

Feedback for Mathematics Presentation Submissions

Below are common themes and questions we encountered when reviewing your Mathematics Presentations, along with some pointers on how you might address them. At first glance, you may think that some of these points do not apply to you, but we would encourage you to think back to the session where you were giving feedback to your peers on their essays. *In the future you will be asked to assess others' work, even if you are not the expert, and doing so competently and fairly is important!*

1. Mechanics: Is the presentation easy to follow?

- Did you write down a title for your topic? Capture the listener's attention with a catchy opening!
- Clean up overfull slides, leave white space between calculations, and use a uniform font throughout.
- Do think about how you might use bold, italics and underlines to better effect.
- Double-check for typos and grammatical errors in your slides; use the QM library tools for referencing.

2. Content and Comprehension: Does the presentation have a *central topic or intended endpoint*? As the title suggests, this assignment was intended to help you develop your presentation skills, which means your audience should have learned something by the end of the video.

- Does your main concept appear somewhere in the first 1/3 of the presentation? If not, you may have buried it too deep for the viewer to identify it.
- Have you provided context for your topic with 1-2 sentences of background and factual information to set the stage for the rest of your presentation?
- Does every sentence provide context, or support your main goal of learning/conveying concept X?

3. How can I take my presenting to the next level? Some tips to consider:

- Think about how you structured your spoken sentences and see if you are repeating the same words over and over. This can get monotonous for the listener. For example, did you vary your tone and speed or make pauses for the viewer to think about what you've said?
- Another trick is to switch the order of the motivation and the main concept being taught, e.g., *if I give you a spreadsheet with the names, heights, and weights of everybody in class, how might you make this information public while guaranteeing that no single person could be identified from the data? This problem motivates today's discussion on (mathematical) Differential Privacy. Today we will understand... We finish by giving one possible answer to the privacy question we've just mentioned.*
- One way to develop flexibility in your presenting skills is to **watch, reflect and TRY** things yourself, copying the tricks you liked best from TED talks, voiceovers, etc. Invariably, you will encounter a variety of presenting styles, but keep an open mind and experiment outside of your comfort zone!

4. How can I take my analysis to the next level? No amount of polish in your presenting will replace a clear understanding of the subject. When presenting a mathematical concept, quality and range of evidence play a large role in your ability to convince readers of your competence.

- Do detailed research on your topic before mapping out your recording. Are there examples which gave you trouble when you started studying the topic? How might a useful visual aid look?
- Developing a good recording could involve discussion with colleagues and experts in the area, but in the end, you are presenting and can watch your own presentation to see what you might improve!