University of Zurich UZH

Prof. Dr. René Algesheimer,
Wolfgang Kotowski, M.A.

PRESENTATION DESIGN

SYLLABUS

EACH FALL SEMESTER

Chair for Marketing and Market Research
Department of Business Administration
University of Zürich, Switzerland

Preamble

Welcome to our seminar "Presentation Design" syllabus!

It is time to stop boring and dull presentations. This is even more important if you are marketing undergraduates or graduates learning about the power of creativity, and communications. Presentations will be necessary for the rest of your professional life and we are sure that quite a lot of your career will depend on your ability to create, prepare and deliver your ideas. If you feel moved by this idea, then this seminar is the way to go. If university is not a playground for experimenting, then where is? Our promise is that after participating in this course, you will have a completely new outlook on presentations.

This course will take place each fall semester. You'll find all necessary information concerning the course within this syllabus. From time to time, updates will be communicated on the "Marketing" blackboard at Plattenstrasse 14, 4th floor, and on the marketing webpage *www.market-research.uzh.ch*.

We are very happy to welcome you to our course.

Enjoy this introduction.

All the best,

René Algesheimer and Wolfgang Kotowski

Quick Overview

Instructors:

Prof. Dr. René Algesheimer,

Wolfgang Kotowski, M.A.

Office: Plattenstrasse 14, CH-8032 Zürich, Switzerland

Phone: +41 44 63 42 918

E-mail: *market-research@business.uzh.ch*

Office hours are by appointment.

Web: *www.market-research.uzh.ch*

Type:

Seminar

Target Audience:

This course is reckonable for BA and is assigned to the „Wahlpflichtbereich" BWL 4.

Frequency:

Each fall semester

AP (ECTS):

3

Work load statement:

Part	Workload	Total Time	ECTS
Course attendance	2 lectures à 45min per week	21h	
Oral presentation	Continuous preparation, literature study	60h	
Written paper	4 weeks à 2.5h	10h	
Total		91h	3

Maximum Amount of Students:

36

Content:

Preparing, creating, and delivering visual stories in marketing communication.

Language:

English

Literature:

- Duarte, Nancy: slide:ology. The Art and Science of Creating Great Presentations. Sebastopol/CA: O'Reilly, 2008.
- Fog, Klaus/ Budtz, Christian/ Yakaboylu, Baris: Storytelling. Branding in Practice. Berlin, Heideberg: Springer, 2005.
- Heath, Chip: Made to Stick: Why some Ideas Survive and Others Die. New York: Random House, 2007.
- Hiam, Alexander: Dealing with Conflict: Conflict Resolution Styles Course Book. HDR Press, 2003.
- Reynolds, Garr: Presentation Zen. Simple Ideas on Presentation Design and Delivery. Berkeley: New Riders, 2008.
- Reynolds, Garr: Presentation Zen Design. Simple Design Principles and Techniques to Enhance Your Presentations. Berkeley: New Riders, 2010.
- Seifert, Josef W.: Visualization, Presentation, Moderation: A Practical Guide to successful presentation and the facilitation of Business Processes. Weinheim: WILEY-VCH, 2002.
- Williams, Robin: The Non-Designer's Design Book, 3rd ed., Berkeley/CA: Peachpit, 2008.

Prerequisite:

-

Access:

By application to our chair and confirmation only. You found further details at our webspace.

Grading:

Participation, oral presentations, written handouts, written documentation.

Dates:

Tuesdays, 16.15-18.00 (starting 20/09/2011).

Location:

PLM 103/4

Further information:

- *www.market-research.uzh.ch*
- blackboard Marketing, Plattenstrasse 14, 4th floor

Registration:

Don't forget to officially register yourself using the registration tools at the University of Zurich AFTER you received our informal acceptation notification.

Booking the seminar without a positive confirmation from our Chair is not implying the right to attend the course. In this case the course will be graded as failed.

Note:

This information in the syllabus supports the official information in the electronic university calendar (VVZ – Vorlesungsverzeichnis). In cases of doubt, the official information at the VVZ is valid.

1. Introduction and Objective

> "Communication is about getting others to adopt your point of view, to help them understand why you're excited (or sad, or optimistic, or whatever else you are). If all you want to do is create a file of facts and figures, then cancel the meeting and send in a report."
>
> **Seth Godin**

> "They won't care how much you know, until they know how much you care."
>
> **Peggy Noonan about the audience (one of the main speech writers of Ronald Reagan)**

Course Purpose, Learning Objectives & Learning Methods

Course purpose

This seminar is designed to meet the needs of marketing graduates. It is intended for future managers in all areas of marketing interested in planning, preparing, developing and evaluating presentations based on your ideas and on cutting-edge literature, and on exercises.

This seminar will introduce students to presentation design. It teaches the art of creating effective and compelling presentations. An effective presentation delivers the presenter's core central point in the language of the audience and in a way the audience can comprehend and consume its content. The word "design" is used in the following way:

> "Design is the human power to conceive, plan, and realize products that serve human beings in the accomplishment of any individual or collective purpose."
>
> **Dick Buchanan, Carnegie Mellon**

The purpose of this seminar is to introduce marketing students to presentation principles and to incorporate such insights into their own presentations. The seminar has two facets: First, students will learn how to plan, prepare, and deliver a presentation based on principles of design and effectiveness. Second, students will apply this knowledge in their own presentation that will be based on actual marketing research projects published in one of the leading marketing journals. All presentations will be discussed in the classroom in order to enhance the effectiveness of each given presentation.

Learning objectives

The course readings, discussions, lectures, and projects are designed to:

- Provide students with fundamental concepts related to presentation design in marketing;

- Help students integrate these concepts and applications into their own planning, preparing, and delivering of presentations in marketing;

- Develop students capabilities in developing, implementing, and evaluating presentations in marketing;

- Enhance basic competency in the areas of critical thinking, communication and interpersonal skills.

- Improve participants' self-confidence in presentations.

Learning methods

The course will be taught using a variety of learning methods including textbook studies, theoretical lessons, class discussion, group work, presentations and assignments, assigned readings, transfer of learned lessons into actual market research projects, and reading of high-quality marketing research articles. In the process, a variety of technological equipment is used such as ...

- *www.slideshare.com*
- *www.ted.com*
- *docs.google.com*
- *www.prezi.com*
- *www.blogger.com*
- *www.ahead.com*
- Classroom Wiki

Course Contribution towards Marketing Management and Marketing Communications

The course includes comprehensive presentations of main concepts, theories and instruments that are typically used in marketing communications. These elements are discussed in class and supported by relevant examples, taken from specialized academic and professional literature. The approach adopted encourages students to critically evaluate given marketing presentations and to question and discuss their necessity, effectiveness, and quality.

Course Contribution towards Analytical Competence

The course presents the main marketing communication instruments that are applied in the professional world, and that help marketing managers to present their ideas in various marketing situations, to communicate marketing strategies and plans, and to evaluate their impact. The student's understanding of these communication instruments is realized through theoretical presentations, classroom discussions, examples, and group projects.

Course Contribution towards Correctly Understanding and Applying Communication Principles

The objective of communication instruments is to support an idea. The concepts, theories, and principles presented and discussed in class can be understood as instruments that provide students with an image of the complexity and pitfalls of typical marketing presentations.

Course Contribution towards Developing Critical Thinking, and Problem Solving Skills

As all presentation and communication guidelines are directly applied to real marketing research results, students need to formulate the related marketing problem and marketing questions to these given situations. By use and application of the presentation and communication guidelines, problem solving skills are developed as a consequence and alternatives are discussed in class. Thus, communication decisions in marketing are analyzed to identify, compare and contrast communicational options in order to foster critical thinking.

Course Contribution towards Ethical and Social Responsibility

The communication principles that are presented in class integrate ethical questions in order to develop a sense of ethical and social responsibility in the class and to actively generate an understanding of different cultural perspectives. An open minded, tolerant, and respectful atmosphere in class is necessary to maintain this. The pedagogical approach adopted in this course encourages students to participate with their opinions, experience, and comments to the discussions developed around the presented concepts, theories and methods and to seriously consider and discuss other's opinions.

Course Contribution towards Developing Good Groupwork and Communication Skills (depending on group size)

The ability to effectively work in groups and to communicate during the working process is an essential skill for modern marketing managers. In addition, these group skills are also an essential aid when it comes to company assessment discussions. The pedagogical approach adopted in this course encourages students to participate with their opinions, experience, and comments to the discussions developed around the presented marketing concepts, theories and methods. Concurrently, by using a group project as one of the main forms of assessment, the course encourages students to develop interpersonal communication skills, to debate and negotiate ideas and decisions during their group work. Finally, students are obliged to use both verbal and written communication during their course work and evaluation, which reinforces these skills.

2. Course Material

Material Offered

Students have access to a e-learning course on OLAT to download the slides presented in class, they benefit from complementary information available online and in the library.

Material Developed

You will also develop material that is to be shared by all other participants in the course. Thus, you need to send your material to our teaching assistant (TA) so that he can publish all material online at our e-learning space.

It is also my objective that we will develop material together. Therefore, we will create

- Webspace concerning the seminar "Presentation Design". This webspace will be linked to my homepage and will offer your presentations. Members of my alumni club will obtain free web-access to all the materials here.

- MySlidespace on slideshare.com. Only the 3 top evaluated presentations will be published here.

- Project documentation: the documentation of the project with a business partner will be delivered on a DVD at the day of the final presentation.

- Classroom Wiki: You'll have to write your final seminar document into the Wiki. Thus, participation is obligatory.

- Method Blog: the best entries in the Classroom Wiki will be published on the Chair's Method Blog, too.

- It is up to you to also use a classroom blog, or to use Google Presentation for shared files.

3. APPLICATION PROCEDURE

We use a two-step application procedure for our course and it is important that you understand it correctly.

First, the informal application:

The **application period** to our seminar are the first two weeks BEFORE the start of the semester.

Within that time frame, you can apply by Email to our teaching assistant with the following details:

- Your **name**, **photo**, physical address incl. telephone number and email address

- Your student identification code

- Your motivation to participate in that course (5 sentences)

- Your self-evaluated strengths for the following issues you can bring into that course (max. 5):

  - Content: Brainstorming: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Content: Project management: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Content: Gantt with Excel: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]

  - Story: Storyboarding: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Story: Paraphrasing: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Story: Prezi: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]

  - Tool: Video Editing: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Tool: Audio Editing: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Tool: Apple Keynote: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]

  - Picture: Photo retouch: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Picture: Adobe Illustrator: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Picture: Digital Photography: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]

  - Text: Copy Writing: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Text: Adobe InDesign: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Text: MS Word: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]

  - Action: Acting: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Action: Rhetorics: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]
  - Action: Singing or playing
              an instrument: [1]_[2]_[3]_[4]_[5]_[6]_[7]_[8]

If you received our formal affiliation to the course, you can formally apply for our course using the usual UZH planning tools ("Modulbuchungstool").

In any case, we will create a list of potential students that may be granted a place in the class if already accepted students don't attend.

4. Registration Procedure

In the first week of semester, we will ask you to complete your registration profile by Email. You can also send us your expectations this way. Additionally, you can use this profile to register yourself for free membership of the AMA – the Algesheimer's Marketing Alumnis (without any obligations). We are creating a facebook of all students with your photo, your name and your group's name that will be given to all participants - students and business partner.

5. Group Forming Procedure

Each participant will belong to two different groups: the method nerds and the presentation nerds. All members of the *method groups* (M-groups) will work on one specific method, on which they will become experts on. The methods are going to be presented to all course participants in the first part of the seminar (presentation 1). Second, after the group will present one marketing research paper as an example (presentation 2).

In the meantime, each participant will also work in a different group, called the presentation group (P-group). This group consists of at least one representative of each method group. Thus, each *presentation group* will work on one specific presentation given by a business partner (presentation 3). All P-groups will habe the same objectives and by "Competitive Presentation Designing" the best presentation group will win a prize!

During the whole semester all presentation groups have the possibility to work on this task. In the final session each group has to present to the whole group and all business partners. The jury, consisting of the business partner and us, will evaluate each presentation. The jury's vote and the vote of the whole group (50:50) will define the winners.

The assignment will be communicated during the first classroom lesson. As I believe that it is a necessary and wonderful experience to work with many different individuals, there will be no chance for students to regroup the groups. I will assign you to a group by skills needed by each group and you will not be allowed to change groups.

Wrap-up:

- You will be assigned to two six person groups, a M- and a P-Group.
- Each M-group will be assigned to a method and a marketing research paper.
- Every P-group has exactly one expert of each method.
- You must read your chapters and assigned articles thoroughly before preparing your presentations.
- EVERYONE must read the topical chapters and articles of the week.
- In order to bind all members of the group to the work, a peer evaluation will be used at the end of the semester by each group to evaluate all group members (see below).

These are the groups and the date of their session:

Presentations:							
Methods	P1	P2	P3	P4	P5	P6	Date:
M1: Content							18.10.
M2: Story							25.10.
M3: Tool							01.11.
M4: Picture							08.11.
M5: Text							15.11.
M6: Action							22.11.
Date:	13.12.	13.12.	13.12.	13.12.	13.12.	13.12.	

6. Specification of Method, Paper and Business Partner

Each group will automatically and randomly be assigned to a method and a presentation group. We will notify you about your topic and group in our notification email.

The *method-groups* are responsible for the theoretical contributions of our course. A method in this seminar is a specific perspective on how to plan, prepare and deliver a presentation. The methods we are going to discuss are about

- managing **content**
- telling a **story**
- deploying **tools**
- using **pictures**
- writing **texts**
- and performing **actions**.

Based on the corresponding chapters of our main textbooks and on additional material that you can identify within your group, this topic continues with the theoretical lectures of presentation design. The method-groups have to document their results on our classroom Wiki and present it the the group (presentation 1). The length of the presentation can be up to 15 minutes. Part of the presentation is a discussion moderated by the group for up to 20 minutes.

Furthermore, they will receive a real marketing research article ("exemplary article") from one of the leading journals in our discipline. It is your task to present the main points of this article to the group (presentation 2). Every group has to create a presentation in general, but can focus on their proper method by doing so. Again, the presentation can be up to 15 minutes long and part of it will be a discussion of up to 20 minutes, too.

Finally, your presentation-group has to design a presentation according to the task given by the business partner (presentation 3). This is a competition against all other groups to win the prize with the best presentation!

7. Your Contribution and Course Evaluation

Grading Overview

Grades are based on the following criteria:

- your oral method-group presentation of your method (P1)   10%
- your oral method-group presentation of your article (P2)   10%
- your oral presentation-group presentation of your business plot (P3)   10%
- your written material including
    - the concept file of your presentations (max. 1 page each)   5%
    - the .ppt or .keynote slides   20%
    - the notes within the slides   5%
    - the handout to your presentations (max. 3 pages each)   10%
    - the copyright-free royal pictures of your presentations   5%
- your individual participation in class   10%
- your average peer evaluation score in your groups   5%
- your contribution to our classroom Wiki   10%

TOTAL   **100%**

Details concerning the specific parts are described below.

The oral method-group presentation (10%)

The oral presentation of your method-group is the heart of the course and, therefore, of your evaluation.

Every one session is guided by one group. Every session has two parts. Every presentation will be evaluated right after the discussion.

In part 1 you have 15 minutes to present your theoretical topic and 20 minutes for discussion. After the first session is a 15 min break.

The oral method-group presentation of your article (10%)

In this turn, you have to apply your existing knowledge on presentation design to a real marketing research article. Your 35 min presentation will be segmented into 15 minutes (the *ted.com* format) for your oral presentation and 20 minutes for a moderated group discussion and another. You will be cut-off if you exceed your time limit. Boring talks will also be stopped. You can apply the methods you have just presented by prepare instrumental exercises for the entire class, by which we can learn the principles that you have discussed. Try to do intersting things, don't hesitate experimenting with new approaches, new designs and surprising interactions. It is important that you do not only ask us to do something, but deliver something useful for us.

Therefore, you need to study the article and develop an idea of its

- research problem
- corresponding research questions
- theory
- methodology and analysis
- results
- implications

Again, you should plan to offer the rest of your time for group discussions and feedback after your talk. Your presentation is evaluated by the following quality measures:

- central message (so what's your point?)
- logical structure
- comprehensibility
- being within time frames
- oral voice and gestures
- perceived knowledge of the group

This measure is an asset of the group. All members of the group will receive the same group grading beside an individual grading for the application of the represented method.

The oral presentation-group presentation (10%)

Now, you have 10 minutes to give your presentation according to our business part-ner's task. It's a competition and you want to win the prize. Thus, don't waste your time and apply the methods learnt wisely. There will be a short discussion with the members of the jury before the next presentation group will have its turn.

The concept file (max. 1 pages each, 5%)

The concept files for all three topics are the starting point of your presentation and should contain the following:

- your topic
- a short characterization of your audience
- your central point of argumentation (so what's your point?)
- a snapshot of your storyline that your central point is embedded in
- a statement about what makes your presentation special

The concept files are evaluated by the following criteria:

- central message (so what's your point?)
- logical structure
- fit to the topic
- formal criteria

This measure is an asset of the group. Therefore all members of the group will receive the same grading.

The slides (20%)

The slides of all presentations are supporting material to your story and are evaluated by their:

- central message (so what's your point?)
- logical structure
- visual quality (signal vs. noise ratio, white spaces, alignment & proximity, effectiveness, uniqueness)
- freshness
- recall (how much can we remember)
- usage of royal copyright-free images that transport the story
- formal criteria

This measure is an asset of the group. Therefore all members of the group will receive the same grading.

The notes (5%)

As all slides will be distributed among all students in our course, you are asked to make short notes on each slide explaining the slide within the flow or argumentation of the whole presentation.

The notes are evaluated by the following criteria:

- flow of argumentation
- comprehension

This measure is an asset of the group. Therefore all members of the group will receive the same grading.

The handouts to your presentations (max. 3 pages each, 10%)

You also have to prepare a short handout to your presentations that summarizes your basic messages, along with references that you used, as well as details and graphs, material, etc... that weren't addressed in the presentation.

The handouts are evaluated by the following criteria:

- quality of summary
- quality of references and additional material
- formal criteria

This measure is an asset of the group. Therefore all members of the group will receive the same grading.

The copyright-free royal pictures of your presentations (5%)

Pictures are an important part of your visual presentation. Therefore, their fit into your argumentation stream and their originality and freshness will be evaluated. Nevertheless, you are not allowed to just use any picture you find on the internet. You are asked to only use copyrightfree royal pictures. You'll find some comments and sources in my "Hands-on Presentations" guide. Make sure that all pictures

- are copyright-free.

- come along with the source (e.g. *www.iStockphoto.com*), the ID number (e.g. iStock_000000208686Medium), the author and the creative commons dispositions.

- are royal pictures, i.e. of high-resolution.

- are cited in the notes section of your presentation software.

- are submitted on CD together with the presentation files right after the session.

Pictures can also be self-made, but then you need to give our department your permission to use them, as we want to distribute the presentations amongst all participants and on SlideShare.

Personally, I enjoy pictures where the context of the object is absolved ("freigestellt").

This measure is an asset of the group. Therefore all members of the group will receive the same grading.

Your individual participation in class (10%)

The more you are willing to give to this course, the more you will get out of it. Your active role in the classroom is therefore important and will be evaluated. Credits will be given for knowledge of readings, cogent articulation of arguments and comments, and contribution to case discussions. Participation will be evaluated on quality as well as consistency. Attending the class regularly and on time is an indication of professionalism and will also improve your participation grade.

This grading will reflect the following criteria:

- your attendance;

- your knowledge of readings;

- your articulation of arguments and comments;

- the quality of your involvement in classroom activities and discussions;

- your participation consistency.

This measure is an asset of the individual. Therefore group members may have different grades.

Your average peer evaluation score (5%)

Students are expected to contribute to the group work equally, however this often doesn't work in practice. Therefore we use a peer evaluation score. Of course, it may happen that one group member participates more in one topic while the others contribute to other areas. This also may be an indication of good group organization - being able to identify your individual strengths (and weaknesses). In the end, your group work should be more than just the sum of its parts. Nevertheless, failures happen if only one or two people carry out the whole group work load. Thus, at the end of the seminar, each group will receive a peer evaluation form evaluating the

relative contribution of each presentation-group member including her/himself on

a 10-point rating scale

(1= Poor Contribution, 5=Average Contribution, 10=Outstanding contribution)

You can also create a record file of each member's adherence to protocol, ie. attendance to meetings, completion of assigned work, etc. The peer evaluation form has to be submitted individually to our TA. Failure to submit it will appear in your assessment as a 5% penalty score, i.e. you will loose an additional 5% from your grade as well as 5% for your peer evaluation.

This measure is an asset of the individual. <u>Therefore group members may have different grades.</u>

Your contribution to our classroom Wiki (10%)

You are asked to support our Wiki by adding your knowledge. You can therefore either

- open new topics (for example: your method)

- add new explanations

- adjust existing ones.

The quality and quantity of your Wiki participation is evaluated. This measure is an asset of the individual. Therefore group members may have different grades.

8. Course Schedule

Creating ideas, not slides.
Nancy Duarte

Required readings:

are necessary readings <u>before</u> each class and prepare you for the topic of the week.

- [ND] Duarte, Nancy: *slide:ology. The Art and Science of Creating Great Presentations*. Sebastopol/CA: O'Reilly, 2008.

- [KF] Fog, Klaus/ Budtz, Christian/ Yakaboylu, Baris: *Storytelling. Branding in Practice*. Berlin, Heideberg: Springer, 2005.

- [AH] Hiam, Alexander: *Dealing with Conflict: Conflict Resolution Styles Course Book*. HDR Press, 2003.

- [CH] Heath, Chip: Made to Stick: Why some Ideas Survive and Others Die. New York: Random House, 2007.

- [GR1] Reynolds, Garr: *Presentation Zen. Simple Ideas on Presentation Design and Delivery*. Berkeley: New Riders, 2008.

- [GR2] Reynolds, Garr: *Presentation Zen Design. Simple Design Principles and Techniques to Enhance Your Presentations*. Berkeley: New Riders, 2010.

- [JS] Seifert, Josef W.: *Visualization, Presentation, Moderation: A Practical Guide to successful presentation and the facilitation of Business Processes*. Weinheim: WILEY-VCH, 2002.

- [RW] Williams, Robin: *The Non-Designer's Design Book*, 3rd ed., Berkeley/CA: Peachpit, 2008.

Recommended readings:

are articles that go into more detail and that will expand your knowledge.

- [ET1] Edward Tufte: *The Visual Display of Quantitative Information*, 2. ed, Cheshire/ CN: Graphics Press, 2001.

- [ET2] Edward Tufte: *Envisioning Information*, Cheshire/CN: Graphics Press, 1990.

Follow-up readings:

will help you to assemble the content or solve exercises or problems if you are in the middle of your own practical work.

Exemplary articles:

apply the learned knowledge within different marketing areas. Studying these allows you to place the learned methods into real life context.

Primary studies:

Before you start DESIGNing your slides, study the material of these presentations:

- [GR], chapter 7, "Sample Slides, Images and Texts", p. 165-179.

- by Garr Reynolds: *http://www.slideshare.net/garr/*

- by Marti Neumeyer: *http://www.slideshare.net/coolstuff/the-brand-gap*

- by Chereemoore: *http://www.slideshare.net/chereemoore/meet-henry*

- by Fabian Crabus: *http://www.slideshare.net/fabiancrabus/presentationzen*

- by Alexei Kapterev: *http://www.slideshare.net/thecroaker/death-by-powerpoint*

Visual studies:

It is similar to learning how to play an instrument: First you need to learn how to listen to music. The same approach applies here: You should first start listening to great presenters.

Sir Ken Robinson about why schools creativity:

http://www.ted.com/talks/lang/eng/ken_robinson_says_schools_kill_creativity.html

Sir Ken Robinson on "Changing Education Paradigms":

http://www.youtube.com/watch?v=zDZFcDGpL4U

Seth Godin about tribes:

http://www.ted.com/talks/lang/eng/seth_godin_on_the_tribes_we_lead.html

Barry Schwartz on the paradox of choice

http://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice.html

Hans Rosling about presenting data:

http://www.ted.com/talks/lang/eng/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html

Dan Gilbert about the reasons of happiness:

http://www.ted.com/talks/lang/eng/dan_gilbert_asks_why_are_we_happy.html

Malcolm Gladwell on Spaghetti sauce:

http://www.ted.com/talks/lang/eng/malcolm_gladwell_on_spaghetti_sauce.html

Benjamin Zande about music and passion:

http://www.ted.com/index.php/talks/benjamin_zander_on_music_and_passion.html

Bobby McFerrin about real music:

http://www.vimeo.com/5732745

Dough Thomas tells how to give great presentations:

http://www.youtube.com/watch?feature=player_embedded&v=kBPvhWqYwzg

Sessions with readings

The readings below are for ALL students, not only for the corresponding presenters.

Session 0:	Kick- off and Introduction
Presenter:	René Algesheimer, Wolfgang Kotowski
Abstract:	The Kick-off session welcomes all participants by communicating the latest organizational news, establishing students' workgroups and having first Q&As. The instructors introduce students to the world of presentations. Therefore, basic assumptions are introduced and important sources, e.g. slideshare.com, are presented.
Required readings:	○ [GR1], chapter 1, "Presenting in Today's World", pp. 5-25. ○ [GR1] within chapter 3, "Create a Document Not a Slideument", and "Avoiding Slideuments", pp. 68-70. ○ [ND], chapter 1, "Creating a New Slide Ideology", pp. 1-24.
Recommended readings:	tba
Follow-up readings:	tba

Session 1:	Content: collect - group - compress
Presenter:	Group M1: content
Abstract:	Content Management explains the communicational aims and the collection and focus of information.
Exemplary article:	Jaworski, B.J. (2011) "On Managerial Relevance". In: Journal of Marketing, Vol. 75(4), pp. 211-224.
Required readings:	○ [GR1], chapter 2, "Creativity, Limitations, and Constraints", pp. 31-43. ○ [ND], chapter 2, "Creating Ideas, not Slides", pp. 26-42.
Recommended readings:	tba
Follow-up readings:	tba

Session 2:	Story: identify - structure - tell
Presenter:	Group M2: story
Abstract:	After having organized our content, we look at the content layer of your presentation from a strategical point of view. We are now asking for "What" to present. What is the core of our presentation? It is the aim of this session to enable you to structure your presentation according to a storyline so that you and your audience will be able to follow your presentations more easily.
Exemplary article:	Kozinets, R.V., K. de Valck, A.C. Wojnicki & S.J.S. Wilner (2010) "Networked Narratives: Understanding Word-of-Mouth Marketing in Online Communities". In: Journal of Marketing, Vol. 74(2), pp. 71-89.
Required readings:	○ [KF], chapter 2, "The Four Elements of Storytelling", pp. 28-44. ○ [GR1], chapter 4, "Crafting the Story", pp. 75-97.
Recommended readings:	○ [KF], chapter 3, "Storytelling in Business", pp. 46-56.
Follow-up readings:	○ Ira Glass: Tipps on storytelling, *http://www.presentationzen.com/ presentationzen/2007/03/ira_glasstips_0.html*

Session 3:	Tool: set - plug - switch
Presenter:	Group M3: tool
Abstract:	The selection of proper Hard- and Software for your presentation is an initial task that depends on what you want to present. Sometimes, using a beamer and a notebook is as good as using a flipchart and some colorful pens. Therefore, you will be introduced to various utilities to create and present presentations so that you'll be able to make a good choice.
	Sometimes it is also useful to explain certain contexts with animation or the use of multimedia. To prevent you from excessive use of these, this session presents you techniques and strategies for proper employment of these elements.
	During the preparation of your presentation, you will often have certain repetitive procedures, e.g. copying data from an external source onto a slide. To prevent you from getting too bored, there are a couple of time saving techniques and tools to automate these procedures. You'll be introduced to them and we can discuss their pro and cons.
Exemplary article:	Brasel, S.A. & J. Gips (2011) "Red Bull 'Gives You Wings' for better or worse: A double-edged impact of brand exposure on consumer performance". In: Journal of Consumer Psychology, Vol. 21(1), pp. 57-64.
Required readings:	[JS], chapter 1.3.1, "Media for Visualization (Information Carriers)", pp. 15-23. [ND], chapter 9, "Creating Movement", pp. 179-202. [ND], chapter 10, "Governing with Templates", pp. 203-216.
Recommended readings:	tba
Follow-up readings:	tba

Session 4:	Picture: find - take - retouch
Presenter:	Group M4: picture
Abstract:	Pictures have a lot of different functions in the context of a presentation, e.g. being a visual anchor, stimulating the audience. Therefore, an effective use of pictures will be discussed and interesting sources and tools will be introduced.
	Beside pure pictures, this session also handles the production of effective charts and tables and their aspects of relaying visual information. Technical and semantic aids will be introduced and discussed.
Exemplary article:	Pieters, R., M. Wedel & R. Batra (2010) "The Stopping Power of Advertising: Measures and Effects of Visual Complexity". In: Journal of Marketing, Vol. 74(5), pp. 48-60.
Required readings:	[ND], chapter 8, "Using Visual Elements: Images", pp. 157-178. [GR1], within chapter 6, "Where Can You Get Good Images?", pp. 140. [GR2], chapter 3, "Communicating with Color", pp. 63. [GR2], chapters 4, "Using Images and Video to Tell Stories", pp. 93. [GR2], chapters 5, "Simplifying the Data", pp. 129.
Recommended readings:	[ET1] [ET2] - Information is beautiful: *http://www.informationisbeautiful.net/*
Follow-up readings:	tba

Session 5:	Text: write - align - edit
Presenter:	Group M5: text
Abstract:	In this session, textual elements and layout are the focus. Questions about the usage of fonts, quantity of texts, correct quoting as well as effective writing of notes will be discussed. Finally, there won't be a presentation without a layout. The quality of the layout is crucial and is influenced by functional, aesthetical and other characteristics. An experimental approach is taken to this topic and should evoke strong attention to presentation layouts.
Exemplary article:	Hagtvedt, H. (2011) "The Impact of Incomplete Typeface Logos on Perceptions of the Firm". In: Journal of Marketing, Vol. 75(4), pp. 86-93.
Required readings:	• [GR1], within chapter 6, "Signal vs. Noise Ratio", pp. 121-131. • [GR1], within chapter 6, „Picture Superiority Effect", pp. 132-140. • [Gr2] chapter 2, „Presenting with Type", pp. 33. • [Gr2] chapter 6, „Seeing ans Using Space", pp. 157. • [Gr2] chapter 7, „Creating Purpose and Focus", pp. 179. • [Gr2] chapter 8, „Achieving Harmony", pp. 197. • [RW] chapter 9, „Type (& Life)", pp. 145-152. • [RW] chapter 10, „Categories of Type", pp. 153-164. • [RW] chapter 11, „Type Contrasts", pp. 165-196.
Recommended readings:	• [GR1], within chapter 6, "Quote This", p. 141. • [GR1], chapter 5, "Simplicity: Why it Matters", pp. 103-117. • [GR1], within chapter 6, „Empty Space", pp. 145-147. • [GR1], within chapter 6, „Balance", pp. 148-152. • [GR1], within chapter 6, „The Big Four: Contrast, Repetition, Alignment, Proximity", pp. 152-161.
Follow-up readings:	• [RW], chapter 2, "Proximity", pp. 15-32. • [RW], chapter 3, "Alignment", pp. 33-50. • [ND], chapter 6, "Arranging Elements", pp. 91-112. • [ND], chapter 7, "Using Visual Elements: Background Color, and Text", pp. 113-156.

Session 6:	Action: show - move - look
Presenter:	Group M6: action
Abstract:	Interaction with your audience is a key factor for successful presentations. Therefore, it is quite important to rhetorically structure your presentation so that suitable interaction is possible. In this session, we are dealing with self-preparation, tools and techniques for this topic. As it is never certain that your entire audience agrees with you and your presentation. These differences may escalate to a conflict that may put your whole presentation at risk. To prevent yourself from such disasters, we'll discuss possible situations and develop solutions to react in a proper way.
Exemplary article:	Belk, R. (2010) "Sharing". In: Journal of Consumer Research, Vol. 36 (5), pp. 715-734.

Session 6:	Action: show - move - look
Required readings:	o [AH], module 1, "Exploring Conflict: Workshop and Activities", pp. 1-10.
	o [AH], module 5, "Advanced Techniques for Competition and Collaboration", pp. 25-46.
	o [ND], chapter 11, "Interacting with Slides", pp. 217-250.
	o [GR1], chapter 8, "The Art of Being Completely Present", pp. 185-199.
	o [GR1], chapter 9, "Connecting with the Audience", pp. 201-211.
Recommended readings:	o [JS], chapter 2, "Presentation", pp. 47-78.
Follow-up readings:	tba

Session 7:	Competitive Presentation Designing
Presenter:	all P-Groups

Session 8:	Kick-out: Résumé
Presenter:	all P-Groups

Overview :

No.	Date	Topic
0	20.09.2011	Kick-offand Introduction
1	18.10.2011	Content: collect - group - compress
2	25.10.2011	Story: identify - structure - tell
3	01.11.2011	Tool: set - plug - switch
4	08.11.2011	Picture: find - take - retouch
5	15.11.2011	Text: write - align - edit
6	22.11.2011	Action: show - move - look
7	13.12.2011	Competitive Presentation Designing
8	20.12.2011	Kick-out: Résumé

9. Academic Fraud

The Honor Code of the University of Zurich applies to all work in this course, wand will be strictly enforced. The intent of the Honor Code in this course is to ensure that each student claims and receives credits for his/her own efforts. Violations to this are called academic fraud.

Definition

Academic fraud is an act by a student, which may result in a false academic evaluation of that student or of another student.

Appendix 1: Group Evaluation Form

Group #:   Date of Presentation: Session:

	Name of Group Members	Method-Group:	M1	M2	M3	M4	M5	M6
1:								
2:								
3:								
4:								
5:								
6:								

method (10%)	very good										very bad
content:	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0.0
story:	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0.0
tool:	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0.0
picture:	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0.0
text:	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0.0
action:	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0.0

paper (10%)											
by own method:	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0.0

concept file (5%)											
central message:							2.0	1.5	1.0	0.5	0.0
logical structure:									1.0	0.5	0.0
fit to the topic:									1.0	0.5	0.0
formal criteria:									1.0	0.5	0.0

slides (20%)											
central message:			4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
logical structure:							2.0	1.5	1.0	0.5	0.0
visual quality:			4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
freshness:					3.0	2.5	2.0	1.5	1.0	0.5	0.0
recall:					3.0	2.5	2.0	1.5	1.0	0.5	0.0
images:					3.0	2.5	2.0	1.5	1.0	0.5	0.0
formal criteria:									1.0	0.5	0.0

notes (5%)											
flow of arguments:					3.0	2.5	2.0	1.5	1.0	0.5	0.0
comprehension:							2.0	1.5	1.0	0.5	0.0

images (5%)											
quality & fit:					3.0	2.5	2.0	1.5	1.0	0.5	0.0
references:							2.0	1.5	1.0	0.5	0.0

Appendix 2: Individual Evaluation Form

Name: Group #:

individual participation (10%)											
quality:	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
continuity:	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

average peer score (5%)											
score:	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

contribution to wiki (10%)											
quality:	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0
new resources:	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

competition (10%)											
result	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0.0

Appendix 3: Peer Evaluation Form

Your Name: _____

Your Student's ID (last 4 digits): _____

Group #: _____

This is your peer evaluation form. The objective of using this is that we do not want to have freeriders. Each group members has to submit this evaluation form. Otherwise, you will get zero points for your peer evaluation score and are also punished by 5 penalty points.

The information in this evaluation sheet will be kept in strictest confidence.

In the following, you must assign up to 5 points per group member based upon the following points:

- Willingness to carry out assigned objectives within the group.

- Ability to meet deadlines.

- Cooperation with other group members

- Quality of individual's work

- Individual's overall contribution

Please rate in the following each individual of your group excluding yourself. I will calculate an average value of how your group members judge you. Please write the name of each individual group member and proceed with the points you have given. If you want, you can add comments below.

	Name of Group Members	Points:
1:		
2:		
3:		
4:		
5:		

Comments:

_____

_____

_____

_____

_____

_____