

## Course Syllabus

Title of the course	Presentation and Visualization				
Title of the Academic Programme	All Master Program				
Type of the course	Elective				
Prerequisites	-				
ECTS workload	3 Credits				
Total indicative study hours	Directed Study	Self-directed study	Total		
	32	82	114		
Course Overview	The course is dedicated to developing presentation and visualization skills. Ability to make good and clear presentation is currently considered as a crucial soft skill both within academia and business. The course is aimed at developing the skills by providing theoretical background on presentations and opportunities to practice with real-life tasks and challenges. The course will cover substantial, social, psychological and technical features of making presentation. Specific focus will be put on visualization of ideas and data which might be useful for presentations but also will go far beyond presentational framework.				
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"><li>- Students are able to critically assess their own and other peoples' presentations</li><li>- Students are able to analyze audience, purposes and outcomes of their presentation</li><li>- Students are able to improve their presentations based on the content of the course</li><li>- Students know major techniques of creating presentations</li><li>- Students know major graphical formats and understand their pros and cons</li><li>- Students know different formats of data visualization</li><li>- Students are able to recreate different formats of data visualization based on their own data and interests</li><li>- Students knows major techniques in overcoming psychological issues in giving talks and presentations</li></ul>				
Teaching and Learning Methods	16 lectures + 16 seminars, video materials, peer-assessment				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction to public speech	14	2	2	10
2	Psychological issues in giving presentations	16	2	2	12
3	Charts: bad and good	16	2	2	12
4	Storytelling	14	2	2	10

5	Technical details of graphics and fonts	14	2	2	10
6	Presentation software: powerpoint, prezi, latex	14	2	2	10
7	Place, time, audience	14	2	2	10
8	Popular science: how to deliver your research to general audience	14	2	2	10
<b>Total study hours</b>		114	16	16	82
Indicative Assessment Methods and Strategy		<p>The final grade will be based on participation in-class discussions (20%); home-tasks (40%); in-class assignments (10%) and final exam (30%).</p> <p><b>In-class discussions</b> will be evaluated during seminars based on students' activity and substantial contribution to the class.</p> <p><b>Home-tasks:</b></p> <ul style="list-style-type: none"> <li>• Critical essay on one TED talk</li> <li>• Improvement of a bad slide</li> <li>• Short presentations applying specific techniques covered during the course (1 per student during the whole course)</li> </ul> <p><b>In-class assignments:</b></p> <ul style="list-style-type: none"> <li>• A set of short quizzes to assess students' knowledge of courses' main concepts.</li> </ul> <p><b>Exam:</b></p> <ul style="list-style-type: none"> <li>• Final presentation on the research topic of interest with written comments on selected techniques.</li> </ul>			
Readings / Indicative Learning Resources		<p><u>Mandatory</u></p> <p>Duarte, N., &amp; Sanchez, P. (2016). <i>Illuminate: Ignite Change Through Speeches, Stories, Ceremonies, and Symbols</i>. Penguin.</p> <p>Tufte, E., &amp; Graves-Morris, P. (2014). <i>The visual display of quantitative information.</i>; 1983.</p> <p><u>Optional</u></p> <p>Duarte N. <i>Slide: ology: The art and science of creating great presentations</i>. – Sebastopol, CA : O'Reilly Media, 2008. – C. 417-421.</p> <p>Duarte N. <i>Resonate: Present visual stories that transform audiences</i>. – John Wiley &amp; Sons, 2013.</p> <p>Kapterev A. <i>Presentation secrets: Do what you never thought possible with your presentations</i>. – John Wiley &amp; Sons, 2011. – T. 152.</p> <p>Simmons A. <i>The story factor: Inspiration, influence, and persuasion through the art of storytelling</i>. – Basic books, 2006.</p> <p>Weissman, J. (2008). <i>Presenting to win: the art of telling your story</i>. FT Press.</p> <p>Wilkinson L. <i>The grammar of graphics</i>. – Springer Science &amp; Business Media, 2006.</p> <p>Zelazny G. <i>Say it with charts</i>. – McGraw-Hill Professional Publishing, 2001.</p>			
Indicative Self- Study Strategies		<b>Type</b>	<b>+/-</b>	<b>Hours</b>	
		Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	20	

	Assignments for seminars / tutorials / labs	+	20
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	+	22
	Other (please specify)	-	
	Preparation for the exam	+	20
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	Computer (notebook) with Internet access; projector; white board		
Course Instructor	Olesya Volchenko		

### Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
Students are able to reflect (assess and develop) on learnt scientific methods and activities  (Способен рефлексировать (оценивать и перерабатывать) освоенные научные методы и способы деятельности)	<ul style="list-style-type: none"> <li>Students are able to critically assess their own and other peoples' presentations</li> <li>Students are able to analyze audience, purposes and outcomes of their presentation</li> <li>Students are able to improve their presentations based on the content of the course</li> <li>Students are able to recreate different formats of data visualization based on their own data and interests</li> </ul>	Lectures, interactive seminars, analysis of existing presentations and videos (i.e. TED Talks)	Final exam presentation and essay; essay on selected TED talk; Improvement of a bad slide; short presentations
Students know how to organize communication process and able to manage it.  (Способен организовать многостороннюю коммуникацию и управлять ею)	<ul style="list-style-type: none"> <li>Students know major techniques of creating presentation</li> <li>Students know major graphical formats and understand their pros and cons</li> <li>Students know different formats of data visualization</li> <li>Students know major techniques in overcoming psychological issues in giving talks and presentation</li> </ul>	Lecture, home reading, interactive seminars.	Final exam presentation and essay; Quiz, Improvement of a bad slide; short presentations

**Course Content**

***Introduction to public speaking***

- General idea of public speaking
- Why should we do public speeches?
- Aims of public speeches
- Types of speakers
- Types of speeches
- Presentation check-list

**Psychological issues in giving presentations**

- Who is your audience?
- Major issues in giving talks
- Tips and tricks in overcoming psychological issues

**Charts: bad and good**

- Types of charts
- Titles and text
- Composition, time, relationships and space
- Colors

**Storytelling**

- What is storytelling
- Examples of good storytelling
- How to create a story?
- How to use a story in your presentation?

**Technical details of graphics and fonts**

- Major graphical formats
- Vector vs. Raster
- Types of fonts
- Licenses for fonts and images

**Presentation software: powerpoint, prezi, latex**

- Powerpointless
- Alternatives to PowerPoint
- Prezi: why and when
- Latex, beamer: why and when

**Place, time, audience**

- Organization of your presentation
- How to measure time during your presentation?
- How to adapt during your presentation?

**Popular science: how to deliver your research to general audience**

- Techniques to persuade your audience
- Translation from scientific language
- Dealing with questions

## Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test			*	
	Essay			*	
	Report/Presentation			*	
	Project			*	
	In-class Participation			*	
Summative Assessment	Exam			*	

## Assessment Criteria

### In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	Ability to provide useful comment and thought-provoking question, valuable contribution to the discussion. A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Good» (6-7)	Ability to provide useful comment and thought-provoking question, valuable contribution to the discussion.
«Satisfactory» (4-5)	Questions and comments showing only rudimentary knowledge on the topic
«Fail» (0-2)	No class participation/ arbitrary comments / trivial questions.

### TED talk essay

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured essays showing ability to summarize video talk. Student provides critical points and reflects how the content of the course corresponds to selected talk. Student clearly develops his/her argument, the text is well-structured and clearly-written.
«Good» (6-7)	A well-structured essays showing ability to summarize video talk, however, the essay lacks critical points and reflects how the content of the course corresponds to selected talk. Student develops his/her argument with minor flaws, the text is well-structured and clearly-written.
«Satisfactory» (4-5)	An essay has obvious flaws in its structure, only main features of the video are summarized without any mistakes. The essay lacks critical points, but clearly reflects how the content of the course corresponds to selected talk. Student develops his/her argument with flaws, the text is well-structured and clearly-written.
«Fail» (0-2)	Fails to demonstrate skills in summarizing and assessing video talk.

### Quiz

Grades	Assessment Criteria
«Excellent» (8-10)	85 – 100 % of correct answers
«Good» (6-7)	65 – 84 % of correct answers
«Satisfactory» (4-5)	45 – 64 % of correct answers
«Fail» (0-2)	0 – 44 % of correct answers

### Improvement of a bad slide

Grades	Assessment Criteria
«Excellent» (8-10)	Student reframed content of the slide for better delivery. Both conceptual and visual components have been significantly improved.

«Good» (6-7)	Student reframed content of the slide for better delivery. Conceptual component have been partly improved, visual components have been significantly improved.
«Satisfactory» (4-5)	Only visual issues have been fixed.
«Fail» (0-2)	Student failed to improve the slide.

### **Final exam**

<b>Grades</b>	<b>Assessment Criteria</b>
«Excellent» (8-10)	Student is able to deliver a clear presentation and analyze it according to course content.
«Good» (6-7)	Student is able to deliver a clear presentation but only partly analyze it according to course content.
«Satisfactory» (4-5)	Student is able to deliver a decent presentation and only partly analyze it according to course content.
«Fail» (0-2)	Student failed to deliver a decent presentation and analyze it according to course content.