

3.3

Present your idea and technology



Goal	The main goal of the activity is to strengthen the ability of the students to communicate complex scientific topic clearly and catching interest from the audience.
Format	Lecture by trainer, presentations by participants
Recommended duration	4 — 10 hours The course can be organised either as a one-day session or divided into two shorter sessions with participants preparing their presentations in-between.
Content of the training activity	<p>Part 1: Tips on how to prepare good presentation</p> <p>Communicate your idea and technology</p> <ul style="list-style-type: none">● Organize your idea● Being clear, concise and memorable● Put your audience first <p>Present your idea and technology</p> <ul style="list-style-type: none">● Ways of presenting (video, ppt, image, speech, personal story, pitch, poster presentation at life science conferences etc.)● Structure your presentation (agenda, main body, closing) <p>Persuade your audience</p> <ul style="list-style-type: none">● Define your target audience● How to deal with bounce backs and “no”● Listen to your audience and criticism● Giving constructive feedback <p>Part 2: Students presentations</p>
Expected learning outcomes	After taking this course/training activity, the PhD student should be able to: <ul style="list-style-type: none">● Know which presentation style fits their idea & personality● Express ideas clearly● Define the bottlenecks in their (complex) technology presentation● Adapt to audience outside the scientific community● Be able to present their PhD topic off the cuff and feel comfortable and confident
Link to career opportunities in life-sciences	<p>Giving a clear and persuasive presentation of what you have done in your PhD thesis is a must in almost every job interview.</p> <p>Communication with future clients/customers needs to be adapted according to target group (e.g. being employee of a pharma company and liaising with MDs and patient interest groups or regulatory authorities on new drug developments requires different style and content)</p> <p>Convincing presentation at conference draws the attention to the student (getting attention from companies, receiving presentation prizes as reward, networking at poster).</p>

Recommended training prerequisites	To actively participate in the activity the PhD student should have their PhD thesis topic assigned, otherwise trainer should have spare topic suggestions for students.
Sector specifics to be considered	Awareness for non-life science experts: PhDs need to be able to communicate with non-scientific audience, present complex data to non-experts in the field, enlighten their research to society
Recommended further steps	No further steps are required within the programme. Beyond the programme: regular presentation training and receiving feedback from different individuals could enormously improve presentation of the students.
Trainer/facilitator qualification	An expert in communication strategy, having experience in the intersection of science communication and other business professionals (finance, MDs, patients).

Recommendations and suggestions for course/activity setup and methods used:

	Timing	Activity description
Suggested scenario	2 — 4 h	<p>Introduction by the lecturer. Actively encourage students to work on the content*.</p> <p>Communicate your idea and technology (20 %)</p> <ul style="list-style-type: none"> ● Organize your idea ● Being clear, concise and memorable ● Put your audience first <p>Present your idea and technology (30 %)</p> <ul style="list-style-type: none"> ● Ways of presenting (video, ppt, image, speech, personal story, pitch, poster presentation at life science conferences etc.) ● Structure your presentation (agenda, main body, closing) <p>Persuade your audience (50 %)</p> <ul style="list-style-type: none"> ● define your target audience ● how to deal with bounce backs and “no” ● listen to your audience and criticism ● giving constructive feedback <p>No prepared slides by the trainer, bullet points compiled by trainer & students.</p> <p>Afterwards notes can be distributed (white board, ppt with beamer to takes notes, ...).</p> <p>Have enough breaks between the 3 main topics, or have 2 — 3 separate sessions.</p>
	2 — 4 h	<p>Students prepare their presentation (on the spot or as homework)</p> <p>After each presentation the feedback should be provided by both trainer and other students.</p>
Recommended number of participants	Min: 5 Max: 20	

Forms of active engagement	<ul style="list-style-type: none"> ● The lecturer actively engages the participants throughout the whole session asking them to brainstorm on various topics included the presentation. (E.g. lecturer asking them which ways of presentation the students can think off, asking them about their experiences, ask them how they prepare their presentation, ...). ● Students have a possibility to give a presentation (choose topic, style and format freely). ● Students give feedback to each other.
Assignments outside of the classroom time	<p>In case that the course is split into two shorter sessions taking place on different days, students are asked to prepare a presentation for the second session at home.</p>
Training handouts	<p>*Content (notes from ppt or e.g. Miro board to be shared)</p>
Recommended study resources for participants	<p>None.</p>
Reflection questions	<ul style="list-style-type: none"> ● How would you present your idea in the future? ● How would you ensure that complex technologies are understood by your audience? ● How would you change your presentation with regards to different audiences? ● What was the most valuable feedback for you in the presentation & feedback sessions?
Engagement of external experts	<p>Business expert could give and insight in what key points are valuable information e. g. for investors.</p>
Venue requirements	<p>Quiet surrounding, no disturbance while presentations.</p>
Technical and material requirements	<p>Computer, beamer for ppt, flipchart or similar, otherwise no equipment needed.</p>