
PRESENTING CONSISTENTLY EFFECTIVE BRIEFS: HOW TO SEE IT, WHAT TO SAY ABOUT IT, & HOW TO SAY IT

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Why Is It a Challenge?



Breaking Down the Challenge

**ARL
Presenter**

Audience

**NATIONAL
SECURITY**

REPUTATION

FUNDING

**Institutional,
Disciplinary,
Personal:
Perspectives,
Values, Anxieties**

**Project
Exposure:
Immersive**

**Expertise:
Technical**

**Different:
Professional
Perspectives,
Values, Anxieties**

**Project
Exposure:
Less/Different**

**Expertise:
Similar/
Different**

Challenge Example



AGENDA

- ✓ **Challenge: Why?,
Break Down, Example**
 - **How to See It**
 - **What to Say About It**
 - **How to Say It**
 - **So What?: Concluding It**



PRESENTER PERSPECTIVE

VS

AUDIENCE PERSPECTIVE



“When I am no longer even a memory, just a name, I hope my voice may perpetuate the great work of my life. God bless my dear old comrades of Balaclava and bring them safe to shore. Florence Nightingale.”



**Nightingale
Presenter**

**Student
Audience**

**19th Century
Recording:
Good Fit for
Lesson**

**Project
Exposure:
Immersive**

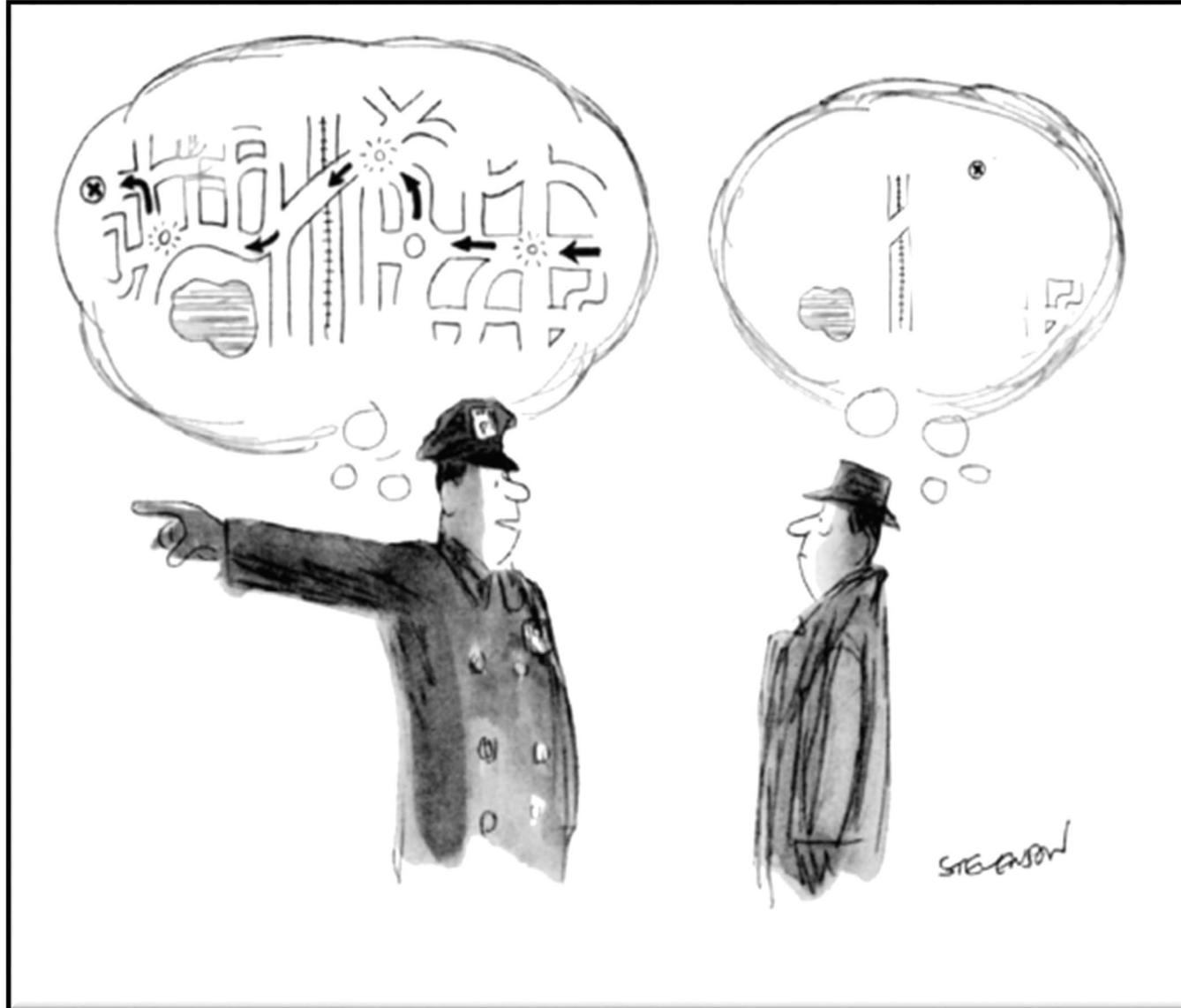
**Expertise:
Nightingale's
Heroism**

**19th Century
Recording: Hard
to Relate/
Sounds Unusual**

**Project Exposure:
None**

**Expertise:
Minimal/None**

How to See It: Curse of Knowledge



HOW TO SEE IT: TAKE-AWAYS

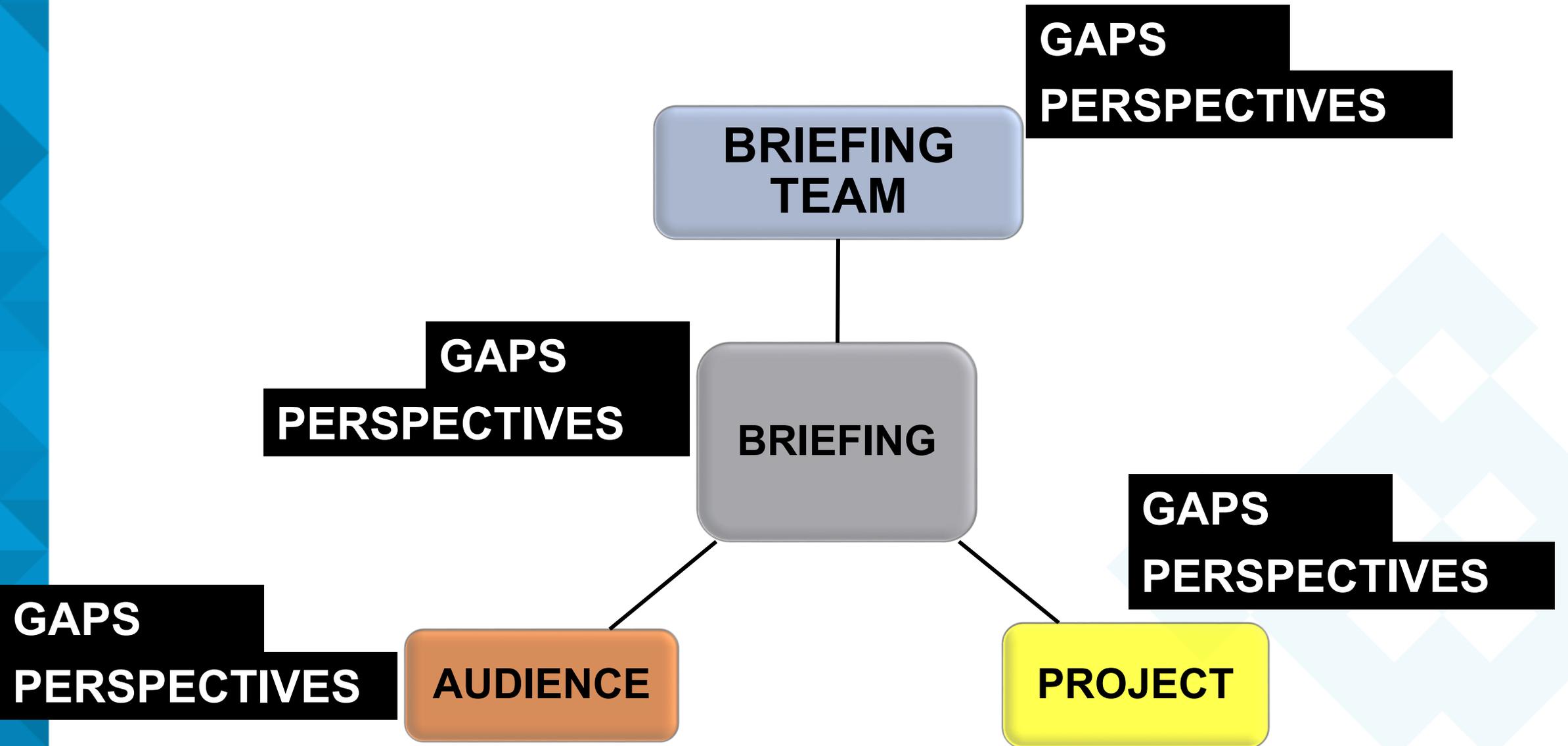
FACTORS UNDER YOUR CONTROL

- Conscious and Deliberate Decision-making
- Bridge Gaps and Perspectives between Audience and Briefers

WHAT TO SAY ABOUT IT

- ✓ **What's the Challenge?**
- ✓ **How to See It**
 - **What to Say About It**
 - **How to Say It**
 - **So What?: Concluding It**

WHAT TO SAY ABOUT IT: TAKE TIME TO STRATEGIZE. ANALYZE GAPS AND PERSPECTIVES



What do Audiences and Briefers Know and Understand about Project:

- **Terms**
- **Concepts**
- **Processes**
- **Context**

How do Audiences and Briefers Understand and See Project:

- Objectives
- Components
- Practices
- Resources
- Constraints

TAKE AWAY 3 OF 3. AUDIENCE AND BRIEFER PROFILES. Brief and Project

BRIEF

- Why Participate?
- What Values/Anxieties?
- Take-aways:
 - Want?
 - Need?

PROJECT

- What Do They Know About It?
- Immersion?
- How Do They Feel About It?
- Expertise?

HOW TO SAY IT

- ✓ **What's the Challenge?**
- ✓ **How to See It**
- ✓ **What to Say About It**
 - **How to Say It**
 - **So What?: Concluding It**

HOW TO SAY IT



Bridging the Gap



DON'T Make Your Audience Work Hard

HOW TO SAY IT: STEPHEN KRASHEN'S AFFECTIVE FILTER HYPOTHESIS



HOW TO SAY IT: TAKE AWAY 1 OF 3

DON'T

- Present Mess.

DO

- Present Order.

**HOW TO SAY IT: TAKE AWAY 2 OF 3.
IF IT DOESN'T WORK, LET IT GO!**



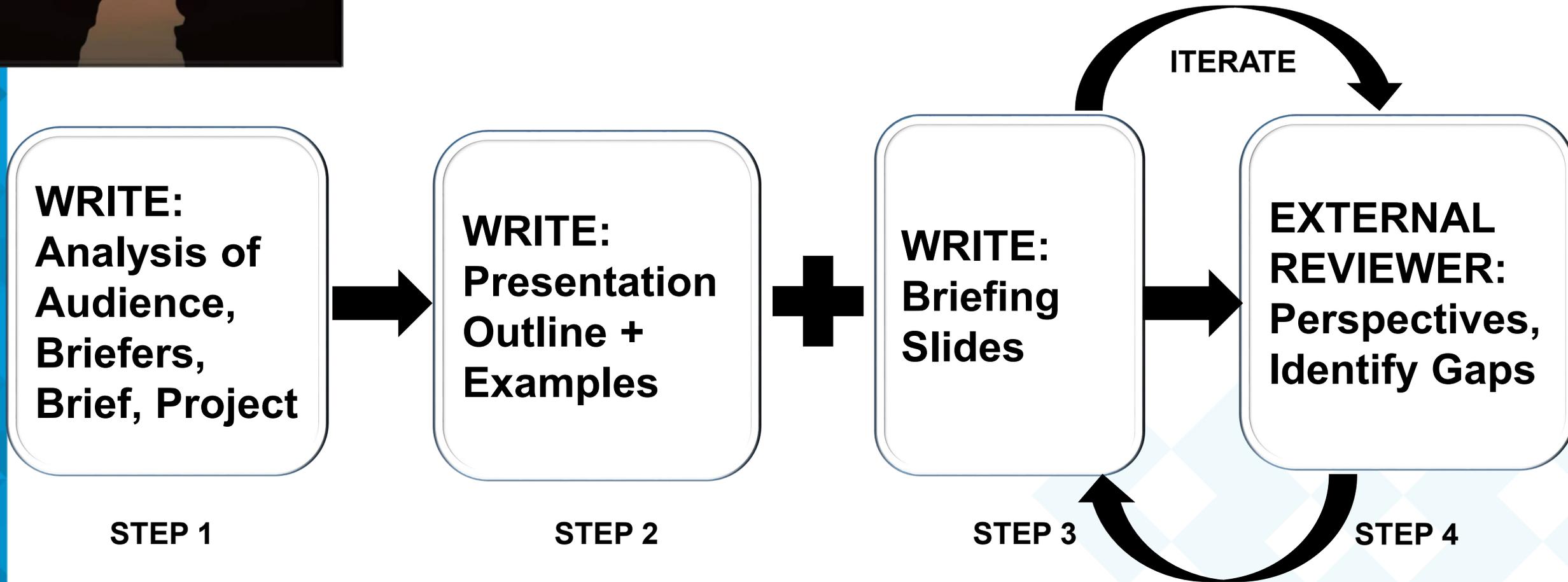
HOW TO SAY IT: TAKE AWAY 3 OF 3. GRANULAR LIST

Element	Description
Font	Sans-serif
Bold	Yes, but Don't Over-do It
Italics	Probably Not
Punctuation	Minimize. Avoid Parentheses
Color	Generally Neutral
Images	Limited, Pleasant-Neutral
Humor	Maybe
Overall Look	Minimize Details: They Can Look Like Clutter. Emphasize Order

SO WHAT?: CONCLUDING IT

- ✓ **What's the Challenge?**
- ✓ **How to See It**
- ✓ **What to Say About It**
- ✓ **How to Say It**
- **So What?: Concluding It**

So What?: Concluding It



Thank you for joining me today.

**I welcome your questions and
comments.**



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