

Thesis Research Memoir Presentation Wednesday December 4th Joint Seminar

The setting for your presentation of the memoir will be a group seminar setting. Each student will have fifteen minutes to present. There will be a five-minute comment period after each presentation and a feedback form for comments to be immediately given to you after your time.

The goal is for the presentation is to bring the group up to date in terms of your experiences and past history and how you evolved into your 3 thesis questions in art and design. Spend part of your time explaining your thesis questions.

The outcome of this joint seminar will be a knowledge base across a broad spectrum of art and design education as well as a group dynamic of empathy and exchange.

You may use powerpoint, handouts, quotes, literature references, visual aids or videos as you need to support your memoir. Please have your memoir timed perfectly and test out any equipment set-up or material before the presentation. Open your presentation with your full name and state the goals and objectives of the presentation. Think of the goals as a way of presenting a short agenda for your presentation. The presentations will be timed carefully and one cannot go over her time period, but if the presentation only takes up 12 to 13 minutes that will be fine. Anything shorter than 12 minutes or anything longer than 15 minutes will not be sufficient. Engaging the group in questions or reflections is often effective even in a short presentation.

Please post your bibliography, three questions and memoir on the Thesis Research Digication site.

Paul Sproll, Nancy Friese and John Chamberlin will be your faculty observers

The schedule follows:

1:00 -1:15 En-Ling
5 minute questions/comments
1:20 to 1:35 Grace
5 minute questions/comments
1:40- 1:55 Jane
5 minute questions/comments
2:00 – 2:15 Melita
5 minute questions/comments

2:20 to 2:25 break

2:25-2:40 Zhixian
5 minute questions/comments
2:45-3:00Lauren
5 minute questions/comments
3:05-3:20 Kameko
5 minute questions/comments
3:25: 3:40 –Rachelle
5 minute questions/comments
3:45-4: Karina
5 minute questions/comments

The presentation order will be reversed for the Dec. 11th Thesis Proposal joint seminar presentations. That presentation will be a summary of your 10-15 page thesis proposal. Learn from the memoir presentations, reflect on the best practices and adapt for your own presentation style.

Suggestions regarding thoughtfulness in presentations follow.

**Condensed from The Harriet W. Sheridan Center for Teaching and Learning
Elements of an Effective Teaching Style**

Below are a series of elements of teaching to look for in a presentation. The elements in any presentation should reflect the carefully developed goals for the presentation and the objectives by which the speaker(s) means to achieve them.

I. Learning Environment and Course Goals and Objectives

1. Are pedagogical Goals for the course/session/presentation clearly expressed and stated?
2. Do the objectives established for the course/session/presentation enable students/auditors to achieve the stated goals?
3. What is the classroom environment like (e.g. competitive, collaborative)?
4. Are participants set up in this class/presentation to learn effectively?
 - a) Is the speaker/teacher well prepared and organized?
 - b) Does all information introduced, including handouts, relate clearly to the course goals and objectives?
5. Is information given out structured so that students/audience can absorb it well?
 - a) Does the teacher/speaker have to rush to cover material by end of class?
 - b) Is there teaching to diverse learning styles?
 - c) Is there sufficient and effective use of visual reinforcement: board/ overheads/ slides? If used, are they adequately explained?
 - d) How does the speaker reinforce information given out and the learning process (visual/auditory aids?
 - e) Does the teacher/speaker encourage active learning (collaborative, co-curricular)?

II. Presentation Style

7. Does the teacher/speaker engage the audience/class attention?
8. Is the style of delivering information (talking too fast/ slowly) appropriate to class objectives?
 - a) Are there distracting mannerisms?
 - b) Does the speaker talk to board rather than audience?
 - c) Does the speaker read verbatim from text, notes?
9. Does the speaker/lecturer ask questions without waiting for answers?
10. Does the teacher/speaker demonstrate respect for the class/audience (e.g. avoid deliberately embarrassing students in public settings)?

III. Teaching Tools

11. Does use of blackboard, visual aids (maps, etc.), slides, overheads, computer technology, auditory aids, enhance learning about the topic?
 - a) Does all information introduced, including handouts, relate clearly to the course goals and objectives?
 - b) Is visual/auditory reinforcement clearly set out and explained?