Syllabus

Each Fall Semester

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

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**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 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 webpage [www.market-research.uzh.ch](http://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: Andreasstrasse 15, CH-8050 Zürich, Switzerland
Phone: +41 44 634 9208
E-mail: wolfgang.kotowski@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:

<table>
<thead>
<tr>
<th>Part</th>
<th>Workload</th>
<th>Total Time</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>1 block course of 3 days à 7h</td>
<td>21h</td>
<td>2</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>Continuous preparation, literature study</td>
<td>60h</td>
<td>3</td>
</tr>
<tr>
<td>Screencasts, materials</td>
<td>4 weeks à 2.5h</td>
<td>10h</td>
<td>3</td>
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<tr>
<td>Total</td>
<td></td>
<td>91h</td>
<td>3</td>
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</tbody>
</table>

Maximum Amount of Students:
36

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

Language:
English
**Literature:**

**Primary readings:**


**Recommended readings:**

- Anderson, Ch. (2013): *How to Give a Killer Presentation,* HBR, 91(6); 121-125.

**No Prerequisite**

**Access:**

By application to our chair and confirmation only. Further details at our web space.

**Grading:**

Participation, oral presentations, written handouts, material.

**Dates:**

see university calendar (Vorlesungsverzeichnis)

**Location:**

see university calendar (Vorlesungsverzeichnis)

**Further information:**

- [www.market-research.uzh.ch](http://www.market-research.uzh.ch)

**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

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.
2. Course Material

Each participant will be assigned to a group. Each group has two tasks: Prepare a method workshop and give a final presentation.

A | The objective of the method workshop is to teach others the building blocks of a presentation. The building blocks discussed are:

- Group 1: Developing ideas and managing content,
- Group 2: Telling a story,
- Group 3: Using pictures,
- Group 4: Writing texts, and
- Group 5: Performing presentations.

**Input:** Each group receives one building block they are responsible to teach to all other participants along with a list of potential activities. Groups receive some inspirational material to kick-start their work. Based on this material they are asked to search for other suitable material (video, audio, text, tools, technology,...) and to teach themselves knowledge of their building block. Become an expert of your building block!

**Output:** A hands-on workshop full of small activities by which all participants actively learn the core ideas of each building block. The length of each workshop is a 2h block. Select the activities from a given list or make your own suggestions to the TA. On average, the groups should design a short introduction into their building block, a minimum of three activities, a suggested list for other activities and a short wrap-up.

All instructions need to follow our standardized slide template (no excuse).

All showcases or applications can use individual formats (please).

Send your materials via email or Dropbox to our TA till 5 days before your session, so that the documents can be delivered to all other participants.

**Remark:** Throughout the seminar (with exception of the final presentations) we want to create a creative atmosphere. Thus eating and drinking (no alcohol) is allowed in class and should be prepared by the groups.

B | The objective of the final presentation is to create, design and deliver a final presentation. During the whole seminar all groups should use the activities to work on their presentation. In addition, in between there is one day off, where groups can work on their final presentations.

**Input:** Each group receives a topic for the final presentation.

**Output:** A final presentation should be given in a TED format, i.e. 18 minutes in length. Stick to this format.

The jury, consisting of the instructors and potential guests or firm representatives, will evaluate each presentation.

A documentation of the group works has to be finished and delivered via Dropbox to the TA during the next three weeks after the workshop.
This documentation includes:

- All slides,
- Original files of used pictures,
- Copyright information of all used pictures (only copyright free ones are allowed),
- Files of fonts and their copyright information (only copyright free ones are allowed),
- All moderator notes and the concept file
- The hand-out (that is not a collection of miniatures of the slides) with instructions on how to perform the workshop,
- Further materials to perform the workshop, e.g. templates for game cards that could be printed etc.
3. Course Evaluation

What we grade

Grades are based on the following criteria:

- The quality of your method workshop concerning:
  - Content (5%)
  - Documentation and material (10%)
  - Actions (25%)

- The quality of your final presentation concerning:
  - Content (5%)
  - Documentation and material (15%)
  - Presentation (30%)

- Your individual grade (10%)

TOTAL 100%

How we grade

Method workshop

- Content (5%):
  You have to apply your knowledge to teach all other participants. For that you have 2 hours to perform a workshop on your presentation building block. We look after the following:
  - Selection of content
  - Depth of content
  - Comprehensibility
  - Quality

- Documentation and material (10%):
  You workshop, your instructions and selected results have to be documented. We look after the following:
  - Quality
  - Match to master template for instructions
  - Structure (arrangement of pictures, dynamic) and unity
  - Usage of colors and fonts
  - Animations and usage of media
  - Integration of adequate pictures

As all material 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.
Actions (25%):

Within your workshop small hands-on actions need to be designed. Participants should practically learn HOW to do things. Try to do interesting things, don’t hesitate experimenting with new approaches, new designs and surprising interactions. It is important that you deliver something useful for us. We look after the following:

- Selection of actions
- Performance in actions
- Clarity of instructions
- In line with the time budget
- Turn-taking between instructors
- Instructors’ know-how
- Instructors’ identification with the topic
- Liability of statements
- Learning for students
- Conclusion / summary

Final presentation

Content (5%):

You have to give a final presentation in the TED style (18 minutes). To prepare the final presentation we ask you to create a concept file. We look after the following content-wise:

- Selection of central message (power point)
- Logical structure
- Depth of content
- Comprehensibility
- Quality
- Formal criteria

The concept files 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
Documentation and material (15%):

You workshop, your instructions and selected results have to be documented. We look after the following:

- Quality
- Match to master template for instructions
- Structure (arrangement of pictures, dynamic) and unity
- Usage of colors
- Animations and usage of media
- Integration of adequate pictures

The slides 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

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 copyright free 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").
Presentation (30%):

The final presentation is the ultimate goal of this seminar. We look after the following:
- Delivery
- Structure
- Quality
- Story telling
- Structure (arrangement of pictures, dynamic) and unity

There will be a short discussion with the instructors before the next group will have its turn. We look after the following:
- Moderation
- Direct enlarging on questions
- Logic and clarity of answers
- Preparation of further materials for explanations

All of the above measures are assets of the groups. Therefore group members all have the same grades. With peer-evaluation we control for balanced group work across group members.

Your individual participation in class

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.
4. COURSE READINGS AND INSPIRATIONS

Required readings:
Are necessary readings before each class and prepare you for the topic of the week. Out of the following sources, we’ll ask you to read selected chapters:


Recommended readings:
Are articles that go into more detail and that will expand your knowledge.


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.

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

- by Garr Reynolds: http://www.slideshare.net/garr/
- by Marti Neumeyer: http://www.slideshare.net/coolstuff/the-brand-gap
Inspirational presentation deliveries:

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:

- Sir Ken Robinson on “Changing Education Paradigms”: 
  [http://www.youtube.com/watch?v=2DZFcDGpL4U](http://www.youtube.com/watch?v=2DZFcDGpL4U)

- Seth Godin about tribes:
  [http://www.ted.com/talks/lang/eng/seth_godin_on_the_tribes_we_lead.html](http://www.ted.com/talks/lang/eng/seth_godin_on_the_tribes_we_lead.html)

- Barry Schwartz on the paradox of choice

- Hans Rosling about presenting data:

- Dan Gilbert about the reasons of happiness:
  [http://www.ted.com/talks/lang/eng/dan_gilbert_asks_why_are_we_happy.html](http://www.ted.com/talks/lang/eng/dan_gilbert_asks_why_are_we_happy.html)

- Malcolm Gladwell on Spaghetti sauce:

- Benjamin Zane about music and passion:

- Bobby McFerrin about real music:

- Dough Thomas tells how to give great presentations:
  [http://www.youtube.com/watch?feature=player_embedded&v=kBPvhWqYwzg](http://www.youtube.com/watch?feature=player_embedded&v=kBPvhWqYwzg)

- Zach Holman on Slide Design for Developers:

- COLOURlovers on how to share color Ideas & inspirations:

- Before & After Magazin: Video Tutorials on Layouts
  [http://www.youtube.com/user/bamagazine](http://www.youtube.com/user/bamagazine)
iMPACT branding & design: 4 Royalty Free Image Sites Your Probably Didn’t Know About

http://www.impactbnd.com/blog/4-royalty-free-image-sites-you-probably-didnt-know-about

5. Course Schedule and Tasks

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

The timetable is prelimi

Schedule

Day 1
9.30-11.30 Session 1 | Group 1: Team “Content”
11.45-13.45 Session 2 | Group 2: Team “Story”
14.00-16.00 Session 3 | Group 3: Team “Pictures”
16.00-16.30 Session 4 | Wrap-up

Day 2
9.30-11.30 Session 5 | Group 4: Team “Text”
11.45-13.45 Session 6 | Group 5: Team “Performance”
14.00-16.00 Session 7 | Group work
16.00-16.30 Session 8 | Wrap-up

Day 3
9.30-11.30 Session 9 | Group work
11.45-13.45 Session 10 | Group work
14.00-16.00 Session 11 | Final presentations (20 minutes per group)
16.00-16.30 Session 12 | Wrap-up

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.
### Session 1: Workshop - Content

**Presenter:** Group 1: Team “Content”  

**Abstract:** Content Management explains the communicational aims and the collection and focus of information.

**Required readings:**  
- [GR1], chapter 2, “Creativity, Limitations, and Constraints”, pp. 31-43.  
- [ND], chapter 2, “Creating Ideas, not Slides”, pp. 26-42.

**Method actions:**  
- Where and how to search for your content?  
- How to reduce your presentation’s complexity?  
- How to prepare a timetable for your presentation?  
- How to memorize the content and structure of your presentation?

**Final presentation:** tba

### Session 2: Workshop - Story telling

**Presenter:** Group 2: Team “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.

**Required readings:**  
- [KF], chapter 2, “The Four Elements of Storytelling”, pp. 28-44.  
- [GR1], chapter 4, “Crafting the Story”, pp. 75-97.

**Recommended readings:**  

**Follow-up readings:**  

**Method actions:**  
- How to create a story, set up a stream of arguments, and simplify the story to the core?  
- How to add drama?  
- How to structure the given budget of time?  
- How to help the audience to follow and memorize your story?

**Final presentation:** tba

### Session 3: Workshop - Visuals

**Presenter:** Group 3: Team “Pictures”  

**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.

**Required readings:**  
- [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/](http://www.informationisbeautiful.net/)
<table>
<thead>
<tr>
<th>Session 3:</th>
<th>Workshop - Visuals</th>
</tr>
</thead>
</table>
| **Method actions:** | - Where to search, how to search, and how to build-up a personal library?  
- How to crop pictures?  
- How to stick-out pictures?  
- How to re-color pictures? |
| **Final presentation:** | tba |

<table>
<thead>
<tr>
<th>Session 5:</th>
<th>Workshop - Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presenter:</strong></td>
<td>Group 4: Team “Text”</td>
</tr>
<tr>
<td><strong>Abstract:</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
| **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.  
- [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], 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.  
- [ND], chapter 6, “Arranging Elements”, pp. 91-112.  
| **Method actions:** | - How to design your material with your own identity in layout, colors, fonts, image language, etc.?  
- How to use different grids in different contexts to position your objects?  
- What kind of fonts exist, when to use what, and how to combine fonts?  
- How to reduce your slides to the max? |
| **Final presentation:** | tba |
### Session 6:  
**Workshop - Action**

**Presenter:** Group 5: Team “Performance”

**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.

**Required readings:**
- [ND], ch. 11, "Interacting with Slides”, pp. 217-250.
- [GR1], ch. 8, “The Art of Being Completely Present”, pp. 185-199.
- [GR1], chapter 9, “Connecting with the Audience”, pp. 201-211.

**Recommended readings:**
- [JS], chapter 2, “Presentation”, pp. 47-78.

**Method actions:**
- How to prepare and practice your performance?
- How to start and how to end a performance?
- How are different presentation methods (Kawasaki, Takahashi, Godin, Lessig, Rheingold, etc.)?
- How to prepare and use props?

**Final presentation:** tba

### Sessions 7, 9, 10:
**Group Workshops**

**Presenter:** Team 1 - 5

**Abstract:**
These workshops are dedicated to work on your final presentations within your groups.

### Session 1:
**Final Presentations, Kick-off, Apéro**

**Presenter:** Team 1 - 5

**Abstract:**
All teams present their presentations in front of all participants of the seminar. Instructors will give a final feedback to all teams and kick-off the seminar. Finally, we will end with an Apéro.
6. ADDITIONAL COURSE MATERIAL

Toolbox

The course will be taught using a variety of tools 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 etc. 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.ahead.com

Material Offered

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

The main materials used in this course are:

- Screencasts and materials presented and discussed in class;
- Video material;
- Slides;
- Given marketing cases and papers.

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 our objective that we will develop material together. Therefore, we will create

- MySlidespace on slideshare.com. Only the 3 top evaluated presentations will be published here.
- A Facebook-Group concerning the seminar “Presentation Design”
- Hands-on workshops: For your subject, your group is going to produce a hands-on workshop. This can be a little video, screencast, animation, etc., that explains in a short and practical manner how to solve a specific task. Tasks can be e.g. about the layout, the preparation of pictures, the storyboard. Always present your results in a before - after - style.
- It is up to you to also use a classroom blog, or to use Google Presentation for shared files.
7. Application Procedure

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

The application period to our seminar ends at M 1st (the kick-off event usually is before!!). Within that time frame, you can apply by Email to our TA 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 issues, tell us the score you would give to yourself pre issue):

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.

8. Treatment of Plagiarism

We follow and enforce the guidelines concerning plagiarism of the University of Zurich. Hereby, we want to ensure that students claim credits explicitly for own efforts.


- 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).
# Appendix 1: Group Evaluation Form

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<thead>
<tr>
<th>Name of Group Members</th>
<th>Method-Group:</th>
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## Method workshop

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## Final presentation

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## Appendix 2: Individual Evaluation Form

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**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 member 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.

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Comments:
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