Land Acknowledgement

We wish to acknowledge the land we are meeting on today and work on every day. For thousands of years this has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. This sacred land has been a site of human activity for at least 15,000 years and is the subject of the Dish with One Spoon Wampum Belt Covenant. Today, this meeting place is still the home to many Indigenous people from across Turtle Island.
National Day for Truth and Reconciliation

U of T Truth & Reconciliation Calls to Action
National Day for Truth and Reconciliation Inclusive Employer Guide

Orange Shirt Day
National Day for Truth & Reconciliation Commemoration
September 29th
Goals for this introductory talk

1. Explain how MBP1015 as a course operates
2. Describe how virtual presentations will be facilitated
3. Tips and tricks for giving a fantastic talk

Primary points of contact:

margarete.akens@utoronto.ca
federico.gaiti@utoronto.ca
daphne.sears@utoronto.ca
<table>
<thead>
<tr>
<th>Student year</th>
<th>Presentation length</th>
<th>Evaluation by</th>
<th>Graded</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>25 min + 5 min</td>
<td>Faculty</td>
<td>–</td>
</tr>
<tr>
<td>2 (PhD)</td>
<td>25 min + 5 min</td>
<td>Faculty</td>
<td>+</td>
</tr>
<tr>
<td>2 (MSc)</td>
<td>25 min + 5 min</td>
<td>Faculty</td>
<td>+</td>
</tr>
</tbody>
</table>
Grading

• Required attendance every semester
• Stick around after your talk for feedback
• Grading based on 2nd year seminar
Presentation goals

inspire  educate  entertain

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https://leanpub.com/universities/courses/jhu/cbds-communication
Outline your presentation: tell a story

Introduction

Middle
- Topic 1
- Topic 2
- Topic 3

Conclusion

Don’t be so pedantic. It is very boring to hear someone read this slide.

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Hypothesis and Aims

Global hypothesis: I hypothesize that I am telling a story

• Aim 1
  ▪ Most of the work I’ve done so far
  ▪ Really almost everything is in “Aim 1”
  ▪ All of our interesting results are really on this aim

• Aim 2
  ▪ Very little

• Aim 3
  ▪ Almost nothing

Conclusion: I have not told an interesting story
Global hypothesis: I hypothesize that I am telling a story

- **Aim 1**
  - Most of the work I’ve done so far
  - Really almost everything is in “Aim 1”
  - All of our interesting results are really on this aim

- **Aim 2**
  - Very little

- **Aim 3**
  - Almost nothing

*Present the science, not the project!*
On your slides...

- Limit number of ideas
- Limit words
- Include references directly on slides
  - Author, Journal, Year

Macedo F., Oncology reviews 11:321, 2017
Choose good fonts

This is not very easy to read

This is much easier to read

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https://leanpub.com/universities/courses/jhu/cbds-communication
Use large text

This is not very easy to read

This is much easier to read
Use large images
Use large images
- Speak clearly
- Express excitement
- Silence is OK
- Be yourself!
Introduction & Background
- Details on background material
- Full explanation of question and why conducting project

Lots of time and effort can be focused on the introduction and background information!

Conclusion
- Emphasize take-home message

Results
- Limited discussion of approach
- Focused presentation of results

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“Parents’ height affects a child’s height.”

“Here, we have parent’s height along the x-axis and the child’s height along the y-axis. Each point represents a different child. We can see from the scatterplot that there is a positive relationship between parents’ height and their child’s height.”
Other common suggestions

• Cite on slide any material you borrow
• **Include on the slide ONLY the things you’ll explain**
• Present actual data (not bar plots + error bars)
• Label axes on ALL plots. Include scale bars on ALL images
• Show some enthusiasm. Exhibit “sparkle”
• Tell us what you did and what you didn’t
• Use a pointer
Dynamite plots

Dynamite plots: blow them up

Outliers can be removed from the analysis when they fall outside of the 1.5 times interquartile range (IQR), in keeping with accepted statistical analysis standards.

<table>
<thead>
<tr>
<th>Test</th>
<th>Symmetric</th>
<th>Outlier</th>
<th>Bimodal</th>
<th>Unequal n</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-test: Equal var.</td>
<td>0.035</td>
<td>0.050</td>
<td>0.026</td>
<td>0.063</td>
</tr>
<tr>
<td>T-test: Unequal var.</td>
<td>0.035</td>
<td>0.050</td>
<td>0.026</td>
<td>0.035</td>
</tr>
<tr>
<td>Wilcoxon</td>
<td>0.054</td>
<td>0.073</td>
<td>0.128</td>
<td>0.103</td>
</tr>
</tbody>
</table>


Practicing

- Improves explanations
- Calms nerves
- Ensures you’re within the time limit
Preparation and time management

- Pre-plan exit strategies
- Keep a timer running while you talk
- It is detrimental to keep going after time expires

Dull talks at conferences can feel interminable. Or could it be that they really do go on for longer?

I investigated this idea at a meeting where speakers were given 12-minute slots. I sat in on 50 talks for which I recorded the start and end time. I decided whether the talk was boring after 4 minutes, long before it became apparent whether the speaker would run overtime. The 34 interesting talks lasted, on average, a punctual 11 minutes and 42 seconds. The 16 boring ones dragged on for 13 minutes and 12 seconds (thereby wasting a statistically significant 1.5 min; \( t \)-test, \( t = 2.91, P = 0.007 \)). For every 70 seconds that a speaker droned on, the odds that their talk had been boring doubled. For the audience, this is exciting news. *Boring talks that seem interminable actually do go on for longer.*
- Roll with the punches
- Have an extra copy of your slides
- Test, test, test
- Turn off notifications

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https://leanpub.com/universities/courses/jhu/cbds-communication
Questions after talks

• Priority will be questions from the live audience
• Feel free to use the raise hand feature of Zoom during the talk
• Usual priority of questions
  1. Students
  2. Other faculty
  3. Federico/Margarete

DON’T: distract your audience and use up your space with template junk
Questions

● Repeat the question back to the audience
● Take a moment to think
● It’s ok to say “I don’t know”
### Presenter #1:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
</tr>
<tr>
<td>- Outlined background accurately</td>
<td>/100</td>
</tr>
<tr>
<td>- Indicated work’s place in the field</td>
<td></td>
</tr>
<tr>
<td>- Identified problem early in talk</td>
<td></td>
</tr>
<tr>
<td>- Described personal contributions</td>
<td></td>
</tr>
<tr>
<td>- Had coherent narrative with a logical flow</td>
<td></td>
</tr>
<tr>
<td>- Delivered appropriate abstract, on time</td>
<td></td>
</tr>
<tr>
<td>- Finished presentation on time</td>
<td></td>
</tr>
<tr>
<td>- Clear take-home message and next steps</td>
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</tr>
<tr>
<td><strong>Content/Science</strong></td>
<td></td>
</tr>
<tr>
<td>- Described methods clearly</td>
<td>/100</td>
</tr>
<tr>
<td>- Evaluated results critically</td>
<td></td>
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<tr>
<td>- Demonstrated significance of project</td>
<td></td>
</tr>
<tr>
<td>- Rigor of approach and conclusions</td>
<td></td>
</tr>
<tr>
<td>- Avoided jargon</td>
<td></td>
</tr>
<tr>
<td>- Answered questions calmly and clearly</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>- Slides legible and understandable</td>
<td>/100</td>
</tr>
<tr>
<td>- Data labeled well</td>
<td></td>
</tr>
<tr>
<td>- Appropriate amount of information on each slide</td>
<td></td>
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<tr>
<td>- Voice audible, pace reasonable, well-modulated</td>
<td></td>
</tr>
<tr>
<td>- Used audiovisual tools effectively</td>
<td></td>
</tr>
<tr>
<td>- &quot;Sparkle&quot; or enthusiasm</td>
<td></td>
</tr>
<tr>
<td>- Materials produced by others clearly identified and cited</td>
<td></td>
</tr>
</tbody>
</table>

*DON'T: wave your laser pointer around*
Deadlines

- **20 September 2023**: Seminar titles to Daphne (daphne.sears@utoronto.ca)
  You can change your title later. Don’t overthink it.

- **Thursday before your presentation**: email abstract to Daphne

- Links to evaluation forms for faculty and students will be sent out every week on the seminar date.
Attendance policy

“It is expected that MBP students attend all student seminars. In years where a student is required to present (usually years 1 and 2 of the student's MBP graduate studies, and year 4 if they are a PhD student), the student is required to be available for any assigned presentation date unless they are on a department-approved leave of absence. In years 5 or above the student is required to be available for any assigned date to review 1st year seminars unless they are on a department-approved leave of absence.

On other dates, students are required to attend a minimum of 80% of seminars for 2 years of their MSc and 4 years of their PhD. Students must attend seminars in person and sign their own names on the attendance form.”
Questions and feedback

• Administrative questions and schedule swaps
  Daphne Sears <daphne.sears@utoronto.ca>

• Feedback on the course
  margarete.akens@utoronto.ca
  Federico.Gaiti@utoronto.ca
Welcome to Student Seminar

For remote participants:
• Mute your audio
• Turn off your camera
• Check that your display name is your full first and last name. Rename yourself if you need to fix

To ask questions during question period:
1. Participants > Raise Hand (at bottom of Participants dialog)
2. Wait for moderator to call on you, then unmute your audio
3. After asking your question, please mute.