“Great PowerPoint, Kevin, but the answer is no.”
“I need someone well versed in the art of torture—do you know PowerPoint?”
“I need someone well versed in the art of torture—do you know PowerPoint?”

“Great PowerPoint, Kevin, but the answer is no.”
A Talk on Talking

Why, What & How

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3 Messages:

What

- Messages (early)

How

- “You”
- Terse
1. Why?

- FEAR!
- You will speak
- Career*

BUT:
- Just a skill *
- Calm not Fearful
- “Joyful struggle”

“Change”

- why me? – victim
NOT!

You

Topic

missing?
2. What

- **focus:** they receive messages;
- **not:** you perform

say "**YOU**"
(each of) Them

• know & believe
  – right level & means
• mixed [embrace]
• why listen? [ <2 min ]
  inform
  vs
  persuade --- change

“See”
No Whining

“here’s this stuff; please don’t boo”
"you have a problem (mystery),

here's a cure for you (insight)"
this slide pruned
messages (1/3)

• not the talk itself [fast]
• destination *
• a few [1-3], not many
• plan backwards from them
  – Less “I” *
  – what to say & when to stop

• tell them early!
Ensembl messages

- **Answers**
  scientists' complex questions easily, quickly, and specifically

- **Demonstrates**
  potential to "scale up"

*Strong verbs*

*Parallel form*
• “I learned”
  so what?
• “I have too little to say”
  bah
• “... then I did X and then I did Y ...”
  your chronology?
• “I don’t have enough time”
  change messages;
  point elsewhere
😊 messages (3/3)

• NOT a table of contents
  – “I will say first this, then that, …”

• BAD: “there are 2 issues”

common error
“message” is not “outline”

- **Message:** audience leaves with it
- **Outline** [agenda; table of contents]: your topic order
- Like teacher vs student focus: “I will cover ...” vs “you will know ... and be able to ...”

*Use both*
BioSQL

- BioSQL basics
- Unifying schema for sequence data
- Open
  - Open Bioinformatics Foundation
    - http://open-bio.org
  - OBDA
    - http://obda.open-bio.org
- Integrated with RDMSs and languages
- Issues
BioSQL Message

Open, unifying schema for sequence data integrated c RDMSs & languages

Fixed example

N.B., audience
Left or right?

... Takeaways ....
What are the main components of a hard disk?
What contributes towards the latency of a disk?
Why ....
How you store and access data can have a huge effect on the efficiency of your program.

Message

Disks spin!

$$ & Time
Researchy Talk?

Context [** cares about **]

Others say **

We suspected ** [ 😊 ]

So we did ** [, ** and **]

We found *** (but not ***)

Therefore, ** impacts ** [or: ** should **]

Contribution: important, new, evidence, impact
3. How

1. Topics

2. Practices

speed bump

“advance organizer”
How (1/2):

Topics (1/3)

• Content depth for audience & time

• Connect to what they know
Topics (2/3)

• practice !!
  – how long (1/3 milestone)

• prune
  – remove deadly details
  – keep concrete examples
  – refine messages

• anticipate questions
  – Spare slide annex
    (“I thought of that”)
this slide pruned
How(2/2): Practices

(proff read)

• timing
• tension
• techniques
• overheads
• misc.
timing (1/2)

• early
  – why should they listen (to you)?

• practice
  – most go slower *
  – don’t eeek or get tossed off the stage *
  – early [1/3] milestone & warning

• too much intro !!!
  – they know it or not *
  – squanders time
• plan for disaster *
• behind? don’t:
  – talk faster
  – “cover”

• finish
  – impress main messages – with a bang
tension (1/3)

• audience: on your side
  – want you to succeed
  – look at them

• butterflies are normal *
  – cheek on table & hands together
  – deep breath

• plan, prune and practice
  so you can relax *
tension (2/3)

• Say “you”

• They think you care

• You relax

• Big deal!
tension (3/3)

- smile/vary/move *
- cutesy alliterations
- enriching story *
- a cartoon
  - relax you & lighten mood
  - relevant

next: examples
Aliens differ
techniques

• do:
  – face the audience
  – make eye contact
  – insert speed bumps
  – write important words

• don’t:
  – look at screen
  – waggle laser pointer
  – kill interest with detail
  – apologize
overheads (1/3)

• informs them; focuses you

• *use* overhead
  – support messages
  – say why it’s there

• not too busy 5-7 “chunks”

• size 24

• transitions
  – practice physical moves
  – know transition blurbs
overheads (1.5/3)

• Animation 😊
• Background ☹
• Header/footer ☹

• Jumping around 😞
  – copy
overheads (2/3)

• **terse** = good:
  – phrases
  – powerful verbs
  – highlight key points

• **verbose** = bad
  – tables of numbers
  – unlabelled graphs
  – sentences & paragraphs
  – say “read this”

**revise, revise!!**
don’t write exactly what you will say

Suppose you write quite a bit on one slide, that is, you put complete and perhaps compound sentences, perhaps even paragraphs, right out there in front of the audience’s eyes. If you do such a thing and keep on talking then they will have to choose when to pay attention, to you, a mere buzzing voice, or to the stimulating visual of the slide. It’s worse if you read it aloud while they read it silently. It’s horrible if you paraphrase as you read. They will choose to ignore you, especially if the pointsize is small, say 14 or smaller. So, if you write a paragraph like this one, say “read this paragraph” and be quiet until they do. Surely, at this point in this here (don’t insert cutesy accents; they don’t work) verbose narrative you get the point I was trying to make with this verbosity. 😊 Now look at your neighbor and nod sagely.
“OK, I’m now going to read out loud every single slide to you, word for word, until you all wish you’d just die.”
overheads (3/3)

• use complex figures
  – spend time
  – point to spots
  – here; not here

• say, literally:
  “what you should get from this figure is ...” *

Ashley Haase examples
Temporal Maturation of Protection
Five-fold Increase in IgG Antibodies to oligomeric gp41

[Image showing temporal maturation of protection with increased IgG antibodies to oligomeric gp41 over time.]
Local Antibody Production & Neonatal Fc Receptor-mediated Delivery System
Concentrate Vaccine-Induced Antibodies at the Mucosal Border as the Principal Spatial & Temporal Correlate of Maturation of Protection in Cervix
IgG+ Plasma cells

5 weeks
Not Protected

20 weeks
Protected

2.5x Plasma cells
9x FcRn+ Cells

ok?
disaster check 😞

- room: (re-arrange), mike, ...
- introducer says your talk title
- clock [warning; milestone]
- zippers, bladder, lunch, ...
- dead disk, demo, battery, dongle, ...
- verbal tics
  - ummmmm, like, ok, you know, ...
end strongly

• Q’s in midst *
  – Who asks

• Bad: end & then say
  “oh, I forgot ...”

• Good: revisit your messages
Messages revisited

plan backwards
audience ("you")
receives messages
with topic tree
prune ("terse")
practice

→ joy for them, and you too

“Change”
books

• “Presentation Patterns”  
  by Neal Ford, et al

• “Slide:ology”  
  by Nancy Duarte

• “Public Speaking” &  
  “Argumentation”  
  by David Zarefsky

• “Mastering Data Modeling”  
  by Carlis & Maguire 😊
accidentally left blank
Mom & Apple Pie

• Every book on writing or talking says know your audience & purpose

• Here:
  
  purpose ↔️ message

• BUT: too often forgotten

speaker says:
“your takeaway messages are ...” or “... persuade you to ...”
Topics (3/3)

• talk’s order is *not* the talk’s planning order

• Decide precedence *after* content
  – many paths to success
  – order may not matter
    • set vs sequence

• Say messages early [slide 2]
  – no mystery
  – helps if panic pruning *