



University of Michigan Medical School *Family Centered Experience*

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What is the Family Centered Experience ?

How FCE Works

Why We Need You

Qualifications for Volunteers

How to Apply

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For Current FCE Volunteer Families

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Contact Us

For more information about the Family Centered Experience program at the University of Michigan Medical School, please contact the program office.

Family Centered Experience
Office of Medical Education
3908D Taubman Medical Library
1135 E. Catherine Street
Ann Arbor, MI 48109-5726
(866) 337-0017 (toll-free)
(734) 936-2236 FAX
e-mail: fce@umich.edu



Arno K. Kumagai, M.D.
Program Director

Hear from our:



Program Directors



Volunteers & Families



Students

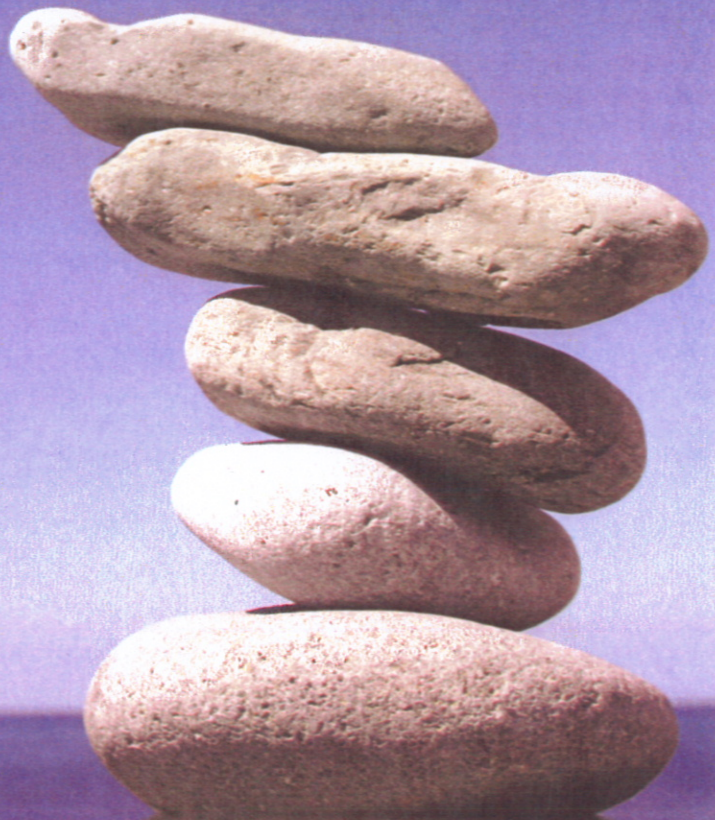
Interpretive Projects

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FOREWORD BY GUY KAWASAKI

presentationzen

Simple Ideas on Presentation Design and Delivery



Garr Reynolds

New
Riders

VOICES THAT MATTER™

Part 3

98% of PPT Slides
Are Terrible.
Are Yours?

The screenshot shows a software window titled "EXP GUI TB002ASYM1.EXP". It has a menu bar with "File", "Options", "Powder", "Xtal", "Graphs", "Results", "Calc", "Import/Export", and "Help". Below the menu bar are several tabs: "explan", "expekt", "genles", "powpref", "powplot", "lstview", "liveplot", and "leBail". Underneath are more tabs: "LS Controls", "Phase", "Histogram", "Scaling", "Profile", "Constraints", "MD Pref Orient". The main area is titled "Select a histogram" and shows a list of histograms (1-27) with columns for "ht", "type", "bank", "ang/wave", and "thet". A "Hist 3 -- Phase 1 (type 3)" is selected. To the right, there are control fields for "Damping 0", "Peak cutoff 0.00500", and "Change Type". Below these are several parameter pairs with checkboxes and values: GU (0.236374E+03), GV (-0.283195E+00), GW (0.167512E+03), GP (0.000000E+00), LX (0.000000E+00), LY (0.000000E+00), SA (0.225327E-01), MA (0.126677E-01), and TR (0.000000E+00).

scientists develop sixth sense

Thanks to a HIGH-TECH tool, scientists just regained their "SIXTH SENSE."

Before you think of a certain flick starring Bruce Willis, think about feeling your muscles flex as you push a box across carpet or plunging forward as your car suddenly stops. These physical responses to external cues are what many experts consider the sixth type of sensory experience.



A scientist manipulates plastic models of two proteins while the computer tracks and displays their electrostatic properties, shown here as red and blue clouds.

Some scientists lost this sense in the computer age. They no longer used physical models of biological molecules, like proteins or DNA, to see how they fit together. Instead, they used computer-generated models

"Many scientists stopped working with physical models altogether," says Arthur Olson, a structural molecular biologist. "The nature of spatial perception changes and the kind of understanding you get from interacting with your surroundings were lost when computer graphics took over."

Now, Olson and his team at the Scripps Research Institute in La Jolla, California, have developed a tool that allows them to do both: physically manipulate a model of a biological molecule while watching its chemical and biophysical

change on screens. By combining experiences will let researchers understand biological processes in new ways.

The scientists use special generate plastic or plaster models. As Olson and other

interact with the models, a camera records a close-up shot of the models in motion. A computer program then superimposes graphics, like the arrangement of atoms or the energy between modeled molecules.

Olson combines the model and computer graphics into one image that allows him to study all the different facets of the biological molecule. Olson hopes that one day his interface could double as a video game that lets students explore and play at the molecular level. — EC

Table III-1. Test for density dependence in Columbia River and Washington Coast stocks. The parameters a_1 and a_2 are fits of the data to exponential and logistic population growth models and the variance around the fits, $var1$ and $var2$, respectively. The test for density dependence compares the T-statistic to the 95th %tile ranking of 2000 simulated population trajectories (the distribution of T_{12} is not known). In only one stock, Upper Columbia Spring Chinook, was the observed statistic greater than 95% of the simulated values.

Stock	a_1	$var1$	a_2	b_2	$var2$	$T_{12\%qr}$	$test95$
LC Ck	0.030	0.046	1.026	-7.00E-06	0.017	3.402	14.571
UC Sp Ck	-0.163	0.050	-0.526	3.20E-05	0.022	14.810	4.437
Sn S/S Ck	-0.034	0.022	-0.080	5.00E-06	0.022	0.055	5.001
Sn F Ck	-0.056	0.016	0.090	-5.10E-05	0.014	0.768	4.517
UW Ck	0.009	0.056	0.155	-1.10E-05	0.051	0.938	8.663
CR Ch	0.054	0.106	0.300	-1.68E-04	0.092	1.488	7.654
LC W Sh	-0.063	0.003	-0.097	2.00E-06	0.003	0.011	6.956
LC S Sh	-0.050	0.008	-0.022	-1.00E-06	0.008	0.002	7.168
MC Sh	-0.120	0.003	-0.228	3.00E-06	0.002	0.911	7.042
UC Sh	-0.061	0.023	-0.111	1.20E-05	0.023	0.117	4.645
Sn Sh	-0.024	0.003	0.004	0.00E+00	0.003	0.030	4.889
UW Sh	-0.074	0.029	-0.120	2.00E-06	0.029	0.165	4.675

Special Thanks To
Garr Reynolds for
"Presentationzen"

Seven Research-based Principles for the Design of Multimedia Messages

1. *Multimedia Principle*: Students learn better from words and pictures than from words alone.
2. *Spatial Contiguity Principle*: Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen
3. *Temporal Contiguity Principle*: Students learn better when corresponding words and pictures are presented simultaneously rather than successively.
4. *Coherence Principle*: Students learn better when extraneous words, pictures, and sounds are excluded rather than included.
5. *Modality Principle*: Students learn better from animation and narration than from animation and on-screen text
6. *Redundancy Principle*: Students learn better from animation and narration than from animation, narration, and on-screen text.
7. *Individual Differences Principle*: Design effects are stronger for low-knowledge learners than for high-knowledge learners and for high-spatial learners than for low-spatial learners.

Median Effect Size (ES) and Median Percent Gain (Gain) on Retention Test Score Due to Implementing Design Principles for Multimedia Messages

Design Principle	ES	Gain	Tests
1. <i>Multimedia effect for retention</i> : Better retention when learners receive words and corresponding pictures rather than words alone.	.67	23	6 of 9
2. <i>Spatial contiguity effect for retention</i> : Better retention when corresponding words and pictures are near rather than far from each other	.95	42	2 of 2
3. <i>Temporal contiguity effect for retention</i> : No better retention when corresponding animation-and-narration segments are simultaneous (or alternating short segments) rather than successive	.03	00	6 of 8
4. <i>Coherence effect for retention</i> : Better retention when extraneous words, sounds, and pictures are excluded rather than included	1.98	126	11 of 11
5. <i>Modality effect for retention</i> : Better retention when words are presented as narration rather than as on-screen text.	.84	30	4 of 4
6. <i>Redundancy effect for retention</i> : Better retention when words are presented as narration rather than as narration and on-screen text.	.77	28	2 of 2
7. <i>Individual differences effect for retention</i> : Stronger design effects for low- rather than for high-knowledge learners.	.60	157	2 of 3

Median Effect Size (ES) and Median Percent Gain (Gain) on Transfer Test Score Due to Implementing Design Principles for Multimedia Messages

Design Principle	ES	Gain	Tests
1. <i>Multimedia effect for transfer.</i> Better transfer when learners receive words and corresponding pictures rather than words alone.	1.50	89	9 of 9
2. <i>Spatial contiguity effect for transfer.</i> Better transfer when corresponding words and pictures are near rather than far from each other	1.12	68	5 of 5
3. <i>Temporal contiguity effect for transfer.</i> Better transfer when corresponding animation and narration segments are simultaneous (or alternating short segments) rather than successive.	1.30	60	8 of 8
4. <i>Coherence effect for transfer.</i> Better transfer when extraneous words, sounds, and pictures are excluded rather than included.	1.17	82	10 of 11
5. <i>Modality effect for transfer.</i> Better transfer when words are presented as narration rather than as on-screen text	1.17	80	4 of 4
6. <i>Redundancy effect for transfer.</i> Better transfer when words are presented as narration rather than as narration and on-screen text	1.24	79	2 of 2
7. <i>Individual differences effect for transfer.</i> Stronger design effects for low- rather than for high-knowledge learners.	.80	61	4 of 4
Stronger design effects for high- rather than low-knowledge learners.	1.13	46	2 of 2

Features of a Concise Narrated Animation

Features	Description
Multimedia	Includes corresponding animation and narration rather than narration alone
Integrated	Corresponding animation and narration are presented simultaneously rather than successively
Concise	Extraneous words, pictures, and sounds are excluded rather than included
Channeled	Words are presented as speech rather than on-screen text (or both speech and on-screen text)
Structured	Includes series of narrated animation segments describing key steps in the process (for cause-and-effect material)

Top Ten Delivery Tips

1. Show your passion

If I had only one tip to give, it would be to be passionate about your topic and let that enthusiasm come out. Yes, you need great content. Yes, you need professional, well designed visuals. But it is all for naught if you do not have a deep, heartfelt belief in your topic. The biggest item that separates mediocre presenters from world class ones is the ability to connect with an audience in an honest and exciting way. Don't hold back. Be confident. Let your passion for your topic come out for all to see.

2. Start strong

You've heard it before: First impressions are powerful. Believe it. The first 2-3 minutes of presentation are the most important. The audience wants to like you and they will give you a few minutes at the beginning to engage them -- don't miss the opportunity. Most presenters here because they ramble on too long about superfluous background information or their personal/professional history, etc.

3. Keep it short

Humans have short attention spans when it comes to passively sitting and

listening to a speaker. Audience attention is greatest at the opening and then again when they say something like "In conclusion...." This is just the human condition, especially so for busy (often tired) knowledge workers of today. So, if you have 30 minutes for your talk, finish in 25 minutes. It is better to have the audience wanting more (of you) than to feel that they had more than enough. Professional entertainers know this very well.

4. Move away from the podium

Get closer to your audience by moving away from or in front of the podium. The podium is a barrier between you and the audience, but the goal of our presentation is to connect with the audience. Removing physical barriers between you and the audience will help you build rapport and make a connection.

5. Use a remote-control device

To advance your slides and builds, use a small, handheld remote. A

handheld remote will allow you to move away from the podium. This is an absolute must. [Keyspan](#) has two good ones. I highly recommend the [Keyspan Presentation Remote](#). Many people like the [Interlink remote](#) as well.

6. Remember the “B” key

If you press the “B” key while your PowerPoint or Keynote slide is showing, the screen goes blank. This is useful if you need to digress or move off the topic presented on the slide. Having the slide blank, all the attention can now be placed back on you. When you are ready to move on, just press the “B” key again and the image reappears.

7. Make good eye contact

Try looking at individuals rather than scanning the group. Since you are using a computer, you never need to look at the screen behind you — just glance down at the computer screen briefly. One sure way to lose an audience is to turn your back on them. And while you're maintaining great eye contact, don't forget to smile as well. Unless your topic is very grim, a smile can be a very powerful thing.

8. Keep the lights on

If you are speaking in a meeting room or a classroom, the temptation is to turn the

lights off so that the slides look better. But go for a compromise between a bright screen and ambient room lighting. Turning the lights off — besides inducing sleep — puts all the attention on the screen. The audience should be looking at you more than the screen. Today's projectors are bright enough to allow you to keep many of the lights on.

9. Use a TV for small groups

If you are presenting to a small group, then you can connect your computer to a large TV (the s-video line-in). With a TV screen, you can keep all or most of the lights on. Make sure your text and graphics are large enough to be seen on the small TV screen. You will probably have to increase the type size significantly.

10. At all times: courteous, gracious, & professional

When audience members ask questions or give comments, you should be gracious and thank them for their input. Even if someone is being difficult, you must keep to the high ground. All times be a gentleman or lady and courteously deal with such individuals. The true professional can always remain cool and in control. Remember, it is your reputation, so remain gracious even with the most challenging of audiences.

Books

1. "PresentationZen" Garr Reynolds New Riders 2008
Great advice on all aspects of presentations
2. "Multi-Media Learning" Richard E Mayer Cambridge University Press 2001
Provides the research base for much of the advice in "PresentationZen"
3. "Slide:ology" Nancy Duarte O'reilly Media 2008
Similar to "PresentationZen" but much more depth
4. "Made to Stick" Chip Heath & Dan Heath Random House
How to present idea so that they will be remembered
5. "The Back of the Napkin" Dan Roam Penguin Group 2008
How to solve problems and sell ideas with simple drawings

Web Sites

Garr Reynolds Web sites

www.PresentationZen.com

<http://www.garrreynolds.com/>

How to use colors

<http://www.colourlovers.com/>

<http://www.colorschemer.com/>

Free Images

<http://images.google.com/imghp?hl=en&tab=wi>

<http://www.usa.gov/Topics/Graphics.shtml>

<http://images.google.com/hosted/life>

<http://freestockphotos.com/>

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Garr Reynolds Web sites

www.PresentationZen.com

<http://www.garrreynolds.com/>

How to use colors

<http://www.colourlovers.com/>

<http://www.colorschemer.com/>

Free Images

<http://images.google.com/imghp?hl=en&tab=wi>

<http://www.usa.gov/Topics/Graphics.shtml>

<http://images.google.com/hosted/life>

<http://freestockphotos.com/>

<http://www.freeimages.co.uk/>

http://commons.wikimedia.org/wiki/Commons:Community_Portal