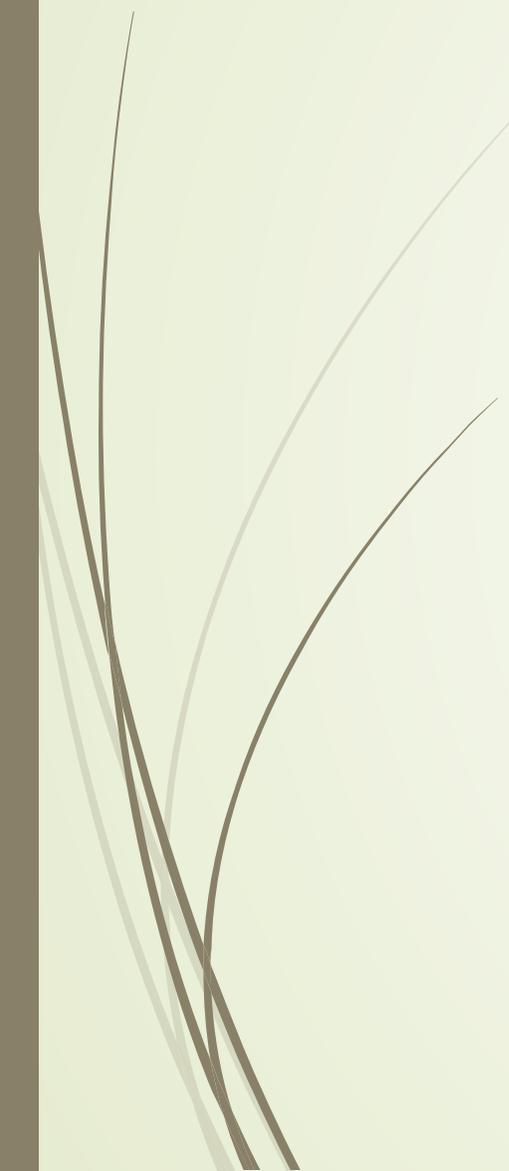


*Workshop: Developing  
research questions,  
presentation structure, and  
designing slides*

May 18, 2017



# Today's agenda

- Warm-up discussion: Your tentative presentation topics and goals
  - Crafting research questions
  - Presentation structure
  - Basic principles of slide design
  - Work time: drafting your slides
- 

# Warm-up discussion

- For homework, you wrote a paragraph about your tentative presentation topic. Make pairs or small groups with students from the same field, if possible (**Engineering, Informatics, International Development**)
  
- Give each other feedback:
  1. Can you clearly understand **the topic, its significance**, and the **goals of the presentation**? If not, what information should be added?
  2. Which parts of the paragraph were **most interesting, informative, exciting**, etc. to you, and **why**?
  3. What are some **additional aspects of these topics** your group members could write about?

# Crafting Research Questions

- Determining **focused, specific** and **feasible goals** is crucial to a successful presentation
- During our next activity, you will refine your presentation objectives by drafting **research questions**
- Two main considerations when drafting research questions are:
  1. Determining an **appropriate scope**
  2. **Avoiding bias**



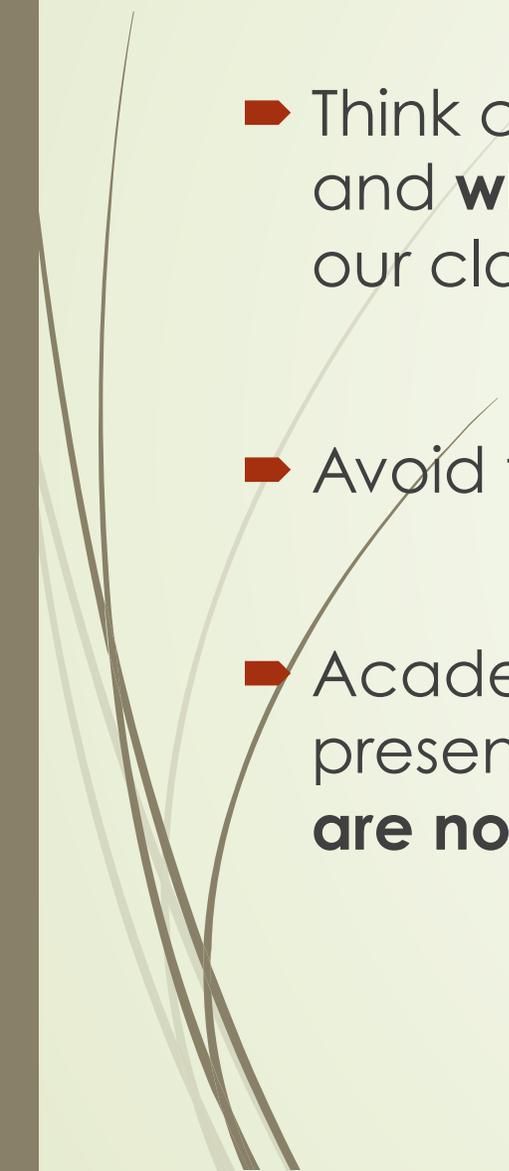
# Sample research questions

- 1) How is the concept of “criticality” defined in a Master of Arts TESOL course?
- 2) How do graduate students’ understand the concepts and methods of criticality?
- 3) How do these understandings change during a semester-long course and after the course has concluded?

(Nuske, 2014)



# Proper Scope

- Think carefully about **how much information** you will try to address and **what can be convincingly argued** within the time available (in our class, about 20 minutes)
  - Avoid topics and goals that are **too simple** or **too complex**
  - Academic presentations are often **unsuccessful** when the presenter tries to cover **too much information** or makes **claims that are not properly supported** by data/evidence.
- 

# Proper Scope

- “Does correcting English as a Foreign Language learners’ written grammar errors help them to become better writers?” ✘
- This presentation examines 50 English-language essays produced by 25 Japanese EFL learners in order to answer the following question:  
“How effective are written grammar corrections in helping learners to avoid repeating mistakes in later essays?”

# Avoiding bias

- Be careful to avoid research questions that **jump to a predetermined conclusion**
- “Why does social network have a negative effect on students’ academic performance?” ❌
- Make sure that your research questions allow for a **fair, open-minded investigation**, in which conclusions are drawn on the basis of **data** and **evidence** rather than pre-existing belief or opinion
- “How does social network use affect students’ academic performance?”



## In-class writing

- Read your paragraph once again. At the bottom of the page, rewrite your goals for the presentation in the form of research questions.
  - Try to avoid bias and keep a proper scope!
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# Academic presentations: structure and content

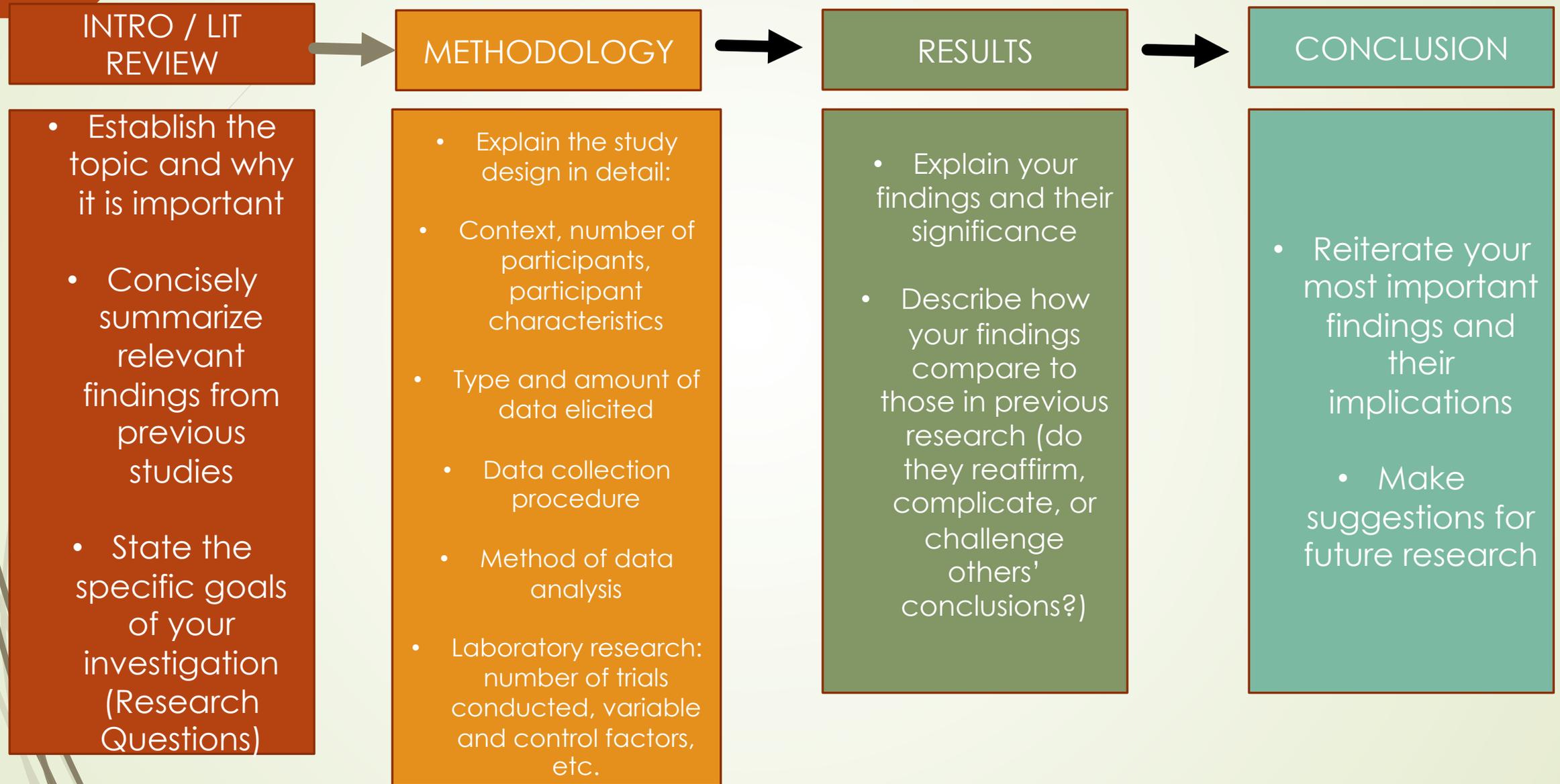
- ▶ Academic presentations involve **library research** (i.e., a literature review) and often involve **original research** as well
- ▶ **Library research** = you **construct an argument** based on **what others have written about a topic** and **your own critical analysis** of this information
- ▶ **Original research** = you **designed a study** and **obtained new data**

I assume that everyone will make a library research presentation – let me know if you are involved in original research and would like to present it!

# Basic structure of a library research presentation



# Basic structure of an original research presentation





# Slide design

- Next, you will begin thinking about designing your presentation.
  - Think back to our previous discussions of the sample presentations and strategies for keeping the audience interested
  - As a class, let's discuss what is wrong with each of the following slides
- 

## Chilean Exports

- Fresh fruit leads Chile's export mix - Chile emerges as major supplier of fresh fruit to world market due to ample natural resources, consumer demand for fresh fruit during winter season in U.S. and Europe, and incentives in agricultural policies of Chilean government, encouraging trend toward diversification of exports and development of nontraditional crops - U.S. Dept. of Agriculture, Economic Research Service Report
- Chile is among the developing economies taking advantage of these trends, pursuing a free market economy. This has allowed for diversification through the expansion of fruit production for export, especially to the U.S. and Western Europe. Chile has successfully diversified its agricultural sector to the extent that it is now a major fruit exporting nation. Many countries view Chile's diversification of agriculture as a model to be followed.
- Meanwhile, the U.S. remains the largest single market for Chile's fruit exports. However, increasing demand from the EC and Central and East European countries combined may eventually surpass exports to the U.S., spurring further growth in Chile's exports.
- If you've read this far, your eyes probably hurt and you've been reading this tedious long-winded text instead of listening to me. I'm insulted- can't you see I'm doing a presentation up here? Look at me! Congratulations, however, on having such good eyesight.

- **TOO MUCH TEXT!**
- You should not write everything you say on the slide / handout
- Providing text is important for second language users, but you should try to **limit your text to keywords / phrases**
- Feel free to provide 和訳 for difficult concepts, but your most of your presentation text should be in English

## Beginner Motorcycles



- My personal favorite: the Suzuki Savage
- Light weight (~380lbs)
- Adequate power (650cc engine)
- Low seat height fits most riders

[https://www.google.co.jp/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjzOy2y\\_jTAhWCVbWKHcCqDxgQFggnMAA&url=http%3A%2F%2Fnook.cs.ucdavis.edu%2F~koehl%2Fteaching%2FECS293A%2FLectures%2FWorstPresentationEverStandAlone.ppt&u sg=AFQjCNE5y\\_RgwCTWo1-Hyu5Onq3ra-MgHw](https://www.google.co.jp/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjzOy2y_jTAhWCVbWKHcCqDxgQFggnMAA&url=http%3A%2F%2Fnook.cs.ucdavis.edu%2F~koehl%2Fteaching%2FECS293A%2FLectures%2FWorstPresentationEverStandAlone.ppt&u sg=AFQjCNE5y_RgwCTWo1-Hyu5Onq3ra-MgHw)

- **BAD COLOR COMBINATION**
- Make sure that the audience can **clearly see** your text
- Avoid font and background colors that **clash** with each other
- **Light backgrounds** with **dark fonts** are always a good choice



- **UNNECESSARY IMAGES**

- Avoid putting **too many images** on a single slide / handout page
- Every image you include should have a **clear purpose**—avoid empty “decoration”
- Only use animations when they have a **specific function** such as asking a question ....

..... and then showing the answer

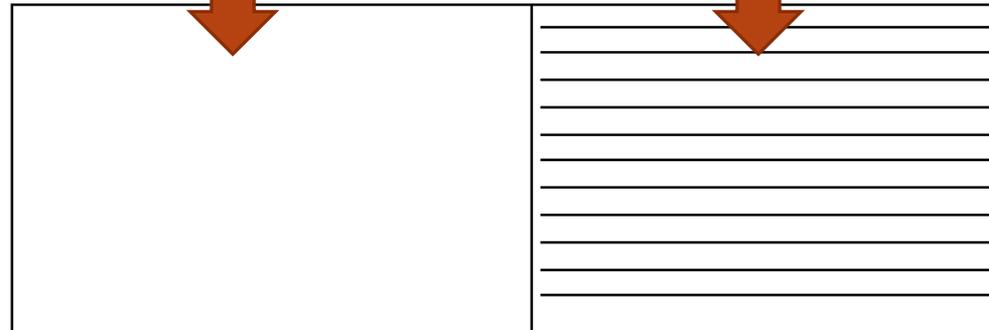


# In-class writing: drafting your slides

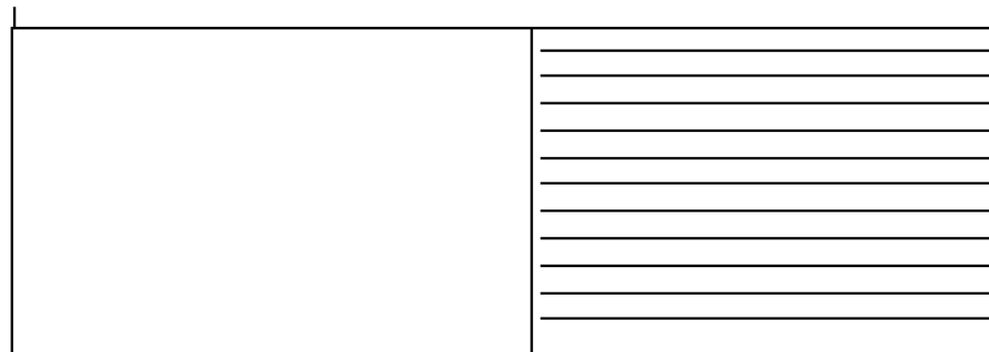
- ▶ Use the template handouts to plan your presentation. Look at the guidelines handout to remind yourself what information should be included in each section.
- 

VISUAL  
DESIGN:  
Sketch your  
slide / handout  
page

WRITE NOTES: What  
will you say during this  
part of the  
presentation?



The diagram consists of two orange arrows pointing downwards. The left arrow points to a blank rectangular box. The right arrow points to a rectangular box with horizontal ruling lines.



The diagram shows two rectangular boxes. The left box is blank, and the right box is ruled with horizontal lines.



# Homework

- ▶ Continue to draft your presentation slides
- 