

ASCILITE 2024

Navigating the Terrain:

Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

Making impact within emerging frontiers: Strategies for effective presentation of educational technology research and practice

Linda Corrin

Deakin University

Aneesha Bakharia

University of Queensland

The field of educational technology is full of interesting and innovative new ideas and research. However, sometimes the impact of this work is limited by the way it is presented to the community. Presenting educational technology research and practice to what is usually an interdisciplinary audience that can incorporate people in many different roles is challenging, and opportunities to receive feedback on the best ways to communicate this work are not always readily available. The aim of this half-day, face-to-face workshop is to expose participants (both researchers and practitioners) to effective strategies for the design and delivery of presentations that increase engagement with and impact of their work. In this interactive session participants will have the opportunity to workshop their own presentations reconsidering structure, visual aids, interactivity, and delivery. Facilitated by a workshop team with many years of experience presenting educational technology research and practice across a range of interdisciplinary conferences and professional learning venues (plus some theatrical experience), and drawing on key literature on effective presentation design and delivery, this workshop will be a safe space for participants to explore different and creative ideas to deliver the outcomes of their work in memorable and impactful ways.

Keywords: Educational technology, presentation strategies, impact, research, practice, workshop

Background

As regular attendees/presenters at educational technology conferences, the workshop team have long reflected on the fact that sometimes great research/practice has not been as impactful as it should have been due to the way it was presented. In saying this, we fully acknowledge that educational technology is a complex field. Studies in the field can range from highly quantitative experiments using advanced technological tools/techniques, implementation case studies, qualitative explorations of student learning, to conceptual discussions of social, ethical, and policy implications of educational technology use. Additionally, the interdisciplinary nature of the educational technology field means that the audiences are often diverse. Some may be quite specialised in a specific domain and still developing a broader understanding of the many other facets of the educational technology landscape, while others have a familiarity with a range of areas but may struggle to keep up when things become too technical or, alternatively, trend towards the more conceptual.

The quality of conference presentations in any discipline can be... variable. As a result, a vast range of blog posts, articles, and “how to avoid” resources on bad conference presentations are ever-expanding online (e.g., Foster et al., 2019). Journal editorials and commentary pieces often contain advice about how to improve presentation skills (Dolan, 2017), or rules for effective academic presentation slides (Naegle, 2021). However, there are few studies that empirically examine engagement with and impact of conference presentations. Likewise, while there have been many studies examining the range of research being conducted in the educational technology field (e.g., Bond et al., 2020), there are few studies that examine the ways in which educational technology research and practice are presented to and understood by the community via conference presentations.

ASCILITE 2024

Navigating the Terrain:

Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

Consequently, the need for a workshop addressing presentation of educational technology research and practice for impact is clear, to build capacity using what is known about good presentation approaches that encourage attention and understanding. There is a lot that can be learned from the vast array of literature on effective science communication, theories of multimedia learning, and theatre studies to help researchers and practitioners improve the impact of their work through the way it is presented. Acknowledging these lenses, we have designed this workshop to help to foster creativity, build confidence, and strengthen communication of the key elements of educational technology research and practice to increase the impact it can have into the emerging frontiers in learning spaces, pedagogies, and technologies that form the theme of this year's ASCILITE conference.

Objectives of the workshop

This workshop has been developed to take a creative and research-informed approach to helping participants improve the impact of and engagement with their educational technology research and practices at the ASCILITE conference and beyond. The main objective is to build more effective presentation skills and confidence in participants to be able to communicate their research and practice outcomes in ways that have a lasting impact. Another objective is to provide a space for participants to experiment with different ways of presenting their work and to get feedback from other participants (and the workshop facilitators) on how their main messages come across to an interdisciplinary audience. The intent of the workshop aligns with the 2024 ASCILITE conference themes of "Navigating the terrain" in learning spaces, pedagogies, and technologies by helping to open up key findings from the field that can inspire future research and practice in the emerging frontiers.

Workshop design

The workshop will begin with an icebreaker activity to get creative ideas flowing and to help participants get to know each other. This activity will be used to establish that the workshop is a safe space to experiment with new ideas and try new things. Participants will be given the opportunity to identify any areas of particular concern they may have about their approach to presenting their work. The rest of the workshop will be broken up into three main sections:

1. **Structuring the presentation:** In this section there will be a series of short activities that explore how a presentation can be structured for greatest impact. The role of storytelling will be discussed, as well as how to surface the outcomes of the research/practice early so that these are given as much time as the explanation of the background and methodology of the research (i.e., how to divide the structure of the presentation so you don't run out of time for the most important part!). Participants will be encouraged to experiment with different ways of starting and wrapping up a presentation, and will have the opportunity to work in groups to get feedback on their initial ideas.
2. **Use of visual elements/aides:** The second section of the workshop will begin with an introduction to some of the core principles for using visual elements to enhance a presentation. Participants will be given the opportunity to reflect on the types and number of visuals (or slides) necessary to help deliver their main messages. The workshop team have extensive experience in the visualisation of data, so will provide feedback on ways this can be done in accessible and understandable ways.
3. **Delivery of the presentation:** The third section of the workshop will focus on the individual and how they deliver their research presentation. Tips and tricks from theatre craft (Cohen & Dreyer-Lude, 2020) (facilitated by one of the workshop team with expertise in this area) will be introduced to improve elements such as voice projection, diction, pace, and posture. In this section, participants will be given the opportunity to present parts of their revised and improved presentations to practice the delivery skills featured in this section and receive further feedback.

A Google Slide presentation file will be shared with participants containing the workshop materials and links to

ASCILITE 2024

Navigating the Terrain:

Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

featured resources. This shared file will also be used to note down interesting observations and feedback that arise throughout the workshop, as well as ideas for future conversations or follow-up events. Access to this file will remain open to participants after the workshop for future reference.

At the end of the workshop participants will reflect on the main learnings of the workshop and have the opportunity to elect if they would like one of the workshop team to come along to their presentation during the ASCILITE conference to give further feedback (conference schedule logistics permitting). This peer review element is completely optional but is intended as a way to encourage participants to build on the learnings from the workshop by putting them straight into practice and receiving feedback.

By the end of the workshop participants will have reflected on, played around with, and received feedback on how they can present their work to diverse audiences. It is hoped that they will be able to take the lessons learnt back to their institutions and apply them. A summary of the discussions held and areas for further professional learning needs will be written up to be shared with the broader community through an ASCILITE TELall blog post or other suitable venue.

Workshop audience

The workshop is open to researchers and practitioners of all levels of experience in the educational technology community. For HDR researchers and those new to the educational technology field it will provide useful foundations to build confidence and skill in designing and delivering their early ideas to a broad audience for feedback on their work. For mid- or advanced-career researchers/practitioners it will provide a great opportunity to try new approaches to the presentation of their work as well as to get feedback from their peers and the workshop facilitators on how they could improve their existing approaches. Having a mix of different skills and experiences in the room will help create a rich environment for friendly critique, useful feedback, and the generation of new and creative ideas.

To give each participant adequate time to work on, collaborate, present, and receive feedback on their presentations we would recommend limiting enrolment in the workshop to 20 participants. The minimum number of participants would be five to ensure that each participant could receive feedback from peers as well as workshop facilitators.

Workshop logistics

The room for the workshop will need a projector that laptops can be connected to for workshop facilitators and participants to use to project their presentation slides. Otherwise, no other resources will be required.

References

- Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, & Kerres, M. (2020). Mapping research in student engagement and educational technology in higher education: a systematic evidence map. *International Journal of Educational Technology in Higher Education*, 17(2). <https://doi.org/10.1186/s41239-019-0176-8/>
- Cohen, I., & Dreyer-Lude, M. (2020). *Finding Your Research Voice: Story Telling and Theatre Skills for Bringing Your Presentation to Life*. Springer Nature. <https://doi.org/10.1007/978-3-030-31520-7>
- Dolan, R. (2017). Effective presentation skills. *FEMS microbiology letters*, 364(24), fnx235. <https://doi.org/10.1093/femsle/fnx235>.
- Foster, C., Wager, E., Marchington, J., Patel, M., Banner, S., Kennard, N. C., ... & GPCAP Working Group. (2019). Good practice for conference abstracts and presentations: GPCAP. *Research Integrity and Peer Review*, 4(1), 11. <https://doi.org/10.1186/s41073-019-0070-x>.

ASCILITE 2024

Navigating the Terrain:

Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

Naegle, K. M. (2021). Ten simple rules for effective presentation slides. *PLoS computational biology*, 17(12), e1009554. <https://doi.org/10.1371/journal.pcbi.1009554>

Corrin, L., & Bakharia, A. (2024). Making impact within emerging frontiers: Strategies for effective presentation of educational technology research and practice. In Cochrane, T., Narayan, V., Bone, E., Deneen, C., Saligari, M., Tregloan, K., & Vanderburg, R. (Eds.), *Navigating the Terrain: Emerging frontiers in learning spaces, pedagogies, and technologies*. Proceedings ASCILITE 2024. Melbourne (pp. 187-190). <https://doi.org/10.14742/apubs.2024.1236>

Note: All published papers are refereed, having undergone a double-blind peer-review process. The author(s) assign a Creative Commons by attribution licence enabling others to distribute, remix, tweak, and build upon their work, even commercially, as long as credit is given to the author(s) for the original creation.

© Corrin, L., & Bakharia, A. 2024