

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC6011
Subject Title	Presentation Skills for Research Students
Credit Value	2
Level	6
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject is designed to improve research students' academic speaking proficiency, enhance their awareness of academic conventions during an academic discussion/presentation, and develop their skills in using clear, appropriate, persuasive and analytical language for their delivery of effective academic presentations.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> ▪ organise academic presentations logically by following academic conventions ▪ present research contribution by critically analysing previous research; ▪ use clear, appropriate, persuasive and analytic language for presentations at seminars, conferences and viva: and ▪ defend research logically, critically, and persuasively.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>1. Critical analysis of prior research Understanding academic presentation process and the structure; identifying language features of appropriate for academic speaking settings.</p> <p>2. Awareness of academic conventions Developing awareness of citation practices, and language use adopted in the related disciplines.</p> <p>3. Inter and intra section connections Using effective signpost language to organize and connect different parts of an academic presentation.</p> <p>4. Clear, appropriate, persuasive, and analytical language use Summarising, evaluating, and citing sources; reporting and discussing research data; objectively evaluating research contribution.</p>

<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>In-house learning materials specifically designed for research students by the English Language Centre are used for this subject.</p> <p>The study method is primarily seminar-based and follows a blended delivery approach. Activities include teacher input, class discussion both formally and informally, and presentations both individually and in groups. Flipped learning is integrated in the subject delivering. Providing feedback to peers, engaging in self-reflection, and evaluating other students' presentations are also crucial elements of the instructional framework.</p>																																												
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="496 616 1385 1339"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Presenting an effective introduction and literature review - video submission</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Delivering an effective research presentation – in-class individual presentation</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Presenting an effective introduction for an academic study is most challenging for research students. To help them develop related skills, the subject requires that students present the introduction part (including a literature review) only in Assessment 1. This presentation is to be submitted as a short video and thus allows students multiple attempts during the delivery process. After teacher feedback, peer feedback, and self-reflection on the performance of Assessment 1, students should be better equipped to deliver a comprehensive research paper presentation for Assessment 2.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			Presenting an effective introduction and literature review - video submission	40%	✓	✓	✓				Delivering an effective research presentation – in-class individual presentation	60%	✓	✓	✓	✓			Total	100%						
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<p>Student Study Effort Expected</p>	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Seminars ▪ Assessment 						<p>20 Hrs.</p> <p>6 Hrs.</p>																																						

	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Self-study/preparation for assessments 	52 Hrs.
	<ul style="list-style-type: none"> ▪ Total student study effort 	88 Hrs.
Reading List and References	<p><u>References:</u></p> <p>Chen, C. W. Y. (2011). Evaluating one’s own oral academic presentation: A method to assist graduate students’ academic discourse socialization. <i>The Asian ESP Journal</i>, 7(3), 5-28.</p> <p>Hu, G., & Liu, Y. (2018). Three minute thesis presentations as an academic genre: A cross-disciplinary study of genre moves. <i>Journal of English for Academic Purposes</i>, 35, 16-30.</p> <p>Lantsoght, E. O. (2022). Effectiveness of doctoral defence preparation methods. <i>Education Sciences</i>, 12(7), 473.</p> <p>Roberts, C. M. (2010). <i>The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation</i> (2nd ed.). Corwin Press.</p> <p><u>Online Videos:</u></p> <p>University of Melbourne (2015, Mar 11). <i>Academic skills: Presenting effectively Part 1 – 5 things you should know about presenting and organizing your talk.</i> https://www.youtube.com/watch?v=qFLL-XB56UU</p> <p>University of Melbourne (2015, Mar 11). <i>Academic skills: Presenting effectively Part 2 – Engaging the audience.</i> https://www.youtube.com/watch?v=lo9xOV6WUqM</p> <p>University of Melbourne (2015, Mar 11). <i>Academic skills: Presenting effectively Part 3 – Effective visuals and PowerPoint slides:</i> https://www.youtube.com/watch?v=O-D9fZN01yk</p> <p><u>Selected Websites</u></p> <p>Hayward, A. (2017). <i>9 Tips for presenting at an academic conference.</i> https://www.editage.com/insights/9-tips-for-presenting-at-an-academic-conference</p> <p>Lakdawalla, E. (2018). <i>Speak your science: How to give a better conference talk.</i></p>	

	<p>http://www.planetary.org/blogs/emily-lakdawalla/2018/0206-speak-your-science.html</p> <p>Lindgren, N. (2024). <i>A Beginners Guide to Speaking at Conferences</i>. https://nicolalindgren.com/a-beginners-guide-to-speaking-at-conferences/</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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