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Instructional Design and Formative Evaluation of  
a Mini-Unit of Instruction to Teach Methods and  
Skills to Give Effective and Interesting Presentations

Jo-Anne DuBois Finn

A Thesis Equivalent

in

The Department

of

Education

Presented in Partial Fulfillment of the Requirements  
for the Degree of Master of Arts  
(Educational Technology)

at

Concordia University

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**ABSTRACT**

**Instructional Design and Formative Evaluation of a  
Mini-Unit of Instruction to Teach Methods and Skills to  
Give Effective and Interesting Presentations**

**Jo-Anne DuBois Finn**

Within the Educational Technology Program at Concordia University, there seems to be a demand that the graduate students have the skills required to prepare and give effective presentations. This is evident by the number of courses which require the students to prepare and present topics on which they are graded. However, an analysis of the need has shown that many students within the program do not feel that they have the skills required to give effective and interesting presentations. This instructional mini-unit proposes the design and evaluation of a course which could teach effective presentation skills. The mini-unit was designed for students enrolled in the Educational Technology Program at Concordia University, Montreal,

Quebec. The mini-unit of instruction was evaluated by design and subject-matter experts and reviewed by Educational Technology students. A field test was carried out with the target group. Formative evaluation of these stages is reported along with the recommendations and changes to the mini-unit of instruction necessitated by the evaluation.

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## CHAPTER ONE

### Introduction

According to the *Book of Lists* by David Wallechinsky and Irving and Amy Wallace (1978), the fear of speaking to a group ranked first on the list of the fourteen worst fears people experience. It outranked the fear of heights, insects, flying and even death. When faced with the task of speaking to an audience, most do an adequate job while very few perform well.

Within the Educational Technology Program, there seems to be an assumption that most graduate students do have the skills required to prepare and give effective and interesting presentations. This is evident by the number of classes within the program which require students to prepare and present topics on which they are graded. Unfortunately, very few formal educational programs, including Educational Technology, teach students how to speak effectively in public, and it is often left to the resourcefulness of the student to learn on his or her own. Is there, perhaps, a need within the Educational Technology program to train students to prepare and give effective presentations?

### Analysis of Need

An informal survey of 15 students within the Educational Technology Program was done to determine whether there is indeed a need to offer a course in public speaking. The first phase of the survey was to determine whether students do dread speaking in public. All of the students interviewed confirmed that they were uneasy when asked to speak in front of a group. A few said they were shy by nature and did not like being in the spotlight. Others said that speaking in front of a group was not the problem but they felt they had never acquired the skills to do it properly. They felt it unfair that they were marked in courses on their ability to present academic material properly.

When asked if they would be interested in taking a course within the program that would teach them how to prepare and give effective presentations, they confirmed that they would take such a course; they thought it would not only help them in school presentations but would also in their jobs.

The survey also concentrated on what types of skills the students would be interested in acquiring. All affirmed that they would like to know how to organize their ideas and materials into a cohesive presentation. They all understood that media could play an important part in a presentation and they expressed interest in knowing how to assess whether a medium was appropriate for a specific type of presentation. Finally, they wanted an idea of how they came across when they spoke in public: many felt that they did not have a clear image of themselves as presenters.

This survey reveals that the students within the Educational Technology program recognize a need for instruction to improve their presentation skills. Also the students themselves are aware that there is a gap between how they do perform and how they would like to perform.

The second phase of the analysis of the needs concentrated on talking to two individuals: a professor in the Educational Technology Program and a training manager who works in a large corporation. The professor thought that there was a need within the current curriculum to offer a course to improve presentation and public speaking skills.

He saw effective speaking skills as part of what is expected of a graduate student in Educational Technology and that these skills would help the student perform better in school and in later job endeavours. The training manager affirmed that effective speaking and presentation skills were essential for anyone working in any milieu, business or otherwise, and that his department offered such a course to all management employees. He also said that it is a very marketable skill, especially when job hunting.

#### Instructional Problem

The above survey indicates a gap between how students see themselves presently and how they would like to see themselves in the future as public speakers. These students lack concise and concrete skills to prepare and give effective presentations. The aim of this instructional unit is to diminish that gap so that the ideal becomes the status quo.

The target audience for this instructional unit is graduate students who are enrolled in either the Masters or Diploma program in Educational Technology at Concordia University in Montreal, Quebec. The students in this program come from

varied educational and professional backgrounds such as teaching, communications, management/employee training and computer science; they range in age from middle 20's to early 60's. Since their experience and competence in public speaking is varied , the course would be offered as a optional rather than a required subject for the students in most need.

#### Instructional Goal

Given proper materials, teaching and instructions in the classroom, ninety percent (90%) of the learners will master ninety percent (90%) of the curriculum presented . The curriculum will meet four distinctive objectives: recognize the difference between short and long term objectives of a presentation, determine the controlling purpose of a presentation, identify the types of presentations being used and use effective techniques to answer audience questions.

#### Instructional Strategy

In order to attain the instructional goal, a defined instructional strategy must be developed and a basic question must be answered: what is the optimal method to



teach someone how to be a skilled presenter? There are hundreds of methods and "how to" books around today which promise to make anyone a first class presenter. However, these approaches have a limited impact - two exceptions being those of the Toastmasters' and Dale Carnegie groups.

According to literature given out by the Dale Carnegie school, its approach is based "on proven learning methods which teach the student how to feel comfortable with public speaking and promote a cycle of self-development built on success". Their method stresses practice as a key to that success as well as full participation through every phase of the learning process which is guided by a trained organizer. The student should not only look professional but be a professional, and this can be achieved by developing communication skills and enhancing self-esteem through solid preparation and lots of practice.

Toastmasters' is a non-profit self-help group which meets once a week in a meeting using parliamentary procedure. A few people are asked to give 1 to 2 minute impromptu speeches which are evaluated by the whole group. Longer speeches which have been prepared in advance, based on a

self-instructional manual, are given and evaluated by a senior toastmaster and the group members. They also have guest speakers who give talks about various presentation topics. This method stresses more the outward appearance as being the key to good public speaking: good physical appearance, well managed hand and body movements, pleasant speaking voice. Their idea of a good public speaker is someone who can deliver a good speech anytime, any place with minimum preparation.

These methods share the same goal: to develop a good public speaker, and the key to that goal is a lot of practice. However, neither one of these groups bases their methods on any solid research or theory, only field experience. Instructional strategies should be based on proven methods of instruction and not just on field experience. That is why the instructional strategy for this course is based on the 3 stages of Merrill and Goodman's Elaboration Theory (1972): 1) the concepts should be presented to the learner in simple then complex form with explanations and examples; 2) the concepts should then be practiced by the learner; and 3) his or her performance should then be evaluated to complete the cycle.

In the first stage, three methods have been chosen to present the concepts to the students: lecture, group discussions and video recordings demonstrating proper techniques being taught. The latter method is based on Bandura's Social Learning Theory (1971a) which states that a large amount of human learning is achieved vicariously through observing another person making the skilled response and then trying to imitate the response of the model.

Two methods have been chosen for Stages 2 and 3, practice and evaluation: written tests and live student performances in front of the class which are videotaped for further reference and evaluation.

Using video for performance evaluation first came into prominence in the middle sixties when Stanford University (Fuller & Manning, 1973) developed a new way of training teachers: by having the teachers cover a small portion of a curriculum for a small group of students and recording that exercise on film or video, they could help the teacher master the skills by evaluating his or her videotaped performance.

Microteaching using video self-confrontation, as it was called, became very popular in learning situations. Consequently, video recording and feedback began to be used in various other areas including psycho-therapy, group therapy and counseling. However, not all users were unanimous in their assessment on the effectiveness of being confronted by one's video image. Three basic questions had to be answered by research : what psychological effects does video self-confrontation have on a person? Can learning occur and what type of skill can be taught through video self-confrontation? And finally, what type of person benefits from video self-confrontation?

According to a review done of the literature by Fuller and Manning (1973), many different users found similar behaviour from their students when using video self-confrontation: the experience of seeing oneself on video can be stressful and anxiety arousing; it involves intense focusing on the self which may not in some cases change a behaviour. In video feedback, as opposed to other sorts of feedback like audio or aural, the viewer focuses on physical self like

posture, voice characteristics and body language instead of the performance characteristics. However this intense focusing seemed to disappear the more exposure the student received to video feedback.

Most studies reviewed by Fuller and Manning showed no increase in self-esteem but an increase in the accuracy of self-perception which may or may not lead to learning: the incongruous meeting in video self-confrontation is of the personal self or self-concept with the public self, which is seen by others. Self-concept is a complex set of interrelated mental states of awareness about specific characteristics and it changes very slowly by reacting to and internalizing outside stimuli (McAleese, 1983). The learner experiences a meeting of the external realization of his or her skill performance and this has to be reconciled with his or her internal competence or incompetence: this can create the arousal state called "cognitive dissonance" (Festinger, 1957) which makes the person more likely to change his or her self-concept and to accept the skills of the training experience (McAleese, 1983). Through the self-viewing experience, people can learn more of what is unknown about themselves but which is known to others (McRea, 1983).

However in order to be able to change behaviour through video self-confrontation, studies showed that the feedback must be accompanied by a set of testable criteria for successful execution and performance: this type of focus specifies what is wanted, what will be rewarded and the direction the learner should take to get that reward. Procedure checklists and texts which focus on effective change must be developed (Fuller & Manning, 1973). That is why this type of feedback has not been that successful in areas such as teaching because teaching skills are less definable and seldom approach these criteria (McAleese, 1983). It is also important that participants should not be inhibited by the video equipment, and they must be told exactly how the video session will be conducted and how it will be used for evaluation purposes later (Renne, Dowrick & Wasek, 1983).

Video playback was found very efficient when teaching mastery of individual elements of a skill (McAleese, 1983). Each complex skill, such as being a good public speaker, can be broken down into component skills which can be learned one-by-one. These sub-skills can then be combined to elicit the global performance (McAleese, 1983). Video playback helps the learner master each skill in the learning process

and evaluate if the individual performance needs changing or can be added to previous experiences. Finally, according to the literature, the type of person to most benefit from video self-confrontation is a learner with an already high self-esteem and who has an openness to change and a desire to achieve a goal despite what it takes to get there (Fuller & Manning, 1973).

Thus, using video playback to teach presentation skills is a strategy which can work if we are aware of certain limitations: there is an intense focus on physical characteristics which is not a harmful thing for a speaker to be aware of, because this is an area that must be addressed when developing a presentation style. It is important to be aware of how one comes across to the viewing public, so the confrontation of the public and private self can help make the person a better speaker. Hopefully, through repeated exposure throughout the course, the novelty of using video playback will wear off and high, as well as low self-esteem students, will modify their behaviour. But in order to try and eliminate as much of the stress and anxiety when using video self-confrontation, a certain set of procedures should be followed:

1. Make sure the students know what is expected of them in their performance (i.e., what performance is expected of them and what criteria will be used to evaluate them.
2. Make sure the students know how the videotaping will take place and how it will be used later on for evaluation.
3. Make sure the equipment is not intrusive as to hinder performance.



## CHAPTER TWO

### Method

#### Developing the Instruction

##### Design

The design of the instructional unit was carried out in two major steps as recommended by Dick and Carey (1985): at first, an instructional analysis was conducted to isolate the skills required to give effective and interesting presentations; these skills would be taught over a normal university semester period (13 weeks). These presentation skills were then further classified as either intellectual, psychomotor, verbal information and/or attitude skills. Behavioural objectives were then written out for each skill. A hierarchical analysis was then carried out on the objectives and they were classified into the four levels of Gagne's Cognitive Taxonomy (1970): they are concepts, principle learning, higher order principle learning and problem solving. Four Conditions of Krathwohl's Taxonomy (1964) were used for the attitudinal objectives: they are responding, valuing, organization and characterization.

Because the full 13 week curriculum could not be taught and evaluated, the second step of development was to pick four behavioral objectives which could be taught together without violating hierarchical principals (Briggs & Gagne, 1974). These four objectives would be representative of most of the skills which are taught in the full 13 week course. A mini-unit of instruction (see Appendix A) was then developed for the purpose of this thesis, to teach the four behavioral objectives. The evaluation of this mini-unit would then guide the development of the larger 13 week course in terms of content, teaching strategies and evaluation methods at a later time.

Teaching strategies and learning activities were then developed to teach the mini-unit; these were based on Briggs & Gagne's (1974) Nine Events of Instruction, Merrill's Concept Elaboration Theory (1978) and Bandura's Social Learning Theory (1971a). Criterion referenced test items (see Appendix C) were then developed to test the content of the mini-unit.

### Product Description

The first lesson taught the students how to recognize the short and long term objectives and the controlling purpose of a presentation, as well as the different types of presentations. Written extracts of speeches and written

scenarios (see Appendix B) outlining presentation situations were distributed to the students. The blackboard was used for graphic demonstrations of the concepts.

The second lesson demonstrated to the students by use of video (see Appendix D), the correct techniques used in difficult audience question situations. After the students discussed these techniques, each student got up in front of the class and assumed the role of Prime Minister Mulroney (see Appendix B) being questioned by either a heckler, a long-winded questioner, an argumentative individual or a person with a loaded question (or any combination of all four). Each student's performance was assessed by a set of criteria (see Appendix A) presented by the teacher in written form and was video-taped for further reference and evaluation by a subject matter expert.

#### Media Product Description

Video was picked for the second class as the medium best suited for teaching the correct and incorrect manner in which to answer difficult audience questions. A videotape with six vignettes (see Appendix D) was used to exemplify these techniques. This allowed the students to observe and imitate the techniques shown on the video, a direct application of Bandura's Social Learning Theory (1971a).

In the first video clip, the speaker having just outlined the principal points of his presentation is interrupted in mid-sentence from someone from the audience. The presenter shows his annoyance by answering the questioner in a very curt manner, thus displaying the incorrect way in which to answer this type of question. The second clip shows the correct manner in which to handle the same situation.

The third clip has the speaker demonstrating the correct manner in which to clarify an ambiguous question from the audience. The fourth clip shows the speaker handling a heckler properly, diffusing a difficult situation before it gets out of hand. The fifth vignette deals with a loaded question and how best to handle it. And finally, the six video clip shows the speaker unable to answer a question from the audience but is shown demonstrating poise and concern in making sure the questioner does get an answer after the presentation.

The video was shot in a small studio at Concordia University with Beta Video Equipment using a professional presenter who played both the part of the speaker and questioner. Each clip was used separately in the classroom to elicit discussion between the teacher and the students.

## Developing the Evaluation

### Design

The design of an evaluation study relates to the conditions and procedures that guide the collection of data (Airasian, 1974). This gathering of data will make the task of making valid statements about the effects of a program easier to do. This type of analysis is in sharp contrast to the more rigid analysis of data in research from which no value judgement should be made, but rather a summary of the effects as observed should be reported. The design and approach of an evaluation must facilitate the gathering of data which will help decision-making (Airasian, 1974).

There have been many variants of formative evaluation approaches proposed to guide evaluators in designing solid evaluations. For the purpose of this project, a four part model will be used, based on a synthesis of Dick & Carey's (1985) Three Stage Model, Komoski and Woodward's (1985) Learner Verification or Revision Approach and Montague et al's (1985) Expert Review Approach. This model was first proposed by Weston (1986) and involves four distinct stages of evaluation: first, Stage One or Expert Review stage, Stage Two or One-to-One Testing stage, Stage Three or Group

Testing stage; second, Stage Four or Field Testing stage. Stages 1 through 3 were done simultaneously and completed before the final evaluation, Stage 4.

### Procedure

In Stage One of the evaluation, the mini-unit was given to a subject matter expert (a Canadian army instructor who teaches presentation skills) to evaluate in a one to two week period; the SME was asked to answer five questions :

- Q.1 Is the information presented in this mini-unit accurate?
- Q.2 What type of errors did you find? Please comment.
- Q.3 Is the content up to date?
- Q.4 Do you think the content will help students become better public speakers?
- Q.5 What recommendations would you have to improve this mini-unit?

(Weston, 1987)

The mini-unit was also given to an instructional design expert (an Educational Technology Professor) to assess in a one to two week period; the designer was asked to answer eight questions:

- Q.1 Are the behavioral objectives clear?
- Q.2 Is there a relationship between the content and the objectives?
- Q.3 Is the content well structured?
- Q.4 Are the topics clear and in logical sequence?
- Q.5 Are the examples clear?
- Q.6 Are there enough examples?
- Q.7 Is the content appropriate for the audience it is intended for?
- Q.8 Is the evaluation appropriate for the objectives?

(Weston, 1987)

Simultaneously, for Stage Two of the evaluation, the mini-unit was given to three Educational Technology students to evaluate over a one week period; they were asked to answer eight questions:

- Q.1 Are there any errors in the content of the mini-unit?
- Q.2 Is the mini-unit comprehensive?
- Q.3 Is there any superfluous information?
- Q.4 Is the content important?
- Q.5 Is any part of the mini-unit ambiguous?
- Q.6 Is there enough content or too little?
- Q.7 Is the content at your level of understanding or lower?
- Q.8 Would this be a course you would be interested in taking?

(Weston, 1987)

Stage Three utilized seven Educational Technology students who were taking a course in Instructional Design. They were given the mini-unit to evaluate over a one month period; they were asked to answer the same questions presented in the one-to-one testing stage.

#### Field Test

All previous stages of evaluation were completed before the last part of the evaluation, Stage 4 , was performed. A group of 6 voluntary students was asked to attend two three hour classes. The classes were given by an instructor who used the mini-unit (see Appendix A) as the guide for teaching the subject matter. It was given at Concordia University, on Wednesday March 16 and Wednesday March 23, 1988 from 6 to 9 pm. This is how the class proceeded: upon entering the class, the students were asked to answer a short attitude questionnaire as well as a pretest (see Appendix C) which measured their entry behaviour as well as their knowledge of the content that was to be covered by the class. Then two three hour classes were given in which the content was taught and as each behavioral objective had been covered, a posttest (see Appendix C) was administered to assess whether learning had occurred.



If learning had not occurred, then a period of remediation was provided by the teacher before proceeding to the next behavioral objective. At the end of the second night of classes, an attitude questionnaire (see Appendix C) was given to the students.

#### Data Collection

The first three stages of the evaluation gave the evaluator a chance to find ambiguities and mistakes which were present in the mini-unit before it was to be field tested. The format for this data was open answers from which the evaluator wrote a synopsis of the most commonly expressed opinions of the two experts and the ten students (Henerson, Morris & Taylor Fitz-Gibbon, 1978).

When the mini-unit was finally field tested, product or outcome data was collected: this data helped judge whether the students reached the goals outlined in the instructional design (Baker, 1974). This information was found in posttest scores which were compared to a preset criterion reference, to show that the learners had achieved the goals

set out by the instructional designer (Baker, 1974). Originally, the criterion had been that 90% of the students would master 90% of the material; because only 6 students were used for the field test, the criterion was changed to 83% of the students would master 90% of the material (83% being 5 out of 6 students).

The instructor also judged how the program was operating by observing how the students were participating, asking questions and following the material.

Last but not least, data about the attitudes of the learners before and after the instruction was collected. Probably, the best indication of the usefulness of an instructional program is its importance in developing positive attitudes in learners (Baker, 1974). The students were first asked how they felt about public speaking, if they enjoyed speaking in public, if they saw themselves as good speakers or would they like to see improvements; after the instruction, they were asked to assess the value of the program as it affected them and to identify its strengths and weaknesses as well as their attitudes toward public speaking now that they had completed the six hour course.

The data from the pre-questionnaire was compared with the post-questionnaire to assess whether the learner's attitude about public speaking changed. The attitude of the participant is very important to the success of the mini-unit because to become a good public speaker, the learner must first believe that he or she has the ability to succeed and that a positive attitude towards the experience can enhance the performance.

## CHAPTER THREE

### Results

The first three stages of the evaluation (expert review, one-to-one and group testing) were completed simultaneously. The feedback from these stages did yield consistent data and answered all the questions needed to evaluate the mini-unit before the last stage of the evaluation was completed (the field test). Changes were made to the mini-unit as a result of these three stages of the evaluation before the field test.

#### Stage 1: Expert Review

A review by two experts was conducted: the mini-unit was evaluated by a subject matter expert (SME) and by an instructional design expert. Both answered specific questions and gave recommendations for changes. This section reports the experts' evaluations and recommendations and the modifications made to the unit based on these recommendations.

#### Subject Matter Expert

##### Q.1 Is the information accurate?

**Evaluation:** the SME found the unit to be comprehensive and well detailed and the information to be accurate.

**Recommendations:** none

**Changes:** no changes were recommended or required.

**Q.2 What type of errors did you find?**

**Evaluation:** 1) the SME found that there was some of ambiguity as to the reason why the students should know the difference between long and short-term objectives and what they could do with this knowledge once they had learnt it. 2) the SME also found that the lesson was not well introduced at the beginning of the class. 3) the SME was also concerned that there were no time limits assigned to each activity within the class and that the teacher would not know how much time to designate to each one. 4) the SME found that for objective 6.4, it was not clearly stated what the criteria would be to evaluate each student's performance.

Recommendations: 1) the SME recommended expanding on the first objective to make sure the students truly understand the difference between long and short term objectives and their use, which is an important step in developing a presentation. 2) the SME also recommended that each lesson should have an introduction explaining to the students what they will learn, why they should know this information and how they will apply it. This, he believed, would motivate the students and get their attention. 3) the SME recommended assigning a time limit for each objective being taught and each activity being performed by the students so as to give the instructor a better time frame within which to work. 4) the SME recommended developing a more detailed criterion checklist which the teacher and the students could use to evaluate each other's performance.

Changes: 1) more examples were added in the first objective to clarify the difference between long and short term objectives. 2) a small introduction was written for each lesson to explain to the students what they would learn during the lesson, why they should know it and how they will apply it. 3) more detailed times were assigned for each activity. 4) the criteria were rewritten and expanded for Objective 6.4 to help students and instructor in the evaluation.

**Q.3 Is the content up-to-date?**

**Evaluation:** the SME thought that the content was up-to-date and the scenarios which were used were timely, creative and sound examples of the concepts being taught.

**Recommendations:** none

**Changes:** no changes were recommended or required

**Q.4 Do you think the content will help students become better public speakers?**

**Evaluation:** the SME did think that the concepts being taught in this mini-unit were indeed skills needed to become a better public speaker. But he pointed out that many more skills were needed to make a better public presenter which are of course addressed in the larger unit from which this mini-unit was designed.

**Recommendations:** none

**Changes:** no changes were recommended or required

Instructional Design Expert**Q.1 Are the behavioral objectives clear?**

**Evaluation:** the objectives were clear but there was concern as to their wording.

**Recommendations:** the designer recommended that words like "long and short-term", "controlling purpose" and "effective audience techniques", which could be confusing to the audience, should be changed to better reflect the intention of the objective.

**Changes:** the behavioral objectives were rewritten to clarify the wording for the students and the instructor.

**Q.2 Is there a relationship between the content and the objectives?**

**Evaluation:** 1) the designer thought that the content of the class did indeed relate well to the objectives and that it was supported by good clear examples, effective teaching strategies and interesting teaching materials. However, certain areas of the module needed a little more work to clarify for the students how they will apply these concepts after they have been learned. 2) the designer also observed that while teaching the class, the objectives were not well



related to the Terminal Performance Objective which he sees as an integral part of the learning process.

Recommendations: : 1) the designer recommended reworking each objective to explain more clearly how this information influences the preparation of a presentation. 2) The designer also recommended linking each objective to the TPO by explaining to the students how this new information can be used in their final presentation.

Changes: 1) & 2) Explanations were added throughout the unit relating the objectives to the final TPO i.e. the final presentation.

### Q.3 Is the content well structured?

Evaluation: 1) the designer thought that the content was well structured except in three areas: the testing/remediation cycle, the flow of the class, and the lack of alternate teaching strategies. The designer found that it was not clear how the tests which were given to the students were to be corrected, and how remediation was to be carried out within the class time. 2) the designer also found that there was not enough of a link established between the objectives.

Recommendations: 1) the designer recommended including instruction for the teacher on how the testing should proceed and how remediation can be done as well as on alternate teaching strategies to guide the instruction and stimulate discussion in order for the class to run more smoothly if the students do not respond as predicted. 2) the designer recommended more detailed explanation be added to the mini-unit which would clearly define how the objectives work together.

Changes: 1) alternate strategies were added to help the instructor continue the class even if the students do not respond properly. A short paragraph was written at the end of each lesson, explaining to the instructor how testing and remediation should be carried out during class time. 2) short sentences were added all through the unit explaining how the objectives work together.

#### Q.4 Are the topics clear and in logical sequence ?

Evaluation: the topics were evaluated as being clear and in logical sequence. However it must be added here that the designer had to evaluate this mini-unit within the context of the larger unit.

Recommendations: none

Changes: no changes recommended or required

Q.5 & 6 Are the examples clear and are there enough of them?

Evaluation: the designer evaluated the examples as being clear and very interesting as well as being easy to understand.

Recommendations: the designer recommended that not only examples explaining the concept should be included, but also non-examples: this would give the student a chance to see how the objectives can sometimes be applied wrongly.

Changes: more examples and non-examples were added for objectives 2.2, 2.3 and 6.4 to clarify the points being made.

Q.7 Is the content appropriate for the audience it is intended for?

Evaluation: the designer indeed thought the content to be appropriate for Educational Technology students.

Recommendations: none

Changes: no changes recommended or required.

**Q.8 Is the evaluation appropriate for the objectives?**

**Evaluation:** 1) the designer thought the testing within the unit was deemed valid and reliable and consistent with the information learnt during the class. Also, the use of the same test examples for three different testing situations was regarded as a sound instructional strategy because it would save time for the students who would already be familiar with the test examples used. 2) the designer thought the questionnaires (pre and post) which were to be used to measure the shift in students attitudes about public speaking, were valid and reliable with a few minor changes to the wording of certain questions.

**Recommendations:** 2) the designer recommended changing the ambiguous wording on the pre and posttests.

**Changes:** certain questions were reworded on the pre and posttests questionnaires to remove any ambiguities

**Stage 2 & 3: One-to-one and group testing (n = 10)**

A group of ten (10) Educational Technology students was asked to review the mini-unit of instruction and answer

specific questions pertaining to that unit and make recommendations. This section reports the students' evaluations and recommendations and the modifications made to the unit based on these recommendations.

**Q.1 Are there any errors in the content of the mini-unit?**

**Evaluation:** the students pinpointed spelling mistakes. They also challenged certain answers to the test questions and these were noted by the evaluator.

**Recommendations:** the students recommended correcting the spelling mistakes and adding alternate answers to the questions.

**Changes:** spelling mistakes were corrected and alternate answers to the test were added to the mini-unit.

**Q.2 Is the mini-unit comprehensive?**

**Evaluation:** 1) Ten out of ten students found the unit to be comprehensive; this was due, they said, to the use of good clear examples and scenarios throughout the unit which helped them understand the concepts being taught. 2) Six out of ten students found there was good use of different learning materials which they thought were stimulating, appropriate and easy to understand. These materials helped them understand the concepts being taught.

**Recommendations:** Seven out of ten students recommended that the scenarios and examples used in the mini-unit be given to the students in written form for better comprehension, retention and for further reference.

**Changes:** all scenarios and examples used during the class time were reproduced for use by the students during class time.

**Q.3 & 4** Is there any superfluous information and is the content important?

**Evaluation:** all ten students saw the short attitude questionnaire which was to be given to the students during the class (objective 7.3) as being superfluous and not important enough to include in the mini-unit. ( This view was also consistent with feedback from the SME and the Design Expert). All other content was deemed important.

**Recommendations:** all ten students recommended eliminating objective 7.3.

**Changes:** objective 7.3 was removed from the mini-unit.

**Q.5** Is any part of the mini-unit ambiguous?

**Evaluation:** 1) As the instructional designer had predicted, the students were confused by the wording used in the

objectives. 2) In objective 2.3, five out of ten students found the group discussion a good strategy to stimulate the students and eliminate ambiguities, but they were a little concerned as to the time factor involved in such an activity. 3) In objective 6.4, ten out of ten students thought that the video clips were an interesting and effective way to teach the principles of how to answer audience questions effectively.

Recommendations: 1) The students recommended that the objectives should be re-written with the lay person in mind and that the use of buzzwords should be avoided. They also recommended that a better flow should be established between the sections to explain how all the different objectives work together. 2) The students recommended that a time limit should be set so as not to lengthen the class too much.

Changes: 1) the recommendations were noted when the objectives were re-written. 2) Time limits were set for each activity in the mini-unit as well as the discussion.

**Q.6 Is there enough content or too little?**

Evaluation: 1) Nine out of ten students felt that there was too much material to be covered in a 2 hour class. Three

independant pilot tests were performed by three student evaluators and their results showed that objectives 2.1, 2.2 and 2.3 which were to be taught in the first hour, actually took an extra hour and a half to complete. Objective 6.4 also needed an extra hour.

Recommendations: all three students who performed the pilot tests recommended that the class should be given on two consecutive days, each class lasting from two and half to three hours each (the extra time built in to allow for questions and feedback during the class), bringing the total class time to six hours.

Changes: the class time was expanded from 2 to 6 hours.

Q.7 Is the content at your level of understanding?

Evaluation: all ten students said that the content was easy to understand as well as very stimulating and interesting.

Recommendations: none.

Changes: no changes recommended or required.

Q.8 Would this be a course you would be interested in taking?



Nine out of ten students said they would be interested in this course if it were offered as an Ed Tech course.

Recommendations: none

Changes: no changes recommended or required.

Stage 4: Field Test (n = 6)

The Field Test was performed with six Educational Technology volunteer students who participated in two three hour classes at Concordia University. All testing was done during classtime and corrected by the students during classtime. Five evaluation questions were answered based on the results received: 1. Did the class change the students attitudes about public speaking? 2. Did 83% of the students successfully complete 90% of the course materials to reach mastery? 3. Were the materials used during the class (scenarios, video, examples) clear? 4. Were the teaching techniques and exercises used during the class helpful? 5. Was it perceived by the students that the information learned in the class improved their presentation skills? This section reports the analysis of the tests performed and their results and how these tests answer the

five questions, the discussion pertaining to these results and the recommended modifications made to the unit of instruction necessitated by these results.

Sample:

Five males, three between the ages of 26 and 35, two between the ages of 36 and 45; one female between the ages of 18 and 25.

Four of the six students were in the Master's Program, one in the D.I.T. and one in the D. CAL. Three were fulltime students, one a High School Teacher, one a Professional/Manager and one a Freelance T.V. Producer. Three of the students had had some kind of formal training in public speaking, the other three had not.

Testing:

Q.1 Did the class change the students attitudes about public speaking?

Analysis & Results: the first analysis was done between the pre and posttest attitude questionnaires filled out by the

students regarding their views on public speaking. A Sign Test was used to determine if there had been a significant positive or negative change in attitude for the group as a whole after the instruction. Table 1 shows the results of the Sign Test for each question and its level of significance,  $\alpha = .05$ :

**TABLE 1**  
**Results of Sign Test for Pre and Posttest**

Questions	+	-	0	p
1	4	0	2	.06
2a	2	1	3	nsd
2b	2	1	3	nsd
2c	2	0	4	nsd
3	2	0	4	nsd
4	0	0	6	nsd
5	1	0	5	nsd
6	3	0	3	nsd
7	1	1	4	nsd
8	0	0	6	nsd
9	1	0	5	nsd
10	2	0	4	nsd
11	2	1	3	nsd
12	2	0	4	nsd
13	2	0	4	nsd
14	3	0	3	nsd
15	2	2	2	nsd
16a	3	0	3	nsd
16b	3	0	3	nsd
16c	3	0	3	nsd

Note:  $\alpha = .05$ , + = number of positive changes;  
- = number of negative changes; 0 = no changes

Discussion: there seems to be no significant change in attitude between the pre and posttest except for the first question at .06 level of significance. If one examines the answers of the students individually, most students had a positive attitude about public speaking on the pretest and kept that same attitude on the posttest. The results show that there was little shift in attitudes because most of the students stayed with the same attitudes as indicated by the 0 column. This could be explained by the fact that the students were all educated people who were aware that public speaking is not an innate gift but a skill which can be learned. Also, the two classes lasted only six hours which may be too short a time to change the students' attitudes about public speaking. The results do not show a negative shift in attitude which could have indicated a flaw in the instruction itself, putting the students off learning skills for public speaking.

Recommendations: It is not possible to determine if the instruction did change the students' attitude in a positive way. Because the course would be taken voluntarily by Educational Technology students, it could be assumed from the start that these students believed that public speaking

is a skill that can be learned and thus enter the class with an already pre-established positive attitude. Two options are possible in light of these results: (1) perhaps only the pretest attitude questionnaire could be given to determine how each student perceives the art of public speaking in order to give the instructor a clearer view of misconceptions and obstacles that could hinder learning. This way the teacher could tailor each new class to suit the students by addressing these misconceptions from the start. (2) the second option is to administer the pretest at the beginning and then the posttest after the whole thirteen weeks have been taught, thus allowing a longer time for the students to change their attitudes either positively or negatively. This would be a clearer indicator if the instruction was perceived as good enough to make the students better public speakers.

Q.2 Did 83% of the students successfully complete 90% of the course materials to reach mastery?

Analysis and Results: the pretest which tested the students on their skill to identify which objectives were long or

short, what the controlling purpose of the presentation was and what type of presentation should be given based on a scenario presented, was completed by all the students. None of the students was able to answer the questions correctly.

Four tests were given in total during the instruction: one test was a presentation given in front of the class which was videotaped and analyzed by the instructor during the class and by a subject matter expert who observed each student's performance on videotape. Both observers used the same criteria to analyze the performances. The objective of the exercise was for the students to use techniques learned in class on how to handle difficult question from the audience. The results were as followed: both the instructor and the SME determined that each student's performance did indeed meet the following criteria:

1. The speaker diffused the heckler without making a scene.
2. The speaker answered the questions clearly.
3. The speaker was able to pinpoint the basic question.
4. The speaker handled the loaded question with poise.

5. The speaker handled the question he or she did not know very well.
6. The speaker always looked at the audience while speaking.
7. The speaker demonstrated a positive attitude.

It was concluded that mastery was indeed met by all six students. The students all participated very well in this section of the class and were not intimidated by the fact that they were being videotaped by the instructor. The first students tended to make a lot of jokes at the beginning due to nerves but then they settled in to playing the role seriously. They enjoyed replaying the videotape after the performances were done; this gave the instructor a chance to spot analyze their performances and answer questions.

The three written tests, which were given after each of the three objectives were taught, were corrected by the instructor and the students during class time. The first analysis was done on each individual student to determine whether 83% of the students achieved mastery of 90% of the materials. Each student had thirty-six questions in total to answer for all three tests.

Mastery would mean that each student must answer 32.4 questions correctly to pass. To determine if 83% of the students passed, five out of six students must master the tests. Table 2 shows the results:

**TABLE 2**  
Results of each student for all three tests (36 questions)

Student	Number of correct answers	Pass/Fail
#1	33/36	Pass
#2	35/36	Pass
#3	36/36	Pass
#4	34/36	Pass
#5	34/36	Pass
#6	28/36	Fail

Note: Pass = 32.4 out of 36 questions answered correctly

Five out of six students did master the material. Only one student did not pass the tests and this student was analyzed by the instructor as being inattentive during the class, uninterested in any of the discussions and was generally unmotivated.

To determine if 90% of the material was mastered, an analysis of each test was done as well as an overall



analysis of all the tests together. The group as a whole had two-hundred and sixteen (216) questions to answer; in order to achieve ninety percent mastery, the group needed to answer one-hundred and ninety four (194) questions correctly. The total number of correct answers was two-hundred (200), thus indicating that mastery of the material was achieved.

To determine if any areas of the instruction had been flawed, an analysis of each test was done to make sure that each objective had indeed been mastered. Here are the results of that analysis:

#### Objective & Test #1

##### Objective #1:

Given five examples of presentations, each example having a list of objectives, the learners will classify which objectives are short-term or long-term.

This objective took 25 minutes to teach. The students seem to understand the instruction and asked good questions. Some answers to the test were challenged and the students were able to justify their responses indicating that the subject matter had been understood.

##### Test #1:

Total Number of Questions: 126

Total Number of Correct  
Answers to Achieve 90% : 113.4/126

Total Number of Correct  
Answers : 116/126 (mastery)

## Objective & Test #2

### Objective #2:

Given different scenarios of presentations, the learners will correctly identify what the overall purpose of each presentation was (either to persuade, inform, solve a problem or get a decision from the audience).

The instruction took 30 minutes to teach. Students seem to understand the material. They did not ask many questions. During the debriefing, the students mentioned they did not like how the test was written out because the instructions were not clear.

### Test #2:

Total Number of Questions: 30

Total Number of Correct  
Answers to Achieve 90% : 27/30

Total Number of Correct  
Answers : 28/30 (mastery)

## Objective and Test #3

### Objective #3:

Given ten samples of speeches, the learners will correctly identify one of the four main types of presentations which are persuasive, entertaining, informative or instructional by writing next to each speech which type of presentation was used.

The instruction took 30 minutes to teach, the group discussion lasted 12 minutes and seem to help clear up any misunderstandings. The students seem to understand why they answered the way they did and they were able to substantiate their responses.

**Test #3:**

Total Number of Questions: 60

Total Number of Correct  
Answers to Achieve 90% : 54/60

Total Number of Correct  
Answers : 56/60 (mastery)

Discussion: It seems that 83% of the students did achieve mastery of 90% of the materials; however, there were areas that could be improved and clarified. The analysis of the individual objectives gives a clearer view of the misunderstandings in the materials. The first and second objectives gave the students the most difficulty and even though mastery was attained it was with a very small margin: only 2.6 over the mastery level for the first objective and only 1 over the mastery level for the second objective. This indicates that the students were able to grasp the significance of the material but were not quite sure how they should use and recognize these concepts. Of course as part of the larger unit, these concepts would be used over and over during the semester when the students would be developing their own final presentations. Testing instructions also needed to be explained during the class because of the wording and this could lead to false results.

It seems the most enjoyed portion of the learning was the role playing in front of the class. The role playing seemed to help them incorporate the concepts learned during the instruction and it also seemed to create a stronger bond between the students.

Recommendations: it was indeed evident from the results and comments from the students that the materials did help the students reach mastery but that there were still areas which could be clarified. It was recommended by one of the students that the first and second objective be combined when teaching because understanding how these two concepts work together is as important as understanding them individually. Explaining how each concept can help develop a presentation was not well explained and should be included at the beginning of the class. More examples should be added. As for the testing, it was recommended by the students that not only should answers be included but also lines beneath the answers so the students could explain why they answered the way they did.

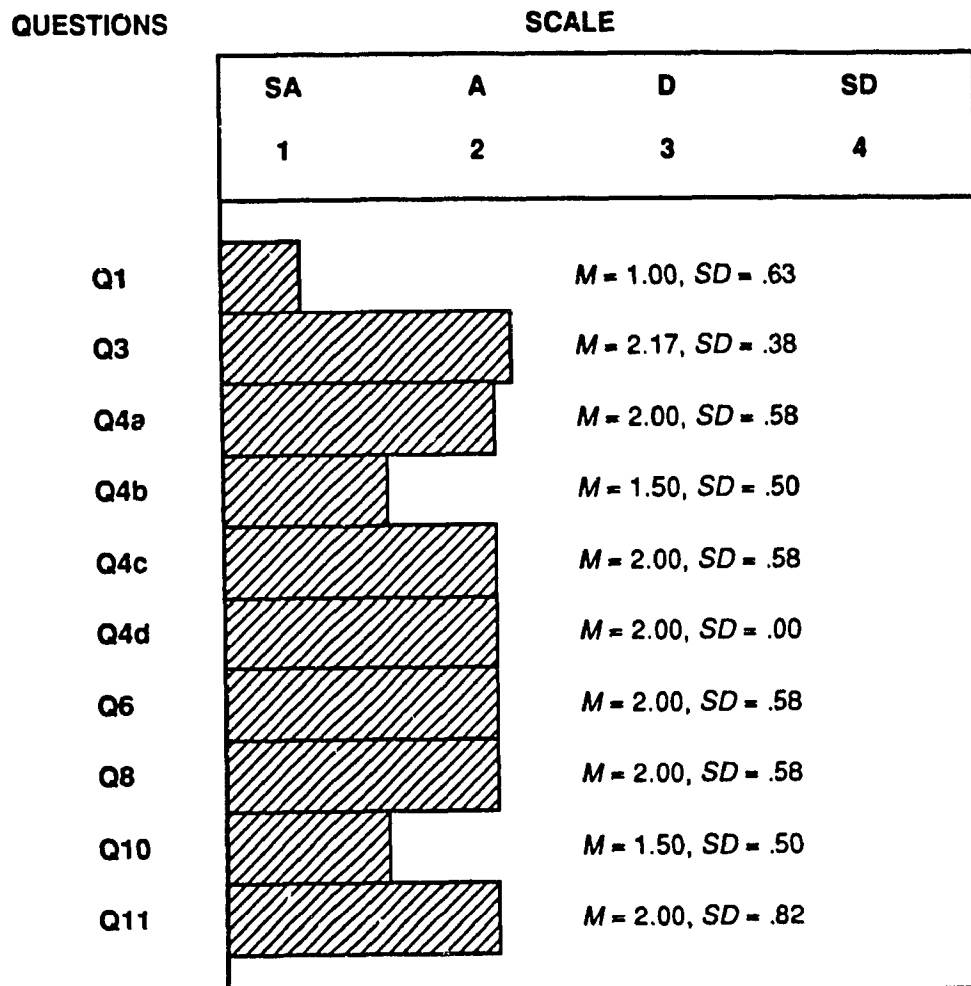
A new tactic was suggested by the students during the role playing: ask the student who will be playing the role to leave the room so the questioners can secretly determine who will be playing the different roles assigned in the role play. This seem to add more spontaneity to the performance of each student and simulated a real life situation better.

Q.3 Were the materials used during the class ( scenarios, overheads, videos, examples) clear?

Analysis and Results: Questions # 1,3,4,6,8,10 and 11 from the last section of the posttest questionnaire were analyzed to determine if there was a positive or negative attitude towards the materials used. For each question, an overall mean and standard deviation were calculated to give a group consensus. FIGURE 1 shows that the overall rating of the materials is on the positive side, ranging from 1 (strongly agree) up to no higher than 2.17 (2 being agree), with the highest standard deviation being .82.

**FIGURE 1**  
**Results of Questions 1, 3, 4, 6, 8, 10 & 11 from Posttest Questionnaire**  
**(Attitudes Towards Materials)**

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Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

The students agreed that the scenarios, overheads and examples helped them understand the concepts. The only problem they had was with the video used to teach the different answering techniques. They felt that the concepts were not well illustrated by the actor in the video and that the oral explanation given before each video clip by the instructor should be clearer and longer.

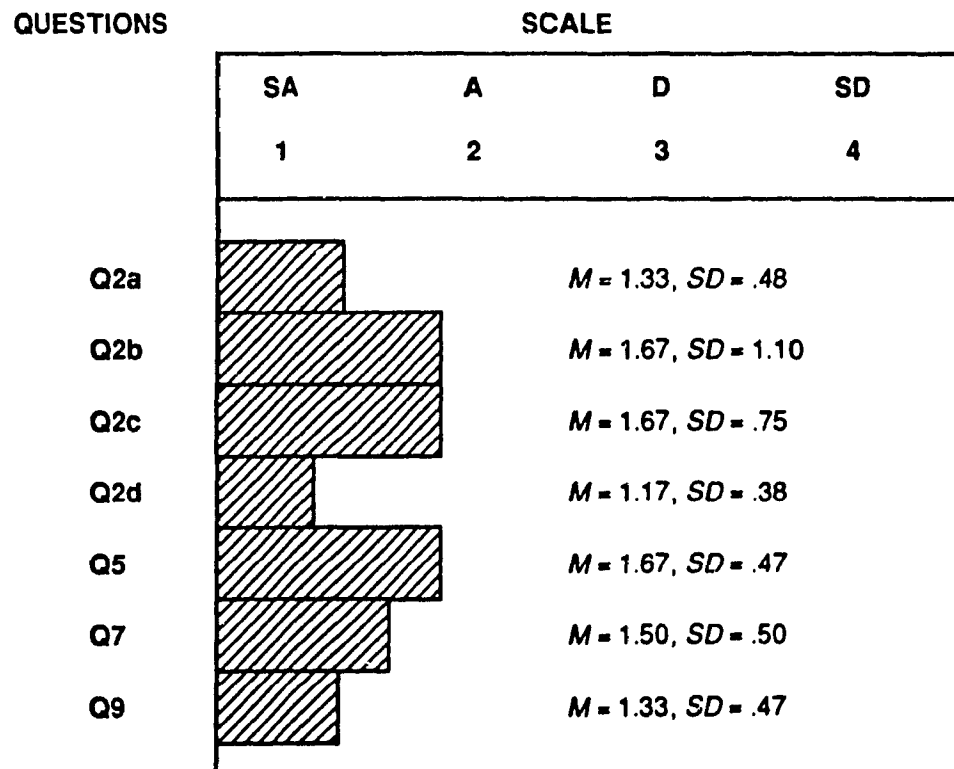
Discussion: there seemed to be enough materials used during the class and they supported well the concepts and ideas being taught. However, the video clips which were used could have been more clearly explained before they were shown and this is what could have lead to some confusion. Giving out the scenarios in written form to the students helped them focus on the discussion and ask specific questions about the materials.

Recommendations: better introductory explanations and debriefing sessions should be written for each different video clips. Changing the video clips may be necessary if these additional modifications do not solve the confusion.

**Q.4 Were the teaching strategies and instruction helpful in the learning process?**

Analysis and Results: Questions # 2,5,7and 9 from the last section of the posttest questionnaire were analysed to determine if there was a positive or negative attitude towards the instructor and the teaching strategies used. For each question, an overall mean and standard deviation were calculated to give a group consensus. FIGURE 2 shows that the overall rating of the instructor and the teaching strategies is on the positive side ranging from 1.17 (1 being strongly agree) up to no higher than 1.67 (2 being agree) with the highest standard deviation being 1.1.

FIGURE 2  
Results of Questions 2, 5, 7 & 9 from Posttest Questionnaire  
(Attitudes Towards Instructor and Teaching Strategies)



Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree



An independent rater was present for the first class and analyzed the instructor teaching the class. The instructor was judged as being relaxed, confident and clear when addressing the students. She addressed them with the appropriate formality level even if the students were peers. The concepts were explained very clearly and the instructor was able to answer all the questions asked by the students. The instructor was able to animate the group, leading each student to discuss points brought out during the instruction. A nice relaxed atmosphere was felt by the rater. The rater also remarked that the instructor was herself a good public speaker which lended credibility to her teaching ability and the materials, and helped her communicate more effectively with the students.

Discussion: the group concensus seemed to be that the instruction was good and that the instructor was well informed, enthusiastic about the subject matter, a good public speaker herself and was well prepared. This could be due to the fact that the instructor was also the designer of the instructional unit and was well acquainted with the material. The teaching strategies used during the class

such as group discussions and role playing were judged as being helpful and enjoyable by the students. This is probably due to the fact that the students enjoy breaking up the learning process and that practicing their new skills helps them incorporate these skills.

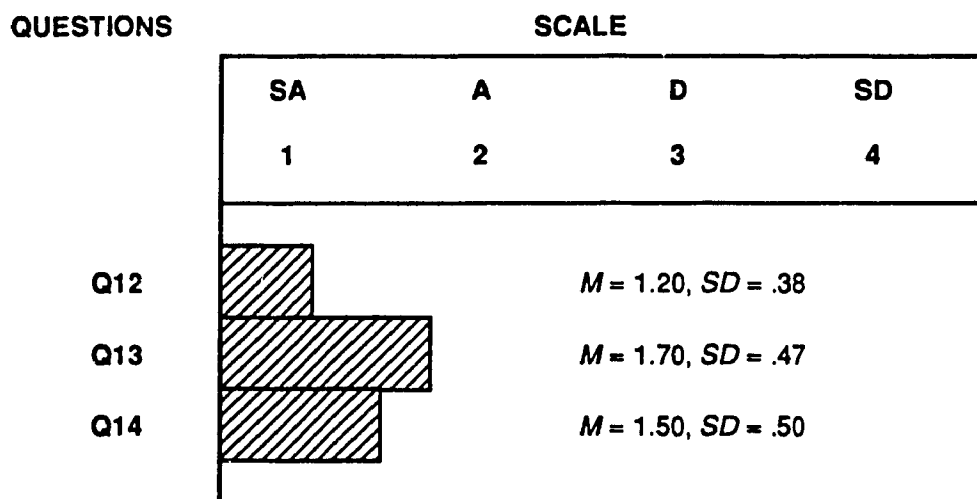
Recommendations: the teaching techniques used in this module seem to have worked well and can stand as is. However a note should be included in the instructor's guide that warns that whoever should intend to teach this class should be well informed on the subject matter and be him or herself a good public speaker.

Q.5 Was it perceived by the students that the information learned in the class improved their presentation skills?

Analysis and Results: Questions # 12,13 and 14 from the last section of the posttest questionnaire were analyzed to determine if it was perceived by the students themselves that they could use what they had learned to improve their presentation skills. For each question, an overall mean and standard deviation were calculated to give a group

consensus. FIGURE 3 shows that the overall rating is on the positive side ranging from 1.2 (1 being strongly agree) up to no higher than 1.7 (2 being agree) with the highest standard deviation being .5.

FIGURE 3  
Results of Questions 12, 13 & 14 from Posttest Questionnaire  
(Attitudes Towards Student's Accomplishment)



Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Discussion: the question which rated the highest mean was question 12 which asked the students if they had learned any information which could help them prepare better presentations. A mean of 1.2 shows that the students perceived that the instruction would help them prepare better presentations. This is an important point because the perception of the students was that the information they learned in the class could be transferred to a real life situation, i.e. preparing and giving presentations. The other questions showed that the students felt they had improved their speaking skills (question 14) and they would like to learn more about this subject (question 13).

This seems to show that the students felt that they could use what they had learned in the class and this could be due to the fact that they mastered the material and were successful in completing the course.

Recommendations: the information that was taught in this mini-unit can stand as is because the students' evaluation has shown that they perceive the material as being useful and helpful when preparing and giving presentations and that they would be interested in continuing a course on this subject matter.

## CHAPTER FOUR

### Final Summary and Recommendations

What overall conclusions can be made about this mini-unit of instruction? The first and foremost question which should be answered is: were the needs which were identified, met? First, the need to take a course which would teach the students how to prepare and give presentations was identified: this need was met by the students who took the instruction and was shown by their response on the questionnaire. Second, the need to know how to organize ideas and materials into a cohesive presentation was mentioned: the instruction in the mini-unit dealt with this area of public speaking and the students mastered these skills very well as shown in their test results. Third, the need to have a clearer self-image as a public speaker was covered by the role-playing which was videotaped and reviewed by the students: this last objective gave the students a clearer view of their public speaking skills and was shown by their response in the questionnaire which stated they thought they had improved their speaking skills. Finally, the need to have this type of course within the Educational Technology curriculum was identified and was

verified by the fact that the students all agreed that they would continue such a course if it were offered by the program.

Based on the results of this mini-unit, it can be concluded that the target audience of Educational Technology students was well picked and that mastery was met by 5 out of 6 students who participated. The feedback received from the two classes helped to evaluate and change areas which were ambiguous. The teaching strategies and materials developed in the instructional guide and used during the instruction guided the instructor in helping the students reach mastery.

However, there is one area of concern: the fact that the designer of the mini-unit was also the instructor who taught the course. This leads to a very valid question regarding the evaluation: was the mini-unit evaluated on its merit as an instructional guide or only on its content? In other words, is the guide so complete that any instructor could use it. As it stands, the evaluation has addressed the content but not the format. This is a concern which must be addressed if the complete course will be taught.

The overall recommendation of this thesis is to make the changes to the mini-unit of instruction which were identified by the students and to try and teach the complete thirteen week course with an independant instructor before a summative evaluation could be completed. Based on the formative evaluation of the mini-unit, the content of the thirteen week course would have to be reduced because of identified time constraints.

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## Appendix A

### Instructor's Guide

## INSTRUCTOR'S GUIDE

### Class # 3 - Lesson # 1

**Topic:** Recognition of short and long term objectives in a presentation, of the controlling purpose of a presentation and the identification of different types of presentations.

**Objectives:** 2.1, 2.2, 2.3

By the end of this lesson, the learners will be able to recognize from a list of objectives which of them are short-term and which are long-term. They will also be able to determine if the controlling purpose of different presentations is either to inform, solve a problem, get a decision or persuade. They will also identify from examples if different presentations were either informative instructional, entertaining or persuasive.

**Time:** 3 hours

**Media:** Written extracts of speeches, written scenarios outlining presentation situations, blackboard, overhead transparencies of speeches and examples.

**Introduction:**

**Teach 2.1:**

**Approximate time:** 45 minutes for teaching  
15 minutes for testing and correcting

The teacher would first inform the class that at the end of this class, they will be able to recognize which are short-term and which are long-term objectives of a presentation what the controlling purpose of a presentation is and how to decide what type or types of presentations they are likely to give. The teacher should stress that these steps are very important in establishing the material needed to develop a solid presentation.

The teacher would then write on the blackboard one column that says objectives and then two different columns next to each other that say short-term and long-term. She would then ask the class if they can think back to a presentation they have given, and remember what type of objectives they wanted to meet in that presentation. These examples should be written in the first column with numbers next to each one. After examples have been given like: I wanted to sell a product or wanted to get funding for a project.... After these examples have been written, the teacher should then discuss each objective and try to establish with the help of the students, which could be considered long-term and which could be short-term.

The teacher can stimulate this discussion by asking them if when they gave the presentation, were they aware that they may have objectives that represented short-term results like getting a plan approved to proceed or did they see their presentation as having long-term results like getting an educational program off the ground or a new department started. At this point the teacher would read the following scenario of a possible presentation situation and ask the students if they recognize the short and long-term objectives:

**Scenario #1:** Mr. Brown who is the director of Marketing for company ABC, has been asked by the advertising department to give a presentation on the newest product line his department has been working on. This presentation would brief the top advertising people about the project so they could get going on an advertising plan to sell the new line. The presentation would also determine who would be working on the project and establish some guidelines on how the project will proceed.

After reading this scenario, the teacher would ask the students what they thought were the short-term objectives of the presentation: they should answer that to determine who will work on the project and establish some guidelines on how the project will proceed are the short-term objectives. When asked what the long-term objective is : they should answer that establishing an advertising plan to sell the new line is the long-term objective.

At this point the teacher would explain what the difference is between a short and long-term objective. A short-term objective is usually one that is concerned with short-term results like what will be the measure of a successful presentation. Examples of this would be an awareness of a need leading to the initiation of a corrective action or an understanding of and ability to use the information being presented or the creation of a favorable image leading to a future acceptance of ideas. These are what we could call

the objectives of the briefing not the objectives we are proposing in the brief. The objectives proposed in the presentation are usually the long-term objectives, the objectives we hope will be fulfilled in the future like getting additional profitable business for the company.

The teacher would then give the students some key criteria questions they should ask themselves to be able to judge their objectives in a presentation. The first would be to answer "What are we proposing in the presentation?" and this should give them an idea of their long-term objectives. The second question they should ask themselves is "What are the results I want to get out this one presentation?" and this should give them their short-term results. The teacher could then go back to the examples on the blackboard and ask if the students would like to revise their classification of the objectives. Then final questions should be asked and testing of the first objective should be done.



**Test 2.1** The teacher will give the following 5 examples of presentations, each with a list of objectives. The learners must classify which are short-term and which are long-term objectives:

**Example 1:** The marketing department of a large airline company prepares an audio-visual presentation to sell their new european routes to independant travel agents. Their objectives are:

- 1) Sell the new routes
- 2) Familiarize the agents with their new routes
- 3) Create a new image in the industry
- 4) Get additional business for the company

**Answer:** Short-term: 1, 2 and 3      Long-term: 4

**Example 2:** A new sales manager has just joined company B and has been asked to address the sales staff for the first time. His objectives for the briefing are:

- 1) Become a known quantity to his new employees
- 2) Create a favorable image
- 3) Make his staff aware of his future plans
- 4) Motivate the staff

**Answer:** Short-term: 1,2 and 4      Long-term: 3

**Example 3:** An engineer in a large manufacturing firm has been developing a process which will save the company a large amount of money in the future. However the plan needs more funding to continue and a firm commitment that the company will implement the process once it is developed. He is asked by his superiors to prepare a brief outlining the research he has been doing. His objectives are:

- 1) Get additional funding to finish the project
- 2) Get a firm commitment from top management to continue the project
- 3) Get a commitment from top management to implement the project when it is finished
- 4) Create a favorable impression on his superiors
- 5) To relieve anxieties about his project

**Answer:** Short-term: 1,2,4,5      Long-term: 1,3

**Example 4:** The head of the Department of Health, Education and Welfare in a large city has been asked to give a briefing to help start a new program to educate disadvantaged adults with no marketable skills which would be funded by City Hall. His objectives are:

- 1) Provide citizens from disadvantaged areas with more saleable skills
- 2) Initiate action on research and development
- 3) Get budgetary allocation for Phase 1

**Answer:** Short-term: 2,3      Long-term: 1

**Example 5:** The personnel manager of a small manufacturing company has been asked to brief the employees on a new health benefit package the company is introducing. Her objectives are:

- 1) Present the facts to the employees to make them aware of their new benefits so they can use them properly in the future
- 2) Make the employees feel that the company cares about their welfare
- 3) To relieve anxieties over new benefits
- 4) To create a positive rapport between herself and the employees
- 5) Help the employees accept the new plan

**Answer:** Short-term: 2,3,4      Long-term: 1,5

Giving the students approximately 10 minutes to complete the test, the teacher would then review each question with the students to correct their answers and discuss the questions they did not understand. The tests should then be collected by the teacher and the class should move on to Objective 2.2.

**Teaching 2.2**

**Approximate time:** 45 minutes for teaching  
15 minutes for testing and correcting

The teacher would then inform the students that now that they are aware of the different objectives of their presentation, they should think of what is exactly the overall object or purpose of their presentation? The teacher would then tell them that this is what is called the controlling purpose of a presentation. The teacher would then ask the class if they could hazard a guess of what this term means. Their answers should talk about the reason to give the presentation, what guides the presentation, the goal of the presentation.

Then the teacher would ask the students what elements did they think would influence this purpose. The teacher would then draw a triangle on the blackboard and coach the students to determine that the three elements that control the purpose of a presentation are: the subject of the presentation, the audience's interest in that subject and the speaker. The teacher would illustrate with the following example:

**Scenario #2:** You are a mining engineer who has been asked to brief a group of bankers to borrow capital to begin a silver mining operation in South America. If you only look at your subject, you may develop a brief that only talks about how good the silver is and how abundant it is where you want to mine. But if you also consider your audience, you would include in your brief the point of view of your bankers and stress that they would get a quick pay-back because of the high price of silver and the low cost of operations in South America.

The teacher could discuss this scenario with the students and then ask them how they thought the three elements discussed above could be identified. For example, what was the subject of the presentation? The answer should be to inform the bankers of the silver mine in South America. The teacher could then point out that if the engineer only considered this element as the controlling purpose of his presentation, he would give a presentation that would be filled with facts and figures about the type of silver, how much silver is in the mine and how they will extract it. This would be a good presentation to give to a group of engineers but not bankers who are not really capable of understanding the technical side of mining for silver.

So our engineer must take into account who his audience is: he is presenting to bankers who are more interested in the return on their dollars invested rather than the subject of

mining. So taking this second element into account, the engineer must include in his presentation facts and figures about what it will cost to mine the silver and how much can they get on the trading market for that silver. And of course the third element of the presentation should not be forgotten, that is the interest of the speaker: the engineer must not forget that he is there to sell an idea and his speech must not only inform his potential investors but also woo them to invest.

The teacher could then ask the students what they thought was the overall purpose of the miner's presentation: was it to inform, solve a problem, get a decision from the audience or persuade. Hopefully the students would answer that it was to get a decision to invest in his business venture. The teacher would then ask them if they thought the engineer was also trying to persuade. If the students answer yes, the teacher can then explain that sometimes we have more than one element to help us determine what the overall purpose to a presentation is and as long as we are aware of this and we do not lose sight of our short and long-term objectives, we will develop our presentation correctly. The teacher would then ask the students if there are any questions because they will now be tested.

**Test 2.2** The teacher will use the same 5 examples from Test 2.1 and ask the students to identify what the purpose or purposes of the presentations are:

**Answers:**

**Example 1:** inform and persuade

**Example 2:** persuade and inform

**Example 3:** inform , get a decision and persuade

**Example 4:** solve a problem, persuade, get a decision

**Example 5:** persuade and inform

After giving the students 10 minutes to do the test, the teacher can then discuss the answers and clarify any material that is not understood. The teacher should then collect the tests and go on to Objective 2.3

**Teach 2.3:**

Approximate time: 15 minutes for teaching  
20 minutes for group discussion  
10 minutes for discussing answers  
15 minutes for testing & discussion

The teacher would ask this question to the students: now that we can determine the different objectives and the controlling purpose(s) of our presentation, what can we do with this knowledge? Hopefully the students will answer that we can determine what type of presentation we will give. The teacher could write four categories of types of presentations on the blackboard : 1) entertaining, 2) persuasive, 3) instructional, 4) informative. The teacher would then use four extracts of speeches that each exemplify one of the four types of presentations. The teacher will read each one and after each reading, the teacher will ask the students what type of presentation they think it is.

The teacher will then explain that when you pick the type of presentation you are going to give, it sets up the tone of your presentation as well as the type of information you are going to include in your presentation. The teacher will then start a discussion with the students brainstorming to determine the role of each type of presentation: for example, an instructional briefing is to teach others how to do something so there would be examples in the presentation as well as facts, figures and demonstrations and the tone is

usually serious; an entertaining briefing is to entertain without requiring any decisions from the audience and is usually full of anecdotes and analogies pertaining to the subject at hand and the tone is usually light; a persuasive briefing is mainly to sell the audience the idea you know what you are talking about and create an atmosphere of confidence so that the speaker can sway the audience to his or her way of thinking and the tone is very determined; and finally, an informative briefing is to provide a general picture of what you are presenting and is usually full of pertinent information delivered in an easy manner. The teacher would then make the point that you can often have overlap from one type of presentation to another and that two styles can work together: for example one could be informative as well as entertaining ....

Then the teacher would ask the students what type of presentation would they choose if they were a manager in a department and his employees were having problems adjusting to a new computer system. First, the teacher would point out that the long-term objective of the manager would probably be to make sure all his employees can use the new



system properly. His short term objective might be to persuade the employees that the system is good and when they learn to use it, they will save time.

However his controlling purpose would be to solve the problem of his employees not being able to use the system. So what type of presentation should the manager give: hopefully the students will say that he should give an instructional presentation to the employees to teach them how to properly use the system.

The teacher would then ask the students to take the 5 examples used in test 2.1 and together in small groups, discuss what type of presentation would best suit the controlling purposes of each presentation. It would be important here for the teacher to explain to the students that as the manager in the example above, he had different objectives to fill and he had to decide which objective was the most important. One must sometimes weigh the different purposes to a presentation to decide which is the most important so that a type of presentation can be chosen. The teacher should ask the students to decide the different types of presentations could be used for each example but to rank them in term of highest to lowest priority. The results would then be discussed in class with the teacher.

**Results:**

Example 1: 1) persuasive, 2) informative 3) entertaining

Example 2: 1) informative 2) persuasive

Example 3: 1) persuasive 2) informative

Example 4: 1) persuasive

Example 5: 1) informative 2) persuasive 3) entertaining

Test 2.3 The teacher will give the students the following 10 samples of speeches which can be categorized into one of the four main types of presentations. The students must mark next to each which of the four the speech represents:

1. " At other times I have mentionned several things to you about my children, but this time my husband is the victim. The idea for this speech came to me in the shower....."

Answer: entertaining

2. "....what you need to understand is that the ring around this gasket will not work unless you insure yourself that it is tightly bound in place so...."

Answer: instructional

3. " ...Ask not what your country can do for you but what you can do for your country...

Answer: persuasive

4. " I have been asked today to give you a brief description of my duties as warden of the South Side Correctional Institution. Being a warden is not...."

Answer: informative

5. " Do you realize as you are sitting here that the heart of each of you is beating 70 times per minute, 4,200 times per hour and over 100,000 times every day?...

Answer: informative

6. " ...I am glad to have the opportunity today to be able to tell you about the wonderful advancements our research people have made in this growing area. We have been in the forefront of this type of technology for some 10 years and we are still leaders in this field...."

Answer: persuasive

7. " ...this software is so user-friendly that this meeting today will get you on your way to using this package quickly and effectively. First lets look at your User's manual to get acquainted with the different commands....."

Answer: instructional

8. " Every year at vacation time my husband and I go through the same routine: he's for backpacking and I am turned on to three little words: room service please...."

Answer: entertaining

9. " I know that deep down in your hearts you cannot turn away from these poor homeless people who are wandering our city streets. We must, as good citizens, find a solution..."

Answer: persuasive

10. " The fourth process employs an acid, concentrated acetic acid familiar to us in dilute form as vinegar...."

Answer: informative

the teacher will then discuss the answers with the students and answer any questions. The tests will then be collected and the class will end.

**Lesson # 2**

**Topic:** How to use effective answering techniques  
when responding to difficult audience questions

**Objective:** 6.4

By the end of the lesson, the learners will be able to handle hecklers, long-winded questioners, loaded questions and will answer questions with poise and courteousness.

**Time:** 3 hours

**Media:** Video recordings of speakers, written scenarios and roles with accompanying questions for the audience.

**Introduction:**

**Teach 6.4:**

Approximate time: 1 hour for teaching  
2 hours for testing

The teacher would first inform the class that at the end of this hour, they will be able to use effective question techniques. The teacher would then direct the students to the television monitor and play a tape of a speaker being questioned by an audience member. The tape would show the interchange between the speaker and the audience member and the manner in which the speaker responds to that person. This clip would show a very negative exchange between the two parties. After the video clip, the teacher would ask the students to comment on the speaker. The teacher could ask questions like Was the speaker's attitude toward the

questionner positive or negative? Did the speaker seem defensive and why? Did the speaker answer the audience member's question clearly? Graciously? With poise?

The teacher would then introduce a second video clip with the same speaker and the same member of the audience asking the same question but this time with the speaker displaying a more positive attitude. This would show the students that the speaker's attitude towards the audience is the single most important aspect to answering questions properly.

The teacher would then play a third video clip which demonstrates the technique of clarifying a question posed by an audience member. After the clip, the teacher again could discuss with the students what made that question method effective. The students would hopefully answer that the speaker was able to zero in on the main point of the question instead of wasting time with the broader question first asked. The fourth video tape would show how a speaker would handle a heckler or argumentative individual in the audience. The students would discuss the techniques used: that the speaker never lost his cool, that the audience member was acknowledged but was diffused before causing a scene.

The fifth video clip would deal with a loaded question and long-winded questioner. Again the techniques would be discussed: for the loaded question, the speaker turned the table on the questioner asking him what he thought of his question and then quickly changed the subject; for the long-winded questioner, the speaker was able to anticipate what the main idea of the question was and concentrated on that, thanking the questioner for the comment.

Finally, the six video clip shows the speaker unable to answer a question from an audience member. The students would then discuss that the speaker was poised and courteous even if he did not know the answer and that he reassured the audience member that he would look into it after the presentation.

**Test 6.4** The teacher then informs the class that each student will take a turn in front of the class for 1 minute to answer questions from class members. This is a role playing situation: the teacher will set up the scenario for this presentation and each student will be given questions as well as roles to play in advance. Depending on the number of students in the class, the teacher can rotate the roles so that each student can participate. Each performance will be videotaped for later reference. Each performance will be evaluated based on a detailed criterion checklist which will be found at the end of this module and which should be handed out to all the students in the class ( as many copies as there are students so that each performer can be evaluated by all the students)

**Scenario:** You are Prime Minister Brian Mulrooney and you have been invited to speak to a gathering of concerned Canadians who are worried because the Free Trade Agreement has just been signed between the USA and Canada. You are there to relieve their fears but the crowd seems on edge and ready for a confrontation. You need to diffuse the situation as well as possible because the proceedings are being televised, so you must be very careful how you respond.

**Roles and sample questions assigned to the students in the audience:**

**Role 1:** The heckler

**Questions:**

- 1) Who the hell are you Mulrooney to sell us out?
- 2) Go back to Quebec where you belong!
- 3) What kind of Canadian are you anyways!
- 4) Who died and made you king?

**Role 2:** The argumentative individual

**Questions:**

- 1) Mr. Prime Minister, I cannot believe that you actually let that guy Reisman sell us down the river, and allow this trade agreement to be signed without the consent of the Canadian people, what can you say about that?
- 2) Mr. Prime Minister I believe that you have a lot of explaining to do to your public, seeing that you have ruined Canada's chances of ever distancing itself from the United States shadow.



**Role 3: The long-winded questioner**

- Questions:**
- 1) Many have compared you to past Tory Prime Ministers because of your very narrow view of what Canada is and should be to the people of this land and the nations which are our friends and many fear that your stand today on free trade will only divide this nation once more into smaller fragments of its former self and that this trade agreement is only putting the last of the nails in the coffin of our individuality as Canadians.....
  - 2) How do you feel now that the Meech Lake agreement has been signed by all the provinces which was looked upon as a fragmenting tool that will give the provinces too much power and Ottawa too little power and now this trade agreement which in my estimation only reduces Ottawa's power even more, do you really think that the canadian people will.....

**Role 4: The loaded question**

- Questions:**
- 1) Mr. Prime Minister, how do we know that this new trade agreement is really what Canada needs to grow economically?
  - 2) Mr. Prime Minister, how do you know that the US will live up to this agreement?
  - 3) Mr. Prime Minister, how do we know that we as consumers will be getting the best market price?

The performance of each learner who will stand and answer questions will be judged according to the following criteria:

	Yes	no
1) Did the speaker diffuse the heckler without making a scene?		
2) Did the speaker answer questions clearly?		
3) Was the speaker courteous?		
4) Was the speaker able to pinpoint the basic question the long-winded questioner was asking?		
5) Did the speaker handle the loaded question with poise ?		
6) Did the speaker know how to handle the questions he or she did not know?		
7) Did the speaker always look at the audience while speaking?		
8) Did the speaker show a positive attitude towards the audience?		

NB The scenario is only an example of a possible situation. The scenario and questions can be left to the creativity of the teacher depending on the class and their interests.

## **Appendix B**

### **Samples of Class Materials**

**Scenario # 1:**

Mr. Brown who is the director of Marketing for company ABC, has been asked by the advertising department to give a presentation on the newest product line his department has been working on. This presentation would brief the top advertising people about the project so they could get going on an advertising plan to sell the new line. The presentation would also determine who would be working on the project and establish some guidelines on how the project will proceed.

**Scenario # 2:**

**You are a mining engineer who has been asked to brief a group of bankers who could possibly invest in your mining venture in South America. You need to convince them that the mine is a sure thing. The capitol must be found soon if the project is to succeed.**

**Scenario # 3:**

**You are Prime Minister Brian Mulrooney and you have been invited to speak to a gathering of concerned Canadians who are worried because the Free Trade Agreement has just been signed between the USA and Canada. You are there to relieve their fears but the crowd seems on edge and ready for a confrontation. You need to diffuse the situation as well as possible because the proceedings are being televised, so you must be very careful how you respond.**

**Roles and sample questions assigned to the students in the audience:**

**Role 1: The heckler**

**Questions:**

- 1) Who the hell are you Mulrooney to sell us out?**
- 2) Go back to Quebec where you belong!**
- 3) What kind of Canadian are you anyways!**
- 4) Who died and made you king?**

Role 2: The argumentative individual

- Questions:
- 1) Mr. Prime Minister, I cannot believe that you actually let that guy Reisman sell us down the river, and allow this trade agreement to be signed without the consent of the canadian peop'e, what can you say about that?
  - 2) Mr. Prime Minister I believe that you have a lot of explaining to do to your public, seeing that you have ruined Canada's chances of ever distancing itself from the United States shadow.

Role 3: The long-winded questionner

- Questions:
- 1) Many have compared you to past Tory Prime Ministers because of your very narrow view of what Canada is and should be to the people of this land and the nations which are our friends and many fear that your stand today on free trade will only divide this nation once more into smaller fragments of its former self and that this trade agreement is only putting the last of the nails in the coffin of our individuality as Canadians.....
  - 2) How do you feel now that the Meech Lake agreement has been signed by all the provinces which was looked upon as a fragmenting tool that will give the provinces too much power and Ottawa too little power and now this trade agreement which in my estimation only reduces Ottawa's power even more, do you really think that the canadian people will.....

Role 4: The loaded question

- Questions:
- 1) Mr. Prime Minister, how do we know that this new trade agreement is really what Canada needs to grow economically?
  - 2) Mr. Prime Minister, how do you know that the US will live up to this agreement?
  - 3) Mr. Prime Minister, how do we know that we as consumers will be getting the best market price?

Speech # 1:

" Now the first thing you must make clear to your employees is that there is no reason to shy away from this procedure. It may be a little difficult to master, but they will find that with time and a little practice, this new step will save them time and effort in achieving their quotas."

Speech # 2:

" About six weeks ago, my husband made a business trip and while he was away, he was invited to a friend's house where the hostess served chicken and waffles. Upon his return, he kept talking about this wonderful treat, but I was only half interested as, while I am very fond of chicken, I care very little for waffles. Suddendly it occured to me that he was thinking of getting me a waffle iron for my birthday. So I immediatly set out to head him off! I thought that something more personal would be lovely, so I began to stress my need for a new outfit..."



Speech # 3:

" Remember, we shall never stop, never weary and never give in, and that our whole people and empire have vowed themselves to the task of cleansing Europe from the Nazi pestilence and saving the world from the New Dark Ages."

Speech # 4:

"First, I would like to give you a brief description of the anatomy of the heart. Here is a picture as it really looks. As you can see, it is about the size of my fist. Now I want you to think of your heart as being a two-story, four-room house. The two upstairs rooms are known as auricles and the two downstairs rooms are known as ventricles.

## Appendix C

Samples of Pre & Posttests

and

Class Tests

## Pretest:

## Section A

PLEASE CIRCLE THE NUMBER WHICH BEST INDICATES YOUR  
LEVEL OF AGREEMENT OR DISAGREEMENT WITH THE STATEMENT.  
EITHER YOU:

STRONGLY AGREE (1), AGREE (2), DISAGREE (3) OR STRONGLY  
DISAGREE (4).

- |  | SA |   | SD  |
|--|----|---|-----|
| 1) By and large public speakers are born,<br>not made.   | 1  | 2 | 3 4 |
| 2) The aim of a public speaking course is to<br>teach the student:                             |    |   |     |
| a) to speak at any time  | 1  | 2 | 3 4 |
| b) on any subject  | 1  | 2 | 3 4 |
| c) with minimum of preparation   | 1  | 2 | 3 4 |
| 3) There are no fundamental differences<br>between public speaking and conversation.           | 1  | 2 | 3 4 |
| 4) The greatest speakers and actors never<br>experience stage fright.                          | 1  | 2 | 3 4 |
| 5) The first step in the efficient preparation<br>of a speech is to write at least an outline. | 1  | 2 | 3 4 |
| 6) I have no difficulty speaking in front<br>of a crowd.                                       | 1  | 2 | 3 4 |
| 7) I enjoy giving presentations to my peers.   | 1  | 2 | 3 4 |
| 8) When asked to prepare a speech, I know how<br>to pick my main ideas and develop<br>them.    | 1  | 2 | 3 4 |

- 9) I believe there are skills I could learn that could improve my public speaking performance. 1 2 3 4
- 10) When speaking in front of a crowd, I find myself freezing up. 1 2 3 4
- 11) My diction is not good enough for public speaking. 1 2 3 4
- 12) I believe that knowing how to give effective presentations can help me do my job better. 1 2 3 4
- 13) Even with a very comprehensive course, I will never be a good public speaker. 1 2 3 4
- 14) No matter how I try , I will never enjoy getting up in front of a crowd and giving a speech. 1 2 3 4
- 15) Articulate and poised public speakers, have a better self-image than others. 1 2 3 4
- 16) When faced with questions from the audience, I can effectively handle:
- a) Hecklers 1 2 3 4
- b) Loaded questions 1 2 3 4
- c) Long-winded questioners 1 2 3 4

## Section B

PLEASE ANSWER THE FOLLOWING QUESTIONS :

1. Please read the following scenario and classify which objectives are short-term and which are long-term?

Mr. Smithe who is head of Research and Development at a large computer company, has been asked by his superiors to prepare a presentation which would be given to a group of prospective investors. The presentation must assure these would be investors that the company is a leader in the development of computer hardware and that their new PC, the XGT, will be a hot seller if they can get the money to develop and manufacture a prototype. The presentation should emphasize the point that the Research and Development Group knows what the market needs and that, if it can develop this project, the financial growth of the company in the next five years seems very good. His superiors hope that this presentation will open the way to negotiate the deal. Which of the objectives of this presentation are short-term and which are long-term :

- 1) Sell the new product: \_\_\_\_\_
- 2) Get funding for research and development: \_\_\_\_\_
- 3) Persuade the new investors: \_\_\_\_\_
- 4) Present a positive and strong company image: \_\_\_\_\_
- 5) Create a favorable atmosphere for negotiating a deal: \_\_\_\_\_

2. Using the same scenario above, please determine what the controlling purpose of the presentation is?

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3. Using the same scenario above, please determine what type of presentation Mr. Smithe will give?

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## Posttest:

## Section C

PLEASE CIRCLE THE NUMBER WHICH BEST INDICATES YOUR  
LEVEL OF AGREEMENT OR DISAGREEMENT WITH THE STATEMENT.  
EITHER YOU:

STRONGLY AGREE (1), AGREE (2), DISAGREE (3) OR STRONGLY  
DISAGREE (4).

- |  | SA |   | SD  |
|--|----|---|-----|
| 1) By and large public speakers are born,<br>not made.   | 1  | 2 | 3 4 |
| 2) The aim of a public speaking course is to<br>teach the student:                             |    |   |     |
| a) to speak at any time  | 1  | 2 | 3 4 |
| b) on any subject  | 1  | 2 | 3 4 |
| c) with minimum of preparation   | 1  | 2 | 3 4 |
| 3) There are no fundamental differences<br>between public speaking and conversation.           | 1  | 2 | 3 4 |
| 4) The greatest speakers and actors never<br>experience stage fright.                          | 1  | 2 | 3 4 |
| 5) The first step in the efficient preparation<br>of a speech is to write at least an outline. | 1  | 2 | 3 4 |
| 6) I have no difficulty speaking in front<br>of a crowd.                                       | 1  | 2 | 3 4 |
| 7) I enjoy giving presentations to my peers.   | 1  | 2 | 3 4 |
| 8) When asked to prepare a speech, I know how<br>to pick my main ideas and develop<br>them.    | 1  | 2 | 3 4 |

- 9) I believe there are skills I could learn that could improve my public speaking performance. 1 2 3 4
- 10) When speaking in front of a crowd, I find myself freezing up. 1 2 3 4
- 11) My diction is not good enough for public speaking. 1 2 3 4
- 12) I believe that knowing how to give effective presentations can help me do my job better. 1 2 3 4
- 13) Even with a very comprehensive course, I will never be a good public speaker. 1 2 3 4
- 14) No matter how I try , I will never enjoy getting up in front of a crowd and giving a speech. 1 2 3 4
- 15) Articulate and poised public speakers, have a better self-image than others. 1 2 3 4
- 16) When faced with questions from the audience, I can effectively handle:
- a) Hecklers 1 2 3 4
- b) Loaded questions 1 2 3 4
- c) Long-winded questionners 1 2 3 4

**Section D**

PLEASE ANSWER THE FOLLOWING QUESTIONS WHICH PERTAIN TO THE  
FORMAT AND MATERIALS USED DURING THE INSTRUCTION:

- 1) The objectives of the class were clear 1 2 3 4
- 2) I found the instructor
  - a) not well informed 1 2 3 4
  - b) enthusiastic 1 2 3 4
  - c) a good public speaker 1 2 3 4
  - d) not well prepared 1 2 3 4
- 3) I found that each concept that was discussed  
in class was accompanied by clear examples  
which helped illustrate each point. 1 2 3 4
- 4) I found the video clips :
  - a) good examples of the techniques being  
discussed. 1 2 3 4
  - b) irrelevant 1 2 3 4
  - c) unclear 1 2 3 4
  - d) informative 1 2 3 4
- 5) I found the pace of the class too slow. 1 2 3 4
- 6) I found the speech extracts did not exemplify  
clearly the four types of presentations. 1 2 3 4
- 7) Doing a practice run in front of the class  
helped me incorporate the different  
techniques being discussed. 1 2 3 4
- 8) I was tested on the same information I was  
taught in class. 1 2 3 4



- |   |         |
|---|---------|
| 9) I found the group discussion helpful   | 1 2 3 4 |
| 10) I found the class to be at my level<br>of understanding?  | 1 2 3 4 |
| 11) I found there was there was not enough<br>content   | 1 2 3 4 |
| 12) I feel that I learnt information<br>in this class that can help me prepare<br>better presentations          | 1 2 3 4 |
| 13) I would like to continue this class to<br>learn more about preparing and giving<br>effective presentations. | 1 2 3 4 |
| 14) The class helped me focus on areas to<br>improve my speaking skills.  | 1 2 3 4 |

## Section E

## Personal Information

PLEASE CHECK (✓) ONE BOX FOR EACH QUESTION

1) Sex

Male

☐

Female

☐

2) Age

18 - 25

26 - 35

36 - 45

46 - 55

56 &amp; over

☐  
☐  
☐  
☐  
☐

3) Occupation (please check more than one box if needed)

Student

☐

Professional/managerial

☐

Teacher/ trainer:

Grade school

High school

Cegep

University

Industrial

☐  
☐  
☐  
☐  
☐

Other (specify) \_\_\_\_\_

4) Which ED TECH program are you enrolled in?

D.I.T.

D.CAL.

Diploma

Masters

Phd.

☐  
☐  
☐  
☐  
☐

5) Have you ever had any type of training in public speaking?

Yes

☐

No

☐

If yes, which kind?

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**TEST # 1:**

**WRITE NEXT TO EACH OBJECTIVE IF IT IS LONG-TERM OR SHORT-TERM:**

1. The marketing department of a large airline company prepares an audio-visual presentation to sell their new european routes to independant travel agents. Their objectives are:

- 1) Sell the new routes \_\_\_\_\_
- 2) Familiarize the agents with their new routes \_\_\_\_\_
- 3) Create a new image in the industry \_\_\_\_\_
- 4) Get additional business for the company \_\_\_\_\_

2. A new sales manager has just joined company B and has been asked to address the sales staff for the first time. His objectives for the briefing are:

- 1) Become a known quantity to his new employees \_\_\_\_\_
- 2) Create a favorable image \_\_\_\_\_
- 3) Make his staff aware of his future plans \_\_\_\_\_
- 4) Motivate the staff \_\_\_\_\_

3. An engineer in a large manufacturing firm has been developing a process which will save the company a large amount of money in the future. However the plan needs new funding to continue and a firm commitment from the company that they will implement the process once it is developped. He is asked by his superiors to prepare a brief outlining the research he has been doing. His objectives are:

- 1) Get additional funding \_\_\_\_\_
- 2) Get a firm commitment from top management to continue the project \_\_\_\_\_
- 3) Get a commitment from top management to implement the project once it is finished \_\_\_\_\_
- 4) Create a favorable impression on his superiors \_\_\_\_\_
- 5) To relieve anxieties about his project \_\_\_\_\_

4. The head of the Department of Health, Education and Welfare in a large city has been asked to give a briefing to help start a new program to educate disadvantaged adults with no marketable skills which would be funded by City Hall. His objectives are:

- 1) Provide citizens from disadvantaged areas with more saleable skills \_\_\_\_\_
- 2) Initiate action on research and development \_\_\_\_\_
- 3) Get budgetary allocation for Phase 1 \_\_\_\_\_

5. The personnel manager of a small manufacturing company has been asked to brief the employees on a new health benefit package the company is introducing. Her objectives are:

- 1) Present the facts to the employees to make them aware of their new benefits so they can use them properly \_\_\_\_\_
- 2) Make the employees feel that the company cares about their welfare \_\_\_\_\_
- 3) To relieve anxieties over new benefits \_\_\_\_\_
- 4) To create a positive rapport between herself and the employees \_\_\_\_\_
- 5) Help the employees accept the new plan \_\_\_\_\_

**TEST #2 :**

**READ THE FOLLOWING EXAMPLES AND DECIDE THE PURPOSE(S) OF EACH PRESENTATION; TO EITHER INFORM, PERSUADE, GET A DECISION AND/OR SOLVE A PROBLEM (rank them according to importance):**

1. The marketing department of a large airline company prepares an audio-visual presentation to sell their new european routes to independant travel agents. Their objectives are:

- 1) Sell the new routes
- 2) Familiarize the agents with their new routes
- 3) Create a new image in the industry
- 4) Get additional business for the company

Purpose(s): \_\_\_\_\_

2. A new sales manager has just joined company B and has been asked to address the sales staff for the first time. His objectives for the briefing are:

- 1) Become a known quantity to his new employees
- 2) Create a favorable image
- 3) Make his staff aware of his future plans
- 4) Motivate the staff

Purpose(s): \_\_\_\_\_

3. An engineer in a large manufacturing firm has been developing a process which will save the company a large amount of money in the future. However the plan needs new funding to continue and a firm commitment from the company that they will implement the process once it is developped. He is asked by his superiors to prepare a brief outlining the research he has been doing. His objectives are:

- 1) Get additional funding
- 2) Get a firm commitment from top management to continue the project
- 3) Get a commitment from top management to implement the project once it is finished
- 4) Create a favorable impression on his superiors
- 5) To relieve anxieties about his project

Purpose(s): \_\_\_\_\_

4. The head of the Department of Health, Education and Welfare in a large city has been asked to give a briefing to help start a new program to educate disadvantaged adults with no marketable skills which would be funded by City Hall. His objectives are:

- 1) Provide citizens from disadvantaged areas with more saleable skills
- 2) Initiate action on research and development
- 3) Get budgetary allocation for Phase 1

Purpose(s): \_\_\_\_\_

5. The personnel manager of a small manufacturing company has been asked to brief the employees on a new health benefit package the company is introducing. Her objectives are:

- 1) Present the facts to the employees to make them aware of their new benefits so they can use them properly
- 2) Make the employees feel that the company cares about their welfare
- 3) To relieve anxieties over new benefits
- 4) To create a positive rapport between herself and the employees
- 5) Help the employees accept the new plan

Purpose(s): \_\_\_\_\_

## Test # 3:

PLEASE READ THE FOLLOWING EXERPS FROM SPEECHES AND DETERMINE THE TYPE OF PRESENTATION BEING GIVEN; EITHER IT IS ENTERTAINING, INSTRUCTIONAL, INFORMATIVE OR PERSUASIVE:

1. " At other times I have mentionned several things to you about my children, but this time my husband is the victim. The idea for this speech came to me in the shower....."

Answer: \_\_\_\_\_

2. "....what you need to understand is that the ring around this gasket will not work unless you insure yourself that it is tightly bound in place so...."

Answer: \_\_\_\_\_

3. " ...Ask not what your country can do for you but what you can do for your country...

Answer: \_\_\_\_\_

4. " I have been asked today to give you a brief description of my duties as warden of the South Side Correctional Institution. Being a warden is not...."

Answer: \_\_\_\_\_

5. " Do you realize as you are sitting here that the heart of each of you is beating 70 times per minute, 4,200 times per hour and over 100,000 times every day?...

Answer: \_\_\_\_\_

6. " ...I am glad to have the opportunity today to be able to tell you about the wonderful advancements our research people have made in this growing area. We have been in the forefront of this type of technology for some 10 years and we are still leaders in this field...."

Answer: \_\_\_\_\_

7. " ...this software is so user-friendly that this meeting today will get you on your way to using this package quickly and effectively. First lets look at your User's manual to get acquainted with the different commands....."

Answer: \_\_\_\_\_

8. " Every year at vacation time my husband and I go throught the same routine: he's for backpacking and I am turned on to three little words: room service please...."

Answer: \_\_\_\_\_

9. " I know that deep down in your hearts you cannot turn away from these poor homeless people who are wandering our city streets. We must, as good citizens, find a solution..."

Answer: \_\_\_\_\_

10. " The fourth process employs an acid, concentrated acetic acid familiar to us in dilute form as vinegar...."

Answer: \_\_\_\_\_