Creating Effective Presentations

Robert C. Lowe M.D.
Boston Medical Center
Giving a talk is easy.
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- Pack information bullets onto slides
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- Read the information to the audience
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- The audience uses the hour to text friends, catch up on e-mail…
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• The talk is soon forgotten
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• You get out SAFELY
Giving a talk is easy.

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- Read the information to the audience
- The audience uses the hour to text friends, catch up on e-mail…
- It ends → polite applause
- The talk is soon forgotten
- You get out SAFELY
What Makes a Great Lecture?
Aristotle’s Three Principles
Aristotle’s Three Principles

1. Appeals to reason
2. Appeals to emotion
3. The character and personality of the speaker
The Dr. Fox Effect
The Dr. Fox Effect

Independent of content…

Engaging speakers → greater retention
What is the adult attention span?
What is the adult attention span?

10 minutes
Key Conceptual Points

• Relevance to audience
  – Why does it matter to them?
  – What can they DO with the info?
Key Conceptual Points

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  – Why does it matter to them?
  – What can they DO with the info

• Not “you + topic” → “audience + topic”
Key Conceptual Points

• Relevance to audience
  – Why does it matter to them?
  – What can they DO with the info

• Not “you + topic” \(\rightarrow\) “audience + topic”

• Set goals appropriate for the audience
Key Conceptual Points

• Concepts and examples > facts
Key Conceptual Points

• Concepts and examples > facts

• Tie to existing knowledge and push further
Key Conceptual Points

• Concepts and examples > facts

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• Stories and metaphors
Key Conceptual Points

- Concepts and examples > facts
- Tie to existing knowledge and push further
- Stories and metaphors
- Enthusiasm and emotion
Visual vs. Auditory Channels

- The visual channel processes images, including the written word, while the auditory channel processes speech, so if the words on the slides are being read, then no one hears what the speaker is saying, because the visual channel dominates and we read faster than someone can speak.
Visual vs. Auditory Channels
How do you make a good slide?
How do you make a good slide?

Title = a complete phrase that makes a point
How do you make a good slide?

Title = a **complete phrase** that makes a point

Rest of slide – an **image** that complements the title and what you are saying
How do you make a good slide?

Title = a **complete phrase** that makes a point

Rest of slide – an **image** that complements the title and what you are saying

Do **not** make them read what you are saying
Refractory Heartburn - EGD

- Differential diagnosis
  - Reflux esophagitis
  - Alkaline reflux esophagitis
  - Infectious esophagitis
  - Eosinophilic esophagitis
  - Crohn’s Disease
Perform endoscopy to look for an alternative diagnosis

- Differential diagnosis
  - Reflux esophagitis
  - Alkaline reflux esophagitis
  - Infectious esophagitis
  - Eosinophilic esophagitis
  - Crohn’s Disease
Perform endoscopy to look for an alternative diagnosis
Perinatal transmission of HCV is infrequent

Meta-analysis of 77 studies - 

Adjusted rate of transmission = 3 -7%
HIV/HCV coinfected - 19.4%

Cesarean section was not protective
Breast feeding - 10 studies show no increased transmission

Yeung, et al. Hepatology 2001,
Perinatal transmission of HCV is infrequent

Transmission = 3 -7%

HIV/HCV co-infected = 19.4%

Cesarean section not protective

Breast feeding – no transmission (10 studies)

What are the features of effective text slides?
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• 28-point type – at least!
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• 28-point type – at least!
• Max 6 lines with 6 words per line
What are the features of effective text slides?

• 28-point type – at least!
• Max 6 lines with 6 words per line
• Use one format
What are the features of effective text slides?

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• Max 6 lines with 6 words per line
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• AVOID CAPITAL LETTERS
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- Minimize animation
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- Sans serif vs. with serif
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More hints for making slides

- Distinguish title and text
- Left justify the text
- Spell check and review slides
- Background should be simple
- Aim for one slide per minute
More hints for making slides

• Distinguish title and text
• Left justify the text
• Spell check and review slides
• Background should be simple
• Aim for one slide per minute
Bullets

• Bullets should be headlines, not full sentences.
• Bullets should have a minimum number of words.
• Have parallel structure in terms of grammar.
• Do not employ sub-bullets under your bullets.
• Capitalize your first word and avoid periods at the end.
Bullets

- Headlines – not sentences
- Few words
- Parallel structure
- No sub-bullets
- Capitalize first word → no period at end
### Table 1. Baseline Characteristics of the Patients.*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cotuzimab plus Platinum–Fluorouracil (N=222)</th>
<th>Platinum–Fluorouracil Alone (N=220)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong> — no. (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>197 (89)</td>
<td>202 (92)</td>
</tr>
<tr>
<td>Female</td>
<td>25 (11)</td>
<td>18 (8)</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median age — yr</td>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td>&lt;65 yr — no. (%)</td>
<td>183 (82)</td>
<td>182 (83)</td>
</tr>
<tr>
<td>≥65 yr — no. (%)</td>
<td>39 (18)</td>
<td>38 (17)</td>
</tr>
<tr>
<td><strong>Karnofsky score</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median score</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Interquartile range</td>
<td>80–90</td>
<td>80–90</td>
</tr>
<tr>
<td>&lt;80 — no. (%)</td>
<td>27 (12)</td>
<td>25 (11)</td>
</tr>
<tr>
<td>≥80 — no. (%)</td>
<td>195 (88)</td>
<td>195 (89)</td>
</tr>
<tr>
<td><strong>Duration of disease — mo†</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>15.5</td>
<td>15.8</td>
</tr>
<tr>
<td>Interquartile range</td>
<td>10.3–27.0</td>
<td>9.5–33.5</td>
</tr>
<tr>
<td><strong>Primary tumor site — no. (%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oropharynx</td>
<td>80 (36)</td>
<td>69 (31)</td>
</tr>
<tr>
<td>Hypopharynx</td>
<td>28 (13)</td>
<td>34 (15)</td>
</tr>
<tr>
<td>Larynx</td>
<td>59 (27)</td>
<td>52 (24)</td>
</tr>
<tr>
<td>Oral cavity</td>
<td>46 (21)</td>
<td>47 (19)</td>
</tr>
<tr>
<td>Other</td>
<td>9 (4)</td>
<td>23 (10)</td>
</tr>
<tr>
<td><strong>Extent of disease — no. (%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only locoregionally recurrent</td>
<td>118 (53)</td>
<td>118 (54)</td>
</tr>
<tr>
<td>Metastatic with or without locoregional recurrence</td>
<td>104 (47)</td>
<td>102 (46)</td>
</tr>
<tr>
<td><strong>Histologic type — no. (%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well differentiated</td>
<td>35 (16)</td>
<td>40 (18)</td>
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<tr>
<td>Moderately differentiated</td>
<td>93 (42)</td>
<td>101 (46)</td>
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<tr>
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<td>46 (21)</td>
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<td>Not specified or missing</td>
<td>48 (22)</td>
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<tr>
<td><strong>Previous treatment — no. (%)</strong></td>
<td></td>
<td></td>
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<tr>
<td>Chemotherapy</td>
<td>90 (41)</td>
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<td>189 (85)</td>
<td>190 (86)</td>
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<td><strong>Percentage of EGFR-detectable cells — no. (%)‡</strong></td>
<td></td>
<td></td>
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<tr>
<td>0</td>
<td>3/209 (1)</td>
<td>5/204 (2)</td>
</tr>
<tr>
<td>&gt;0 to &lt;40</td>
<td>32/209 (16)</td>
<td>32/204 (16)</td>
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<tr>
<td>≥40</td>
<td>174/209 (83)</td>
<td>167/204 (82)</td>
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<tr>
<td>Missing data</td>
<td>13/222 (6)</td>
<td>16/220 (7)</td>
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* Percentages may not sum to 100 because of rounding. EGFR denotes epidermal growth factor receptor.
† The duration of disease is the time from initial diagnosis to informed consent.
‡ These percentages are for patients in whom EGFR data were available.
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Addition of BOC or TVR to PegIFN/RBV Improves SVR in Genotype 1 Patients

- **Treatment Naive** [1,2]: 38-44%
- **Relapsers** [3,4]: 63-75%
- **Partial Responders** [3,4]: 24-29% (PegIFN + RBV), 69-83% (BOC/TVR + pegIFN* + RBV)
- **Null Responders** [4,5]: 40-59% (PegIFN + RBV), 29-40% (BOC/TVR + pegIFN* + RBV)

*Addition of BOC or TVR to PegIFN/RBV Improves SVR in Genotype 1 Patients*
Effective data slides are simple and clear

- No ornamentation
- Show only the key results
- Simple and uncluttered
- Don’t take the easy way out!
“Death By Power Point”

• Slides should not stand alone
• Text is spoken, graphics are seen
• You are the star, not the slides
• The audience > message > format
• Focus on the story

Harden 2008
Concepts & examples: 1 point
4-5 points per bc
Relevance to audience
Tie to existing knowledge & push further
Stories, metaphors
Enthusiasm & emotion
Aristotle: Appeal to reason, emotion, character & personality
Dr. Fish expressed a slide 2 Picture?

Attention span ~ 10 min (old study)

Visual & Auditory channels - key concepts

Connect to audience
Conventional tone
N. Podium - got close
Use names, ARS or T-PS
End with one-minute paper

You as Key - at the slides

Approach:
Pointers - Sit quiet, listen to audience
Next, Tell Material - Then Final
Cover the third

Begin - Slide 1 - why does it matter
Next - Story, timeline
Mean - Not too much - 4-5 pts
Support: Enthusiasm w/ real product information, participation - 15 min
Result to other see the catch-up

Eat - Summary
Q&A
End slide = last slide

Presentation of lecture: organizing clearly, coherently

Stories - Miku Han Jan. 2013
Knutson - Morgan Han Apr. 2011
One Preparation Technique

- Make text heavy slides to start
- Pare down to key words as you practice
- Replace words with images
- Keep text version for your notes
Simply use slide notes to add important reminders or key bullet points with information that will help you deliver a better presentation to your audience.
How do you prepare to give the talk?

Practice!!
Check out the venue – lights, screen
Check out the devices – pointer, laptop, mike
Flip through slides
Advance them yourself
Connecting with the Audience

• Conversational tone, with energy—don’t memorize or read
• Tell a story – present a case
• Face front
• Lots of light
• No podium
Connecting with the Audience

- 1-2 min to make impression – need a hook!
- No apology, no “I’m nervous”
- Eye contact – “The Cone”
- Vary volume and pitch
- Use names
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- 1-2 min to make impression – need a hook!
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- Eye contact – “The Cone”
- Vary volume and pitch
- Use names

Humor?
Make the talk “interactive”
Make the talk “interactive”

• Ask rhetorical questions
• Make them “Think of a case”
• Think-Pair-Share
• Show a Video
• Poll the group - ARS
• Have them write something down
end of slide show – click to exit
Ways to Finish Strong

Simplify key message
Use an example or Story
Maintain high Energy
Use a quote
Make a call to action – what can they take away
Inspire
Some people get tired of a lecture in 10 minutes

Clever people can do it in 5

Sensible people never go to lectures at all

Stephen Leacock, 1925
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