



Academic Language and Learning Success Program (ALLSP)

Introductory Academic Program

Semester 2, 2016

Academic Culture

Learning objectives:

Once you have completed this unit, you will be able to:

- Explain some meanings of ‘culture’
- Explain what is meant by ‘academic culture’
- Identify similarities and differences in ‘academic culture’ in various countries
- Identify some challenges students may face while studying in Australia
- Understand the meaning of plagiarism
- Identify examples of plagiarism
- Understand how to avoid plagiarism

What is culture?

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Thinking about our culture

Each culture has a set of beliefs, values, practices, rituals, language and artefacts that identifies and typifies that particular culture.

Each culture is dynamic, learned and transmitted.

How do we know what someone’s culture is?

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Identifying culture

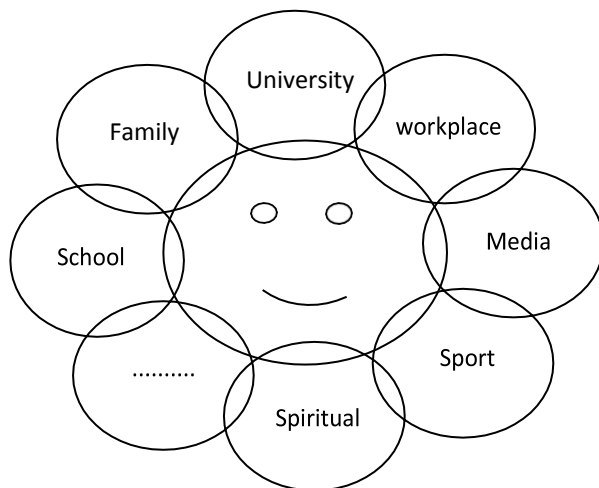
One way we can identify different cultures is the way people behave, in Australia for example, we usually greet people by their first name and say things like ‘How are you?’ Australians generally say ‘please’ and ‘thank you’ to be polite.

However, culture is not only about how people behave, when people share a culture, they also share *attitudes* and *values*. Most Australians for example, believe everyone should be treated similarly no matter where you are from or how old you are or what your job is. This is why they usually call people by their first name.

How does this differ from your own culture? (Discuss)

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.....

Which of these cultures has been most influential in shaping you as a learner?



Silburn (2008)

What is Academic Culture?

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Which of these belong to Academic Culture?

- Punctuality
- Asking questions
- Formal language
- Providing references
- Time management
- Critical thinking
- Arguing
- Getting together with classmates

Why is it important to understand Academic Culture?

1.
2.
3.
4.

What are the expectations, beliefs and values at Charles Darwin University?

1. You will have academic freedom
2. You will think critically
3. You will be allowed to make comments and ask questions
4. You will be allowed to disagree with a lecturer or author's opinion
5. You will be allowed to make an appointment to speak to lecturer about your studies
6. You will use referencing in your writing
7. You will be an independent learner
8. You will undertake life-long learning
9. You will learn and apply new knowledge
10. You will, through your learning, empower yourself and the community

Task:**Now reflect on your past experience.**

1. Write a comment in the middle column to describe your experience of academic culture.
2. After this write down how you think the academic culture will be different in Australia.

Expectations, beliefs and values	Your experience of academic culture	Academic culture in an Australian university
1. Academic freedom: Freedom to teach or communicate ideas or facts as part of your education without fear of repression, job loss or imprisonment.		
2. Critical thinking: The capacity to question, challenge and evaluate information.		
3. Making comments and asking questions in class and on Learnline discussion boards.		
4. Disagreeing with the lecturer's or author's opinion.		
5. Making appointments to talk to your lecturer or tutor about study related matters.		
6. Using referencing in academic writing (acknowledging and giving credit to another author's work).		
7. Independent learning (the ability to research, discover knowledge, develop new skills and fulfil your study commitments).		
8. Life-long learning is encouraged.		
9. Learning and applying new knowledge.		
10. Learning is considered to be empowering to the individual as well as the community.		

While at university in Australia, we expect you to be active learners.

Task: What is an active Learner?

Active learners...	Passive learners...
	Arrive on time with no preparation
	Learn by memorising (no real understanding)
	Do not question the lecturer or tutor – accept what they say is right
	Focus on detail
	Copy parts of a textbook and rewrite them in essays
	Sit quietly and think about other things in tutorials
	Never talk about your subjects
	Copy all information from the PowerPoint

So remember to be an active learner you need to

1. Be prepared for different teaching and learning environments
 - a. Lectures, tutorials and working independently
2. Take responsibility for your own learning
3. Acknowledge all sources
4. Communicate with other students
5. Use all the resources available to you
6. _____
7. _____
8. _____

Task

1. Read the following scenario and identify possible challenges the student may have making the transition to academic culture at an Australian university.
2. What do you think the student can do to become familiar with and be active in Australian academic culture?

Scenario:

Ric, aged 25, has just arrived in Australia to study and has been here 2 months. In his home country, students listened quietly in class and are expected to absorb and memorise the knowledge taught by the lecturer, hence, Ric has great memory and recall skills. Students who questioned the teacher and/or literature were considered disrespectful. There are very few computers available to students and internet connections are very rare. Ric has worked part-time for many years and has good time management skills.

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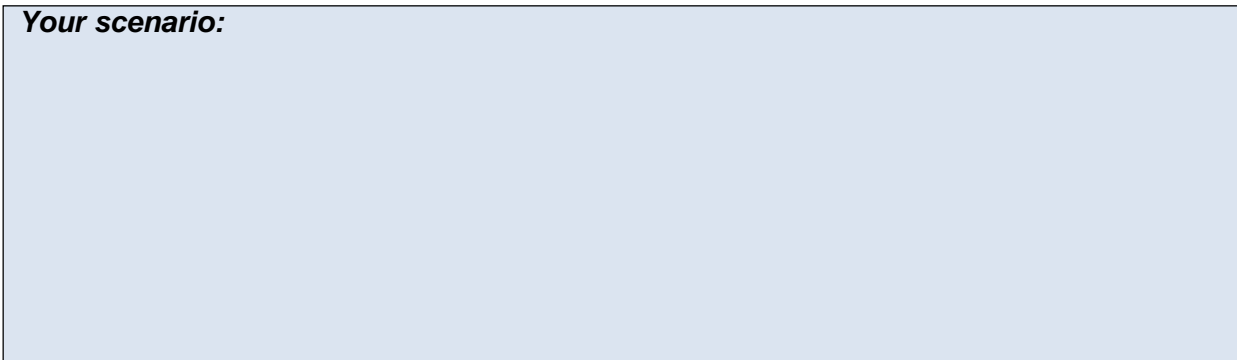
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Task

1. Write a brief description of your situation and the challenges that you may experience.
2. Then identify ways that you can overcome these challenges.

Your scenario:



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Adapted from: Silburn, J. (2008). *University Culture*. Perth. WA: Murdoch University, Teaching and Learning Centre.

Plagiarism

What do you understand by plagiarism?

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.....

Read the following situations and decide which could be plagiarism.

	Situation	Yes/no
1.	Copying a paragraph, changing a few words and giving a reference.	
2.	Copying and pasting a short text from a website with no references.	
3.	Taking a paragraph from another student's essay without references.	
4.	Taking a graph from a textbook, and giving the source.	
5.	Taking quotations from a source, giving a citation but not using quotation marks.	
6.	Using an idea that you think of as general knowledge, for example, the timing of The Great Depression in Australia was determined by the collapse of the New York Stock Exchange, without references.	
7.	Using a paragraph you wrote and had marked the previous semester, without referencing.	
8.	Using results from your own research; for example, from a survey, without references.	
9.	Discussing an essay topic with a group of classmates and using some of their ideas as your own work.	
10.	Referencing some information but spelling the author's name incorrectly.	

Adapted from :

Bailey, S. (2011). *Academic writing for International studies of business*. Oxon: Routledge

What does plagiarism involve?

1.
2.
3.
4.
5.

Failure to credit the sources

- Using an author's work, published or unpublished without acknowledgment
- Paraphrasing or summarising without acknowledging the source
- Using parts of other people's work and putting it together as a whole
- Submitting part or all of a previous piece of work for a separate subject for marks without acknowledgement
- Quoting incorrectly or without acknowledgement

Presenting the work of others as your own

- Using online material and passing it off as your own
- Using past papers and passing them off as your own
- Getting other people to write papers for you (for example, professional writers)
- Relying too much on other people's material for example, using long quotations or many quotations, even if you reference correctly

Collusion

- Working together on assignments and then each person submits as their own (this does not apply to authorised group work)
- Taking someone else's academic work and copying it
- Offering to do an assignment for someone else

Inaccurate referencing

- Reference according to your discipline
- Do not reference anything that you have not consulted
- If you use a secondary source, make it clear
- Spelling the sources name incorrectly

Why does it matter?

1.
2.
3.
4.
5.

How you avoid plagiarism?

- Reference all your sources
- Use the correct format of referencing
- Use quotation marks or block quotes for all direct quotes
- When using direct quotes integrate them into your writing
- When paraphrasing DO NOT only change a few words, re-write and reference
- Rather summarise the work, and reference

Which of these will you reference?	Yes	No
Direct quotations		
Paraphrases		
Summaries		
Tables, figures, graphs diagrams and images obtained anywhere		
Information from lectures and personal communication		
Results from your own survey		
General knowledge		

Paraphrasing, Summarising and Quoting

Learning objectives

- Define paraphrasing, summarising and quoting
- Identify differences in the three writing techniques
- Demonstrate use of the three writing techniques
- Apply referencing techniques to the three writing techniques

Task 1: Discuss in your group:

- Why do you quote?
- Why do you paraphrase?
- Why do you summarise?
- What are the differences?
- Which do you think is the most challenging? Why?

Paraphrasing, summarising and quoting

At university you will be required to use the ideas, writings and discoveries of experts in your field. These need to be incorporated into your writing to strengthen your arguments by supporting your ideas and opinions. Paraphrasing, summarising and quoting are different ways of including the work of others into your writing.

Paraphrasing, summarising and quoting correctly will help you avoid plagiarism. Plagiarism is committed when you wrongly use someone else's words or ideas and is a serious offence. Plagiarism is not only omitting a reference; it is also using information that is too similar to the original. Therefore, by learning to incorporate correct paraphrases, quotes and summaries in your writing you can avoid plagiarism.

Differences

Paraphrasing	Summarising	Quotations
Is not an exact copy of the original	Is not an exact copy of the original	Is an exact copy of the original
Involves re-writing the original into your own words	Uses the main ideas of the original, in your own words	Short extract from original
Keep original meaning, but change the words and sentence structure	Usually shorter than original text. Gives the main ideas	Use quotation marks unless over 30 words, then use a block quote
Must be referenced	Must be referenced	Must be referenced with page numbers

Paraphrasing

Paraphrasing is rewriting information in your own words without changing the meaning (Oshima & Hogue, 2006). In other words, rephrasing original written words in your own way to express original ideas you have read or heard (Rolls & Wignell, 2013). The rewritten text is usually almost the same length as the original but the words and sentence structures need to be changed significantly.

The purpose of writing a paraphrase is to be able to use supporting material in your writing.

Although the ideas are re-worded, all paraphrases still require a reference as you are still using ideas from a source.

Key to writing a good paraphrase:

- Change the structure of the sentence/paragraph
- Change the words
- Do not change the meaning

Steps to writing a good paraphrase:

- Read the original passage a few times until you understand it
- Look up the meaning of unfamiliar words and find synonyms for them (do not change technical words)
- Make notes – write a few words for each idea
- Write the paraphrase from your notes – do not look at original while writing
- Check paraphrase against original to ensure it is not too similar to the original
- Check that the meaning is the same

- Add an in-text citation at the end

Task 2:

Step 1 Read the text below

Step 2 Decide which paraphrase is the best and give a reason.

The causes of the industrial revolution

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanization of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

- a. A focus in demand may help explain the UK origin of the industrial revolution. At that time, workers' pay was high, but energy from coal was inexpensive. This encouraged the development of inventions such as steam power, which enabled bosses to save money by mechanizing production (Allen 2009).
- b. The reason why Britain was the birthplace of the industrial revolution can be understood by analysing the demand in the early 1700s, according to Allen (2009). He maintains that, uniquely, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.
- c. Allen (2009) claims that the clearest explanation for the UK location of the industrial revolution is seen by examining demand factors. By the eighteenth century cheap energy and high wages were both aspects of the British economy. As a result, the mechanization of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal.

a	
b	
c	

Adapted from: Bailey, S. (2011). *Academic writing for International studies of business*. Oxon: Routledge

Summarising

A summary is a concise record of the main points of a text presented in your own words. A summary is usually a lot shorter than the original text, unlike a paraphrase which is normally similar in length. Summarising the content lends your own voice to your work and best enables you to formulate a clear argument within the given word count.

Key to writing a good summary:

- Use your own words and own sentence structure
- Include only main points and main supporting points
- Do not change the original meaning

Steps to writing a good summary:

- Read the original passage a few times to ensure you understand it
- Look up the meaning of words you are unsure of
- Decide what the important ideas are
- Write down a few words for each idea
- Write the summary from your notes – do not look at the original while writing
- Check your summary against original to ensure you have not altered the meaning
- Add an in-text citation at the end of the summary

Tips on summarising:

- Write a topic sentence outlining the main idea of the paragraph
- Read the introduction and conclusion of chapters or articles to get an overview of the content
- Synthesise the summary into your writing
- Always add an in-text reference or citation

Task 3:

- Step 1.** Read the following paragraph.
- Step 2.** Compare the paragraphs which borrow ideas from the original.
- Step 3.** Decide which one is an acceptable summary
- Step 4.** Which are acceptable or not acceptable?

**Agro-forestry
livelihood systems**

Our predicted results for Myanmar should this theoretically reveal that road, transportation and communication factors (sphere 8) are critically important to sustainable development. Indeed, the awareness-building, conservation, and poverty eradication projects conducted by the dry Zone Greening Department (DZGD) in the Bagan area have emphasised rural transportation, which is not accessible in Rakhine State, as an asset for sustainable development. Additionally, environmental services are predicted to depend critically upon land ownership and access patterns (sphere 11). Since nature is generally a common pool resource, the more those resources are held in common, the sooner degradation will occur. Although individual villagers may wish to protect the environment, they also have to extract and use part of the resources for the economic activities necessary to survival. The poor depend disproportionately upon nature for food (sphere 12) and income (sphere 13), while the consumption patterns (sphere 9) of the rich may disproportionately destroy that environment.

Extract from:

Calkins, P & Thant, P.P (2011). Sustainable agro-forestry in Myanmar: from intentions to behavior. *Environmental, Development and Sustainability*, 13(2), 439-461. doi:10.1007/s10668-010-9270-8

	Paragraph	Y/N
A	<p>Our anticipated results for Myanmar should this theoretically reveal that road, transportation and communication factors (sphere 8) are critically vital to sustainable development. Indeed, the awareness-building, conservation, and poverty eradication projects conducted by the Dry Zone Greening Department (DZGD) in the Bagan space have shown rural transportation, which is not available in Rakhine State, as an asset for sustainable development. Additionally, environmental services are predicted to depend critically upon land ownership and access patterns (sphere 11). Since nature is generally a common pool resource, the more those resources are held in common, the sooner deprivation will occur. Although individual villagers may wish to protect the environment, they also have to extract and use part of the resources for the economic activities necessary to survival. The poor depend unreasonable upon nature for food (sphere 12) and income (sphere 13), while the consumption patterns (sphere 9) of the rich may disproportionately destroy that environment (Calkin & Thant, 2011).</p>	
B	<p>As explained Calkin and Thant (2011), ensuring adequate transport and communication infrastructure is important to ensure that Myanmar can continue to improve. Through major projects, some of these issues like road building have been identified specifically in areas like the Rhakine state are imperative for growth. Another identified environmental service area is the ownership of land and the access thereto. When areas are used for common use, there is a chance that the environment will face further destruction. Although villagers may wish to protect the environment, they are still heavily reliant on it for food and income whereas the rich may destroy it for profit.</p>	
C	<p>Transport and communication infrastructure needs to be developed to ensure the sustainable growth in areas like Rhakine province. One consideration is the use of land and the community who are dependent on it, for example the poorer section of the population may rely cause degradation for survival; however the rich may destroy for profit.</p>	
D	<p>Environmental degradation has intensified pressure on Myanmar' forest, however; the awareness-building, conservation, and poverty eradication projects conducted by the Dry Zone Greening Department (DZGD) in the Bagan space have shown rural transportation, which is not available in Rakhine State, as an asset for sustainable development. Additionally, environmental services are predicted to depend critically upon land ownership and access patterns (sphere 11). Since nature is generally a common pool resource, the more those resources are held in common, the sooner deprivation will occur (Calkin & Thant, 2011, p. 445).</p>	

Quoting

A quote is an exact copy of spoken or written information. When using quotes you need to have a valid reason to do so as quotes need to be used sparingly and should support your own work, not be the bulk of your work. Use direct quotes when writing a definition, a theory or law, a specific expression or when the writer has used a powerful or very effective statement that would lose impact if re-written. Direct quotes show another person's original thoughts, words ideas etc.

Key to using quotes in your writing:

- Use direct quotes selectively
- For short quotes use quotation marks ‘ ’ or “ ” at the beginning and end of copied text
- For longer quotes of over 30 words use a block quote
- Reference with appropriate author, year and page numbers
- Integrate quotes into your writing

Short quotes:

If you include the author's last name in your sentence, write the date and relevant page number in brackets immediately after:

According Dasgupta (2001, p. 212), ‘in poor countries, trust is a moral, rather than public, good based on mutual participation.’

Alternatively, you can write the author's last name, date of publication and page number in brackets immediately after the quote.

‘[I]n poor countries, trust is a moral, rather than public, good based on mutual participation’

Dasgupta (2001, p.212).

Block quotes:

When the words you want to use are longer (more than 40 words), begin with your own words, leave a line space above and below the text, and indent in from the left margin. You do not need to enclose the quote in quotation marks as it is identifiable as a separate section.

Dagupta (2012) suggests that with respect to agro-forestry livelihood systems in Myanmar,

found that the nexus between poverty(sphere 13) and the environment (sphere 9) differs substantially among Cambodia, Lao, P.D.R., and Vietnam. That nexus is defined as spatial patterns where concentrations of poor households coincide with behaviors leading to deforestation, fragile soils, indoor and outdoor air pollution, and contaminated water. (p. 186)

Extract from: Calkins, P & Thant, P.P (2011). Sustainable agro-forestry in Myanmar: from intentions to behavior. *Environmental, Development and Sustainability*, 13(2), 439-461. doi:10.1007/s10668-010-9270-8

Integrating paraphrases, summaries and quotes in to your writing

One way to integrate paraphrases, summaries and quotes into your writing is to use reporting verbs.

Try to avoid the common verbs and add variety to your writing.

Some examples:

verb	alternative
show	demonstrate, establish
persuade	assure, convince, satisfy
argue	reason, discuss, debate, consider
propose	advance, propound, suggest
advise	suggest, recommend, advocate, exhort, encourage, urge
believe	hold, profess (the view that...)
emphasise	accentuate, stress, underscore
support	uphold, advocate
state	express, comment, remark, declare, articulate, describe, instruct, inform, report
examine	analyse, discuss, explore, investigate, scrutinise
evaluate	appraise, assess
hypothesise	speculate, postulate
claim	allege, assert, affirm, contend, maintain
disagree	dispute, refute, contradict, object, dissent
reject	refute, repudiate, remonstrate (against), discard, dismiss, disclaim

Task 4:

Step 1: Read the given text a few times to ensure you understand it

Step 2: Write a paraphrase of paragraph 1 and 2

Step 3: Write a summary of the whole article

Step 4: Write a paragraph using summaries from the article and integrate a quote.

Flooding Spurs Disaster Zones in Myanmar

YANGON, Myanmar -- Myanmar's president on Friday declared four rural regions to be disaster zones, as floods and landslides continued to cause severe damage and the government faced criticism for its slow response to the emergency.

President Thein Sein said the disaster zones covered the states of Chin and Rakhine, and the Sagaing and Magway regions in western and central Myanmar.

The United Nations Office for the Coordination of Humanitarian Affairs said that as of Friday, at least 21 people had been killed and as many as 110,000 had been severely affected by several weeks of flooding. Local media outlets reported on Saturday that the death toll was rising in the affected areas, including Rakhine State. Heavy rains were expected to continue across the country.

Myanmar's government has been criticized for what many say has been a slow and inadequate response, as well as a failure to learn from previous disasters. In 2008, the military government in power at the time was ill prepared to deal with the damage caused by a cyclone that hit the country, killing as many as 140,000 people in the Irrawaddy Delta region. Relief efforts were slow, and the government blocked international organizations from providing aid.

"Following the Cyclone Nargis disaster, Myanmar authorities formed a task force to respond to natural disasters in the future," said U Win Myo Thu, director of EcoDev, an environmental organization in Myanmar. "But the current flooding disaster shows us the task force is not working."

Mr. Win Myo Thu said that "heavy rain, mismanagement of irrigation projects and dramatic deforestation" were the main causes of the current flooding in Myanmar. He added that over the past two decades the country's leaders had initiated several dam projects "without proper management and research" and had mismanaged logging operations.

Myanmar's population has learned not to rely on the government during emergencies; shortly after the flooding began, civic groups began collecting money and supplies for flood victims.

Moe, Wai. "Flooding Spurs Disaster Zones in Myanmar." *New York Times* 2 Aug. 2015: A9(L). *Academic OneFile*. Web. 22 Sept. 2016.

URL <http://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=ntu&v=2.1&id=GALE%7CA423871069&it=r&asid=888985a307ac1e1b54227726f97e2a4a>

Giving Effective Oral Presentations

Aim

To cover the basic principles of delivering good oral presentations, including the

- research,
- planning,
- practice stages,
- structure and
- slide design.

Oral presentations in academic and professional life

Presenting formal oral presentations to an unfamiliar audience can seem daunting and many people get anxious when asked to deliver one. Like any 'text', these have certain conventions you are expected to comply with:

- there is a beginning, middle and end.
- you need to consider your audience and the purpose of your communication, as well as the most effective way of 'reaching' your audience to get your message across.
- you use spoken, written, visual and other non-verbal channels such as gestures and/or tone of voice for example.

A good place to start is to examine some examples or models.

Think of a presentation you delivered or attended. Do you remember a particularly effective one? What was it and why do you think it was it so effective?

Task 1

Read through the statements below and tick the most appropriate boxes that apply to you.

- 4 = *I feel very confident about this*
 3 = *I feel confident about this*
 2 = *I feel quite confident about this*
 1 = *I don't feel very confident about this*

	4	3	2	1
I know how oral presentations are typically structured.				
I know the techniques to make a presentation memorable.				
I know some alternative ways of opening an oral presentation.				
I know different ways of introducing my main theme and then my sub-themes.				
I know how to use positive body language in a presentation.				
I know the key features of designing visual aids.				
I know how to answer questions after an oral presentation				
I know how to close an oral presentation.				
I know some techniques that can help me to control my nerves.				

So where to begin?

1. Research

The best way to avoid stress is to be thoroughly prepared. If you know your topic very well, you are more able to think quickly and evenly while you are speaking.

2. Plan

What is your purpose? Is there a question you must answer or are you selecting your own topic and focus? Think about your AUDIENCE. What does your audience know about this subject? What will they be interested to hear?

Write a list of main points. Put them in logical order. Think of your presentation in three parts: a beginning, middle and an end.

3. Practise

Practise your presentation. Say it aloud.

Do not read it – maybe use prompt cards with dot points.

Be aware of body language. Think about

- the way you look (don't distract the audience with loud jewellery or by fiddling)
- your posture (it's easier to relax and breathe normally when standing tall)
- making eye contact with people in the audience.

Make sure you observe the time limit, and smile!.

The presentation structure.

“tell people what you're going to tell them, tell them, and tell them what you told them”

Beginning – Introduction

“tell people what you're going to tell them...”

- Opening statement (can you put it in one sentence?)
- Explain how you have structured the material and the issues you will discuss.

Middle – the body of the talk

... tell them ...

- Give the main points or arguments. Make any sub-points clear.
- Develop the points and where possible break up the information with visuals, questions etc
- Emphasise important points.

End – conclusion

... and tell them what you told them”

- give a clear summary of the main points and a statement of your final position.

You will be familiar with this structure as we use it for essays and reports. You may also be familiar with some of the ways we can communicate our main points to support our argument, and how we can guide our 'reader' (or audience) with signals such as sequence words. We also use linking words,

phrases and sentences to give flow and cohesion to our writing. We can also do this in oral presentations. Some of these **signals** are:

- Firstly it is necessary to....
- One example is....
- Some exceptions may include...
- In summary,

Using Microsoft PowerPoint to create slides, notes and outlines

This application allows us to create individual slides using slide templates suited to title slides, tables, text and graphics and many other items. We can create a slideshow presentation file and utilise the 'add notes' feature to assist us by including instructions for ourselves or with the activities and/or questions we intend to use to round out our presentation and elaborate on our minimalist slide content. Thinking about the 'extras' can help to make the presentation more interactive and interesting for our audience. You will develop the confidence to create quality presentations as you build your experience.

You may wish to provide handouts to your audience. MS Powerpoint offers you some different options, these are best seen by clicking File > Print Preview

Page Setup > Print What: open the drop-down list to see options such as slides, handouts (from one to 9 slides per page), notes pages and outline view.

☑ **Slides** – this uses a page per slide, an expensive option for trees;

☑ **Handouts** - check how clearly readers will be able to read slide content before deciding how many slides to include on each page. Also consider paper usage! These provide some lines for people to make notes on next to each slide;

☑ **Notes page** – this displays the slide with the notes you have added in your file – a useful guide for you to follow;

☑ **Outline view** – this displays an outline view of slide titles and main dot points for the entire presentation which can also be useful as a handout or as an overview directory for presenters

Getting an Audience to Remember Your Presentation

(adapted and abbreviated version of Art Markman's article)

Just because your presentation is confidently and articulately delivered, doesn't mean it will be remembered. So how can you present so that your audience can recall it later?

Art Markman (PhD Psych) employs years of research on *explicit* memory and highlights the following three factors:

1. Follow the right sequence. First, there is a broad *serial position effect*. The first thing presented in a sequence is best remembered. Information presented toward the end of a talk is also reasonably well remembered (though not as well as what you presented at the beginning). The middle of a talk is least well remembered. That means that you need to get the most important thing you want to tell people out right away.

One advantage of the often-used strategy, "tell people what you're going to tell them, tell them, and tell them what you told them" is that you provide an overview of the key points of the presentation in the two positions in which the audience is most likely to remember them. Unfortunately, many speakers open their talk with an anecdote that is engaging, but only tangentially relevant to the topic of the presentation. The audience may easily recall this anecdote later, but it won't help them to learn what they really needed to know.

2. Draw connections. Connections among elements in memory matter. The things you pull out of memory are *chunks* of information. The analogy I use for this in my book, *Smart Thinking*, is a bowl of peanuts. If you take peanuts out one at a time, you get three peanuts when you reach into the bowl three times. But, if you pour caramel over the peanuts, then when you pull one out, you get a whole cluster. After you draw from the bowl three times, you may have gotten almost all of the peanuts out. Memory functions similarly. Making connections among the key points in your talk helps pour caramel over the peanuts in memory and increases the amount that people remember from what you present.

3. Make the audience work. It requires effort to get information into explicit memory. The more deeply that your audience thinks about the points you make, the more likely they are to remember what you told them later. Paradoxically, if your presentation is too polished, you may reduce the amount of work that your audience has to do to understand what you are telling them, which may inadvertently make the content of your talk less memorable. Think of this as the TED-talk paradox. My experience is that colleagues will remember that they saw a particular TED talk without remembering any of the content of that talk later, because the talks are so fluently delivered.

Task: Practice assessing presentations

Oral presentation Models for Assessment

Models of presentations to be critiqued according to criteria on assessment sheet attached:

Samples taken from Research Tuesdays: University of Adelaide

1. In the following youtube clip, critique only the 'Presenter' criteria aspect of speaker (while this is only an introduction to the main speaker, it is still an oral presentation)

Why it's impossible to predict an earthquake

<https://www.youtube.com/watch?v=IsLq6ikV2P0&list=PLrj2iJKdUdbwQleoFrMCh-Hw1tXUQboHi&index=15>

2. Critique the introduction (part of content criteria) in the following (first speaker)

The volatile future of Australia's water

<https://www.youtube.com/watch?v=ExszdpPEIXc&index=8&list=PLrj2iJKdUdbwQleoFrMCh-Hw1tXUQboHi>

3. Assess the use of PowerPoint used in this presentation

Emergency Action Plans vs. Emergency Response Plans

<https://www.youtube.com/watch?v=ObQotdsjzFQ>

4. Consider use of voice in this presentation

TED.COM talks

Consider the HOOK in these talks.

Our refugee system is failing. Here's how we can fix it

https://www.ted.com/talks/alexander_betts_our_refugee_system_is_failing_here_s_how_we_can_fix_it

The next outbreak? We're not ready

https://www.ted.com/talks/bill_gates_the_next_disaster_we_re_not_ready

Student's Oral Presentation Task

This will be presented to your three ALLSP lecturers on Wednesday as the final session of this Introductory Program.

Oral presentation Assessment Item



Description/Focus:	Presentation: Disaster management in Myanmar
Due date:	15 th June 2016
PRESENTATION	Prepare a PowerPoint presentation of no more than 10 slides for a 10 minute talk and a 5 minute Q & A session after each presentation.
Task:	Choose one particular area of your research in relation to Myanmar and disaster management, and critically reflect on the way this aspect has developed or changed your thinking. Prepare a PowerPoint presentation that will be delivered to an audience of peers and lecturers.
Learning outcomes:	Upon completion of Introductory Academic Program, students will be able to: <ol style="list-style-type: none"> 1. Produce an effective PowerPoint presentation 2. Apply knowledge developed to communicate ideas 3. Demonstrate skills acquired through Q & A session 4. Apply critical thinking 5. Reflect on learning 6. Demonstrate use of structure 7. Synthesise knowledge into verbal presentation

Aims: There are several aims of this assessment, first, it gives the student the opportunity to demonstrate their learning and express themselves through public speaking. Secondly, students will gain confidence in their own ability to speak in front of a group. Thirdly, students will be able to demonstrate critical thinking and finally, students will demonstrate application of all skills acquired throughout the AIP while focusing on critical reflection which is an essential part of learning.

Prepare an oral presentation in which you address a mixed audience (academic and public interested in Myanmar) in the Northern Territory. You want to inform them of the importance of your research in relation to Myanmar and disaster management. You have 10 minutes in which to do this. Use a maximum of 10 slides to illustrate your talk.

Assessment criteria:	Students will be assessed on both the preparation/planning of their presentation, the content and quality, as well as ability to answer questions during question time and ask other students.
Planning & Preparation	prepared on time
Organisation	topic and purpose background purpose outline
Content	main points sufficient information in the body logical flow relevant content coherent references
Conclusion	summary link to purpose final message
Questions	questions answered audience addressed questions ask in other presentations
Delivery	speech clear and audible engaging and enthusiastic eye contact time limit PowerPoint well designed

□

For this task, you should follow the Tip Sheet your lecturer gives you: Sample notes on how to give a presentation.

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