

Alternative Format: Academic Presentations Toolkit

Landing Page

Welcome and thank you for accessing this toolkit which has been designed to help support you with your academic skills development during your time at Edge Hill.

Click 'Get Started' to start the toolkit from the beginning or alternatively select the most relevant heading(s), from the contents below.

We recommend completing the sections in order, but you are welcome to work through this toolkit in the way that suits you best.

Accessibility

Our commitment to accessibility

As an Edge Hill student you are part of an incredibly diverse learning community. As part of our ongoing commitment to ensure an equitable and inclusive learning experience for all students, we have placed accessibility at the heart of UniSkills support, which enables all students to participate.

Alternative Formats

This is an alternative format for the Academic Presentations toolkit.

Welcome from UniSkills

“Hello, we are the Student Engagement team – otherwise known as UniSkills! We are the people you’ll meet (in real life and online) through various support channels, as we help you develop your academic skills while studying at Edge Hill University. Later in the toolkit you will have the opportunity to explore our wider support, but this is your chance to find out more about the team”

Access the video below to hear more about UniSkills and how to use this toolkit from our friendly Student Advisor. Alternatively, you are welcome to access the transcript as a [Word version](#) or [PDF version](#).

How this toolkit can help

Presentations are a normal part of university life and help to prepare you for delivering information in interviews, the workplace, and beyond.

Access this short video, featuring one of our friendly academic skills advisors, who will tell you more about why Academic Presentations are important. Alternatively, you are welcome to access the transcript as a [Word version](#) or [PDF version](#).

Top tip: Already received some assignment feedback or wish to jump to a specific word or phrase within this toolkit? You can click on the magnifying glass in the top left-hand corner of the navigation panel to access a search box, search for key terms and learn more about that skill. Depending on the device you are using to access the toolkit, and whether you are in portrait or landscape mode, you might need to click on the 3 lines '≡' in the top left-hand corner of your device to access the search box instead.

Toolkit objectives:

- Allow you to understand the steps involved in planning an academic presentation of poster.
- Help you to recognise the importance of structuring the information you will present.
- Support you in identifying strategies for delivering your academic presentations with confidence.
- Highlight how you can access further help and support from the UniSkills team.

Completing this toolkit supports the following graduate attributes:

- Literacy
- Digital Literacy
- Planning and organisation
- Communication
- Professionalism
- Resilience

Planning your academic presentation

Like writing an academic essay, it's important to dedicate time to planning your presentation. This will involve reading, note taking, and deciding what pieces of information you wish to include.

Why should I plan?

Planning your academic presentation is a crucial step in delivering an impactful and coherent presentation. By spending time to plan carefully, you can improve the clarity of your message, manage your preparation time more efficiently, and ensure a confident and compelling delivery.

“If you fail to plan, you are planning you fail” - Benjamin Franklin

Where to begin...

Before starting to plan for your presentation, it's a good idea to revisit the assignment guidance you have been given. This will help you to fully understand what it is you are being asked to do and where you should focus your efforts. Pay particular attention to the time allocated for your presentation and any learning outcomes.

Create a task list

A task list will help you to keep track of everything you need to do in preparing your presentation. Some of the activities you might want to consider are included below. Depending on how you prefer to work, you could also put your tasks into a mind map or a Gant chart to help with your time management.

Think about your existing knowledge

It is unlikely you will be asked to present on a subject wildly different from the topics you have been covering in your lectures or seminars. Spend some time reviewing the notes you already have and try to identify any gaps in your knowledge. This will serve as a starting point for your reading going forward.

Begin your research

After reviewing your lecture notes, pay a visit to [your course reading list page](#) to discover if there are any academic books, journal articles or websites that can provide useful information. Next, head to the library's [Discover More](#) database or [Subject Resources](#) page, where you'll find plenty of content. The

entries that come up can often be organised by format, publication date, and location – to name just a few of the searching possibilities!

Decide how to organise your content

As you progress with your research, you will become more confident with what you need to include or perhaps leave out of your presentation. You will then need to group your ideas. Look at your assignment guidance and decide what headings you might use for each of your slides. This will allow you to start populating them with the relevant content.

Create your presentation

When it comes to making your presentation, there are various options available however PowerPoint tends to be the most popular. This is available to all Edge Hill students through the university's [Office 365 package](#), which can be downloaded to your own computer or laptop (it is already installed on all university pcs and laptop loans).

Write yourself a script or cue cards

Start planning what you are going to say for each slide. You can do this by writing out a script or making yourself cue cards (some students prefer to do this before creating their presentation and that's ok, too). We discuss the pros and cons of each of these approaches in the **Presenting with Confidence** section of this toolkit.

Rehearse your presentation

It's time to practice! Run through your presentation multiple times, including under timed conditions. It is not unusual to need to go back and refine your content at this stage – especially if you are finding a particular slide takes too much time to deliver.

Key skills involved in planning an academic presentation

- **Reading:** Helps to inform the contents of your presentation. You will need to use academic sources, such as university textbooks, eBooks, journal articles, and relevant grey literature.
- **Note taking:** taking notes from your reading will allow you to capture ideas, organise your thoughts and outline the key points you wish to discuss.
- **Scripting:** writing out what you are going to say or cover in your presentation allows you to be more specific with your ideas and start to think about your structure.

- **Referencing:** acknowledging the sources you have used in your presentation is important for establishing the credibility of the points you are making.

Referencing your academic presentation

By integrating your citations within each slide, such as adding (Jones, 2023) to the end of your bullet point or sentence, you can provide clear attribution to the idea or data you are presenting.

This could then be followed with a slide at the end of your presentation with a detailed list of all the sources you have used, in the preferred style of your course.

Top tip: it is a good idea to check your assignment guidance or with your tutor as preferences for referencing styles and methods may vary.

How to integrate references within your slides

There are a few ways that you can add citations within your presentation slides. These include:

- **Parenthetical citation:** this includes both the author and the year within parentheses (round brackets). An example of this is written as follows: “Define your objectives to help your audience understand the flow of your slides (Ljubica Marjanovic-Umek, et al., 2019)”.
- **Narrative citation:** this is where the author is included as part of the sentence with the date of publication (in parentheses) afterward. An example of this is written as follows: “Ask for feedback. Adebowale et al. (2021) found that obtaining feedback from peers improved students’ presentation skills.”

Structuring an academic presentation

It is important to think about how you will structure your presentation. This will involve grouping and ordering your ideas to help your audience follow what you have to say. This will be tied to your learning outcomes and assignment guidance provided by your tutor. Most presentations will be loosely structured as follows...

- **Introduction:** The purpose of your introduction is to offer context for your presentation and outline what you will be covering. This might include establishing the relevance or significance of your topic and capturing your audience’s interest.

- **Main Body:** Your main body will be where you delve deeper into the ideas or arguments you have outlined in your introduction. Think about how you will organise your ideas – for example, will they be presented in themes, by importance, or as a chronological timeline of events?
- **Conclusion:** Your conclusion is an opportunity to summarise the points you have covered, emphasise the significance of any findings, and invite questions from your audience.
- **References slide:** If required, at the end of your presentation you can include a slide that details all of the sources you have cited throughout your presentation. This gives credit to the original authors, as well as demonstrating the breadth and depth of your research. You will need to ensure your references are correctly formatted in accordance with your course's chosen referencing style.

In summary, spending time to plan the structure of your presentation will allow you to optimise for its coherence, clarity and alignment with your learning outcomes. Set the context with a compelling introduction, delve into the main body with well-organised ideas, and conclude with the key points you'd like the audience to take away.

Designing your academic presentation

There are many useful tools available to help you create, design, and record your presentation, even if you don't consider yourself particularly creative or confident with technology!

Choosing your design platform

There are lots of software options available to help you build your academic presentation. As an Edge Hill student, you have access to Microsoft Office, which includes PowerPoint. It's advisable to consult your assignment brief or tutor to determine if they have a preferred presentation method.

Some features of PowerPoint include:

- **Add a new slide:** Click the new slide button to add a new presentation slide. Once you are happy with a slide design or layout, you may also choose to copy and paste individual slides.
- **Enhance the design of your slides:** PowerPoint's Design feature helps you to create visually appealing slides quickly and effortlessly by using AI to provide real-time design suggestions. This includes customised layouts and coordinated colour schemes, based on content you have already provided on the slide.

- **Add notes:** Clicking the add notes button will expand out space to write underneath your slides. You can choose to print your slides with notes, which you might find useful when practicing your presentation.
- **Preview your presentation:** The presentation icon will open up your slides in full screen, so you can preview what it will look like once you are in presentation mode.

Slide design and formatting

Slide design and formatting are essential components of a compelling academic presentation. While your tutors will be marking you on your content, how you outlay your information can make a big difference when it comes to audience engagement and conveying your arguments effectively.

Elements that can help to enhance the visual appeal of your slides include:

- **Avoid text-heavy slides:** Cramming too much text onto your slides can make them look cluttered and visually unappealing. If your assignment guidance allows, consider using the notes section on PowerPoint or your cue cards to detail all of the points you wish to make.
- **Choose colours wisely:** To ensure your presentation is accessible and inclusive, consider your colour contrast. Avoid putting colours together that make it difficult to read, such as white text on a yellow background.
- **Explore the design tool:** Experiment with the design tool within PowerPoint to make your slides consistent and engaging.
- **Use minimal animation:** Too many animations (such as having your text fly in from the side, spin, or bounce) can detract from the academic nature of your presentation. If you do wish to use visual effects, keep in mind that 'less is often more' and they are best used when they can add value to what you are saying.
- **Be mindful of text sizing:** Ensure your font size is not too big or too small. While, on occasion, you may wish to use a larger font size for emphasis or impact, writing that is too small will make it difficult for your audience to read your slides.

Top tip: When creating your presentation, think carefully about its accessibility. This will make your ideas more inclusive and ensure everyone in the audience can engage with your work.

Using images in your presentation

Adding images to your presentation can make it more interesting and memorable. Avoid using random pictures and instead focus on selecting visuals that add to or complement what you are saying.

When designing an academic presentation it is **good practice** to use copyright free imagery. Copyright-free imagery refers to images that **can be freely used without needing permission** or paying for a license, as they are not protected by copyright.

There are various websites that offer a selection of images that can be used without special permissions, although you may still wish to attribute the creator or photographer in your reference list. Some of the most popular stock photography websites include [Unsplash](#), [Pexels](#), and [Pixabay](#).

What's expected of you

Check your assignment guidance to find out how you are going to be assessed. For some students, this involves delivering their presentation in front of their class or a small group, and for others they may just be required to present to their tutor. In unique cases, you may be asked to just submit your slides or pre-record yourself delivering...

Pre-recording your presentation

As part of your course programme you may be asked to pre-record a presentation to submit as an assignment. Some students say they find this option takes away the nerves of having to deliver a presentation live. However, you will still need to dedicate the same amount of preparation and rehearsal time.

PowerPoint features that can support you in recording your presentation include:

- **Start recording:** There are two places you can click to start your recording; either using the "Record" section listed along the navigation tab or by clicking the "Record" button located at the top right of the screen. You can choose to start from the beginning or from your current slide. Once you click it, the recording will not start automatically. You will have the chance to familiarise yourself with the screen and options available to you first, before clicking a red button to start a short countdown timer (3 seconds).
- **Notes:** Your assignment guidance might specify that you are to write notes in this section. You will be able to see these within the recording page to prompt you.

- **Star in your presentation:** The cameo button will allow you to appear within your presentation. You will need to use your computer's webcam or connect an external one if you do not have one built in. You can choose what shape you would like to appear in and where to position your video within the slide.

The recording page

Once you click either record button, you will be taken to this recording page. Here you will find your notes along with a number of tools to help you present. It might feel strange or unnatural at first, so don't be surprised if it takes you a few attempts to get it perfect!

Tools that can help you to effectively pre-record your presentation include:

- **Timing:** These timers allow you to keep track of the time you have spent on your presentation so far. Once you stop recording and play it back, the time on the right will show the total presentation length while the one on the left will increase as you watch back the presentation.
- **Record:** Click the central record button to start recording. You will see a 3 second countdown on the screen so you have a chance to take a breath and compose yourself before you begin. To the left of this button, you will see a pause button. You can use this to take a break and resume presenting if you need. Once you have finished your presentation, click the red button again to end your recording.
- **Choose your screen view:** The screen view button allows you to choose between the teleprompter view or the presenter view format. It is a good idea to practice with both and see which you feel most comfortable with. You can see the alternative presenter view format above.
- **Font size:** You can use the 'A' buttons to increase or decrease the font size of your notes.
- **Annotate:** You can use the tools along the bottom to annotate your presentation as you are presenting.

Alternatively, you can watch this [Microsoft training video](#).

A recap of key principles

Below you'll find a recap of the key principles for **planning** and **designing** an effective academic presentation...

- **Plan ahead:** Preparing a presentation can take the same amount of time – if not more – than an academic essay. Plan when you intend to carry out the different stages, from reading and note taking, to designing and practicing your presentation.
- **Create relevant content:** Take the time to make sure you understand the purpose of your presentation and what is being asked of you. For this you can refer to your assignment guidance, learning outcomes, or course tutor.
- **Have a clear structure:** This will help your audience understand how you have approached the presentation topic and follow your line of argument. You can lay out a "roadmap" of what you will cover in your introduction slide.
- **Consider involving your audience:** If appropriate, encouraging audience participation can be a great way to make your presentation more engaging. This might include asking questions or asking them to complete a short activity.

Top tip: Depending on the guidance you have been given, you may wish to create a handout for your audience. This could include notes on your presentation, copies of any charts or graphs you refer to, or a list of useful references.

Presenting with confidence

When tasked with delivering an academic presentation, most students are likely to feel some degree of nerves. Fortunately, there are lots of ways you can prepare to help you feel more confident. However, if you do feel particularly anxious, be sure to discuss your worries with your tutor or the [Mental Health and Wellbeing Team](#).

Activity: Will Stephen presents a TEDx Talk, a popular presentation format where experts share their experiences and insights on a wide range of topics. Access the first 5 minutes of [this video](#) and think about what makes it so engaging.

Practicing your presentation

- For a confident and polished performance, it's important to practice your presentation regularly. You might find it helpful to start by reading through your script or cue cards to familiarise yourself with the content.

- Next, find a quiet place away from any distractions (you could book a study room with a screen in Catalyst) or even ask family and friends if they would be willing to listen and offer feedback.
- As you practice, be mindful of your tone, volume, and pace. Recording yourself can be useful as it allows you to review your delivery and identify how you might improve.
- Additionally, practicing in front of a mirror can make you aware of your body language and facial expressions.
- However you feel most comfortable practicing, aim to run-through your presentation multiple times until delivery feels as natural as possible.

Should I read from a script?

Reading from a script might feel like the “safe” option, but it often sounds unnatural and leaves no room for improvisation. On the other hand, lack of preparation leaves lots of room for error, so it’s wise to find a balance between the two.

Some students find it helpful to write out their answers and become familiar with what they are going to say through practice. To avoid the temptation of reading from a script, consider using bullet pointed cue cards.

Activity: A list of positives and negatives that pertain to either using a script or cue cards. The task is to match them to their relevant corresponding category.

- Leaves room for error – using cue cards.
- Ensures consistency and accuracy – using a script.
- Reduces anxiety by knowing exactly what to say – using a script.
- Sounds more natural – using cue cards.
- Doesn’t allow for improvisation – using a script.
- Encourages eye contact with your audience – using cue cards.
- Allows space for improvisation – using cue cards.

PowerPoint’s ‘Rehearse with Coach’ feature

PowerPoint's Rehearse with Coach feature is a valuable tool designed to help you practice and improve your presentation skills. By providing real-time feedback on your word choice, pace, and use

of filler words, it helps you to refine your delivery. By stimulating a live audience experience, you can build confidence and make your presentation as engaging as possible.

The 'Rehearse with Coach' feature provides a Rehearsal Report which includes:

- **Length:** Reviews the length of your presentation and number of slides you covered.
- **Pace:** The pace report tells you your average number of words per minute. Typically, English speakers communicate at a rate of 140 words per minute.
- **Fillers:** Using filler words is a normal part of everyday speech, but you may find you use more when you are nervous. This feature will help you to identify your most frequently used ones.
- **Average pace:** It is important not to speak too fast. Speaking at a steady pace (between 100-150 words per minute is considered optimal) will help your audience to digest what you are saying. Speaking slowly can also help you to appear more confident.
- **Rehearse again:** Don't worry if you don't get it right on your first, second, or even third try! Perfecting a presentation takes lots of practice. You can click the "Rehearse Again" button whenever you need.

For more information on this feature, you can explore this [Microsoft training video](#).

Top tip: When accessing your report, don't forget to scroll for further feedback, hints and tips!

Using silence to your advantage

Another technique you can use to feel more confident in your presentations is silence. This might feel counterintuitive for a presentation, but often pausing strategically without feeling like you must fill the silence is sign of having command of your audience and subject.

Here are some of the moments within an academic presentation where silence can be beneficial:

- **At the beginning:** This is your chance to take a deep breath, smile, and compose yourself as your audience settles.
- **Between topics:** Using silence between topics signifies that you are ready to move onto your next point, subject or theme.
- **To give emphasis:** Silence is a great tool when you want your audience to anticipate that what you are going to say holds particular importance. It also works well if you plan on asking a rhetorical question.

- **At the end:** When you invite questions, give your audience time to think of what else they might like to know or clarify from the information you have shared.

What happens if you pause unexpectedly

During your presentation, you may find yourself pausing unexpectedly. This might be because you have forgotten what you wanted to say, or your slides stop moving forward. This is not something to worry about – it happens to even the most confident of presenters!

In this instance, take a moment to recuperate your thoughts and revisit your notes if you need. It may feel like a long time for you, but if you resist saying "um" or "er", your audience may not even realise you have lost your train of thought. Remember, silence isn't always bad. It gives your audience time to digest and understand what you have said.

"I'm no good at public speaking, but if I can assume a role and speak as that person, then I am fine." – Jason Wiles, US actor

Your audience will only perceive what you present

Even if you are feeling particularly nervous, try not to let your audience pick up on this. As far as they know, you are confident, in control, and happy to be there. Think about when you are watching a presentation yourself – what characteristics do you want the person delivering to have? If they are rushing to get through the content, or appear to be uncomfortable, this can detract from the message they are trying to convey.

To help mask the nerves you might feel inside, one technique is to think of yourself as an actor. This way, you can imagine the person presenting as your character. Embrace this role fully, focusing on delivering a performance that is polished and engaging. Your character is calm, composed, and knows the material inside and out. By taking on this role, you can create a mental buffer between your nervousness and the persona you project to your audience.

Creating an academic poster presentation

The research poster is one tool that academics use to share their work. They are often presented at academic conferences and allow researchers to communicate their findings in a visually appealing way. This can then serve as a catalyst for conversation with other academics interested in the same field of research.

Planning an academic poster presentation

To create an effective academic poster, there are several factors to consider during the planning stage. You may find it helpful to return to the steps in the Planning your Academic Presentation lesson. Specifically, for an academic poster presentation you will want to ask yourself the following:

- **What does my assignment brief say?** If you have been given the task of creating a poster as part of an assignment, there may be certain learning outcomes you need to meet.
- **What are your research questions?** What are the key messages you want to convey?
- **Who is your target audience?** Will your poster be presented to fellow academics in the field, your tutor, or members of the public who might be unfamiliar with the topic?
- **Have you been given specific requirements for your poster?** For example, does it need to be a specific size or printed on a particular material?

Producing an academic poster presentation

Your assignment brief might recommend a specific software to produce your poster, or you may have the freedom to choose. Some of the possibilities include Microsoft PowerPoint or Publisher, or even a website such as Canva. For further support with using IT to create your poster, visit the [TechSkills web pages](#).

Features of an academic poster presentation include:

- **Research Title:** Ensure your research title is clear and identifiable. In this example, the researchers have included their research question as a subtitle underneath, but this could also serve as the title.
- **Background:** Explaining the background of your research provides context for your reader. It allows them to understand the relevance and significance of your research question(s).
- **Research methods:** This section outlines the approaches used to carry out your research. Your research methods will be tailored to your research question(s) and show how your work is credible, replicable, and transparent.
- **Data and Findings:** Think about the most effective way to share your data – don't be afraid to be creative! This might include graphs, piecharts, or even infographics that help convey your results clearly and visually. These can help make your data easier to understand and highlight key trends.

- **Key themes:** Outlining the key themes of your research helps to organise and clarify the main elements of your work. This helps your reader to follow your research, drawing attention to the key concepts and areas of focus.
- **Conclusions:** It is a good idea to conclude your findings, as well as making recommendations for further study. This might inspire your reader to go away and build upon your research, enhancing understanding in the field. By sharing what you hope to do next, you may even find your peers offer ideas, support, and guidance.
- **Contact details:** Don't forget to include your contact details in case those interested in your research would like to get in touch for more information. You can also use a QR code to direct your reader to further resources or a dedicated online space to share their feedback.
- **Reference List:** Include a reference list of the sources you have cited on your poster presentation. This lends credibility to your research and acknowledges the contributions of other authors and researchers. It also allows those interested in your research to engage in further reading.

Creating content for an academic poster

Below are some other aspects to consider when deciding what information to include on your poster...

- **Be Clear and Concise:** Where possible, provide specific details about your research. Avoid making vague statements or generalisations that don't convey your information clearly.
- **Highlight Key Findings:** Clearly outline your research questions, along with the main themes or results of your research. This helps the audience quickly understand what your research is about, and its significance.
- **Address Challenges and Next Steps:** Highlight any challenges you faced during your research and any plans or directions you recommend for future study.
- **Tailor Your Information:** Think about what your audience *really* needs to know. It can be tempting to try and cram everything onto your poster, but you'll want to highlight only the most important aspects of your research.
- **Use Visuals Effectively:** Ensure any graphs, charts, or pictures complement your research. Space is valuable, so always consider the purpose of your visual.

Asking for feedback

If your research poster is not part of a formal academic assignment, consider reaching out to your classmates, tutors, or the UniSkills team for feedback. Feedback can help you to spot mistakes, improve your design, and make sure your messages are clear. It may also surface new ideas and perspectives you hadn't even considered!

Practice delivering your poster presentation

If you are an undergraduate student at Edge Hill University, it is likely you are here in this toolkit as you have been asked to create an academic poster as part of an assignment. This usually involves submitting your poster as a document to be marked by your tutor.

In this case it is unlikely you will need to physically present it. This is because academic posters are typically presented at conferences. Some postgraduate students might be given the opportunity to do this, but it is unlikely to be an obligatory part of your course. Your tutors are likely to have experiences of creating and presenting posters and will be happy to share their experiences with you.

To take away...

In summary, an academic research poster is a valuable tool for students and academics to share their work. While you may be nervous if you haven't created or come across an academic poster before, they are an exciting opportunity to visually communicate your research findings and engage in stimulating discussion.

The most effective posters take careful planning, concise content, and being thoughtful with your use of visuals. It is important to tailor your information to the audience and make sure any key findings are clear to read. Seeking feedback, whether from [UniSkills](#), your tutor for an assignment or your peers ahead of a conference, will also be useful in helping you to improve its clarity and design.

Reflecting on your academic presentation

After delivering your academic presentation or poster presentation, it is worth spending some time to reflect on how it went and how you found the process.

The value of reflection

Reflecting on your presentation is an important step as it allows you to identify what worked well and what areas you possibly need to continue working on. By thinking critically about your performance, you can build your confidence and better prepare for any presentations you might have to deliver in the future.

Critical questioning

When reflecting on a presentation, there are a number of critical questions you could ask to evaluate your performance, content, delivery, and the audience's response. Here are some key questions you might consider:

- **Content and Structure:** Did I clearly communicate my main message or objective. Was my argument or narrative well-structured and easy to follow? Did I provide enough supportive evidence or examples for my points? Did I anticipate and address potential counterarguments or questions?
- **Delivery Style:** Did I maintain a good pace or did I rush through certain slides? Did I make effective use of images or other visual aids? How was my body language, eye contact, and posture? Did I speak clearly and at an appropriate volume?
- **Audience Engagement:** Did I make an effort to include some audience engagement (for example, through activities or questioning)? How well did I maintain the audience's attention throughout the presentation? Were there any points where I could tell the audience wasn't following what I was saying? How did I respond?
- **Handling Questions and Feedback:** How did I handle questions from the audience? Was I able to answer them confidently? Did I actively listen to the feedback I received during or after the presentation? Were there any questions or feedback I struggled with, and why?

Ask for feedback

If you are not sure what went well or how you could improve, you might like to seek out further feedback on your presentation. If your presentation was part of an assignment, you are likely to receive feedback from your tutors, but you could also ask your peers for their thoughts or any constructive criticism.

When you do receive feedback, it's important to ask about anything you don't understand.

Remember, presenting is a skill you develop with time – even the most seasoned presenters have areas they can improve on!

Finally, don't forget to acknowledge your personal growth. What aspects of your presentation do you feel most proud of? How has the experience helped you grow as a presenter?

Remember, every presentation is an opportunity to improve. Take pride in how far you've come, and trust that with each leap, you're becoming an even more compelling, competent, and confident presenter.

Related Resources

Useful Reading

To learn more about academic presentations, you might find the following text useful:

EVERY, M., 2016. *Public Speaking in a Week*. London: John Murray Learning.

CHIVERS, B. and SHOOLBRED, M., 2007. *A Student's Guide to Presentations* [eBook]. London: Sage. Available from: <https://edgehill.on.worldcat.org/oclc/476254425> [Accessed: June 21, 2024].

VAN EMDEN, J. and BECKER, L., 2016. *Presentation skills for students* [eBook]. 3rd edition. London: Palgrave. Available from: <https://edgehill.on.worldcat.org/oclc/957324463> [Accessed June 26, 2024].

Useful links

- This resource from [Manchester Academic Phrasebank](#) can help you to develop your academic tone. This can be useful for verbally communicating your ideas as part of an academic presentation.
- Check out our UniSkills [Presentations web page](#), which provides links to a series of guides and LinkedIn Learning courses related to presentation skills.

UniSkills Blogs

UniSkills write regular [blogs](#), including a monthly focus on library resources and academic skills. In these quick reads you can learn about useful resources, how to access them and their benefits to your studies. You might even find us exploring new ways of thinking!

Other resources

Check out [LinkedIn Learning](#) for access to free, unlimited access to thousands of high quality online courses and video tutorials written by industry experts.

UniSkills Support at Edge Hill University

As well as our toolkits, there are many ways you can access support for your academic skills development. No question or query is too big or too small. Whether you are new to studying or need to refresh or develop skills, we have a range of options for you to access at both graduate and postgraduate taught level.

Webpages

Reach your potential and visit our [UniSkills web pages](#). Find out more about the support designed to help you develop your academic skills and confidence at university and beyond. Whatever your subject or level of study, UniSkills has something to offer.

Workshops and webinars

[UniSkills workshops and webinars](#) are an opportunity for a deeper dive into a specific skill that will support you on your academic journey. Facilitated by our friendly and knowledgeable Academic Skills Advisors, these sessions provide an informal safe space where you will be supported alongside other students in a small group setting.

Appointments

All students are able to book a [one-to-one appointment](#). Our experienced Academic Skills Advisors can help you develop your academic skills and strategies throughout your time at university. One-to-one support is available on a wide range of topics including academic reading, writing and referencing, finding information, and preparing your assignment for submission.

AskUs

For any questions across any of our library and learning services, you can [Ask Us](#) online.

Campaigns

Explore our year-round [UniSkills campaigns](#) to enhance your academic journey at Edge Hill. From pre-arrival prep to acing your exams, we've got something for everyone!

Keep in touch

Library and Learning Services Instagram

Make sure you're following us over on Instagram for all the latest Library and Learning Services news, events and support: [@EHULibrary](#)

You'll discover: weekly what's on stories; reminders about upcoming campaigns and events; fun, interactive polls and competitions; hidden treasures from our Archive; and reading for pleasure recommendations.

Library and Learning Services Blog

In the [Library and Learning Services \(LS\) blog](#) you'll find lots of information, ideas and support curated by a wide range of staff and students from across the service.

Browse through all our useful blogs via the Home tab or visit individual areas of interest via the sub-blog headings along the menu bar.

Your views count

Thank you for engaging with this toolkit. We'd love to know what you thought, and you can share your feedback in our short [UniSkills Toolkit Satisfaction Survey](#). The survey should take you no longer than five minutes to complete.

Your feedback helps us to continually improve our support - thank you!

You have now completed this UniSkills toolkit and can close the document. We hope you found it useful, and we look forward to continuing to support you with your academic skills development.

