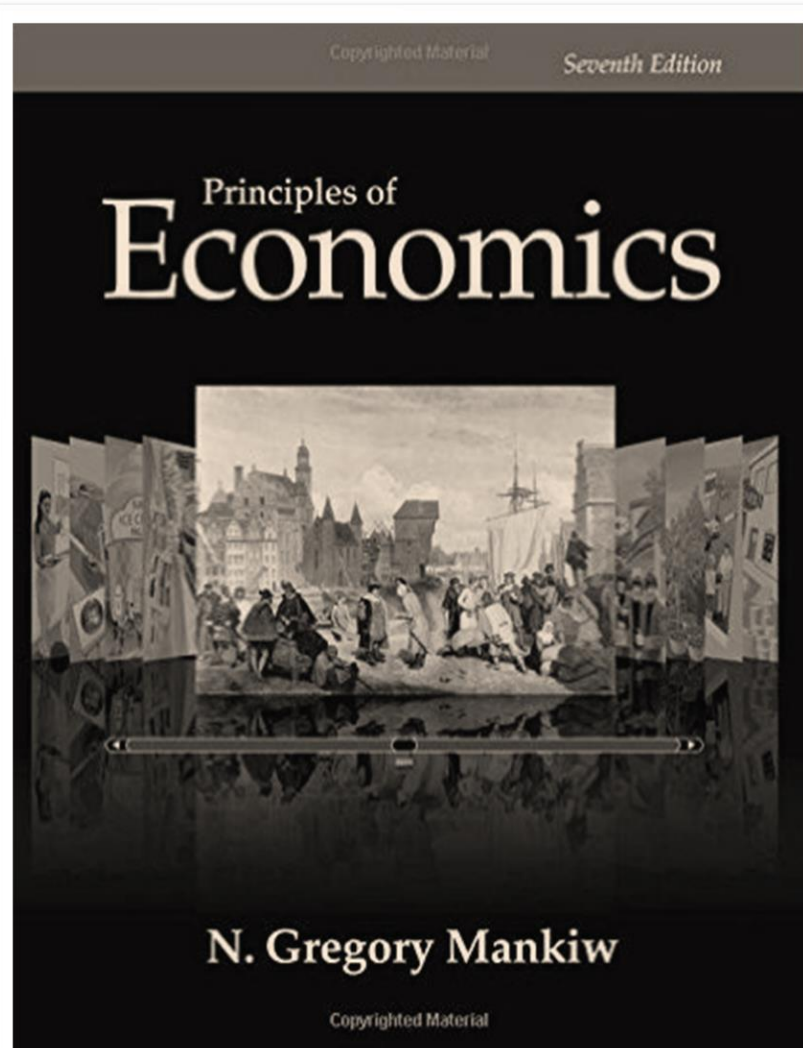


“...the goal is not to turn a clever phrase, hold the reader in suspense, or create multi-layered nuance, but rather to achieve **clarity**. Elegant prose is nice, but clarity is the only style that is relevant for our purposes.”



Neugeboren, R. and Jacobson, M. (2005) Writing Economics. The Harvard Writing Project;
The President and Fellows of Harvard University.

These are all Economics texts. Which type is closest to PhD papers?



Textbooks

READER & PURPOSE

Written by experts for students, who read them because they must.
Designed to bring students into the field by providing established knowledge/ideas.

CONTENT

Information is usually broader and deeper than other text types.

ORGANIZATION

Main ideas not presented at the beginning of a chapter, but emerge gradually through the text.

LANGUAGE

Rhetorical questions are often used in textbooks.
Items like “the purpose of this chapter is to deepen the reader’s understanding/provide the background needed to...” may appear.

Articles from Popular Press

READER & PURPOSE

Written by experts for a general audience, usually aimed to interest, inform, and possibly influence the reader.

CONTENT

Background information is usually minimal and technical information omitted.

ORGANIZATION

Main ideas are presented first, and the story comes second.

LANGUAGE

Usually less technical, more common language, and may be more emotive.

Journal Articles

READER & PURPOSE

Written for a professional audience; to communicate new/extended information in the context of established knowledge; or to further support established knowledge; or to challenge established knowledge.

CONTENT

Carefully contextualized in the current literature on the topic, and includes clear descriptions of the methods and contribution of the work.

ORGANIZATION

Because they are read by professionals in the field, they explicitly present main ideas/conclusions at the beginning.

LANGUAGE

Technical terms and jargon are used – the writer is communicating with peers.



Genre

So, your papers should read more like a:

- Textbook
- Article from popular press
- Journal article



Deciding what to include, and what to leave out

Think about your intended reader.

Will you limit your text to be comprehensible to a reader who is specifically familiar with your exact field of study? To a wider readership? How wide?

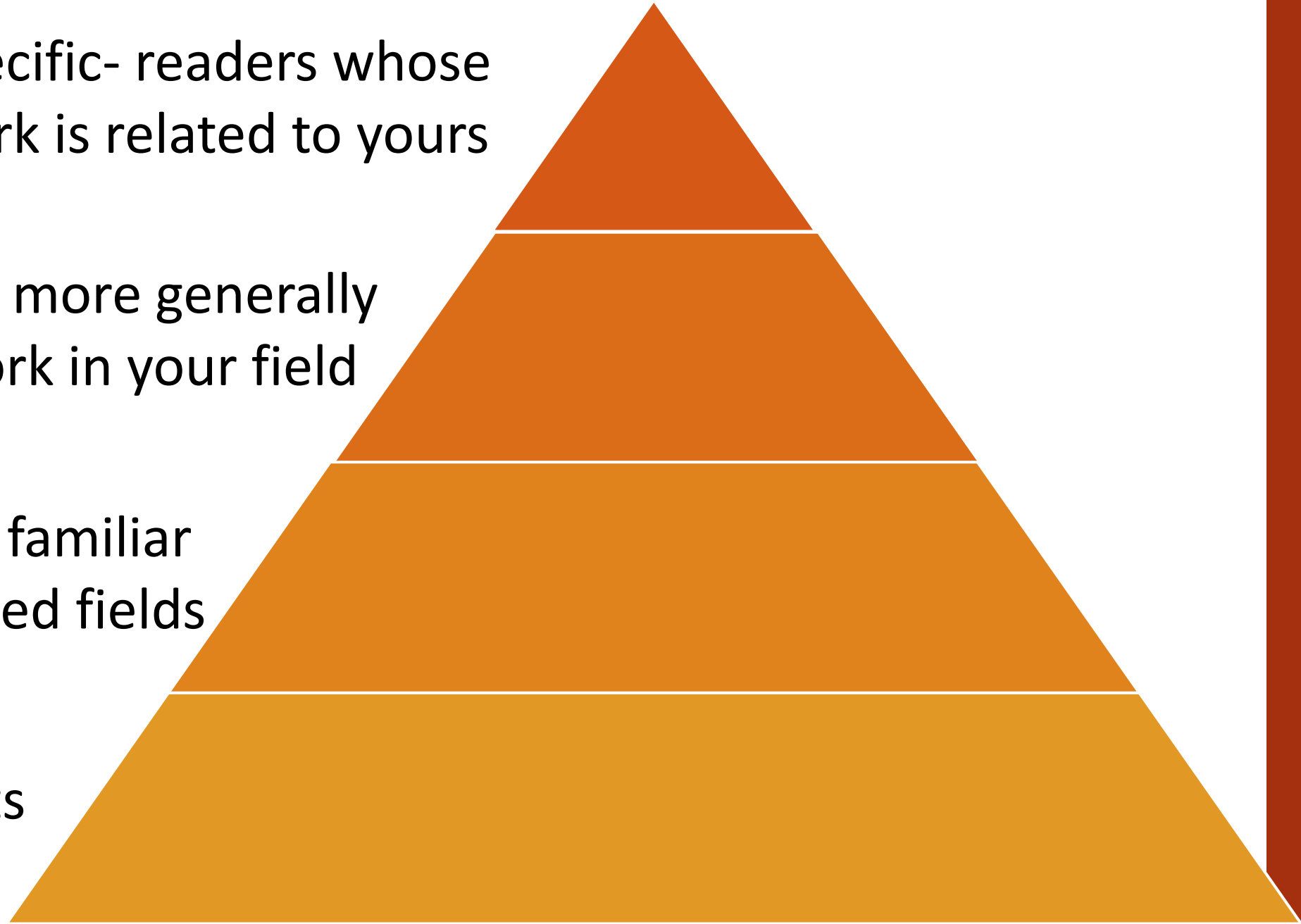
It is up to you to decide how widely accessible your work will be.

Very specific- readers whose
own work is related to yours

Readers who are more generally
familiar with work in your field

Readers who are familiar
with work in related fields

Non-economists



Wording your content clearly



In general:

“Use simple short words, not big fancy words.

Use, not *utilize*. *Several*, not *diverse*.

And, not *as well as*.”

Cochrane, J. (2005) Writing Tips for PhD Students. University of Chicago



ASC Note: Remember, good writing in the field is about showcasing your ideas – not about showing off your vocabulary!

Nouns: solid stuff

Scholarly language often prefers nouns and noun phrases to verbs.

credit limits vs. *limiting the amount of credit*

Why?



Why?

...because once a (repeated) noun string of whatever length has been established in a text (or in a field), readers process it as one easily identifiable chunk, leaving them more cognitive resources to concentrate on the other complex ideas around the noun string.



Noun phrases are also often preferred to possessive forms:

rural communities' development	development of rural communities
	rural community development

Georgia's poor households	poor Georgian households
---------------------------	--------------------------

Except in citation:

The study of Munich (2010) shows	Munich's (2010) study shows...
----------------------------------	--------------------------------

The results of Kališkova indicate...	Kališkova's results indicate that....
--------------------------------------	---------------------------------------

Adjectives: in most cases, don't use them to describe your own work

Not: “striking results” “very significant” coefficients, etc.

If the work merits adjectives, the world will give them to you.

If you must use adjectives, don't use double adjectives.

Results are certainly not “very novel.”



In general, keep it short

“Every word must count. As you edit the paper ask yourself constantly, “can I make the same point in less space?” and “Do I really have to say this?”



CITATION

in-text citation



Patterson (2009) found that citing is fun. It could also be said that "citing is sometimes perplexing" (Patterson, 2009, p. 23).



parenthetical citation

*with a page number because
of the direct quotation*

The authors....

Students tend to over-rely on this one simple way to cite a source.
This does not demonstrate good writing skills.

Using a variety of citation types demonstrates greater control
over the process of writing.

Which of these citation types do you think is usually better, and why?

The advantage of using authentic data is that learners encounter target language items in the kinds of contexts where they naturally occur (Nunan, 2008).

← Parenthetical

Integrated



Our results support Nunan's (2008) idea that the advantage of using authentic data is that learners encounter target language items in the kinds of contexts where they naturally occur (Nunan, 2008).

Citation shows your views.

Citation is not only necessary for giving credit to the original author.

Effective citation also shows your stance towards the work you are citing, and how it fits in to your own work.



As Surowiecki (2011) writes, “you cannot flip a college degree the way you can flip a stock, or even a house”.



Does the author who cited Surowiecki agree with this statement? How do you know?

Rothstein and Rouse (2011) provide evidence that student debt burden decreases the likelihood of choosing a lower-paid career, such as becoming a K-12 teacher.



Does the author who cited Rothstein and Rouse think they’ve proven that student debt burden decreases the likelihood of choosing a lower-paid career? How do you know?

According to Avery and Turner, accumulated debt amounted to more than \$800 billion as of June 2010, surpassing credit card debt for the first time *(2012).*



Is it possible that another source could be found that would disagree with these numbers? How do you know?

As Surowiecki (2011) writes, “you cannot flip a college degree the way you can flip a stock, or even a house”.



How could you change the citation to indicate that you do NOT agree with Surowiecki?

Rothstein and Rouse (2011) provide evidence that student debt burden decreases the likelihood of choosing a lower-paid career, such as becoming a K-12 teacher.



How could you make the citation indicate that you think Rothstein and Rouse have proven that student debt burden decreases the likelihood....?

According to Avery and Turner, accumulated debt amounted to more than \$800 billion as of June 2010, surpassing credit card debt for the first time *(2012).*



How could you begin a following sentence talking about other sources that disagree with Avery and Turner?

Some research shows that listening to a particular accent improves comprehension of accented speech in general (e.g. Gass & Varonis, 1984; Krech, 2002, Thomas, 2004).



How could you change this paraphrase to indicate that it's almost always true? (It's not almost always true, but do it anyway 😊)

When investing in human capital, comparable security can not be attained because, in the case of default, the individual can not be sold (Friedman, 1962).



Does this citation give less information than the other examples here? In what way?

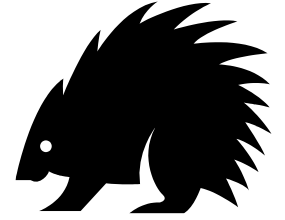
What is the problem with these statements?

The income gap in the United States cannot be solved by tax policy.

Market deregulation improves welfare.



The use of seat belts prevents injuries in car accidents.



The use of seat belts reduces injuries in car accidents.

prevents>reduces (weaker verb)

The use of seat belts may reduce injuries in car accidents.

reduces>may reduce (probability)

In some circumstances, the use of seat belts may reduce injuries in car accidents.

In some circumstances (limiting scope)

In some circumstances, the use of seat belts may reduce certain types of injuries in car accidents.

certain types of injuries (limiting scope)

According to simulation studies, in some circumstances, the use of seat belts may reduce certain types of injuries in car accidents.

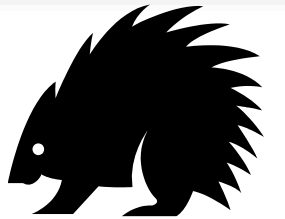
According to simulation studies (adding distance)

Market deregulation improves welfare

Writing for a critical expert audience

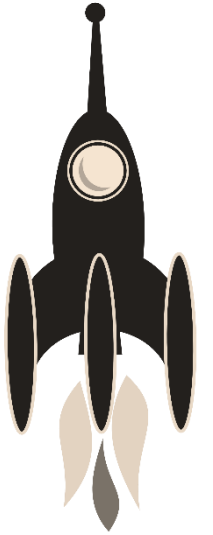


The use of seat belts prevents injuries in car accidents.



According to simulation studies, in some circumstances, the use of seat belts may reduce certain types of injuries in car accidents.

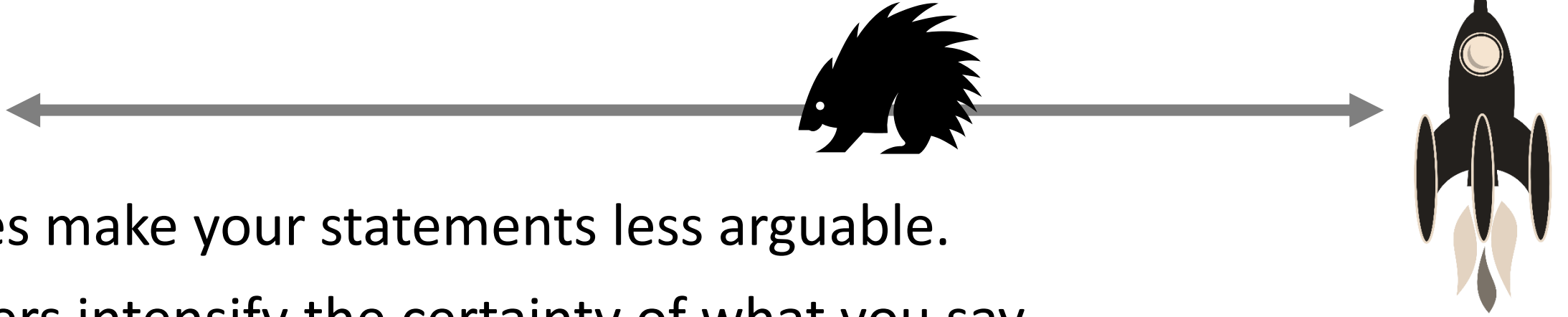
Sometimes you need to strengthen your statements.



Our research results clearly indicate that...

Our research results support the idea that....

It may be that the results of our research could be applied to...

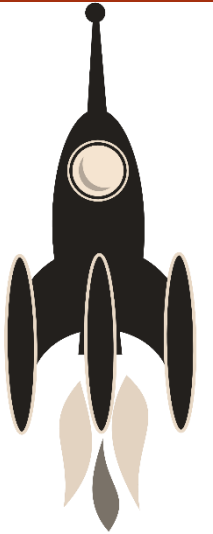
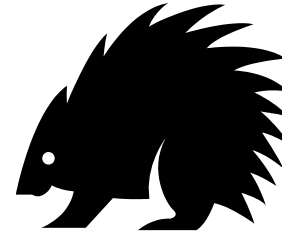


Hedges make your statements less arguable.

Boosters intensify the certainty of what you say.

Because they carry authorial judgements, hedges and boosters can actually convey the major content of a section of text.

Notice hedgers and boosters



“According to Englander (2013, p. 32), “[n]on-native speakers of English may focus so much on principle content that they simply do not notice the writing itself. If they do not notice the impact of a hedge within the sentence, it is difficult to recreate the desired level of certainty in their own texts.”

“...based on both direct and indirect mention, students noticed hedges and boosters in only 50 of 210 possible cases, a ratio of 24%. Boosters tended to be more visible than hedges.”

Another useful strategy:



It's a good rule not to write anything you would be embarrassed to say to the intended audience. In tutorials at Oxford and Cambridge you have to read your writing out loud, and are embarrassed if it's stupid.

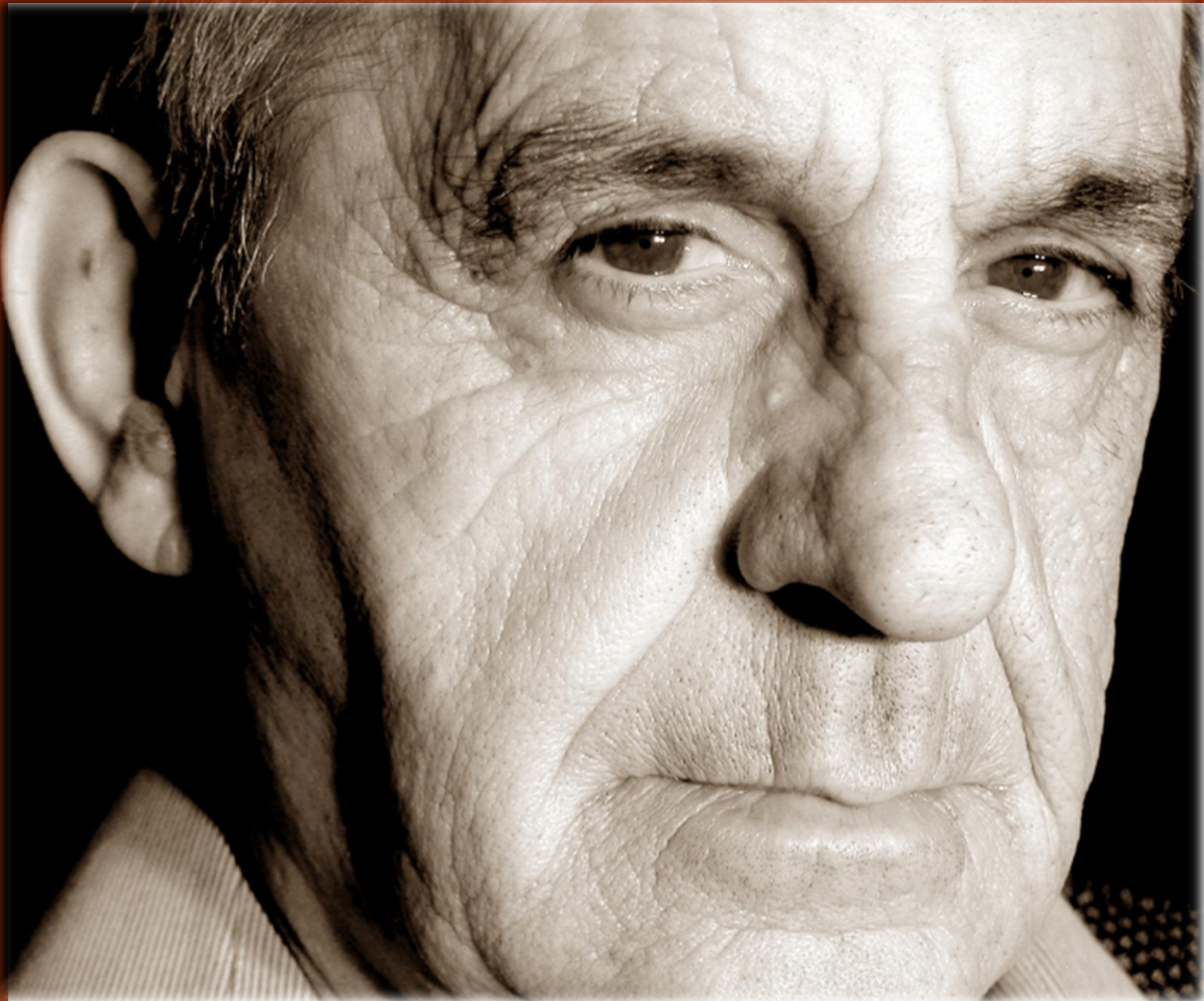


Another useful strategy:



Imagine a hypothetical person who denies all of your premises and conclusions (he is not your friend!). Arguing with this person will enable you to defend your argument against objections.

Alternatively, it could also enable you to adapt your stance to accommodate such critics.



Try to convince me –
if you dare!!

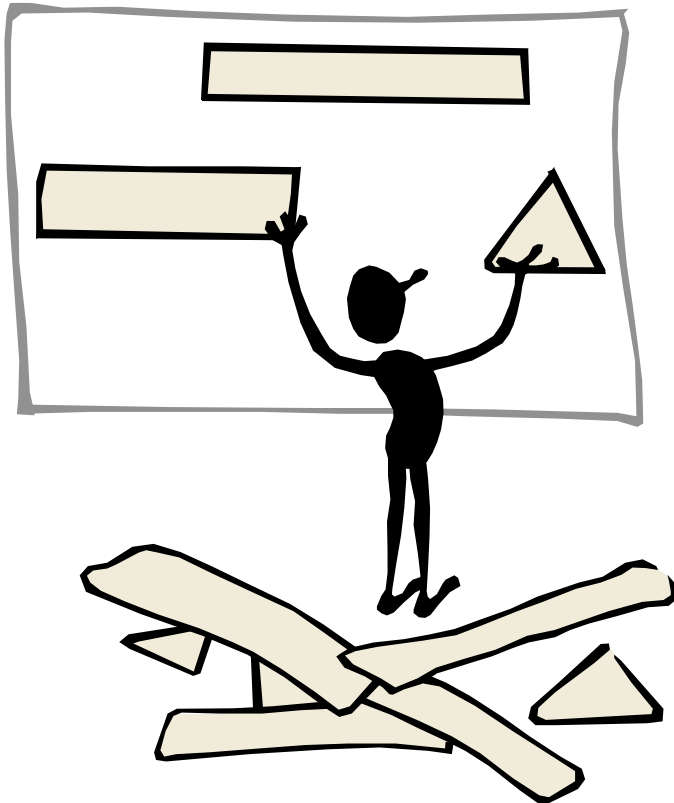
Revision

.....is so important to the formal, academic writing process that it is fair to say that in this context, writing *is* revision.

Major revision is not inefficient.

The end product is what defines efficiency.

If it is better, then the time and energy spent on revision was efficient.

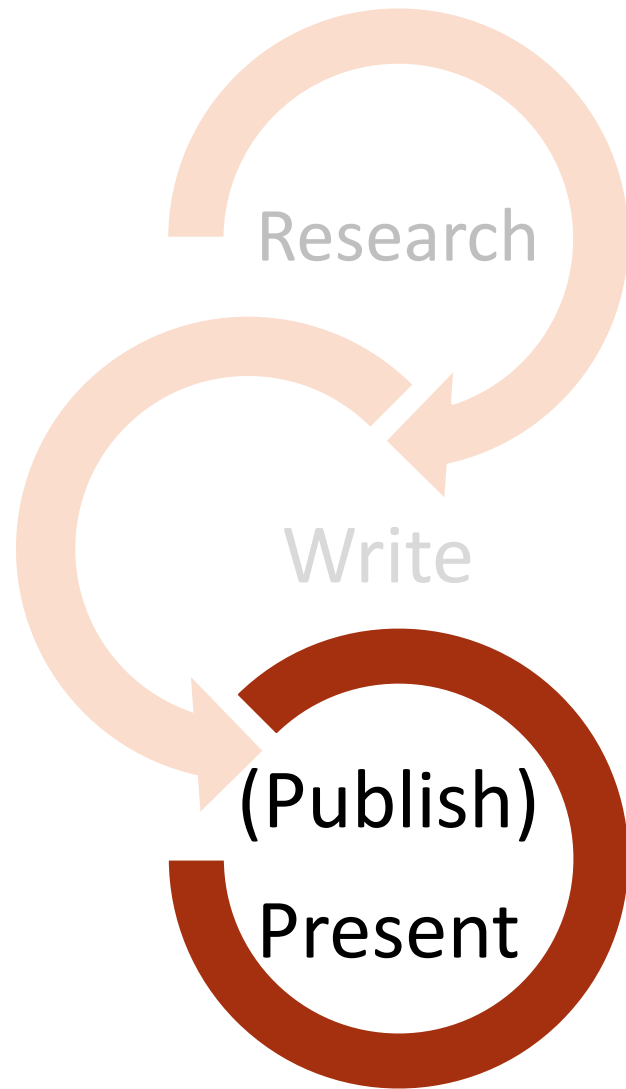


♡ ♡ Don't love your first draft too much.



The final draft should not represent everything you have – it should be the *best* you have!





What is different about speaking as versus writing when it comes to presenting your ideas?

Speaking is far more personal and 'risky' because people will necessarily judge your voice, appearance, and delivery in addition to your text and ideas. It's much more of a performance than writing.

Also, your listeners can't independently re-check sections of your work that they didn't understand – they need to understand everything clearly the first time!!!



Influences content and organization



“Presenting is a fundamentally different form of communicating than writing.

You’ve got a completed paper. People want you to present it. Cool!

It is often done (badly) this way....”



Schwabish, J. 2017. Better Presentations: A Guide for Scholars, Researchers, and Wonks.
P. 2 New York: Columbia University Press.

<https://twitter.com/jschwabish>

“You start to prepare your presentation by making some slides.

You turn some text from your paper into a few bullet points.

You copy figure 1 and paste it in.

Add figure 2 and tables 1, 2, and 3.

Add a slide labeled ‘previous literature’ with your full reference list.

Make a ‘questions?’ slide at the end. Voila!”



It is common for presenters not to carefully consider how to strategically present their work in a convincing way.

But, your presentation may well be for high stakes.
Job market, funding and grants, building professional relationships,
DPW...



Your (good) presentation is not the same thing as your paper!

Resist the temptation to follow the structure of your paper, and keep in mind that your charts and tables may not translate exactly into a presentation.

Key Concept:

Your presentation is not your paper.

Your presentation is a separate and new work.



If you want your presentation
to be a disaster...

...tell the audience they should
read your paper to understand the
work.



Key Concept:

Not all of the information from your paper should (could!) be included in the presentation.



If your audience comes from a range of backgrounds, don't take for granted that they know the methods you used. They will probably appreciate a brief description.



If most of your audience consists of scientists in your field, you can skip introducing it and spend more time on the novelty of your research.

Presentations in English usually follow a very specific pattern

Using the expected pattern and clear signaling language helps your international audience to follow you more easily. While you may sometimes see (and use) variations of this pattern, it is a useful basis to begin your academic presentations in English.

The diagram consists of three vertically stacked shapes, all in a dark red color. The top shape is an inverted triangle containing the word 'Introduction'. The middle shape is a rounded rectangle containing the word 'Body'. The bottom shape is a triangle containing the word 'Conclusion'. To the right of each shape is a corresponding instruction: 'Tell 'em what you're gonna tell 'em.' for the introduction, 'Tell 'em.' for the body, and 'Tell 'em what you told 'em.' for the conclusion.

Introduction

Tell 'em what you're gonna tell 'em.

Body

Tell 'em.

Conclusion

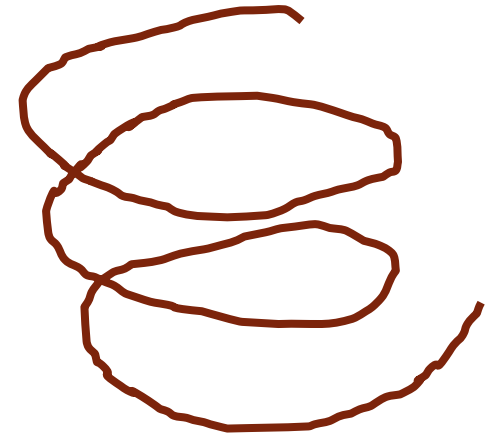
Tell 'em what you told 'em.



English: Speak very directly. Tell the listeners what you will say, say it, then tell them what you said. **The responsibility for listener's understanding is mostly on the speaker!**



Slavic languages: Speak on the topic, but divergence and elaboration are normal. **Shared responsibility for understanding.**



Asian languages: It may be considered rude and unprofessional to speak in a direct manner. **Responsibility for understanding is mostly on the listener!**

Challenges can arise when presenting complex information to an international audience (from mixed language backgrounds).



What language items should be carefully pre-planned for sure?

- In-field terms (for accuracy and correct pronunciation)
- Signaling language
- Highlighting key points via repetition and restatement
- Summaries after sections
- Opening and closing

Teaching:

Explanations are more likely to be progressive and extended.

Main ideas may come later in the talk.

“Next, let’s look at ...”

“Now, I’m going to tell you something about...”



Consider genre

Presenting research or research ideas

Main idea comes (very) early

Value of the work should be explicit

“I’d like to show you...”

“Now, I’ll explain my”

Don't be afraid of silence!!

“Silence can be articulate.

Leave a long pause right after making a key point.

Let it sink in.

If you forget where you are in the presentation,
give yourself permission to take as long as you need to think of what
to say next.”



Avoid commenting on your speaking

Never meta-comment on your speaking. How often have you heard a speaker say, “I guess I'm running out of time; I'll just go through this quickly”? Did you hear a single word he said after that? Silently decide what to do; don't burden your audience with it.”

What are we supposed to see?



Interpret and comment on the data.

Contextualize the information on your graph/table verbally.

Researchers face unique challenges in designing presentations as their content is technical and complex.

Aim to create visuals similar to LaTeX: bring the same clear, readable layout and precision to your slides.

Unify Your Presentations



UNIFY your visuals by using consistent fonts, sizes, and colors.

UNIFY your presentation by tightly connecting your vocal delivery to your visuals.



Consider the notion that there is **utility in color**

Judicious use of color can
clarify your data and draw attention to important points



Some research indicates that light type
on dark backgrounds helps your audience
focus on the content more efficiently.

Good background colors also depend on the size of the room and the intensity of light there.

Use gray or beige instead of white in a bright room.

Chart Title

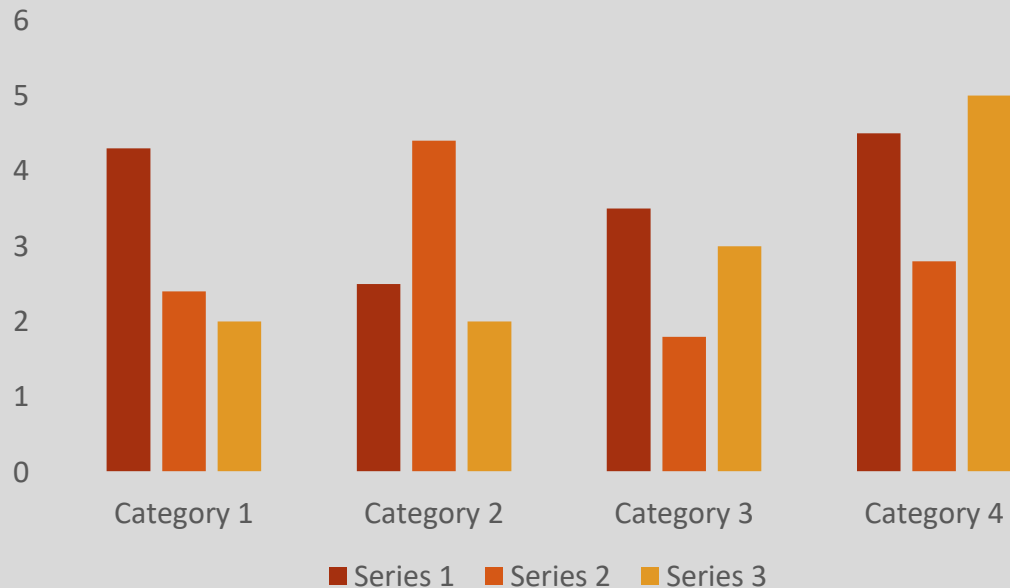
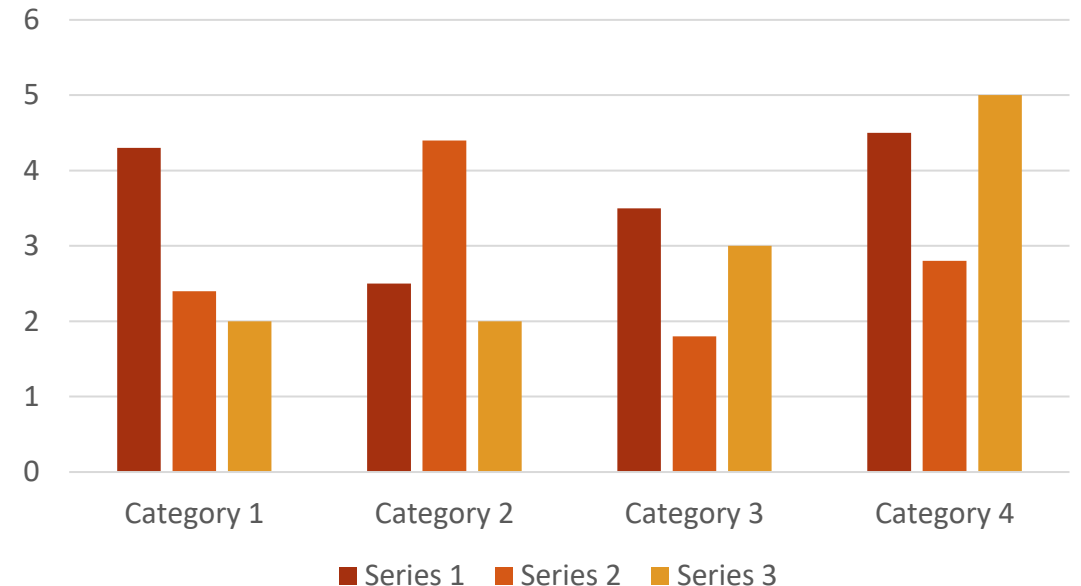
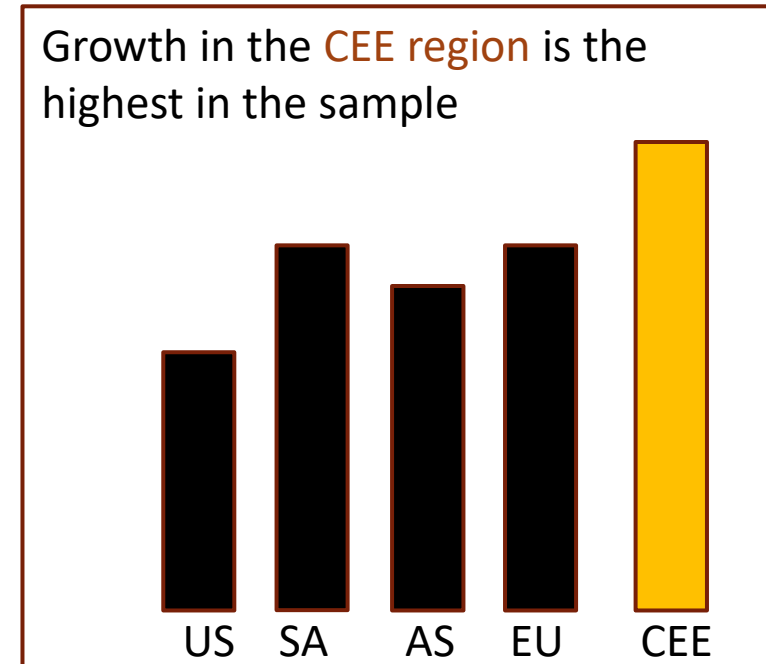
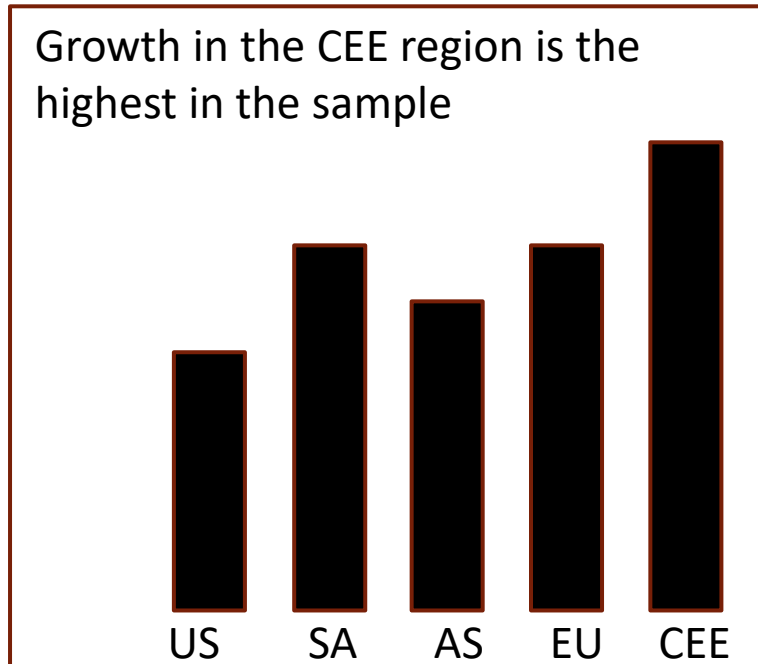


Chart Title



Consider how careful use of color can highlight your important points.



variable of interest



$$y_t = x_t^{LR} + 0.5x_t^{SR} + e_t$$

“For slides with formulae, one of my favorite tricks is to add arrows and labels pointing to the variables in a formula, reminding the audience what each one means.

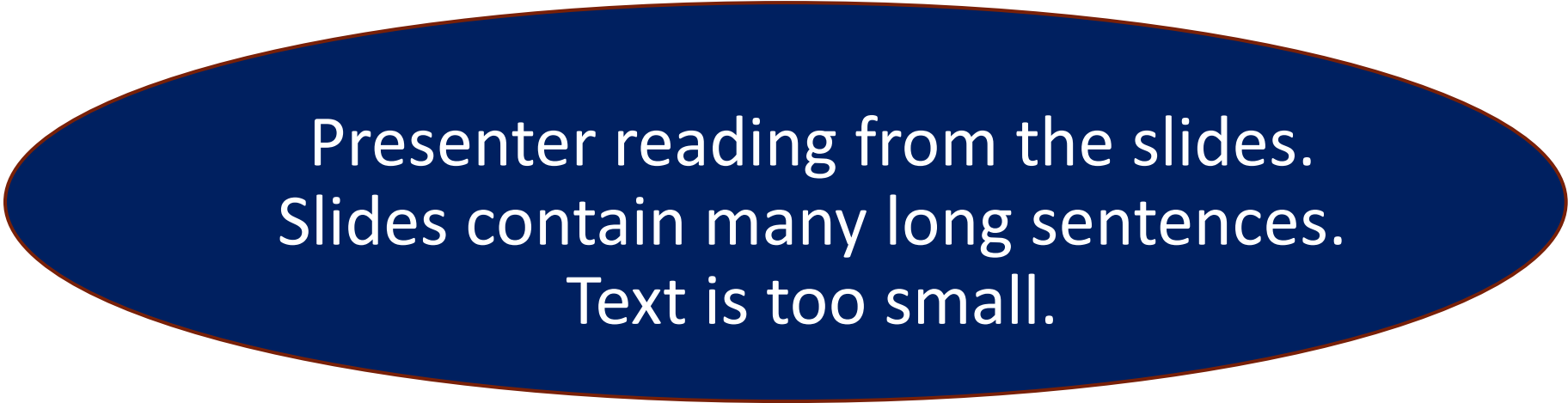
Few people will remember nomenclature that you defined on a previous slide. “

Body Language

Eye contact
+
Posture
=
Attitude



Top Three Things Audiences Hate



Presenter reading from the slides.
Slides contain many long sentences.
Text is too small.

Cardiff

University Profile
Cardiff University is recognised as a leading international university, as one of Britain's leading teaching and research institutions.
Founded by Royal Charter in 1893, the University has a long tradition of academic excellence and a dynamic approach to learning and research.

The University's focus is on providing a high quality education, with a wide range of courses and a strong emphasis on research. The University is also known for its excellent facilities and a dynamic approach to learning and research.

Cardiff University is a leading international university, as one of Britain's leading teaching and research institutions. Founded by Royal Charter in 1893, the University has a long tradition of academic excellence and a dynamic approach to learning and research.

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Final Presentations Tip: Consider the academic or professional community

You will want your presentation to generally fit into the local expectations.

It's a good idea to ask your professors for any guidelines they have for presentations.



When presenting at conferences,
you may have more freedom😊



PEEVES

Kahoot.it

Quick review of wording items:

You can see the data in Table 1.

What can be done to improve the state of the economy?

Researchers have found out that....

This caused a really big reaction.

The study got the following results....

Skoda hopes to get higher profits in 2018.

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