

Other Tips for Our Speakers

1. Introductions: Please try to be in the room 5-10 minutes before the session to meet the planning committee member who will introduce you and to check out the AV equipment. The moderator will introduce you using the information provided on the Biographical Data Form (which you submitted before the conference). If you have any changes or did not submit a form, please let the moderator know how you want to be introduced.

2. Check in with the moderator before your session:

Review with the moderator:

- the amount of time you have to present and to answer questions.
- how you wish to be alerted when time is running out. (Moderators will have colored paper to hold up, i.e., green=5 minutes; yellow=2 minutes; red=time to stop.)
- details about the audiovisual equipment, microphone, podium, etc.

3. Stay on time. Moderators will make every effort to begin and end on time. (Registrants never complain if a session starts on time; only if it doesn't!)

4. Stop briefly for latecomers. If the room is quite full and latecomers begin accumulating in the back, please stop for a moment, ask those who are seated to raise their hands if they have an empty seat next to them, and invite those who are standing to come forward and be seated.

5. Leave questions for the end. In general, it is best to leave questions to the end. People prefer to have a speaker finish the entire presentation—or section of a presentation—before taking questions. Encourage people to jot down questions as you speak and then ask them at the end.

6. Repeat questions. Questions sound loud enough to you because you can see the person speaking but people in the back typically cannot hear. Even in a small room, restating the question is helpful to everyone present and to those who will listen to the audiorecording.

7. Use the microphone. Avoid saying “I hate these things—can you all hear me without it?” This puts the person in the audience who is hard of hearing in an awkward position. In addition, if the session is being recorded, it cannot be recorded without the microphone.



TOP 10 TIPS

Taken from evaluations submitted by thousands of CNE conference participants.

- Focus on what people need to know.
- Use case studies and anecdotes to illustrate content.
- Know the disciplines and educational preparation of your audience.
- Provide a handout.
- Converse with the audience.
- Speak positively!
- Repeat questions before answering.
- Use audiovisuals appropriately.
- Leave time for questions, e.g., 5-10 minutes.
- Use the microphone.

Good speakers already follow the TOP 10 suggestions. If you aren't clear about any items on the TOP 10 list, please read the explanations below.

❶ Focus on what people need to know.

Often speakers “lay the groundwork” and “review the basics” and only get to the heart of their talks near the end. Try reversing your talk, putting the “nice to know” content at the end (in case you have extra time to fill) and your “need to know” content and recommendations for practice at the beginning.

❷ Use case studies and anecdotes to illustrate content. People who attend CNE conferences work “on the front line.” They want clinical pearls, effective strategies, and skills useful in everyday practice. Focus on practical information. (Participants will ask for references and corroborating evidence if they need it.) Use case studies and stories to relate statistics and theory to clinical practice.

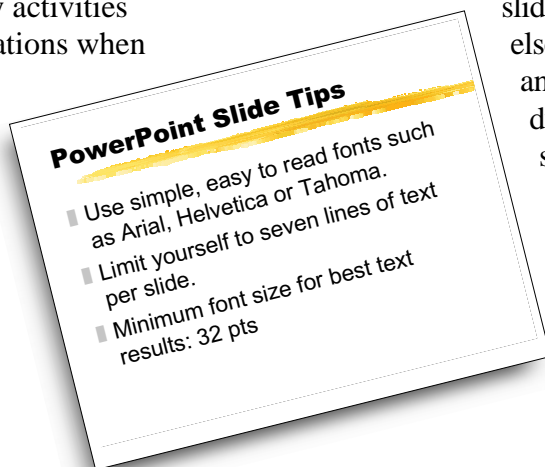


3 Know the disciplines and educational preparation of your audience. Trite but true. Audiences cringe when speakers start with, “Now, are you all nurses?” Read the conference brochure and information sent to you by CNE so you know where participants work (e.g., hospitals, long term care, clinics) and their disciplines and educational preparation (e.g., nurse practitioners and staff nurses). Use case studies and examples that relate to their areas of practice.



4 Provide a handout. This is very important! An outline facilitates note-taking and helps the adult learner stay focused. Lack of handouts from speakers is one of the most common complaints from participants. Handouts do not need to be lengthy, but should include an outline, a list of references, and printed copies of your PowerPoint presentation or overheads.

5 Converse with and involve the audience. Try your best to **talk** to the audience, not read to them. The use of humor and participatory activities enhance presentations when appropriately used. The more conversational you can be, the better.



6 Speak positively! Sound prepared. Act happy to be there. Show enthusiasm about the opportunity to share your knowledge with them. Don’t apologize for being unprepared, not knowing how to use AV equipment, etc. Act confident. You were invited because of your experience and training. If you act relaxed and upbeat, the audience will relax with you and enjoy your session!

7 Repeat questions before answering. Speakers hear questions very well because they can see the questioner’s face and sound is travelling forward. People in the back typically cannot hear questions well. Restating questions improves everyone’s comprehension of your answer and lets you reword a marginally relevant question into a more interesting one.

8 Use audiovisuals appropriately. *Remember to talk to the audience not the screen.*
PowerPoint Presentations: Seven lines per slide is a good rule of thumb. Anything else is too small for printed handouts and too much for the audience to read during your lecture. Graphics/photos should be scanned at 72 dpi or “web quality.” Avoid text with shadow or italic formatting. We encourage speakers to use their own laptops. If a laptop is not available to you, let CNE know, and then email your presentation to

chimmel@u.washington.edu. If your presentation is 2MB or larger, please copy your presentation onto a CD and bring it to the conference.

Overheads: The overhead projector is usually better than a blackboard or flip chart and can serve the same purpose. Restrict overhead use to small lecture halls.

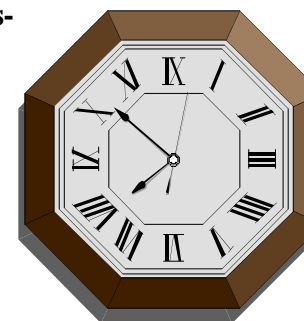
Laser Pointer: Please hold the pointer steady and use the light judiciously. A “jiggling” or “waving” light is distracting and causes dizziness in some viewers.

Slides: You should be able to read a 35mm slide with the naked eye. Consider making a handout when slides are too small to read.

Videotape: Use short sequences when showing videorecordings, e.g., 5-10 minutes. People came to hear you, not a tape.

9 Leave time for questions, e.g., 5-10 minutes.

Continuing education audiences always like to ask questions. The only times an audience will NOT ask questions is if the topic is not relevant to their practice, a speaker does not appear credible or knowledgeable enough to answer clinical questions, or time is running out and they want to eat! When you invite questions, don’t panic if hands don’t shoot up. Give your audience time to think. If there are still no questions, pose one or launch into a case study to get them talking about how the topic might apply to their practices.



10 Use the microphone. Hearing disabilities are more widespread than you think. Always use a microphone, if available. Then begin speaking for a minute or two before asking, “Can you hear me?” Many speakers ask this immediately, then are quiet as they listen for a response. This is not enough time to determine if the audience can hear you. Once you get into your talk and up to full volume and speed, it’s easier for the audience to judge whether or not you are loud enough. Conference coordinators will let you know if there is a volume problem.

This list of tips is included for your general interest. If you have any advice to add, please call CNE at (206) 543-1047 or send an e-mail or FAX to the number listed below. We would love your input on ways to help speakers get excellent evaluations.



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