Making your good presentations even better

20.020 (S11)
Tuesday April 26th
Audience, Audience, Audience

According to Drew, your audience has 3 types

the nerds

the lost

the dozers

Your job: support all 3 kinds of listeners
Structuring your talk
Designing your slides
Speaking tips

But all these tips are useless if you don’t know what you want to say…
Structuring your talk
Designing your slides
Speaking tips

But all these tips are useless if you don’t know what you want to say…
The secret formula for all talks…

1. Tell what tell
2. Tell why tell
3. Tell
4. Tell what told
Structuring your talk
Designing your slides
Speaking tips
Structuring your talk

Designing your slides

Speaking tips
Audience, Audience, Audience

Your slides are for?....
helping you to remember what to say

1. Fourscore and twenty years ago
2. It was the best of times it was the worst of times
3. Call me Ishmael!
Your slides are for **your audience**

Title: conveys information

Body ≠ a written report!
Your slides are for your audience

Famous openings

The most famous opening lines are from diverse sources, including the Gettysburg Address, A Tale of Two Cities and Moby Dick.

Title tells “what” but not “so what”

Audience will read or listen, not both
Audience, Audience, Audience

Your slides are for your audience

Memorable openings come from a variety of sources

Don’t annoy your audience with small font!
Audience, Audience, Audience

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Memorable openings come from a variety of sources

Other annoyances:
- hard to read colors
- >1 idea/slide
- more data than possible to discuss
“When we understand that slide, we’ll have won the war,”
--- General McChrystal, April 2010
### Table 1. Genes that Show Daughter-Specific Expression

<table>
<thead>
<tr>
<th>Gene</th>
<th>Function</th>
<th>Loc</th>
<th>EG</th>
<th>SC</th>
<th>Env Stress Data Set</th>
<th>Deletion Data Set</th>
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</thead>
<tbody>
<tr>
<td>CTS1</td>
<td>Endochitinase</td>
<td>CW (E)</td>
<td>D</td>
<td>D</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>CST13</td>
<td>Stress Response?</td>
<td>Nuc (P)</td>
<td>D</td>
<td>D</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>SCW11</td>
<td>Glucanase?</td>
<td>CW (P)</td>
<td>D</td>
<td>D</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ERG13</td>
<td>Mating Response?</td>
<td>CW (E)</td>
<td>D</td>
<td>D</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>DSE1/YER124C</td>
<td>Signal Transduction?</td>
<td>Cyt (P)</td>
<td>D</td>
<td>D</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>DSE2/YHR143W</td>
<td>Glucanase?</td>
<td>CW (P)</td>
<td>D</td>
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<td>Yes</td>
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<tr>
<td>DSE3/YOR264W</td>
<td>Glucanase?</td>
<td>Nuc (P)</td>
<td>D</td>
<td>D</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>DES4/YNR067C</td>
<td>Unknown</td>
<td>CW (P)</td>
<td>D</td>
<td>D</td>
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<td>Yes</td>
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<tr>
<td>ASH1</td>
<td>Transcription Factor</td>
<td>Nuc (E)</td>
<td>M/D</td>
<td>D</td>
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<td>No</td>
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<tr>
<td>ECT2</td>
<td>Endochitinase</td>
<td>CW (E)</td>
<td>M/D</td>
<td>D</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gene</th>
<th>Protein Location</th>
<th>Log phase</th>
<th>Stationary phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS1</td>
<td>Cell wall</td>
<td>Daughter</td>
<td>Daughter</td>
</tr>
<tr>
<td>ASH1</td>
<td>Nucleus</td>
<td>Mother and Daughter</td>
<td>Daughter</td>
</tr>
<tr>
<td>DSE1</td>
<td>Cytoplasm</td>
<td>Daughter</td>
<td>Daughter</td>
</tr>
</tbody>
</table>

Cell (2001) 107:739
Structuring your talk
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Speaking tips

1. Speak to your audience

Who are they? What do they know? What do they want to know?
Structuring your talk
Designing your slides

Speaking tips

1. Speak to your audience
2. Remind them early and often
Structuring your talk

Designing your slides

→ Speaking tips

1. Speak to your audience
2. Remind them early and often
3. Show that you care

before: practice, check animations, make backup, anticipate questions

during: stand/converse/stop (early!)
Structuring your talk
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Speaking tips
Class policies

Students in 20.020 should:

1. Do great things
2. Do their best
3. Come to class with an open mind and some energy to engage with the challenges
4. Work collegially and constructively
5. Tell people who need to know if there is a problem
the end