

## Hints on What Makes a Successful Quest Presentation

..... Remember that audiences really appreciate: .....

**Before You Start**—Remember that audiences really appreciate:

- **Interesting facts**
- **But much more than facts — IDEAS**
- **Connections** with other presentations
- **Unsolved problems** you and they can work on together

**When You Are Researching a Presentation** — **Remember to:**

- **Question authority:** not everything you read on the Internet or in a book is true, clear or relevant.
- **Trust yourself:** if you don't think something makes sense or has been fairly treated, you are probably right.
- **Consider your audience:** a few major ideas and concepts will be remembered; lots of little facts will be quickly forgotten.
- **Ask yourself the BIG QUESTIONS:** Why is this important? How does it relate to the way we live our lives?

**When You Are Presenting** — **Remember to:**

- **Try not to “fill” the time** with long YouTube clips; audiences resent this. They want to know what YOU think.
- **Ask the class to discuss specific quotations** that you have put up on the screen. This always helps in pinpointing ideas and understanding concepts.
- **Always leave time for audience participation**, even if you have more than enough material. The class will want to ask questions and participate.
- **All presentations should have a beginning, middle, and end**, that support your telling a coherent story.

**In Order Generate a Lively and Thoughtful Discussion** —

**Remember to:**

- **Speak for no more than 60 or 70 minutes**, and leave time for class discussion.
- **Practice, practice, practice.** And bring your flash drive to Quest at least a day or two in advance of the date your presentation is scheduled. Please do not leave this for the last minute.
- **Ask broad meaningful questions:** Why should we care about this? What is our take-away from this event (or issue or text or film)?
- **Ask the audience to compare and contrast** issues, people or ideas from the presentation.
- **Ask their opinions.**

## Course Guidelines for Coordinators and Presenters



## A Quick Guide to Using the Podiums

## Quest Course Guidelines for Coordinators and Presenters

The courses that we enjoy at Quest don't just happen. They are the concrete result of our members' interests, curiosity and hard work. To continue our success we need your ideas for new courses, and we need you to volunteer to be a coordinator and/or presenter.

Only by working with your fellow Questers can we ensure that our unique peer-learning group continues to prosper and grow. This guide has been prepared to help you with each of these tasks, and to encourage you not only to become (and stay) involved, but to encourage your friends at Quest to do the same. We need you to guarantee our success. Any questions or comments you may have should be directed to any member of the Curriculum Committee.

### Procedure for developing new courses

All proposals for new courses should be submitted, in writing, to any member of the Curriculum Committee any time during the semester before the course is to begin. The Curriculum Committee will discuss your proposal, and may invite you to attend a

Committee meeting to discuss it in person. The Committee will then advise you of its decision. If approved, you will find that Committee members are always available for advice (if you wish), and can help you in several ways, including:

- Helping you organize the course and write a suitable synopsis for the semester's Course Catalog
- Suggesting potential additional coordinators
- Recommending potential sources of material
- Providing information on available audio-visual and computer equipment located in each classroom
- Obtaining photocopies of handouts for the class (See below: Special Requests and Reimbursement.)

### Your proposal to the Committee should include:

- The course title
- A course description
- A general outline of the material to be covered
- The duration of the course (one or two semesters, or more)
- The title and author of any textbooks or other reference material that may be used

### A Note About Class Schedules

As you can well imagine, the task of scheduling classes presents one of the most difficult challenges that we face. Trying to coordinate the schedules of forty or fifty (or more) coordinators is not easy, and we ask your indulgence and understanding if your class is not scheduled exactly when you would like. We really, really try to accommodate everyone's needs.

Toward that end, we require that each course have at least two coordinators to ensure that at least one is available to attend each class. And we recommend that no course have more than three coordinators. In every case it is essential that the lead coordinator know the availability of each of the other course coordinators, so that the scheduling committee does not schedule any classes at a time when one (or more) of the coordinators cannot be at Quest.

Our goal is always to try and come up with a schedule that, in any given time slot, offers courses that attract different audiences (such as a science or math class opposite a literature or history class). We may not always succeed, but we try really hard. Your cooperation and understanding is very much appreciated.

**Thank you.**

- Whether or not any reading is expected prior to each class
  - Names of the coordinators (if known at this point)
- Each course must have at least two coordinators to ensure that at least one is available to attend each class; we recommend that there be no more than three coordinators for any one course.
- A pre-printed form is available to help in the preparation of your proposal.

### Suggestions for coordinators

Once the Curriculum Committee has approved the new course, and all the coordinators are in place, the next step is to recruit members to make presentations in the approved course. Quest members should be invited and encouraged to make future presentations, with sufficient advance notice to allow them to prepare their talks. Recruitment techniques include:

- Informal contacts with members
- Announcements at general meetings
- Preparation and distribution of flyers
- Announcements on the “Next Week at Quest” e-mails.

After members have agreed to present on a particular topic in the course, coordinators should prepare a schedule for the first semester, containing the topic that will be covered in each class, and the name of the presenter for each class.

Coordinators should be prepared to help their presenters, as necessary, by suggesting sources (books, articles, internet web-sites, audio-visuals, etc.) to be used in the research of the agreed-on topics. If an emergency occurs and the scheduled presenter is unable to appear, coordinators are expected to be able to fill in as presenters, and should have material in reserve so that they can substitute if necessary. Only in extreme circumstances should any class session be canceled.

By definition, courses are designed to cover a wide range of subjects and will likely require different approaches. In some classes the assigned material is read at home and then discussed in class; in others, a discussion will follow a presentation on the given topic. In still other classes, class members will bring in material for discussion by all those attending that class.

In all cases, however, remember that Quest’s model is that of peer learning. Our goal is to learn from one another.

### Guidelines for presenters

- Confer with your coordinators before you begin your research and class presentation to be certain you understand the assigned topic and its relation to the course
- Rehearse your presentation at home to be sure that you know how long it will run; and be sure to allow time at the end of your presentation for questions and comments from the class.
- You may wish to enhance your presentation, when appropriate, with visual aids (videotapes, DVDs, PowerPoint presentations, YouTube video clips and the like). But remember that visual aids are just that – aids, not presentations in themselves.
- If you read your presentation rather than speak from notes, be familiar enough with the material so that you may look up at the class from time to time, or add remarks as you go along. Eye contact with the audience is a key element of success.
- Decide—and tell the class before you begin—at what point you choose to take questions or comments. Some presenters are comfortable being interrupted at any point; others prefer to have questions or comments at the end; let the class know your preference.
- Strive to involve members in active discussion by calling on anyone who wishes to speak. As many members as possible should be encouraged to voice opinions and, if they wish, add information on the subject being discussed.

### Audio-visual equipment and computer assistance

There is a Technology Committee at Quest, whose mission is to assist Quest members with their presentations and communications with other members, by taking advantage of the computer, internet, and audio/visual (A/V) resources available to them. The Technology Committee also serves as Quest’s liaison to CWE’s (Center for Worker Education) technology staff.

Each day that classes are in session, one member of the Technology Committee is “on duty” to assist presenters with any problems or issues with the equipment in the auditorium and the classrooms. Committee members are also available to assist presenters in the preparation and rehearsal of their presentations before they are delivered in class. Please review the attached PODIUM GUIDE for detailed information on the use of the podiums located in each classroom and the auditorium.

## General information

A full week before each of your classes, on Sunday, you will receive an e-mail from Quest asking you to submit the title of the coming week's presentation and the name(s) of the presenter(s). Please send this information as promptly as you can to the e-mail address requested. All information should be sent by 5:00 P.M. on Wednesday.

- You may also supply one or two descriptive sentences you would like to use along with the title, if you think this will help attract people to the talk, or if it is needed information, such as a reading that should be done in advance.
- This request will go to all of the coordinators for your course. It's up to you to decide which coordinator is responsible for providing the information.

- We only have one email distribution list for coordinators, so even if you are, for example, only coordinating A week courses, you'll still receive this e-mail both A weeks and B weeks, but you can just ignore it on B weeks.

On Thursday you will receive an e-mail that shows you how your information for the week will appear when sent to members. You have until 2:00 P.M. on Friday to send corrections to the designated e-mail address. Any correction received after Friday at 2:00 P.M. will still be made to the announcement on the Quest website and the announcement posted on the 25 Broadway bulletin board, but will be too late for inclusion in the weekly e-mail sent to all Quest members.

**Course announcements:** The schedule for each week's courses (topic, presenter, and date) will be posted each Monday on the Bulletin Board in the hallway, and will also be e-mailed to all members, and be posted on the Quest web-site.

**Photocopies:** Any requests for photocopies should be made at least a week before a scheduled class. The Office Assistant will do the required copying.

## A Quick Guide to Using the Podiums

- 1. To begin,** stand behind the podium facing the audience. (When we say "left" or "right" we assume that you are facing the audience, and standing behind the podium.) The first thing that you must do is turn ON the master switch, located on the right hand side of the podium. That master switch powers on some (but not all ) of the devices connected to the podium.
- 2. Next,** you must activate the **touch pad**. Simply slide the glass cover to the left, press the button on the left side and the touch pad will pop up. To activate it just touch the screen. There is no separate on/off switch for the touch pad; it is really always on, but "goes to sleep" when not in use. Touch it to wake it up.





3. Note that the touch pad controls SEVEN functions on the podium. These are:

- a. The built-in PC
- b. The Projector
- c. A VCR player
- d. A DVD/CD player
- e. A Document camera
- f. A connection for a laptop (which you will hardly ever use)
- g. An “auxiliary” connection (that you will never use)

Another piece of equipment on the podium is a **built-in microphone**, which has its own on/off switch, and is not controlled from the touch pad.

4. Note that the VCR, the DVD player, and the microphone turn on automatically when you turn the master switch on. The others do not.

5. Nine times out of ten you will be using the **built-in PC**. To begin, touch the “Built-in PC” on the **touch pad**. Next you must **physically turn on the PC itself**. It is located on the lower left corner of the podium; turn the PC on by depressing the button on the top left corner of the PC itself.



- a. Let it **warm up** (it is a Windows/7 PC; takes a few minutes to warm up).
- b. When it is ready it will display on the screen a choice of icons; you must click on “**Presentation**” (with the mouse – left click) to proceed.
- c. From here on it works like your home PC. **Insert your flash drive** in the USB port located at the top of the podium, right hand corner, next to the touch pad unit.



6. If you are going to play a DVD (or a CD) it is easiest to use the PC to play it. Insert the CD or DVD into the drive on the PC; just push the front button and the drive will open.

You can, of course, use the built-in DVD player (to play either a CD or DVD, but using the computer is easier). If you do elect to use the DVD player, control its functions from the touch pad. Just push “DVD Player” and the controls will appear.

If you have a VCR tape to play, you must use the built-in VCR player located beneath the keyboard. Control it from the touch pad (just push “VCR Player” and the controls will appear); insert the tape as you would in any VCR player.

7. Next, turn on the overhead projector by touching the “**projector on/off**” button on the touch pad. (Hint: keep your finger on the button for a second or so. Note: sometimes the projector will not turn on using this button. If this happens, you must use the separate projector remote control [grey in color] kept in the auditorium closet. It will work in any classroom. That remote also contains a laser pointer that you may find useful.)

**8. THIS IS IMPORTANT:** What you see on the built-in monitor on the podium itself is what the projector will project on the big screen. If you see it on the screen on the podium, the audience sees the identical image on the big screen.

**9.** The built-in microphone has two controls you will need:

(1) An **on-off switch** located on the base of the microphone itself, and (2) a **volume control**, which is the lower of the two buttons under the keyboard, to the right side. See pictures below.

**(Note:** whenever you are playing anything that contains sound – such as a YouTube clip or a DVD or CD or VCR tape, you must turn OFF the microphone to avoid any feedback.)



**10.** When you are finished with your presentation, you must **turn off the podium, IN THIS SEQUENCE (very important) :**

- a. First, **shut off the projector** by touching the “projector on/off” button on the touch pad. (Note: If the projector refuses to turn off, you must use the separate [grey] projector remote control, stored in the auditorium closet.)
- b. **Remove any VCR tape or CD or DVD** you have used, either in the VCR player, the DVD player, or the computer itself.
- c. **Turn off the computer** as you would at home, via the screen and the mouse (click the start icon in the lower left hand corner of the screen, then shut-down).
- d. Then **turn off the master podium switch** (outside right hand side).
- e. Finally **remove your flash drive.**

**11.** Return the touch pad by pushing it back down using the bar on the right side of the touch pad. Then slide the glass cover back to the right. You do NOT turn off the touch pad; it will “go to sleep” by itself.

**NOTES:**

1. The volume of the presentation itself (CD's, DVD's, YouTube clips, etc.) is controlled from the touch pad (volume UP or DOWN). The microphone only amplifies your speaking voice.
2. If you need the document camera, please ask one of the tech committee members to assist. Likewise if you want to bring in your own laptop from home (hardly ever necessary). Note that any PowerPoint presentation done on a Mac at home should play perfectly well at Quest. However, as in all things technical, we urge you to bring in your flash drive a couple of days before your scheduled presentation to be sure that it works at Quest.
3. Whatever else you do **PLEASE, PLEASE** be sure to bring in your flash drive and **REHEARSE** your presentation at Quest **AT LEAST ONE OR TWO DAYS IN ADVANCE** of the scheduled class. As with everything in life, things can and do go wrong, and you will be better served if we discover it a day or two ahead – not 5 minutes before the presentation is about to begin!
4. Lastly, for any other questions or problems, please ask any member of the Tech Committee for help.