

**The Hong Kong Polytechnic University**

**Subject Description Form**

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

<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input, class discussion both formally and informally, and presentations both individually and in groups. Elements of the flipped classroom are integrated in the subject delivering. Peer feedback, self-reflection and critique of student presentations are also an important part of the instructional scaffolding.																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="456 416 1398 1025"> <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 colspan="6"></td> </tr> </tbody> </table> <p data-bbox="456 1093 1398 1160">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="456 1173 1398 1442">Presenting an effective Introduction and Literature review of a study is most challenging for research students. To help them develop related skills, the subject requires that students present the Introduction and Literature review sections only in Assessment 1. This presentation will 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 are better prepared for a full presentation of a research paper required 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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<b>Student Study Effort Expected</b>	Class contact:																																												
	▪ Seminars						20 Hrs.																																						
	▪ Assessment						6 Hrs.																																						
	Other student study effort:																																												
	▪ Self-study/preparation for assessments						52 Hrs.																																						
	▪ Total student study effort						78 Hrs.																																						
<b>Reading List and References</b>	<u>Course material</u>																																												

	<p>Learning materials tailor-made for research students by the English Language Centre.</p> <p><b>Online Videos:</b></p> <p>BBC Learning English. (2017). <i>Tim's pronunciation workshop</i>. Retrieved from <a href="http://www.bbc.co.uk/learningenglish/english/features/pronunciation">http://www.bbc.co.uk/learningenglish/english/features/pronunciation</a></p> <p>Practical Psychology (2017, Jan 16). <i>How to give a great presentation: 7 presentation skills and tips to leave an impression</i> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=MnIPpUiTcRc">https://www.youtube.com/watch?v=MnIPpUiTcRc</a></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> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=qFLL-XB56UU">https://www.youtube.com/watch?v=qFLL-XB56UU</a></p> <p>University of Melbourne (2015, Mar 11). <i>Academic skills: Presenting effectively Part 2 – Engaging the audience</i> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=lo9xOV6WUqM">https://www.youtube.com/watch?v=lo9xOV6WUqM</a></p> <p>University of Melbourne (2015, Mar 11). <i>Academic skills: Presenting effectively Part 3 – Effective visuals and PowerPoint slides</i> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=O-D9fZN01yk">https://www.youtube.com/watch?v=O-D9fZN01yk</a></p> <p><b>Selected Websites</b></p> <p>Dryden, A. (2013, April 20). <i>What you need to know about speaking at conferences</i>. Retrieved from <a href="https://www.ashedryden.com/blog/what-you-need-to-know-about-speaking-at-conferences">https://www.ashedryden.com/blog/what-you-need-to-know-about-speaking-at-conferences</a></p> <p>Hayward, A. (2017). <i>9 Tips for presenting at an academic conference</i>. Retrieved from <a href="https://www.editage.com/insights/9-tips-for-presenting-at-an-academic-conference">https://www.editage.com/insights/9-tips-for-presenting-at-an-academic-conference</a></p> <p>Johnson, C. D. (2007). <i>Rules for a better PhD dissertation and oral defense</i>. Retrieved from <a href="http://cns-alumni.bu.edu/~djohnson/dissertation_rules.html">http://cns-alumni.bu.edu/~djohnson/dissertation_rules.html</a></p> <p>Lakdawalla, E. (2018). <i>Speak your science: How to give a better conference talk</i>. Retrieved from <a href="http://www.planetary.org/blogs/emily-lakdawalla/2018/0206-speak-your-science.html">http://www.planetary.org/blogs/emily-lakdawalla/2018/0206-speak-your-science.html</a></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.

(Form AR 140) 8.2020