**Course descriptor**

|  |  |
| --- | --- |
| Title of the course | **Presentation skills** |
| Title of the Academic Programme  | Relevant to any Master Programme |
| Type of the course | optional |
| Prerequisites | none |
| 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) | After the course completion, the student is expected to- to reflect on (assess and interpret) acquired research methods and work modes (UC-1)- to upgrade one’s intellectual and cultural horizons, build the trajectory of professional development and career (UC-4)- Students are able to critically assess their own and other peoples’ presentations- Students are able to analyze audience, purposes and outcomes of their presentation- Students are able to improve their presentations based on the content of the course- Students know major techniques of creating presentations- Students know major graphical formats and understand their pros and cons- Students know different formats of data visualization- Students are able to recreate different formats of data visualization based on their own data and interests- Students knows major techniques in overcoming psychologicalissues in giving talks and presentations |
| Indicative Course Content | Introduction StorytellingPresentation softwarePresentation deliverySlide design: fonts, images, logos. Graphics: main formats and softwareData visualization: basic principles, types of plotsData visualization: design and softwareA brief overview |
| Teaching and Learning Methods | 8 lectures + 8 seminars, peer-assessment, group work |
| Indicative Assessment Methods and Strategy | The final grade will be based on participation in-class discussions (20%); home-tasks (40%); in-class assignments (10%) and final exam (30%). **In-class discussions** will be evaluated during seminars based on students’ activity and substantial contribution to the class. **Possible home tasks:** • Critical essay on one TED talk • A short description of the audience of future presentations• Improvement of a bad slide • Short presentations applying specific techniques covered during the course **In-class assignments:** • A short quiz designed to assess students’ knowledge of courses’ main concepts. **Exam:** • Final presentation on the research topic of interest with written comments on selected techniques. |
| Readings / Indicative Learning Resources | Mandatory Kogon, K., England, B., & Schmidt, J. (2015). *Presentation Advantage: How to Inform and Persuade Any Audience*. BenBella Books.URL: <https://library.books24x7.com/toc.aspx?bookid=96438>Yuk, M., & Diamond, S. (2014). *Data visualization for dummies*. John Wiley & Sons. URL:<https://library.books24x7.com/toc.aspx?bookid=62618>Optional Caplin, J. (2008). *I Hate Presentations: Transform the way you present with a fresh and powerful approach*. John Wiley & Sons. URL: <https://library.books24x7.com/toc.aspx?bookid=26079>Krum, R. (2013). *Cool infographics: Effective communication with data visualization and design*. John Wiley & Sons. URL: <https://library.books24x7.com/toc.aspx?bookid=58139>Surti J. (2018). *Ultimate Presentations: Master the Art of Giving Fantastic Presentations and Wowing Employers*. Kogan Page. URL: <https://library.books24x7.com/toc.aspx?bookid=142883> |
| Course Instructor | Olesya Volchenko, senior lecturer https://www.hse.ru/en/staff/ov |

**Course Syllabus**

|  |  |
| --- | --- |
| Title of the course | **Presentation and Visualization** |
| Title of the Academic Programme  | Relevant to any Master Programme |
| Type of the course  | optional |
| Prerequisites | none |
| 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) | - Students are able to critically assess their own and other peoples’ presentations- Students are able to analyze audience, purposes and outcomes of their presentation- Students are able to improve their presentations based on the content of the course- Students know major techniques of creating presentations- Students know major graphical formats and understand their pros and cons- Students know different formats of data visualization- Students are able to recreate different formats of data visualization based on their own data and interests- Students knows major techniques in overcoming psychological issues in giving talks and presentations |
| Teaching and Learning Methods | 8 lectures + 8 seminars, peer-assessment, group work |
| Content and Structure of the Course |
| **№** | **Topic / Course Chapter** | **Total** | **Directed Study** | **Self-directed Study** |
| **Lectures** | **Tutorials** |
|  | Introduction  | 14 | 2 | 2 | 10 |
|  | Storytelling | 14 | 2 | 2 | 10 |
|  | Presentation software | 14 | 0 | 4 | 10 |
|  | Presentation delivery | 16 | 2 | 2 | 12 |
|  | Slide design: fonts, images, logos. Graphics: main formats and software | 14 | 2 | 2 | 10 |
|  | Data visualization: basic principles, types of plots | 16 | 2 | 2 | 12 |
|  | Data visualization: design and software | 14 | 2 | 2 | 10 |
|  | A brief overview  | 14 | 0 | 4 | 10 |
| **Total study hours** | 114 | 12 | 20 | 82 |
| Indicative Assessment Methods and Strategy  | The final grade will be based on participation in-class discussions (20%); home-tasks (40%); in-class assignments (10%) and final exam (30%). **In-class discussions** will be evaluated during seminars based on students’ activity and substantial contribution to the class. **Possible home tasks:** • Critical essay on one TED talk • A short description of the audience of future presentations• Improvement of a bad slide • Short presentations applying specific techniques covered during the course **In-class assignments:** • A short quiz designed to assess students’ knowledge of courses’ main concepts. **Exam:** • Final presentation on the research topic of interest with written comments on selected techniques. |
| Readings / Indicative Learning Resources | Mandatory Kogon, K., England, B., & Schmidt, J. (2015). *Presentation Advantage: How to Inform and Persuade Any Audience*. BenBella Books.URL: <https://library.books24x7.com/toc.aspx?bookid=96438>Yuk, M., & Diamond, S. (2014). *Data visualization for dummies*. John Wiley & Sons. URL:<https://library.books24x7.com/toc.aspx?bookid=62618>Optional Caplin, J. (2008). *I Hate Presentations: Transform the way you present with a fresh and powerful approach*. John Wiley & Sons. URL: <https://library.books24x7.com/toc.aspx?bookid=26079>Krum, R. (2013). *Cool infographics: Effective communication with data visualization and design*. John Wiley & Sons. URL: <https://library.books24x7.com/toc.aspx?bookid=58139>Surti J. (2018). *Ultimate Presentations: Master the Art of Giving Fantastic Presentations and Wowing Employers*. Kogan Page. URL: <https://library.books24x7.com/toc.aspx?bookid=142883> |
| Indicative Self- Study Strategies | **Type** | **+/–** | **Hours** |
| 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, senior lecturer https://www.hse.ru/en/staff/ov |

**Аnnex 1**

**Course Content**

**Introduction**

* Presentations in the modern world
* A process of preparing a presentation does not start from opening PowerPoint (or any other presentation software)
* Audience matters
* Planning matters
* Goalsetting matters

**Storytelling**

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

**Presentation software**

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

**Presentation delivery**

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

**Slide design: fonts, images, logos. Graphics: main formats and software**

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

**Data visualization: basic principles, types of plots**

* Types of charts
* Titles and text

**Data visualization: design and software**

* Composition, time, relationships and space
* Colors

**A brief overview**

* A brief overview
* Q & A session

**Annex 2**

**Assessment Methods** **and Criteria**

**Assessment Methods**

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

**Assessment Criteria**

**In-class Participation**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.  |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.  |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up 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 clearlywritten. |
| «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**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «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. |

**Recommendations for self study**

It is recommended to use all the techniques covered in the course for presentation made outside of the class (for other courses, work, extracurricular activities etc.), practice suggested techniques and assess their effectiveness.

**Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.