



Example of Applying Task Analysis to an Oral Presentation

The following is an example of the steps a student might take to prepare a specific oral presentation. For more information on oral presentations please see Preparing an Oral Presentation and Sample Oral Presentation Timeline.

1. Understand the assignment

The professor is grading it, but I know that he expects presentations that are challenging and interesting to fellow classmates. He has a grading scheme and I will refer to it often. If the professor had not handed out a breakdown of marks, I would ask what he or she expects or anticipate the requirements for a good presentation myself.

Grading Scheme for Oral Presentations in Environmental Issues

Component	Expectations	Worth
Thesis statement	Strong and focused	10%
Organized presentation	Good transitions, easy to follow, and time appropriate	20%
Intellectually engaging	Level of difficulty is appropriate for audience and time	15%
Knowledgeable in topic	I understand the topic beyond what I present. I don't read from notes, and I explain clearly the presentation and any answers to questions	25%
Visuals	Visuals, activities and demonstrations are appropriate and flow smoothly	15%
Concept outline	The outline I handed in to the professor beforehand matches what I actually do in my presentation	15%

My goal for this assignment is to improve my PowerPoint skills, relaxation techniques, and reasoning skills.

I am expected to challenge my classmates intellectually, so my presentation cannot be too simple.

2. Choose a topic

I am interested in learning more about global warming and I know many of my classmates are also interested in this “hot” topic. I want to know whether global warming is a serious problem or a natural change. What makes it one or the other? Or is it both? My thesis and outline will reflect what evidence I find to support that global warming is a serious problem or a natural change, so I don’t know it yet but I know that it will be a claim with supporting evidence.

3. Assess resource requirements

I know that arctic glaciers are melting, causing a rising sea level that can be problematic for the many people who live in coastal areas around the world. But I also know that earth has gone through many changes historically and that is natural. Is the melting of the arctic natural?

What are some other observable effects of a warmer earth? Are they disastrous or not?

I need to find current information because I know that there are many new studies on this topic. I will find new studies on the U of M library databases <http://umanitoba.ca/libraries/> and/or on some respectable websites (I can find some good links in my textbook).

4. Gather information

What is the definition of global warming? I should be able to give a general overview and description of it.

I need to get stats on the global temperature over the last 100 years. I should check several sources to see if there’s consensus.

Think of the source when I find info saying that global warming is a serious problem; try to find non biased sources such as independent researchers rather than research funded by individuals or organizations with an obvious bias like an oil company or by Earth First!, as much as possible.

5. Develop Presentation

Global warming is a serious problem because:

1. It causes glacial melting:
 - A. destroying an important part of the environment for
 - i) polar bears, seals and cold water fish etc.,
 - ii) and all other species who rely on the animals like fish etc. or who are affected by the behaviours and population of these animals
 - B. which causes a rise in sea level, thereby affecting a large majority of the earth’s population who live in these areas. (Find some stats to support this claim).
 - C. Glacial melting will also inhibit the water filtering effects of precipitation. Explain more fully this point.
2. It causes more severe weather such as;
 - A. Hurricanes
 - B. Floods
 - C. Excessive heat in already hot climates
 - i) contributing to forest fires
 - ii) and droughts

6. Revise and fill in gaps

Have I gone into enough detail and looked at all the important information? Could the glaciers be melting for other reasons?

Am I assuming that the audience understands too much? Do I lead them through each step in my argument? Are complicated details made easier to understand with appropriate visuals, handouts or activities?

7. Prepare visual aids

Chart of global temperature over the last 1000 years. Is it important to show another chart showing the last 50 years?

A diagram showing the relationships of polar bears, seals and other species may highlight the symbiotic nature of the species involved.

Simulations of coastlines if water rises to certain predictions will be critical to my argument because how the problem relates to human life is very convincing.

Does the audience need to see any of these up close or will putting them up on screen suffice?

8. Read script

Practice reading the script and covering all the main points without reading word for word.

Write out some cues on notecards to cue myself along the way. Practice words or sections that I stumble over, like *symbiotic*.

Watch timing.

9. Rehearse, rehearse and rehearse!!

Practice:

Alone, in front of a mirror

To the dog

To my sister/brother/mom/dad

To my friends

10. Rehearse with technology

Don't focus on the screen! I will have my own notecards to cue myself. Look at my own computer screen rather than look back at the big screen. Focus on the audience!!

11. Relax

I have done the work so now I will enjoy showing to my classmates and my professor all that I have learned. I should practice deep breathing and visualization to prepare for and combat nervousness. It's okay to take a deep breath, pause, because nonstop fast talking can overwhelm and confuse listeners.