

## **'Presentation Techniques on Video'**

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# Content

Two types of recordings

Pitfalls and spellbinders

2012: [EAP video](#)

2013: [EMI video](#)

2017: TOEMI videos – intro, reading, writing

2018: TOEMI videos – listening, speaking

TOEMI videos reshoot – reading, writing

[‘Speak’ assessment form](#) feedback on written language

‘Speak’ for # lab instruction videos

Flipped Classroom videos for PT



# Prepare to vote

## Internet

- 1 Go to [shakeq.com](http://shakeq.com)
- 2 Log in with ku77

*This presentation has been loaded without the Shakespeak add-in.*

*Want to download the add-in for free? Go to <http://shakespeak.com/en/free-download/>.*

## TXT

- 1 Text to 092 450 511
- 2 Type ku77 <space> your choice (e.g. ku77 b)

Voting is anonymous

# Have you ever recorded a lecture and used it?

- A. Yes
- B. No

*The question will open when you start your session and slideshow.*

# Votes: 31

● Closed

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# Have you ever recorded a lecture and used it?

A. Yes



B. No



● Closed

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## If your answer was 'no', what was the reason?

- A. I have no time
- B. I don't feel comfortable recording myself
- C. I wouldn't know where to begin
- D. I tried but failed
- E. Other reason

*The question will open when you start your session and slideshow.*

# Votes: 22

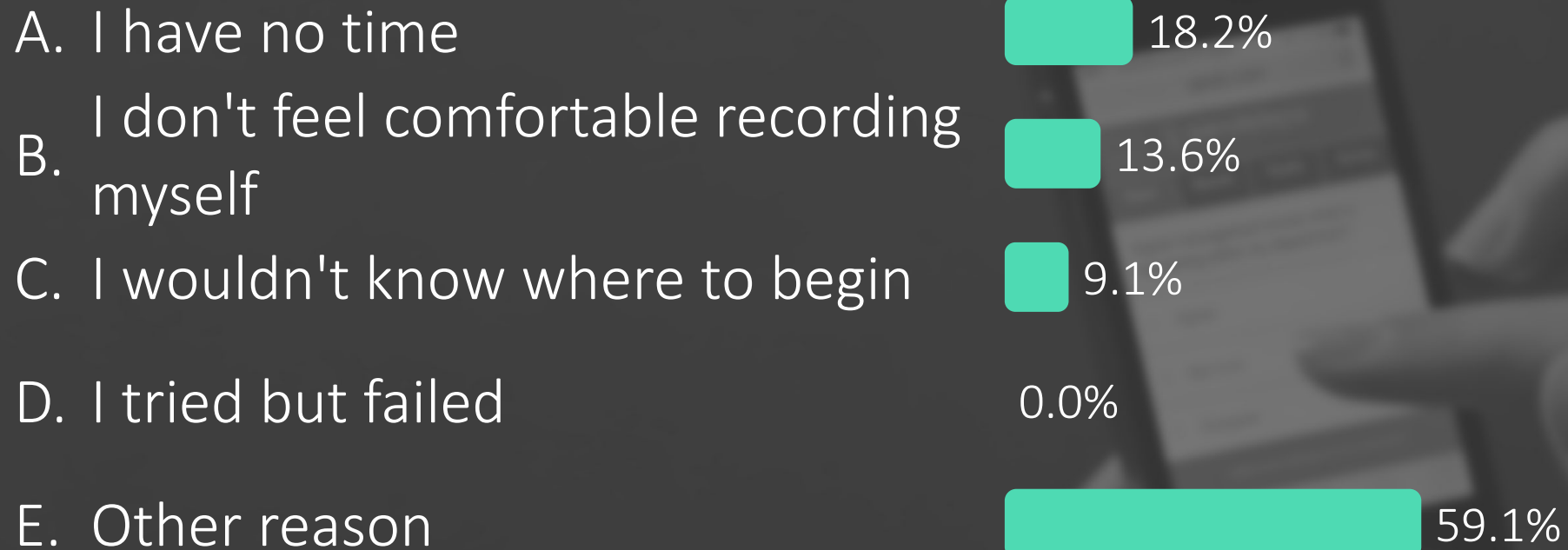
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## If your answer was 'no', what was the reason?



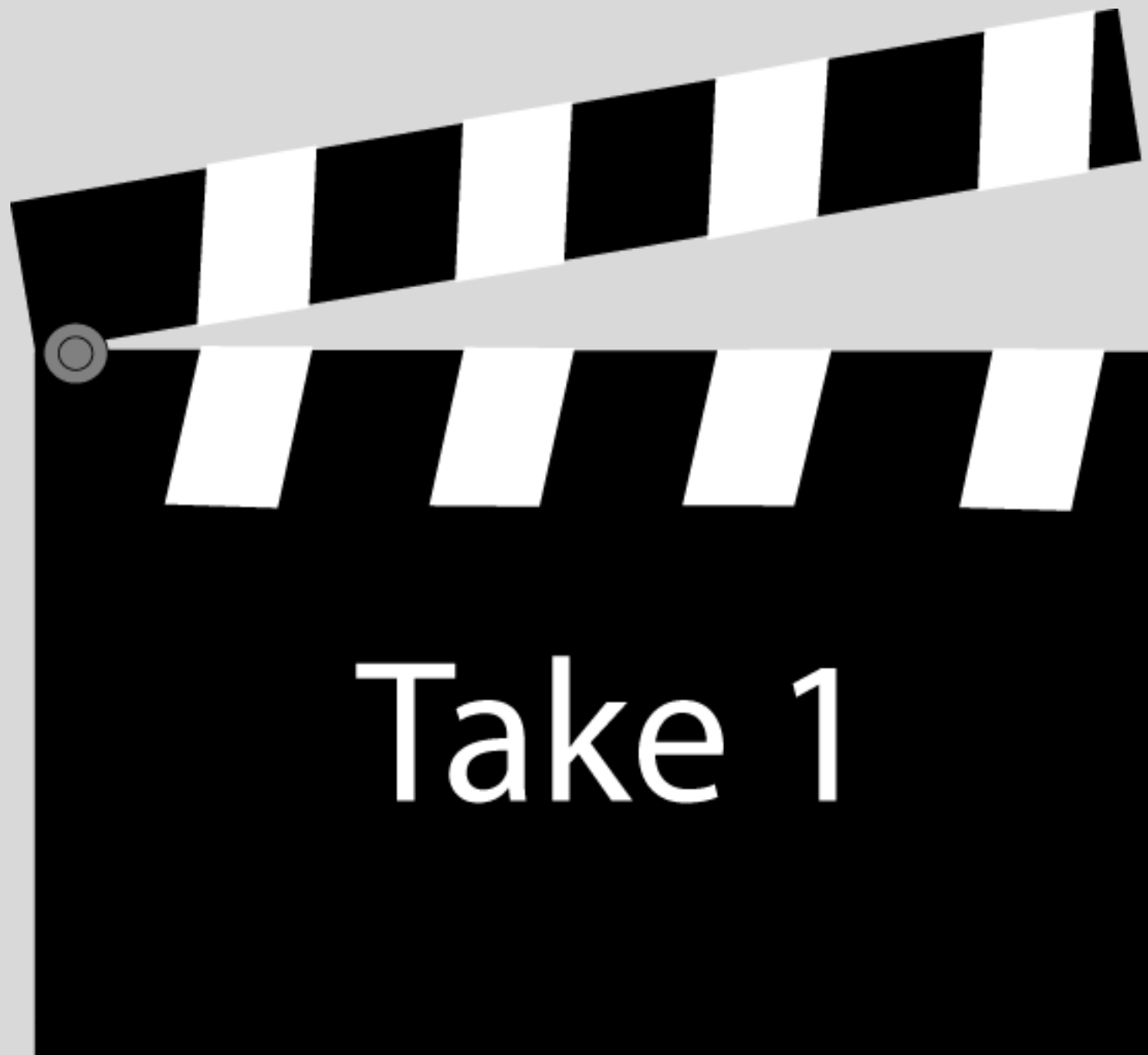
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# Back in time...

2009/10 – NEXS implements EMI



Exam failure rate increases from 3 to 25 %  
Increased drop out rate  
Application rate decreased  
Frustration students & teachers

Solution: CIP – 2 day workshop



Prior to semester start  
On voluntary basis

2 days: day 1 = lecture 4 skills + tests  
day 2 = feedback day

Goal: Awareness raising  
providing strategies and tools  
pinpointing strenghts & weaknesses

# Immediate needs

Exam fees  
Student  
EMI  
5 happ



Budget cuts!

1 %  
chers

2017: The Language Strategy fund -> 'an alternative' for the EMI workshop

**TOEMI = Toolbox for English Medium Instruction**

From onsite...

...to online



# Content of the TOEMI

## 1. E- lectures

<a href="#">Introduction</a>	(2.17 min)
<a href="#">Reading</a>	(approx. 13min.)
<a href="#">Writing</a>	(approx. 14 min.)
Listening	(approx. 11 min.)
Speaking	(approx. 8 min.)

## 2. Screencasts

[How to read an academic article](#)

3. Links to interesting websites with extra 'in depth' information

4. A writing assignment with possibility for online feedback

5. An 'onsite' workshop to elaborate on writing

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# Learning Platform Setup

## Course Information

Welcome to Toolbox for English-Medium Instruction (TOEMI)	✓	⚙
Introduction to TOEMI	✓	⚙
Evaluation Survey <a href="#">↗</a>	✓	⚙

## Workshop

Information on the workshop	✓	+	⚙
Sign-up for the workshop 19 Sep	✓	⚙	
Slides EMI Workshop.pptx	✓	⚙	

## WRITING

E-lecture on Writing	✓	⚙
E-lecture on writing	✓	⚙
Websites on academic writing in English	✓	⚙
Academic Writing in English (AWE)	✓	⚙
Purdue Online Writing Lab (OWL)	✓	⚙
Writing Assignment	✓	⚙
Writing Assignment 12 Sep   0 pts	✓	⚙

## READING

E-lecture on Reading	✓	⚙
E-lecture on Reading	✓	⚙
Screencast on Reading research articles in English	✓	⚙
Screencast on Reading a Research Article	✓	⚙
Article by McKeown et al	✓	⚙

- Lars
- Green screen + extra light
- Quiet room
- No distraction
- Camera, Ipad, autocue, microphones, remote
- Script
- 2 days
- # hours of editing
- Goal: substitute workshop

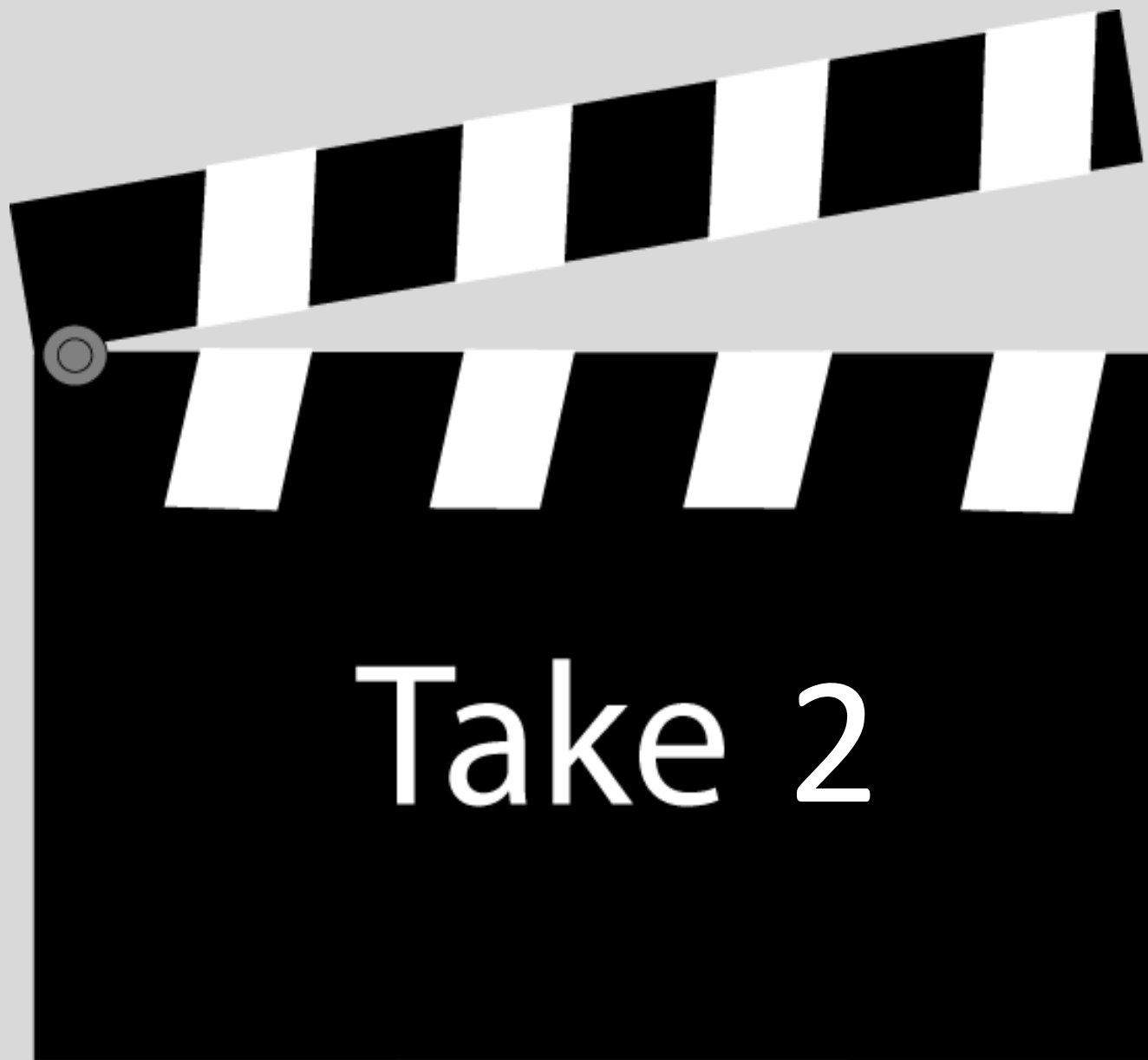


# Link to e-lecture on reading

## E-lecture on Reading







# Flipped classroom videos for 'Presentation Techniques'

Max. 25 students

Easy-to-understand material

- 1. An introduction on how to watch flipped classroom videos*
- 2. How to deal with fear*
- 3. How to create interesting visuals*

- Patrick
- Classroom corner
- Quiet
- Light
- No distraction
- Ipad, Ipod, microphones, autocue
- Script
- 45 minutes
- # hours of editing
- Goal: save time

# Link to flipped classroom video



# Discussion

1. Which video do you prefer: TOEMI or flipped classroom? Why?
2. Would you be able to implement these videos in your curriculum?  
How?

# Pitfalls and Spellbinders



# The script

This is the topic sentence of the first paragraph in the body of the essay. The topic of the paragraph is **ENERGY**. All sentences that follow, elaborate on the idea 'language'. **When you skim, you ONLY read the topic sentence!**

Most importantly, the amount of energy concerned should not exceed your energy requirement to maintain healthy bodyweight. In order to do that, the following aspects should be considered: energy density, fat and protein content. With regards to energy density, eating food such as fruit and vegetables will lower the energy density of diets providing fullness for fewer calories. (...)

Secondly, awareness of the quality of the fat you eat is important. Saturated fat, which is found in animal products such as cheese, meat and cream have shown to increase LDL and the total cholesterol and thereby increase the risk

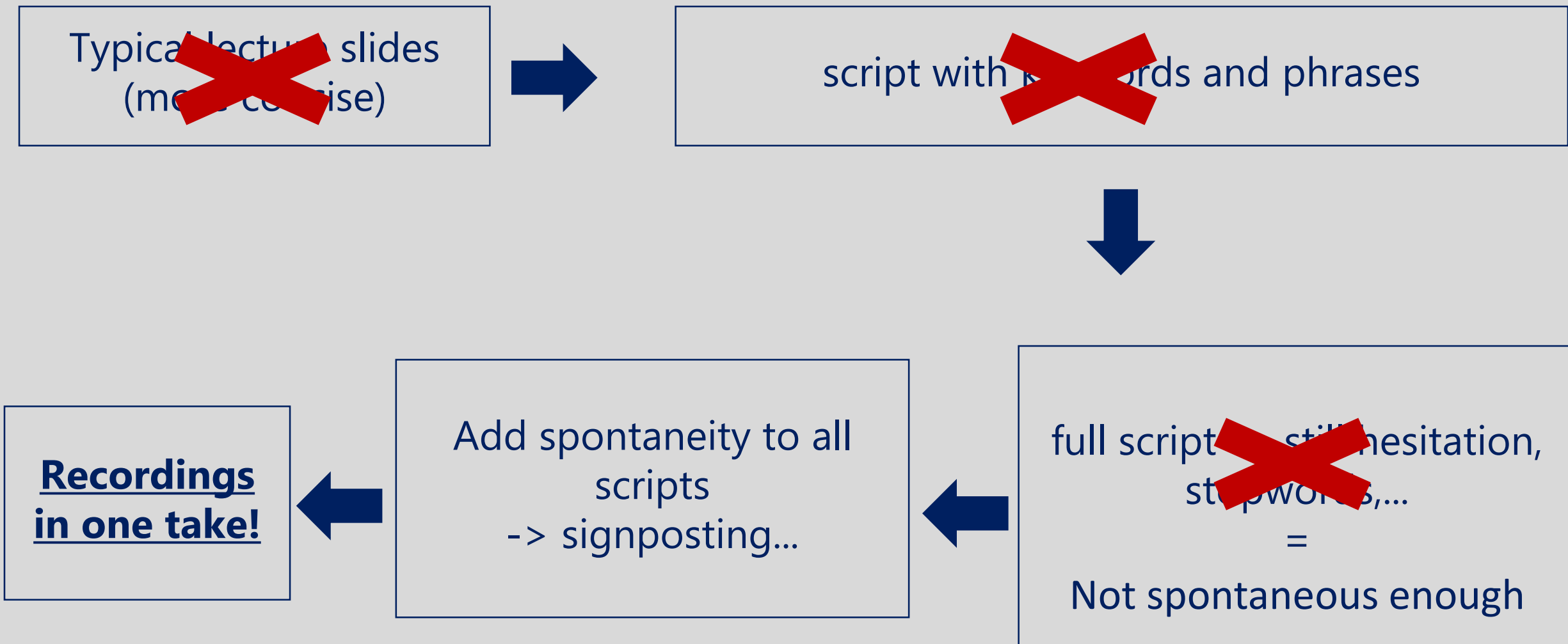
This is the topic sentence of the second paragraph. The main idea is **FAT**.

saturated fat consumed is important.(...)

Finally, in addition to fat quality, also carbohydrate quality is important. Choosing wholegrain foods rather than their refined counterparts will lower the blood glucose concentration after meals and thereby reduce the risk of type 2 diabetes. (...)

This is the topic sentence of the third paragraph. The main idea is **CARBOHYDRATE QUALITY**.





## Create a solid script

- Create a good overview -> limited screen
- Start each sentence from left margin
- Know your structure

Avoid written language

Read **as if** you speak spontaneously

Exaggerate on signposting material

Read aloud (!) and practise

25%

Reading skills are incredibly important for efficient study methods, and for being able to follow and participate in class in terms of content.

Research, however, has shown that approx. **25 %, which is an incredibly high number, 25%** of all incoming students, do not know how to read an academic text in English.

So it's no wonder **so** many students don't read their reading list material or only part of it.

**And!!** As you can imagine, this may have serious consequences because those students may experience difficulties participating in class, or in a worse case scenario, they might not be able to follow.

### Paragraph and Topic Sentences, Purpose/Skills and Strategies

**However**, there are tools and techniques that can turn you into efficient readers of academic texts.

**First of all** you need to know what academic reading entails.

Academic reading consists of **four** important elements which I will now explain in more detail.

1. First of all, you need to know what **a paragraph** and **a topic sentence** is - and how they are used in academic texts
2. Secondly, you need to define your **purpose** for why you are going to read a particular text
3. Thirdly, you need to learn and finetune a specific set **of reading skills**
4. And finally, you need to implement 'before', 'during' and 'after'- **reading strategies**

### Paragraph/Topic Sentence – only 1 idea!

Okay, let's have a closer look at the first element.

In academic writing, texts are built up with **paragraphs**. They are the building blocks of every article.

Now, paragraphs are a collection of sentences of which usually the first one is **the topic sentence**.

This topic sentence is like the title of the paragraph, and it encapsulates **the one and only idea** that is further elaborated

Sometimes, depending on the talent of the writer, these topic sentences may also be in the middle or at the end of a text beginning.

**Clues for structure**

**Sentences all begin at left margin**

**Signposting**

**Language techniques:  
repetition,  
emphasis, vocal  
variety...**

# The Autocue

Parrot Teleprompter (size, speed)

Location autocue -> eye contact

Preferably iPad screen

Steer the speed yourself – (!) multitasking



## Trust the camera(wo)man...



### **You:**

Are anxious

Expose yourself

Are nervous

Need to deliver

### **Your 'wingman' needs to be :**

Patient

Ready to record again and again ...

Be the friendly face in the audience





## Body Language and Facial Expression!

Camera: eye contact

Limited space

Spontaneity + enthusiasm





## Vocal Variety

Limited space to move

Pathos through your voice

Pace – pitch – power



# Spellbind with language

Rule of three

Pauses

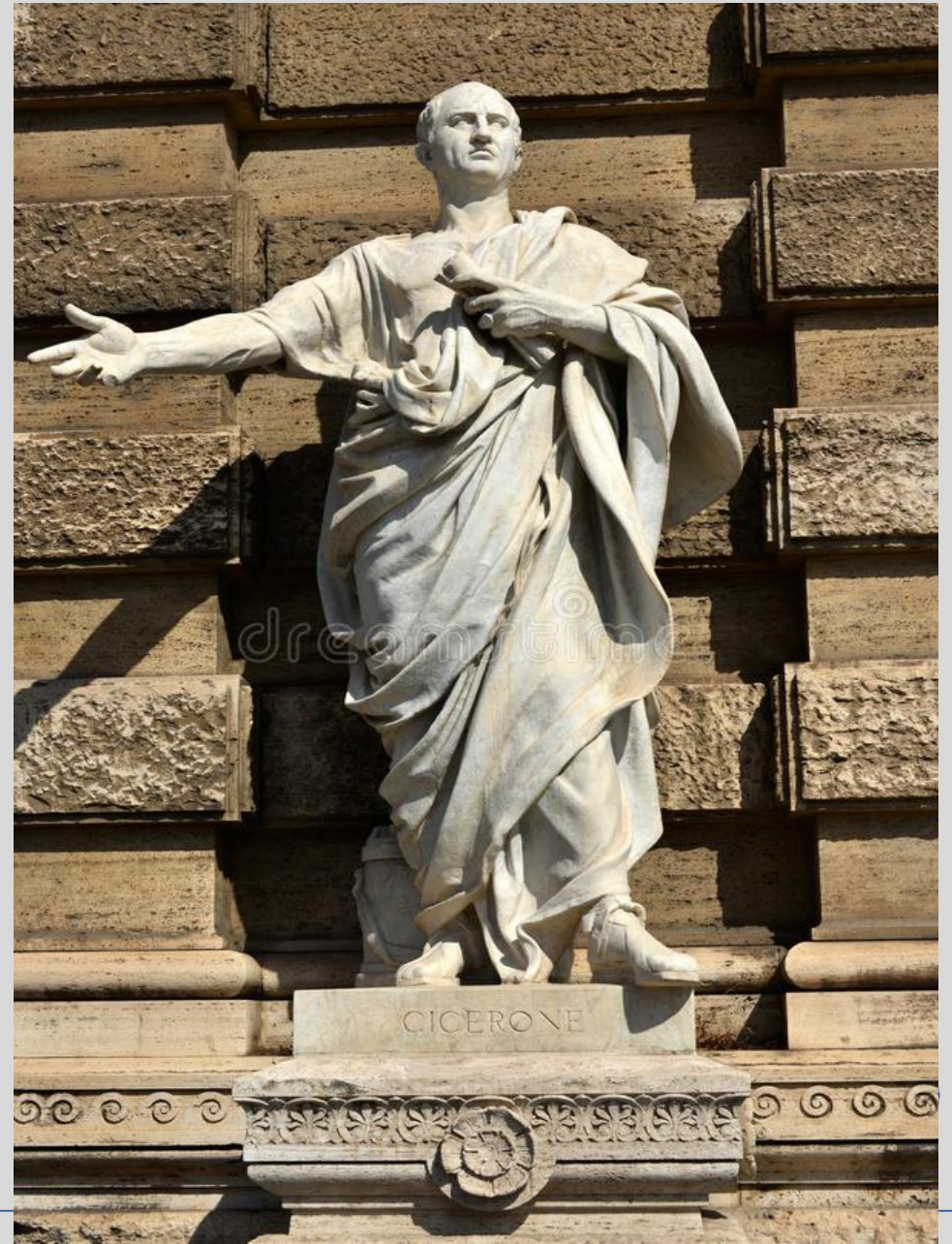
Metaphors

Repetition

Spontaneous elements - Keep small errors

Humor

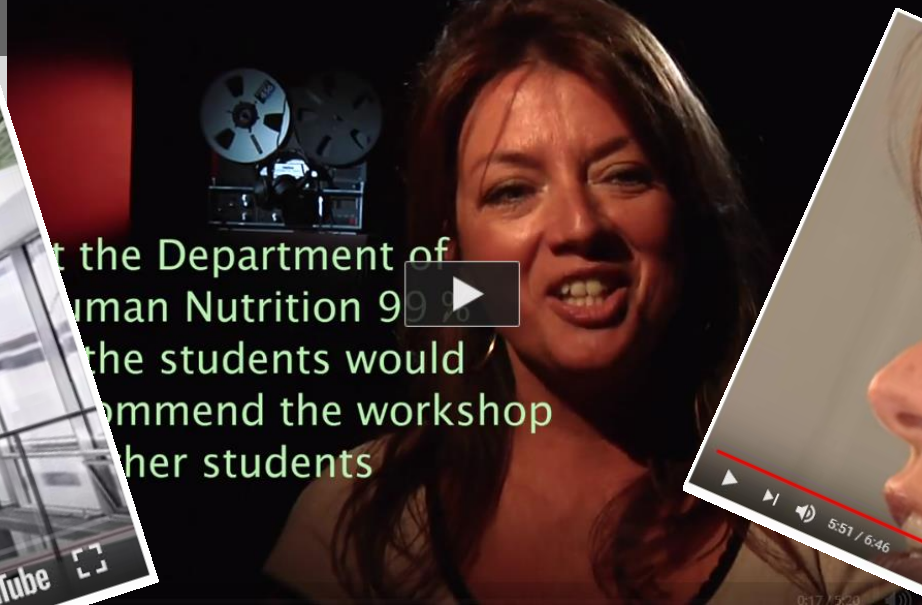
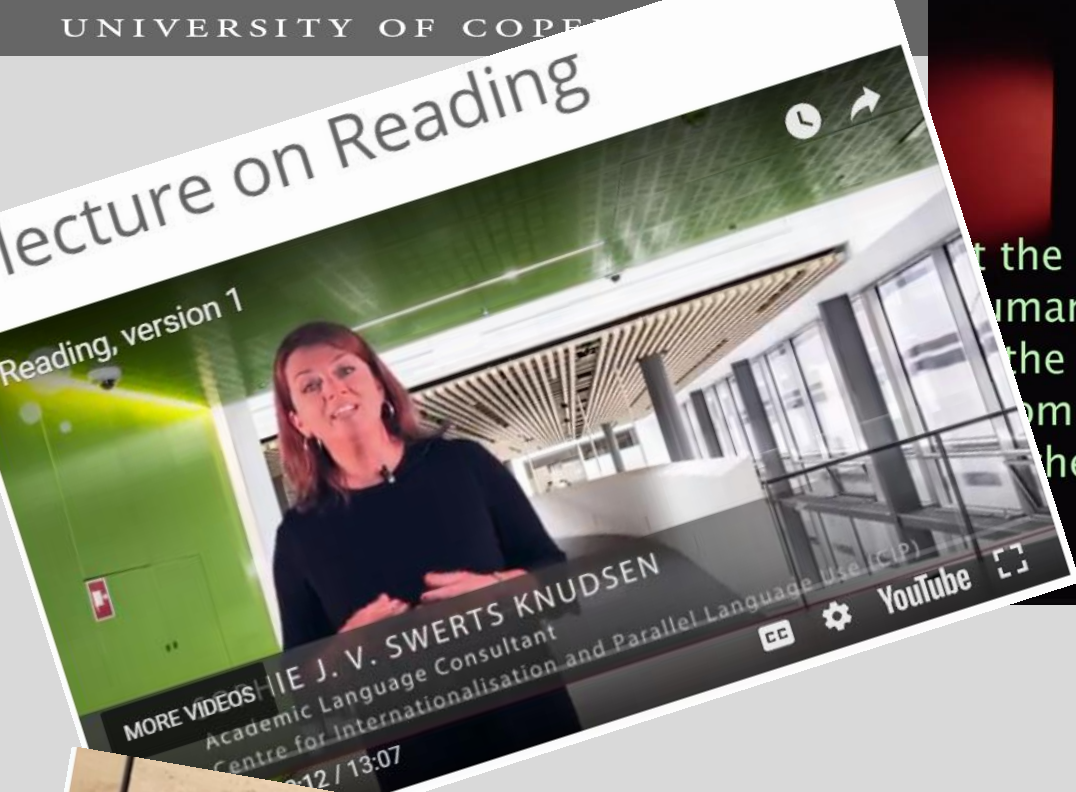
Signposting material (!!!!!)



# Boiled down...

1. Short, crispy e-lectures
2. Well written script
3. Practise/read aloud (a few times)
4. Autocue and eye contact
5. Body language, facial expression and vocal variety
6. Trust the wingwoman or DIY





# Thank you!

