Scientific skills and develop the expertise required

Scientific conferences come in a variety of forms, fromsmall focused one-day workshops of 1–20 people to larger multiple-day meetingsof 1, 000 or more representatives (Corpas, Gehlenborg, Janga, & Bourne, 2008). They serve as an informal peer review where researchers can present their work atan early stage to their colleagues with the purpose of receiving feedback, which can help researchers clarify and refine their work. These meetings offera way for scientists to practice their presentation skills and develop the expertiserequired to discuss their research topic in a clear and eloquent fashion. And theyare a venue for researchers to present their work to interested colleges inhopes of attaining funding.

They alsoallow scientists to socialize with colleagues to learn about and discuss what othersin their field are undertaking. Whether the conference is a small daylong 1-20-personworkshop, or weeklong 1, 000 plus gathering, developing the content of an oralpresentations can be difficult to develop and execute because the greatestobstacle is remining in the strict time constrains. During the course of alarge conference hundreds of papers will be presented, composed of variouspresentations. Most sessions are short and concise allowing 10-30 minutes perspeaker (“ Giving a Good Scientific Presentation1 -asp. org”). The strict timelimit is assigned and monitored by conference officials to ensure that theentire agenda is completed on time. Each speaker is kept aware of the timeremaining for each presentation by timers displayed throughout the program and areadvised to be available during their allotted time slot. Time constraint are socrucial that speakers are encouraged to be waiting in the room during presentationsprior to theirs

and advance to the front of the room to be available a soon asthe preceding presentation is complete (“ Criteria for Presentation).

The structure of an oral presentation must be concise andspecific to fit in the time limit but interesting enough to stand out in acrowd. It must contain enough evidence to emphasize the motivation of the workand the validity of the outcome (Doumont, English Communication for Scientists, 2010, Unit 4. 1). Oral presentations, unlike research papers, are localized tothe audience and include a certain level of interaction in the form of questionand answers. Consequently, oral presentations are not chronicle like a typicalresearch paper, instead the information can be delivered with one or twolimited points with supporting information (“ Giving a Good ScientificPresentation1 – asp. org”). The best presentations follow published paperguidelines with an introduction, methods and results section (the body of yourpaper) and a conclusion, but the time constraints demand 3-5 minutes per section. Once you know what message you will deliver, you must supply informationsupporting your claim.

There are a number of recommendations about the content ofa verbal presentation but remember that your audience will have been to manyother presentations, so make it as interesting and uncomplicated aspossible. The easier your presentation isto follow the more information your audience will retain. The followingpageswill detail what information to include in an oral presentation. Introduction: The introduction for an oral presentation is similar to theabstract for a research paper.

It supplies a short explanation of the need, context, task and conclusion to prepare the audience for the body of thepresentation. Try to compose a summary of the presentation that can be statedwith less than 20 everyday words (“ Giving a Good Scientific Presentation1- asp. org”). It is the main message you want the audience to remember, soopening with an “ attention getter” is beneficial (Doumont, English Communicationfor Scientists, 2010, Unit 4.

1). It could be a statement, question, object, pictures projected on a screen, anecdote (amusing or not), etc. You can stimulate their interest byproviding the need for your research, work or product.

A great introductionwill focus the attention of the audience and put everyone at ease. It willexplain what the speaker wishes to achieve during the presentation, and give anoverview of key points (“ oral presentation – content and structure”). When a presentation is interesting more researchers will be curious about thework and it may bring several opportunities. Body: The body includes your methods and results and should focuson presenting the main message. State the reason for choosing the project andstatistical analysis. Provide chronological steps for carrying out the projectand data collection.

And share how the project is supported. And reveal whetherthe results were expected or unexpected (York, “ University of York”). There should be two to five statements to support your main message, and two tofive subpoints for each main point. These should provide as much detail as theaudience can retain from a single speech (Doumont, English Communication forScientists,

2010, Unit 4. 1). These details need to be organized in a logical sequencewith the two strongest points first and last so the audience is drawn in at thebeginning and intrigued at the end. Time management is necessary so includeonly the details that will be convincing to the audience when reporting the methodsand materials (Doumont, English Communication for Scientists, 2010, Unit 4. 1).

Thetopic may need some back-ground information so everyone can understand thesignificance of the presentation, but this should not disrupt the discussion. Afterproviding sufficient information, redirect the focus back to the research byrestating the main message (“ How to Make an Oral Presentation of YourResearch”). Closing: Closing the presentation is as important as the opening. This part is often rushed because the speaker is trying to get as muchinformation to the audience as possible. Review the main points so the audiencewill remember them and be prepared for the conclusion. Provide highlights thatare tied to the audience’s reason for attending the presentation.

Next, restateyour main message in greater detail. And finally, close the presentation byletting the audience know these are your last words on the subject by referringback to the attention getter. Mentioning your initial statement, question, object, picture, anecdote etc. indicates thatyou have completed the loop and gives the audience the signal to applaud.

Acknowledgmentsand references are usually not required in an oral presentation unless thepresenter has used seminal works or direct quotes, in this case relevant referencesshould be provided (“ Giving a Good Scientific

Presentation1 -asp. org"). There are special considerations when citing references sinceyour oral presentation will be composed mostly of a research paper. Observationregarding citations should be followed by incorporating verbal cues, voiceinflection or pausing in strategic places (" Conference Papers"), suchas saying ' Litao and Kamat said, quote, " Understanding the principles of theerythrocyte sedimentation rate and C – reactive protein is essential as bothtest systems are widely used by clinicians for monitoring all causes ofinflammatory conditions.

' end quote. However, overuse of quotations is ill-advisedas it appears as though you are only regurgitating what other people havereported instead of presenting your findings. Instead, The Writing Center atChapel Hill advises to use voice inflection or strategic pauses to indicatewhen quoting. In conclusion, open and close the presentation strong. Establish why your presentation is significant and provide results. Demonstratewhy the audience should care about what is presented. And, finally, thank theaudience for attending and close with a question and answer session.

Theaudience should leave the presentation with the belief that the presenter knowsthe literature and a desire to collaborate or learn more about this particular presentation.