

ECO 230: Business and Economics Research and Communication

Expectations for the Final Oral Presentation

Instructor: James Murray

Purpose: The research process is not complete without dissemination. Discovering or creating new knowledge is useless without sharing the knowledge with others. One way to disseminate research is to write a paper and share with others. Often stakeholders in your research project, including managers, clients, co-workers, or other researchers, will also expect you to present your research project to them. Presenting your work allows for a productive, interactive experience with your audience that circulating a paper cannot replicate. Your audience can ask you questions about your work, suggest ways to improve your research, or even suggest other research projects to conduct.

Learning Outcomes:

- LO-4: Develop the ability to effectively communicate research results both written and orally.
- CBA LO-1A: Deliver effective oral presentations

Expectations for Project Presentations

- Time limit: Stay within a 15-20 minute window.
- All your group members should present, and be given roughly equal time. In professional situations it may be best to have only one or two people do the whole presentation, but for the purposes of this class I want to give you all a chance to work on your presentation skills.
 1. **Introduction / Background:** Clearly state your research question and sell your research project. Convince your audience that this is an interesting topic, and that the work you are doing makes important steps at discovering something new in this field. In this process, you should include include some background to help your audience understand the issues that you will discuss and use some background information to help motivate your work.
 2. **Survey and Variables:** Explain what survey questions and variables you use to answer your research question. What is the population? What is the scale of measurement for your variables?
 3. **Analysis & Results:** Describe the comparisons or relationships you are examining, state any statistics you computed or tests you ran, and describe and illustrate (using graphs or tables) your results. Be clear and specific as to what conclusions do you draw from the results. Bring your results back to your research question. What did you find was the answer? Keep this section organized around themes related to your research question; do not report an organized list of statistical test after statistical test. Keep the discussion focused on your project idea.
 4. **Conclusion / Discussion:** Answer some of the following questions: What did you learn? What are some of the weaknesses of your project? What questions related to your main point are left unanswered by your research project? Is there a need to do further research on this area? Does your paper suggest another research question as the next step in advancing knowledge in this field?

Other Advice:

1. **PRACTICE! PRACTICE! PRACTICE!** Practice your presentation multiple times. Fortunately you work in groups, so you can practice your individual roles in front of one another. Make sure in your practice presentations that you stay within the time limit and you follow the advice in this document.
2. *Physical delivery:* Make eye contact with individuals in your audience. This means you should not be looking down at your notes and not looking at the overhead screen. Make sure you look and feel comfortable concerning your posture, gestures, and mannerisms. This comes with PRACTICE!!
3. *Verbal delivery:* Be sufficiently audible, use some expression in your voice, and go at a pace that is not too slow, but not too fast to understand. This comes with PRACTICE!!
4. *Visual aids:* Use PowerPoint visual aids that are professional, appropriate for the audience and content, effective, and promote audience interest. The visual aids should help the audience keep their attention and understand and remember particular points and results.
5. *Everyone participate:* The entire group is responsible for building the whole presentation. Still, the group should divide the speaking time evenly among all the group members. When switching to another person, before the presentation proceeds, the person should introduce himself or herself.
6. *Everyone is responsible for everything:* The entire group is responsible for the entire presentation. Everyone should have every part of the presentation prepared. This allows you to stay engaged in the conversation, even when you are not the main presenter. Also, unforeseen circumstances could arise in which one or more members is not able to give the presentation. The remaining group members are still responsible for giving a full and effective presentation.
7. *Everyone is part of the whole presentation:* Be mindful that you are part of the presentation even if you are not speaking. Model the behavior you would like to see in your audience: Be interested and engaged, keep eye contact with the speaker.
8. *Give each other feedback:* Familiarize yourself with the expectations in this document, then as you practice your presentations with your group members, share with them aspects that they did well and aspects they can work on to improve.

Oral Presentation Rubric:

Trait	Below expectations (C,D,F Level)	Meets Expectations (B-BC Level)	Exceeds Expectations (A-AB Level)
<p>Verbal delivery achieves purpose. Language, voice, and pace are appropriate for audience.</p>	<p>Language is inappropriate for the audience; and/or voice is inaudible or lacks expression; and/or pace is halting or too fast to understand.</p>	<p>Language is appropriate for the audience; and voice is generally audible with some expression; and pace is generally understandable.</p>	<p>Language is appropriate for the audience; and voice is always audible and appropriately expressive; and pace flows and maintains interest.</p>
<p>Physical delivery achieves purpose. Posture, gestures, mannerisms, and eye contact are welcoming and promote audience interest.</p>	<p>Delivery detracts from the presentation and/or speaker appears uncomfortable.</p>	<p>Delivery makes the presentation understandable and speaker appears comfortable.</p>	<p>Delivery makes the presentation interesting and speaker appears confident.</p>
<p>Use of visual aids helps deliver information/ideas. Visual aids are professional, appropriate for the audience and content, effective, and promote audience interest.</p>	<p>Visual aids are sometimes irrelevant and/or fail to convey information which improves understanding of the content.</p>	<p>Visual aids are relevant and convey information which improves understanding of the content.</p>	<p>Visual aids are relevant, clear, and generate interest and understanding of the content.</p>
<p>Logical organization of ideas/content. Introduction, methodology, results, and conclusion sections are ordered properly and flow naturally with transitions. Presenters should stay within time window.</p>	<p>Organizational sequence is not clear, the presentation feels disjointed, or the presentation was outside time window.</p>	<p>Organizational sequence is clear with only minor transitional problems, and the presentation was within the time window.</p>	<p>Organizational sequence is clear and creates a cohesive presentation, and the presentation was within the time window.</p>
<p>Content and ideas are developed.</p>	<p>Information is insufficient to support the ideas presented.</p>	<p>Information is generally sufficient to support the ideas presented.</p>	<p>Information supports the ideas presented and lends credibility to conclusions.</p>
<p>Central message is conveyed.</p>	<p>No conclusions are presented.</p>	<p>Conclusions are presented, although the central message lacks focus or is not compelling.</p>	<p>Conclusions make a clear and compelling central message of the presentation.</p>