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 (for 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

(please turn over)
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:

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. Be thoroughly familiar with your material. 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-skills
• For interactive advice on delivering presentations, go to: http://www.ruf.rice.edu/~comcoach/
• For real-life examples of presentations, visit: www.ted.com