

<b>Use of graphic material</b>	
Effective use of figures, tables and other illustrative material	Illustrative material little used or not used when needed
Illustrations effectively presented and correctly cited	Illustrations poorly presented or incorrectly cited
<b>Poster appearance</b>	
Poster carefully produced	Sloppy presentation
All text legible from 1.5 metres	Much text illegible from 1.5 metres
Material presented is well organised	Poor organisation of material
<b>Sources/referencing</b>	
Adequate consultation of sources	Inadequate consultation of sources
Adequate acknowledgement of sources	Inadequate acknowledgement of sources
Correct and consistent in-text referencing style	Incorrect or inconsistent in-text referencing style
Reference list correctly presented	Errors and inconsistencies in reference list
<b>Assessor's comments</b>	

## Preparing and delivering a talk

*All the great speakers were bad speakers at first*  
(Emerson in Mohan, McGregor & Strano 1992, p. 331).

*It is not okay to be boring.*

Although talking comes naturally to most of us, public speaking remains one of the most frightening things many people can imagine. While it may be difficult to overcome this fear, some understanding of the mechanics of an effective talk, plus a little practice, will help. After a background discussion, this chapter is subdivided into three main parts: the first section deals with the vital matter of preparing for the talk; the second with delivery; and the third with coping with post-talk questions. As with other parts of this book you will find an appropriate assessment schedule at the end of the chapter.

### Why Talk?

Believe it or not, lecturers do appreciate the fact that public speaking is one of the greatest fears of most people. While some lecturers themselves have grown accustomed to speaking before a large audience, many still feel some trepidation about speaking to an unknown class, a professional gathering, a community meeting or even a wedding party. They do understand the sleepless nights, sweaty palms, pounding heart, cotton mouth, and jelly-legs which sometimes precede a talk. So, when you are asked by your lecturer to give a prepared talk in class, it is unlikely that the assignment has been set lightly. Lecturers usually have two fundamental objectives in mind when they ask you to give a talk in your geography or environmental studies class.

First and foremost, preparing for and delivering a talk encourages you to organise your ideas, to construct logical arguments, and to otherwise fulfil the objectives of a university education (for a discussion, see Jenkins & Pepper 1988, p. 69).

Second, your lecturers also have vocational objectives in mind. In many of the jobs in which university-educated geographers, environmental managers, and social scientists find themselves employed (town planning, conservation agencies, professional lobbying), there is an occupationally-related need to make public presentations. Indeed, Patton (1990, p. 428) observes that:

...final [written] reports frequently have less impact than the direct, face-to-face interactions I have with primary evaluation users to provide them with feedback about evaluation findings and to share with them the nature of the data. Making oral briefings is...increasingly important...

The ability to communicate has been acknowledged by business and educational leaders to be a central objective of university education. Oral and written communication skills have been identified as having great vocational importance. Indeed, recent studies in Australia and overseas reveal oral and written communication skills to be among the most important abilities a university graduate can have (for examples see Hay 1994a), while a number of international surveys indicate that they are among those most poorly developed by university graduates. One way you might distinguish yourself from other people searching for a job is through your skills in public speaking. The opportunities to demonstrate that skill may become increasingly common. For example, a requirement for many job interviews in the United States, Canada, and Australia is that short-listed candidates give oral presentations to their prospective colleagues and employers.

In short, then, the ability to communicate orally is an important skill sought by employers in Australia and overseas. Graduates who can demonstrate competence in this form of communication are likely to find themselves with an advantage over their less articulate colleagues in the competition for employment.

Although there are other reasons for learning to communicate orally, disciplinary and vocational agendas will usually underpin your lecturers' requests that you contribute to discussion in tutorials, and give impromptu talks, group presentations and more formal individual deliveries. You should regard each of these activities as an opportunity to develop a skill that will make you more effective in your field of study and may also help you to get a job.

## Some General Points on Talking

*Directive for lulling an audience to sleep*

*Wear a dark suit and conventional tie; turn down the lights; close the curtains; display a crowded slide and leave it in place; stand still, read your paper without looking up; read steadily with no marked changes in cadence; show no pictures, use grandiloquent words and long sentences.*

*(Booth 1993, p. 42)*

The following section of this book offers advice on preparing for, presenting, and concluding a successful public presentation. The advice given deals primarily with presenting an extemporaneous speech, the form of oral presentation most commonly used in formal and semi-formal professional settings. Extemporaneous speeches are prepared thoroughly beforehand, but the speaker performs as if talking spontaneously on the subject. Three other types of oral presentation exist: speeches that are read (reserved for very important occasions where slight errors will generate considerable criticism), speeches that are rehearsed and memorised, and impromptu speeches (Windschuttle & Elliott 1994, pp. 342–343).

The guidelines given are perhaps most appropriate for presentations lasting 20 minutes or more, but even for shorter talks the basic principles still apply: plan ahead and know your material.

These guidelines are offered to assist you in the preparation for, and delivery of, your first few public talks; they are not intended to be a prescription for perfection. It is expected that with experience you will develop your own style of presentation, a manner which may be very effective and yet transgress some of the guidelines offered here.

Practice will help you to develop your own style, but you may also want to keep a critical eye on your lecturers and other people giving talks that you attend. Pay close attention to the form and manner of their delivery. Try to pick out the devices, techniques and mannerisms you believe add to or detract from a presentation. Apply what you learn in your own talks.

It is worth remembering, too, that if you have good material and you care about conveying your message to your audience, you have already gone a long way towards giving a good talk.

## Preparation

You cannot expect to talk competently off-the-cuff on any but the most familiar topics. Effective preparation is critical to any successful presentation. Preparation for a talk should begin some days (at least) in advance of the actual event and certainly not just the night before. Give yourself plenty of time to revise and rehearse. But before you can prepare your talk, several things must first be done.

### Establish the context and goals

- **Who is your audience?** Target the presentation to the audience's characteristics, needs and abilities. The ways in which a topic might be developed will be critically influenced by the background and expertise of your listeners (Eisenberg 1992, p. 333). Find out how big the audience will be as this may affect the style of presentation. For example, a large audience will make an interactive presentation somewhat difficult.
- **Where are you speaking?** If possible, visit the venue in which the talk is to be held. Room and layout characteristics can have an effect on the formality of the presentation, the speed of the talk, attentiveness of the audience, and the types of audio-visual aids that can be employed. Check, for example, to see if the talk is to be given in a large room, from a lectern, with a microphone, to an audience seated in rows ...
- **For how long will you speak?** Confirm how much of the time available is for the talk and how much is intended for audience questions. Avoid the embarrassment of being asked to conclude the talk before it is finished or of ending well short of the deadline.
- **Why are you speaking?** The style of presentation may differ depending on your purpose. Are you there to entertain, educate, or persuade?
- **Who else is speaking?** This may influence the audience's reaction to you (Eisenberg 1992, p. 332). It may also require that you take steps to avoid duplication of materials.
- **What is your subject?** Be sure that your subject matches the reason for the presentation. A mismatch may upset, bore, or alienate your audience. A clear sense of purpose will also allow you to focus your talk more clearly.
- **Do your research.** Keeping in mind the purpose of your talk, gather and interpret appropriate and accurate information. Make

a point of collecting anecdotes, cartoons, or up-to-date statistics, which might make your presentation more appealing, colourful, and convincing.

- **Eliminate the dross.** 'The more communication there is, the more difficult it will be for the communication to succeed.' (Goldhaber, in Mohan, McGregor & Strano 1992, p. 340). If you have already written a paper upon which your presentation is to be based, be aware that you will not be able to communicate everything you have written. Carefully select the main points and devote attention to the strategies by which those points can be communicated as clearly and effectively as possible. Courtenay (1992, p. 220) makes the following suggestions.
  - List all the things you know or have found out about your subject.
  - Eliminate all those items you think the audience might already know about.
  - Eliminate anything that is not important for your audience to know. Keep doing this until you are left with one or two new and dynamic points. These should not already be known to your audience and they should be interesting and useful to them. These points should form the basis of your presentation. Similarly, Stettner (1992, p. 226) makes a very good argument for organising a talk around no more than, and no fewer than, three main points.

### Organise the material for presentation

Most presentations seem to adopt one of the following five organisational frameworks:

- **chronological**—e.g. the history of geographic thought from the nineteenth century.
- **scale**—e.g. overview of national responses to desertification followed by a detailed examination of responses in a particular area.
- **spatial**—e.g. a description of Japan's trading relations with other countries of the Pacific.
- **causal**—e.g. implications of financial deregulation for the New Zealand insurance market.
- **order of importance**—e.g. ranked list of solutions to the problem of male homelessness in Perth.

- **Ensure that the framework used is appropriate.** Does the organisational framework help make the point of your presentation clear?
- **Give your talk a clear and relevant title.** An audience will be attracted to, and informed by, a good title. Be sure that your title says what the talk is about.

### Introduce, discuss, conclude

In most cases, and irrespective of which organisational framework is used, a talk will have an introduction, a discussion, and a conclusion. The introductory and concluding sections of oral presentations are of great importance. About twenty-five per cent of your presentation ought to be devoted to the beginning and end. The remainder of time is spent on the discussion.

*Ensure that the framework used is appropriate*

- **Make your conceptual framework clear.** This gives the audience a basis for understanding the ideas that follow. In short, let listeners know what you are going to tell them. To do this effectively:

- **state the topic**—‘Today I am going to talk about ...’ Do this in a way which will attract the audience’s attention.
- **state the aims or purpose**—Why is this talk being given? Why have you chosen this topic? For what reasons should the audience listen?
- **outline the scope of the talk**—Let the audience know something about the spatial, temporal, and intellectual boundaries of the presentation. For example, are you discussing Australian attitudes to the environment from a Koori perspective; or offering a geographer’s view of British financial services in the 1990s?
- **provide a plan of the discussion**—Let the audience know the steps through which you will lead them in your presentation and the relationship of each step to the others. It is useful to prepare a written plan for the audience (e.g. on an overhead transparency) which outlines your intended progression.

- **Capture the audience’s attention from the outset.** Do this with a rhetorical question, relevant and interesting quotes, amazing facts, an anecdote, startling statements ... Avoid jokes unless you have a real gift for humour.
- **Make the introduction clear and lively.** First impressions are very important.

### The Discussion

- **Provide the audience with reasons and evidence to support your views:** Limit discussion to a few main points. Lindsay (1984, p. 48) observes that a rule of broadcasting is that it takes about three minutes to put across each *new* idea. As discussed earlier, do not make the mistake of trying to cover too much material.
- **Present your argument logically, precisely, and in an orderly fashion:** Try producing a small diagram which summarises the main points you wish to discuss. Use this as a basis for constructing your talk.
- **Accompany points of argument with carefully chosen, colourful, and correct examples and analogies.** It is helpful to use examples built upon the experience of the audience at whom they are directed. Analogies and examples clarify unfamiliar ideas and bring your argument to life.
- **Connect the points of your discussion with the overall direction of the talk.** Remind the audience of the trajectory you are following by relating the points you make to the overall framework you outlined in the introduction. For example, ‘the third of the three points I have identified as explaining ...’
- **Restate important points.**
- **Personalise the presentation.** This can add authenticity, impact and occasional levity. For example, in discussing problems associated with administering a household questionnaire survey, you might recount an experience of being chased down dark suburban streets by a large, ferocious dog. Avoid overstepping the line between personalising and being self-centred by ensuring that the tales you tell help the audience understand your message.

### The Conclusion

- **Cue the conclusion.** Phrases like ‘To conclude ...’ or ‘In summary ...’ have a remarkable capacity to stimulate audience attention.
- **Bring ideas to fruition.** Restate the main points in words other than those used earlier in the discussion, develop some conclusions, and review implications.
- **Tie the conclusion neatly together with the introduction.** The introduction noted where the talk is going. The conclusion reminds the audience of the content and dramatically observes the arrival at the foreshadowed destination.
- **Make the conclusion emphatic.** Do not end with a whimper! A good conclusion is very important to an effective presentation,

reinforcing the main idea or motivating the audience (Eisenberg 1992, p. 340).

- **Terminate the presentation clearly.** Saying 'Thank you', for example, makes it clear to the audience that your talk is over. Try to avoid saying things like 'Well, that's the end.'

### Prepare text, notes, handouts and visual aids

- **Prepare well in advance.** Mark Twain is reported to have said 'It usually takes more than three weeks to prepare a good impromptu speech' (in Windschuttle & Elliott 1994, p. 341). Twain may have overstated the case a little, but it is fair to consider the talk as the tip of the iceberg and the preparation the much larger submerged section.
- **Prepare a talk, not a speech.** Avoid preparing a full text to be read aloud. A read-aloud presentation is often boring and lifeless. A talk needs to be kept simple and logical. Major points need to be re-stated.
- **Prepare personal memory prompts.** These might take the form of clearly legible notes, key words, phrases or diagrams to serve as your summary outline of the talk. Put prompts on cards, on the cardboard borders of overhead transparencies, or on note paper, ensuring that each page is numbered sequentially.
- **Revise your script.** Put your talk away overnight or for a few days after you think you have finished writing it. Come back to the script later asking yourself how the talk might be sharpened.
- **Consider preparing a written summary for the audience.** An oral presentation should be designed to present the *essence* of some body of material. You might imagine the talk to be like a trailer for a forthcoming movie. It presents highlights and captures your imagination. If members of the audience want to know more, they should come along to the full screening of the film (i.e. read the full paper). Depending on the circumstances, it may be helpful to prepare for distribution to the audience sufficient numbers of either a full copy of the paper on which a presentation is based or a written summary. In possession of such a document, the audience is better able to keep track of the presentation and you are freer to highlight the central ideas and findings instead of spending valuable time covering explanatory detail. It may be useful to include in your handout copies of tables and other diagrams you will use in the talk.
- **Prepare a limited number of useful visual aids.** Slide projections, models, blackboard sketches, overhead transparencies, video tapes, maps, and charts help to clarify ideas which the audience may have difficulty understanding; hold the audience's attention; and promote interaction with the audience. Do not prepare too many aids as they may defeat these purposes.
- **Make visual aids neat, concise, and simple.** Simple and clearly drawn overhead projections (OHPs) and other illustrations are more easily interpreted and recalled than are complex versions. Sloppily produced visual aids suggest a lack of care, knowledge, and interest.
- **Visual aids ought to be consistent in their style but should not be boring.**
- **Make no more than five or six points on an OHP.** Make each point in as few words as possible (say, about six words per point)
- **Do not include unnecessary text on OHPs.**
- **Produce large and boldly drawn visual aids.** Visuals that can be seen from about 20 metres should be adequate in most cases.
- **Information shown on OHPs should be typed** (or printed neatly). Type and then photocopy onto OHP acetate. The type size of the original document must be sufficiently large (or should be enlarged with a photocopier) to make easily read transparencies. If you write your OHPs, print the text. Do not write cursorily.
- **Use upper and lower case text.** This is much easier to read than block capitals.
- **Use line graphs, histograms, and pie charts.** These are usually more effective and easily understood than tables. However, tables can be useful if they are easy to read.
- **Avoid taking graphs or tables directly from a written paper.** These often contain more information and detail than can be comprehended readily. Redraw graphs and redesign tables to make the small number of points you wish to convey.
- **Use a limited range of colours on OHPs.** Up to three colours should be employed. Remember that some colours may evoke certain feelings which add to or detract from the case being argued.
- **Use dark colours on OHPs.** Avoid light colours such as yellow and orange. These cannot be seen clearly.
- **Ensure that all of your OHP will be displayed through the projector.** Leave some space around the margins of each sheet of acetate to avoid the problem of text overlapping the edge of the projector unit.

## Rehearse

- **Rehearse before friends or a video-recorder.** Rehearse until there is almost no need to consult prepared notes for guidance. The purpose of rehearsing is to ensure that you have all the points in the right order, not to commit the talk to memory (Dressel 1992, p. 223). In preparing for the talk, it is often useful to make a video recording of a trial presentation. Video cameras are not sensitive to your feelings in the way that an audience of friends and family might be.
- **Time rehearsals.** Match the time available for the talk with the amount of material for presentation. Spoken presentations consume much larger chunks of time than speakers imagine they possibly could. Indeed, most novice speakers are stunned to find out how much longer their presentation takes to deliver than they expected or felt had elapsed while they were talking. Budget for a few extra minutes to compensate for impromptu comments, technical problems, pauses to gather thoughts—or the breath-taking realisation that the audience is not following the tale!
- **Make full use of the visual aids to be used in the talk.** Employing several visual aids can consume time rapidly as you move from one medium, say the overhead projector, to another, say the blackboard. Pay careful attention to time in delivering multimedia presentations.

## Final points of preparation

- **Are you dressed for the occasion?** Although the audience's emphasis should be placed on the intellectual merits of your argument, be aware that your style of dress may affect some people's perceptions of the value of your talk. Dress appropriately.
- **Do the visual aids work and how do they work?** Be familiar with the function of any aid that will be used. Do not be so unprepared that you must exasperate your audience with stupid questions like: 'How do I switch this projector on?' You should have checked before your presentation.
- **Can the audience see you and your visual aids?** Before your talk, sit in a few strategically placed chairs around the room to check whether the audience will be able to see you and your visual aids. Consider where you will stand while talking and take care to avoid the problem of your silhouette obstructing the audience's view of OHPs and the blackboard.
- **Is everything else ready?** Are summaries ready for distribution? Are note cards in order ...?

- **Make absolutely clear in your mind the central message you wish to convey.** *This is critical to a good presentation.* If you do not have the message of your talk firmly established in your own mind, you are unlikely to be able to let anyone else know what it is.

## Delivery

Remember that people in your audience *want you to do well*. They want to listen to you giving a good talk and they will be supportive and grateful if you are well prepared, even if you do stumble in your presentation or blush and stammer. The guidelines outlined here are a target at which you can aim. No-one expects you to give a flawless presentation.

It will make your presentation more convincing and credible if you remember and act on the fact that the audience comprises *individuals*, each of whom is listening to you. You are not talking to some large, amorphous body. Imagine that you are telling your story to one or two people and not to a larger group. If you can allow yourself to perform this difficult task, you will find that voice inflection, facial expressions and other elements important to an effective delivery will fall into place.

- **Be confident and enthusiastic.** One of the most important keys to a successful presentation is your enthusiasm. You have a well-researched and well-prepared talk to deliver. Most audiences are friendly. All you have to do is tell a small group of interested people what you have to say. Try to instil confidence in your abilities and your message. Do not start by apologising for your presentation. If it is so bad, why are you giving it?
- **Talk naturally, using simple language and short sentences.** Try to relax, but be aware that the presentation is not a conversation in a public bar. Some degree of formality is expected.
- **Speak clearly.** Try not to mumble and hesitate. This may suggest to the audience that you do not know your material thoroughly. Clarity of speech may require that you slow your normal rapid delivery.
- **Project your voice.** Be sure that the most distant member of the audience can hear you clearly.
- **Engage your audience.** Vary your volume, tone of voice and pace of presentation. Involve the audience through use of the word 'you' e.g.—'You may wonder why we used ...' (Lindsay 1984, p. 55)
- **Make eye contact with your audience.** Although this may be rather intimidating, eye contact is very important. As they used to say in the movies, be sure you can see the whites of their eyes!

- **Face the entire audience.** Do not talk to walls, windows, floor, ceiling, blackboard or projector screen. It is the audience—the entire audience—with which you are concerned.
- **Pay attention to audience reaction.** If the audience does not seem to understand what you are saying, rephrase your point or clarify it with an example.
- **Direct your attention to the less attentive members of the audience.** Take care not to focus your presentation on those whose attention you already have.
- **Write key words and unusual words on the blackboard.**
- **Avoid writing or drawing on blackboards or overhead acetate for more than a few seconds at a time.** Long periods devoted to the production of diagrams may destroy any rapport you have developed with your audience.
- **Stop talking when a diagram/slide/map is first shown.** This is to allow the audience time to study the display.
- **Do not stand in front of completed diagrams.**
- **Be sure that overhead and other light projections are sufficiently high for all the audience to see.** As a rule of thumb, make sure the projection is screened higher than the heads of people in the front row of your audience.
- **When you have finished with an illustration, remove it.** The audience's attention will be directed back at you (where it belongs) and will not be distracted.
- **Switch off overhead projectors and other noisy machines when they are not being used.** If this is impossible, it may be necessary to speak more loudly than usual in order to compensate for the whirring of electric cooling fans.
- **Keep to your time limit.** Audiences do not like being delayed. Maintain an even pace throughout the presentation and do not rush at the end. Last minute haste may leave the audience with a poor impression of your talk.

### Coping With Questions

The post-presentation discussion which typically follows a talk allows the audience to ask questions and to offer points of criticism. During this time, a number of issues might be raised for discussion and comment (e.g. suggestions for better ways of obtaining and using data; critical comments on or praise for your approach to the topic; questions about bias).

- **Let the audience know whether you will accept questions in the course of the presentation or after the talk is completed.** Be aware that questions addressed during a presentation may disturb the flow of the talk, may upset any rapport developed with the audience, and may anticipate points addressed at some later stage within the presentation.
- **Stay at or near the rostrum throughout the question period.** Question-time is still a formal part of the presentation. Act accordingly.
- **Be in control of the question and answer period.** However, if there is a chairperson, moderation of question-time is their responsibility.
- **Address the entire audience, not just the person who asked the question.**
- **Recognise questions in order.** Take care to receive inquiries from everyone before returning to any member of the audience who has a second question.
- **Search the whole audience for questions.** Compensate for blind spots caused by building piles, the rostrum, and other barriers.
- **Always be succinct and polite in replies.** For two reasons courtesy should be extended even to those who appear to be attacking rather than honestly questioning. First, if the intent of the question has been misinterpreted—with an affront being seen where none was intended—embarrassment is avoided. Second, one of the best ways of defusing inappropriate criticism is through politeness. If, however, there is no doubt that someone is being hostile, keep your cool and, if possible, move closer to the critic. This reduction of distance is a powerful way of subduing argumentative members of an audience.
- **Repeat aloud those questions which are difficult to hear.** This ensures that you heard the question correctly. Repetition is also for the sake of the audience who may not have heard the question either.
- **Clarify the meaning of any questions you do not understand.**
- **Don't conclude an answer by asking the questioner if their query has been dealt with satisfactorily.** Argumentative questioners may take this opportunity to steal the limelight, thereby limiting the discussion time available to other members of the audience.
- **Deal with particularly complex questions or those requiring an unusually long answer after the presentation.** If possible, provide a brief answer when the question is first raised.
- **If you do not know the answer to a question, say so.** Do not try to bluff your way through a problem, as any errors and inaccuracies may call the content of the rest of the talk into question.

- **Difficult questions may be answered by making use of the abilities of the audience.** For example, an inquiry might require more knowledge in a particular field than you possess. Rather than admitting defeat, it is sometimes possible to seek out the known expertise of a specific member of the audience. This avoids personal embarrassment, ensures that the question is answered, and may endear you to that member of the audience whose advice was sought. It also lets other members of the audience know of additional expertise in the area.
- **Smile.** It is over!

### Assessment Schedule For a Talk

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Assessed by: \_\_\_\_\_

The following is an itemised rating scale of various aspects of a formal talk. Sections left blank are not relevant to the assessed assignment. Some aspects are more important than others, so there is no formula connecting the scatter of ticks with the final percentage for the assignment. A tick in the box left of centre means that the criterion has been met satisfactorily. A cross in the right-hand box indicates that improvement is possible. If you have any questions about the individual scales, final comments, final grade or any other aspects of this assignment, please see the assessor indicated above.

**First impressions**

- Speaker appeared confident and purposeful before starting to speak
- Speaker attracted audience's attention from the outset

✓	×

**Presentation structure**

*Introduction*

- Title/topic made clear
- Purpose of the presentation clear
- Organisational framework made known to audience
- Unusual terms defined adequately

✓	×

**Presentation structure**

*Body of presentation*

- Main points stated clearly
- Sufficient information and detail provided
- Appropriate and adequate use of examples/anecdotes
- Correspondence of presentation content to introductory framework
- Discussion flowed logically

✓	×



<b>Presentation structure</b>	
<i>Conclusion</i>	
Ending of presentation signalled adequately	<input checked="" type="checkbox"/>
Main points summarised adequately/ideas brought to fruition	<input type="checkbox"/>
Conclusion linked to opening	<input type="checkbox"/>
Final message clear and easy to remember	<input type="checkbox"/>
<b>Coping with questions</b>	
Whole audience searched for questions	<input checked="" type="checkbox"/>
Questions addressed in order	<input type="checkbox"/>
Questions handled adeptly	<input type="checkbox"/>
Full audience addressed with answers	<input type="checkbox"/>
Speaker maintained control of discussion	<input type="checkbox"/>
<b>Delivery</b>	
Speech clear and audible to entire audience	<input checked="" type="checkbox"/>
Impulsion (engagement and enthusiasm)	<input type="checkbox"/>
Presentation directed to all parts of audience	<input type="checkbox"/>
Eye contact with audience throughout presentation	<input type="checkbox"/>
Speaker kept to time limit	<input type="checkbox"/>
Good use of time without rushing at end	<input type="checkbox"/>
Pace neither too fast nor too slow	<input type="checkbox"/>

<b>Visual aids and handouts—if appropriate</b>	
Visual aids clearly visible to entire audience	<input checked="" type="checkbox"/>
Overhead and slide projectors etc. operated correctly	<input type="checkbox"/>
Speaker familiar with own visual aids (e.g. OHPs, blackboard diagrams)	<input type="checkbox"/>
Visual aids well prepared	<input type="checkbox"/>
Effective use made of handouts and/or visual aids	<input type="checkbox"/>
Handouts well prepared and useful	<input type="checkbox"/>
<b>General comments: was this an effective talk?</b>	