

# Professional Presentations in an Emerging World of New Media: Teaching Skills & Tools to Today's Students

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UNC Teaching & Learning with Technology Conference

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# Successful Strategies

## Making it “Real”

- 1) Collaboration
- 2) Course integrated sessions
- 3) Online resources
- 4) Real-world experiences

# 1: Collaborate with Experienced Faculty

- Lend credibility
- Share own experiences
- Add discipline specific information & resources



# 2: Course Integrated Sessions

- Integrate into appropriate courses
- Co-present with faculty
- Include hands-on sessions
- Students come ready to work
- Show & tell with real examples



# Session content:

## Teaching logistics of professional presentations

- The Proposal Process
  - Sample calls for proposals/abstracts
  - Sample conference brochures
  - Include tips for success
    - Ex: Give them what they ask for

# Session content: it's accepted - now what?

- Give students tips, or the “inside scoop”
  - Give them what they ask for (reprise)
    - Format specifics
    - Where to be & when
  - Extras: handouts, multimedia
  - Networking
    - Potential collaborators & employers
    - Contact Information- how to display?

# 3) Make resources available throughout the curriculum & beyond

Take it out of the CMS..

The screenshot shows the Blackboard LMS interface. At the top, the URL is 'blackboard.unc.edu'. Below the navigation bar, there are tabs for 'Bb Desktop' and 'Courses'. The left sidebar contains a navigation menu with items like 'Semester Outline', 'Announcements', 'Course Information', 'Assignments', 'Communication Tools', 'Blackboard Help', 'HSL', 'Main Library', 'Patient Confidentiality (HIPAA training)', 'Research Ethics Education (CITI Training)', 'Prerequisite Skill Area: Excel', and 'Prerequisite Skill Area: Evidenced Based Practice'. The main content area displays the course title 'Oct 28 - Poster Pres; Embedding Multi-Media'. Below the title, there is a section for 'Today's Topic: POSTER PRESENTATIONS & EMBEDDING MULTI-MEDIA' with a list of topics and a paragraph of text. A 'Notes' section follows with two bullet points. At the bottom, there is a section for 'HSL Guides: Images and Media Design' with a brief description.

..and put it online!

The screenshot shows the UNC Health Sciences Library website. The header includes the UNC logo and 'UNC HEALTH SCIENCES LIBRARY'. Navigation links include 'HOME', 'RESOURCES', 'GUIDES', 'SERVICES', 'ABOUT THE HSL', 'NEWS & EVENTS', and 'HELP'. A search bar is located in the top right. The main content area is titled 'HSL Guides Subjects: Images & Media Design'. On the left, there is a 'Browse by Subjects' sidebar with a list of subjects including 'All Guides', 'Allied Health Sciences', 'Anatomy', 'Bioinformatics', 'Business', 'Consumer Health', 'Databases', 'Dentistry', 'EndNote', 'Evidence Based Practice', 'Global', 'History of Health Sciences', and 'Images & Media Design'. The main content area features several sections: 'Designing Effective Posters', 'Introduction to Photoshop', 'Media Design Studios: How Do I?', 'Medical Images', and 'Poster Design Resources'. Each section includes a brief description and the author's name. On the right side, there is a 'Contact Lisa' section with a photo of Lisa Philpotts, her name, contact information (919-962-0801), and links to her profile and guides.

# Image resolution and print size

**laddrob** 32 videos

0:10 / 6:28 360p 440 views

**laddrob** | April 09, 2009

This video discusses concepts of resolution and print size, in particular for using images in post...

**Category:**  
Education

**Tags:**  
resolution

# Finding and Using Media Objects



[Blog](#) [Digital Media Sources](#) [Concepts and Information](#) [About](#)

## Welcome!

September 1, 2009 at 4:02 pm | Posted in Uncategorized | Leave a Comment

This site is intended to help faculty, students and others find sources of free or inexpensive digital media content, including images, audio, and video, and discusses issues related to the use and reuse of digital media content. Digital media content is used in many ways, such as in websites, blogs, videos, classroom and conference presentations, and both online and print publications.

### PAGES

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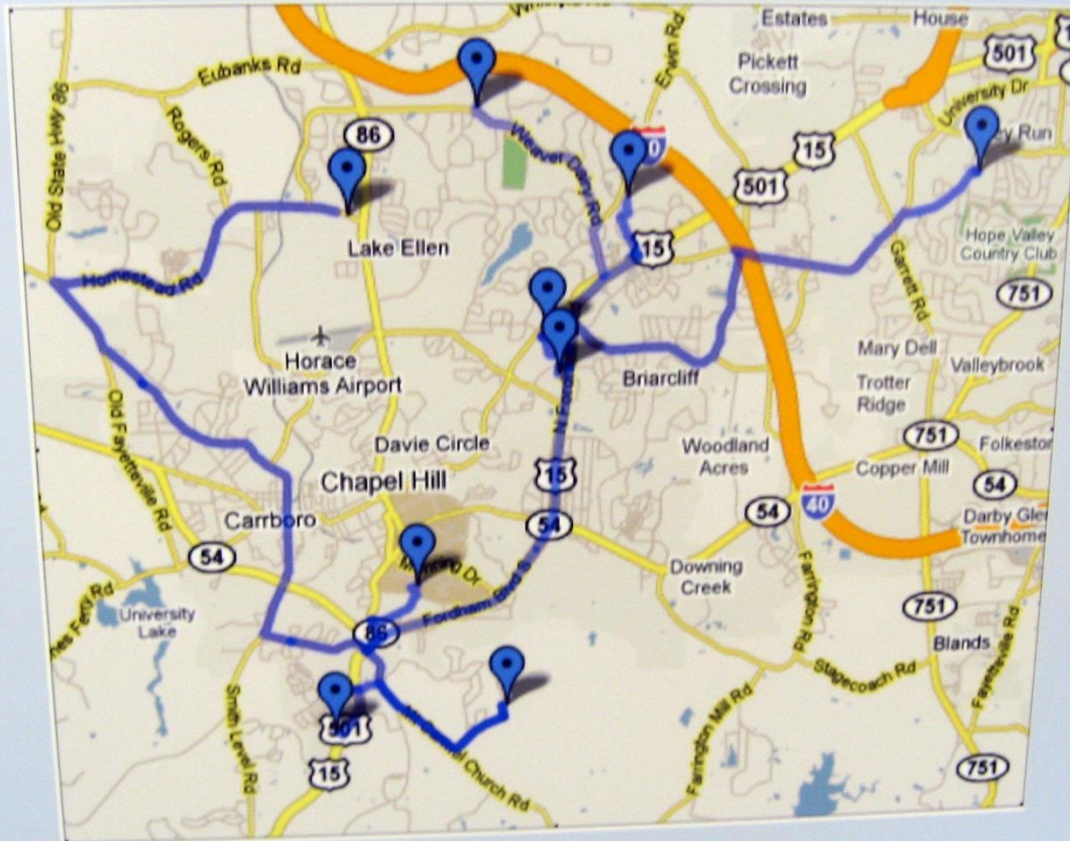


# 4) Encourage real-world experiences

- Create
  - Student Research & Community Service Days
  - School-wide opportunities
- Enable students to
  - Submit proposals to state & national conferences
  - Co-present with faculty at conferences
- Develop funding sources for students to present



## Map of Community Travels



*"So, there's not a whole lot down there to drag, to encourage me to go down there [Franklin Street]"*

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Ameri

Robert, S.A. ( )

Rowles, G.D. ( )  
quest fo



# Does Participation in a 12 Week Balance Intervention Result in Improved Performance on Balance Measures and Balance Confidence?

Eni Edmondson, Mind McLaughlin, Michael Marinello, Tiffany E. Shubert, PT, PhD<sup>1,2</sup>  
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**Introduction**  
 Falls are a common, leading cause of morbidity, mortality, and cost. The National Institute on Aging estimates that 1 in 4 older adults will experience a fall in their lifetime. Falls are a leading cause of injury, hospitalization, and death in older adults. Falls are a leading cause of disability in older adults. Falls are a leading cause of injury, hospitalization, and death in older adults. Falls are a leading cause of disability in older adults.

**Procedures**  
 Participants signed informed consent and completed pre- and post-test assessments. Participants were randomized to either the intervention or control group. The intervention group received a 12-week balance intervention. The control group received no intervention. Participants were assessed at baseline and post-intervention. The primary outcome was the change in balance confidence score. Secondary outcomes were changes in TUG, PSST, and SLS. Data were analyzed using a two-way ANOVA.

**Balance Performance**  
 • TUG and PSST were used to measure functional balance. TUG is the time to complete a 30-foot walk. PSST is the time to complete a 30-foot walk with 7 turns. A 7-meter walk test was also used to measure functional balance. The 7-meter walk test is a shorter, more practical test of functional balance. The 7-meter walk test is a shorter, more practical test of functional balance. The 7-meter walk test is a shorter, more practical test of functional balance.

**Balance Confidence**  
 • The Balance Confidence Scale (BCS) is a 10-item self-report questionnaire that assesses confidence in walking on different surfaces. The BCS is a self-report questionnaire that assesses confidence in walking on different surfaces. The BCS is a self-report questionnaire that assesses confidence in walking on different surfaces.

**Statistical Analysis**  
 • A 2x2 factorial ANOVA was used to compare the intervention and control groups on the primary and secondary outcomes. A 2x2 factorial ANOVA was used to compare the intervention and control groups on the primary and secondary outcomes. A 2x2 factorial ANOVA was used to compare the intervention and control groups on the primary and secondary outcomes.

**Purpose**  
 The primary purpose of this study was to determine if a 12-week balance intervention resulted in improved performance on balance measures and balance confidence. The primary purpose of this study was to determine if a 12-week balance intervention resulted in improved performance on balance measures and balance confidence. The primary purpose of this study was to determine if a 12-week balance intervention resulted in improved performance on balance measures and balance confidence.

**Method**  
 This study was a randomized controlled trial. Participants were randomized to either the intervention or control group. The intervention group received a 12-week balance intervention. The control group received no intervention. Participants were assessed at baseline and post-intervention. The primary outcome was the change in balance confidence score. Secondary outcomes were changes in TUG, PSST, and SLS. Data were analyzed using a two-way ANOVA.

**Participants**  
 Community-dwelling adults aged 65 and older were recruited from local newspapers and flyers. Participants were screened for eligibility. Participants were screened for eligibility. Participants were screened for eligibility. Participants were screened for eligibility. Participants were screened for eligibility.

**Statistical Analysis**  
 • A 2x2 factorial ANOVA was used to compare the intervention and control groups on the primary and secondary outcomes. A 2x2 factorial ANOVA was used to compare the intervention and control groups on the primary and secondary outcomes. A 2x2 factorial ANOVA was used to compare the intervention and control groups on the primary and secondary outcomes.

**Results**  
 • Participants in the intervention group showed significant improvements in balance confidence, TUG, PSST, and SLS compared to the control group. Participants in the intervention group showed significant improvements in balance confidence, TUG, PSST, and SLS compared to the control group. Participants in the intervention group showed significant improvements in balance confidence, TUG, PSST, and SLS compared to the control group.

**Conclusion**  
 • Participation in a 12-week balance intervention resulted in improved performance on balance measures and balance confidence. Participation in a 12-week balance intervention resulted in improved performance on balance measures and balance confidence. Participation in a 12-week balance intervention resulted in improved performance on balance measures and balance confidence.

**Discussion**  
 • The results of this study suggest that a 12-week balance intervention can improve balance confidence and functional balance. The results of this study suggest that a 12-week balance intervention can improve balance confidence and functional balance. The results of this study suggest that a 12-week balance intervention can improve balance confidence and functional balance.

**References**  
 1. Shubert TE, Edmondson E, McLaughlin M, Marinello M. (2013) Does participation in a 12-week balance intervention result in improved performance on balance measures and balance confidence? *Journal of Aging and Health*, 25(10), 1683-1692.

**Acknowledgement**  
 The work was supported by the UNC School of Medicine. We would like to thank the Seymour Center for Aging and Health and our participants for their cooperation.

**Table 1. Participant Demographics**

Participant Demographics	Mean (SD)	Demographics of drop-outs (n=12)
Age	72.9 (7.5)	71.9 (8.8)
Gender	72.9 (7.5)	72.2 (7.4)
Female	72.9 (7.5)	72.2 (7.4)
Male	72.9 (7.5)	72.2 (7.4)
Education	72.9 (7.5)	72.2 (7.4)
High School	72.9 (7.5)	72.2 (7.4)
College	72.9 (7.5)	72.2 (7.4)
Postgraduate	72.9 (7.5)	72.2 (7.4)
Employment	72.9 (7.5)	72.2 (7.4)
Retired	72.9 (7.5)	72.2 (7.4)
Working	72.9 (7.5)	72.2 (7.4)
Marital Status	72.9 (7.5)	72.2 (7.4)
Married	72.9 (7.5)	72.2 (7.4)
Widowed	72.9 (7.5)	72.2 (7.4)
Single	72.9 (7.5)	72.2 (7.4)
Divorced	72.9 (7.5)	72.2 (7.4)
Number of falls	4.7	6.3
Number of falls in last year	2.1	2.9
Number of falls in last 6 months	1.1	1.5


**Table 2. Comparison of Balance Performance and Balance Confidence after Intervention (N = 12)**

Assessment	Pre-Test Mean (SD)	Post-Test Mean (SD)	F value
TUG	10.3 (4.1)	10.0 (3.8)	0.50
PSST	24.4 (7.5)	23.7 (6.8)	0.22*
SLS	14.1 (8.6)	14.2 (8.2)	0.02
BCS	70.9 (10.2)	73.9 (8.6)	0.78


**Table 3. ABC Scores and Physical Performance**

ABC Score	TUG	Mean (SD)	SLS
Moderate (50-60)	12.0	(5.5)	
High (> 60)	13.9	(7.3)	

## PEARLS: Why UNC-Chapel Hill? (Part 5 of 5)



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• Participating in a balance confidence intervention resulted in improved awareness and insight of one's balance. This resulted in a more accurate and confident performance on the ABC as a measure of change.

• The variability of our sample and small sample size made it difficult to determine the effectiveness of the intervention.

• Individuals who did not complete the program had lower performance on the PSST test. Those who score poorly on the PSST are either too low functioning or too cognitively impaired to complete the intervention.

• Significant improvements in SLS suggest that the intervention improved balance and may decrease risk of falling. Falls were reported during the time of the intervention.

• The class itself was quite successful per participant.

• "My doctor says that I look perky. I was about 100 lbs. the other day, when I usually take a 200 lb. pill."

• "I feel a big improvement in my posture – standing straighter."

2:14 / 2:14

# Challenges & Issues

- Support of multiple operating systems & software versions
- Transition from paper to digital posters
- Multimedia & PowerPoint
  - Embedded audio & video
- Media creation
  - Websites, videos



# Challenges & Issues, continued

- Selecting appropriate tools
  - Free not always best!
- Finding & attributing others' works
- New media & professionalism
- New modes for presenting
  - Ex: Online Conferences (like this one!)



Courtesy <http://www.lumaxart.com>

