

PRESENTATION CHECKLIST

Content

Topic

- A brief **orientation** to the topic is provided
- The topic and content are of a level **appropriate** to an academic context
- The content is **'pitched'** at an appropriate level for the audience (neither too difficult nor simplistic)

Organisation of information

Introduction

- Is an **appropriate length** in proportion to the entire presentation
- A **clear statement of thesis** or purpose is given
- Includes an **outline or preview** of the content

Body

- Main points** are well developed, and contain some **analysis** as well as **description**
- Information is selected carefully to make your point clearly **without too much detail**

Original sources

- The required number** of resources is used
- Sources are **appropriately acknowledged**, both verbally and on slides using appropriate reporting structures (e.g. "Einstein in his Theory of Relativity published in 1906 claimed that time is")

Cohesion

- The different stages of the talk are clearly introduced using appropriate **transition signals** (e.g. I'd firstly like to begin by... / Let's now take a look at... / In summing up...)
- Ideas are **logically** sequenced

Conclusion

- An appropriate **summary** of the main points is made and the **thesis is restated**
- Concluding comments are made in **support** of the main purpose of the talk

Delivery of presentation

Clarity & coherence

- The content is **coherent** and **logically presented**
- Information is delivered in a **spoken style** (with minimal reading or reference to notes)
- Fillers (e.g. "umm", "aah") are not overused

Body language

- Appropriate eye contact** is regularly made with most of the audience
- Natural body posture** and **hand gestures** are used (i.e. there is fluid movement)

Language

- Grammar** does not impede meaning and sentence structures are **accurate**
- Extensive range of vocabulary** is used accurately (parallel language is used to avoid repetition)
- Pronunciation** (especially of keywords) is **correct**
- Voice** is **clear** and **well projected**
- Chunking** is effectively employed
- Intonation** and **stress** on words is natural
- Pace** is appropriate (i.e. ensure that you are not speaking too quickly)

For learning resources on **Pronunciation**, go to:

<http://www.uts.edu.au/current-students/support/helps/self-help-resources/pronunciation>

Visual aids

- Visual aids are **relevant** and used effectively to **support the content**
- Visual aids are managed in an **organised** manner so as not to interrupt the flow of the talk
- The number of slides is in reasonable proportion to the length of the presentation
- Visual aids are **clearly visible** (use an appropriate font, colour and point size), are **not too complicated** (may be easily and quickly read) and contain **clear headings**

Discussion

- An **invitation** for questions is offered
- Questions and discussion are handled **confidently**. Responses that cannot be provided may be followed up later.
- Time is devoted to group **discussion** and **feedback** (where necessary)
- Focus questions** have been prepared beforehand (where necessary)

Additional learning resources

- For **practical advice and tips** on presentations (including **HELPS downloadable materials**), visit: <http://www.uts.edu.au/current-students/support/helps/self-help-resources/presentation>
- For **interactive advice** on delivering presentations, go to: <http://www.ruf.rice.edu/~comcoach/>
- For **real-life examples** of presentations, visit: www.ted.com

