



Hochschule Kempten  
University of Applied Sciences

# Elements of a presentation





Participants get to know different elements of a presentation and can use them appropriately

You can prepare a presentation



**„Labor omnia vincit improbus“**

**Hard work beats everything....**

# The following questions should be answered in advance



Why are you giving the presentation?

Who do you want to convince of what?

How much time do you have?

Which media are best suited?



1. Lecture
2. Teaching Talk
3. Marble group
4. Moderation (Metaplan)
5. Group work
6. Roleplaying game

# 1. Lecture: Only one person is talking



Classic method of conveying information

Works well in combination with other teaching methods

Primarily used to impart specialist knowledge

Activity of the teacher is often opposed to the passivity of the listeners

Standard method of university education

High concentration is required on both sides

Supported by media such as overhead, beamer, blackboard, etc.

## 2. Doctrinal talk: Follow me, I follow you



Lecture will be developed with the contributions of the participants

**Only one** participant has his say at a time

In the prepared lecture, the questions of the participants are interwoven

Participants act in isolation

The "red thread" of the lecture should be maintained

Promotion of spontaneous contributions ☐ where is the depth?

### 3. Marble Group: Talk and conversation



Phases of talk and phases of activity take turn

Activity of the group:  
**marble** to work with results  
and to answer questions

Everybody knows his the task

Two or three people

Take care of the schedule



## 4. Moderation: I'll show you the way



„Moderation is a systematic, structured and open approach to efficiently prepare, lead and follow up on work sessions.“

Group work process controlled by the facilitator

Target formulation necessary

Nothing works without a moderation timetable

Focus on content

Transparency of results

## 5. Group work



Set a schedule firm

Define the tasks

Various groups require various tasks

Go around and help

Provide material

Always comment on results

Comparative analysis  
necessary for the same tasks

Praise and thank you

Never devalue

## 6. Role-playing game: faction instead of fiction



Participants interact with each other for a limited time

**Role play has a specific theme:**

Sales pitch

The principle is paradoxical:  
"Play, but real!"

**Fictional reality:**

script, role specifications,  
setting

Are freely designed by the actors

**Authentic reality:**

psychological reality of the actors in the game

Time factor

Observers evaluate!



Never shoot sparrows with cannons

Always keep an eye on the adequacy of resources

Fast information transfer can be easily accomplished  
by a lecture

The teaching discussion is suitable for active  
participants who bring a lot of input themselves  
can/want to



The marble group serves the successive development of larger contexts

Moderation is required if the participants are to work out the solutions to a problem themselves

Role plays often serve to change perspectives and recognize the psychological reality of the participants (in contrast to fictitious reality)



They should be thoroughly planned: Ask yourself the following questions:

What do I want to achieve?

How much time do I have for this?

What target group do I have in mind?

What are the specific needs of this target group in terms of

- the quantity of work steps including breaks?
- the pace of learning?
- of the media to use?
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Creation of a schedule for the planning steps and a schedule for the learning project

Coordination and consultation of the project with other teachers, if involved or affected,

Scheduling with all parties involved

On-time procurement and provision of materials, media



Securing access to resources (Internet, etc.) when needed

Procurement or preparation of suitable premises,  
coordinated with the time planning

if necessary, the creation of a budget for the costs incurred,  
bookkeeping and billing

the actual teaching/learning planning





1. Target / Target formulation
2. Outline/Schedule
3. Appropriate start
4. Appropriate conclusion



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