



**CAOT - ACE**  
Canadian Association of Occupational Therapists  
Association canadienne des ergothérapeutes

# CAOT CONFERENCE PRESENTERS HANDBOOK:

VIRTUAL PRESENTATIONS



## Introduction

This handbook has been prepared to help you develop **Conference** and present a successful presentation at the Canadian Association of Occupational Therapists (CAOT) conference. The contents should assist you in the following ways:

- Orientation to conference resources and Zoom.
- Preparation of presentations.
- Tips on how to provide conference participants with a positive, practical, educational experience.

## Conference resources

Visit [www.caot.ca/conference](http://www.caot.ca/conference) for information on the CAOT conference, including registration fees and the full conference program (available February 1<sup>st</sup>). Registration is not required if you plan on attending just your session.

Contact  
[conference@caot.ca](mailto:conference@caot.ca) for details.

A number of resources will be available to presenters, including the opportunity to schedule an advance test to

ensure that you are aware of how to use Zoom including your internet connection, microphone volume, sharing your screen, advancing slides and using breakout rooms or whiteboards. Contact [conference@caot.ca](mailto:conference@caot.ca) for details.

If you feel fairly comfortable with Zoom but would like a quick overview, watch [Zoom for Presenters](#).

## Session room moderators

Your presentation is called a ‘session’ on the schedule. Each session will be assigned a moderator who will open your session, typically 5 minutes before it starts. They will ensure that you are ready to go and can assist with sharing your screen. They will start the recording and introduce you. If requested, they can read the questions that appear in the chat box. With two minutes to go before the end of your session, the session moderator will take control of the screen as a reminder to wrap up.

# GENERAL GUIDELINES FOR PREPARATION AND PRESENTATION

The guidelines listed below can help you plan, prepare, and present your session.

## Preparation

Review the information sent by CAOT regarding your presentation. Your session type indicates the length of the presentation you need to prepare. The length of each session type is listed below:

**Paper/poster:** 25 minutes, including time for questions

**Extended discussion:** 55 minutes, including time for questions and discussion

Your presentation should describe the content of your accepted abstract. Review the abstract and reflect on how you can convey the information to your audience.

The average person speaks at somewhere between 125 and 150 words per minute. Therefore, for every 10 minutes, you want a total word count of about 1250 words.

Practice your presentation from start to finish at least once and preferably before a colleague who can provide you with feedback. Check that your presentation stays within the allotted time, is clear, understandable, and any multimedia or handouts you use are complementary to the presentation to build your confidence and improve your performance.

It is your responsibility to stay within your allotted time. Consider what you could omit if you were over your time allotment and what you could extend if you had extra time. Remember you should include time for questions and discussion.

Before your presentation, consider what questions the audience may formulate during your presentation and practice brief, concise answers.

## Presentation

Your audience is interested in your topic and genuinely wants to hear what you have to say. **Please speak clearly, loudly**

# GENERAL GUIDELINES FOR PREPARATION AND PRESENTATION

**and at an understandable pace.** Convey enthusiasm and interest for your topic by modulating your voice, pausing for emphasis and expressing emotion where warranted.

**Try to relax.** Many presenters are nervous presenting before a group. Remind yourself to take a deep breath before you begin each section.

**Incorporate questions or invite comments** during portions of your presentation to encourage interaction with your audience - either through the chat box or by raising their hand. The type of interaction you facilitate depends on the session type you are presenting.

## Presentation content

The content of your presentation should be structured and clear and flow logically from beginning to end. There are a few basic principles that guide the opening of a presentation. First, welcome your audience and ensure everyone can see

and hear you. Establish how you would like to manage questions during your session (see 'Question and answer period' below). Open the presentation with learning objectives so that the audience knows what to expect for the duration of the session.

Describe the purpose and topic of the presentation in the first two to three minutes. Ground your message by providing the audience with some background information, such as the research questions guiding the study, study setting, the clients or population involved in the study, research supporting your study, or data collection procedures. Your audience is interested in how your research applies to them in terms of their own setting, client population, or research interest.

**Avoid simply telling the audience what you did,** how you did it and what the outcomes were. Communicate your interest in the topic, how the findings

# GENERAL GUIDELINES FOR PREPARATION AND PRESENTATION

changed your professional reasoning or practice, and how your study or topic area lends itself to further research and development.

**Remember that the onus is on the presenter to ensure that he/she is respecting copyright restrictions and obtaining permission to reproduce or present copyright protected materials.**

## Involving the audience

Involving the audience adds depth to a presentation and increases the learning potential for audience members. Not all presentations have an interactive component, but at the very least there should be time set aside for questions and discussion. Conference attendees are typically present to acquire knowledge and explore new topic areas they feel are relevant to their professional and clinical development and are therefore willing to learn interactively and take responsibility for a portion of their learning.

Involving the audience in your presentation can be as simple as posing a couple of “show of hands” questions to the audience when you open your presentation. However, the audience may appreciate an opportunity to apply some of the principles they have been learning in a group discussion, simulation, or structured learning activity. Consider how you could include one of the following methods of involving the audience in your presentation. The methods you use will be influenced by the presentation format. Paper and poster sessions allow the opportunity for question and answer and brief audience participation activities. An extended session provides more opportunity for structured small and large group discussion.

## Guided large group discussion

Large group discussions are useful for stimulating discussion on a particular topic. As a presenter, consider how you

# GENERAL GUIDELINES FOR PREPARATION AND PRESENTATION

would like them to participate: provide feedback on a topic or event, brainstorm ideas on a topic, share experiences from their clinical practice or personal experiences. Your role is to pose the discussion topic, invite comments, link audience comments, and pose questions to focus the discussion.

When guiding a large group discussion, encourage many participants and avoid hearing from the same audience members repeatedly as they may monopolize the discussion. Bear in mind that you are there to direct the discussion and keep audience members on topic.

## Small group discussions through Zoom breakout rooms

Small group discussions include six to eight people and are a useful way of generating focused discussion and completing learning activities that would be difficult in a larger group. These

discussions tend to work best in the extended discussion sessions. Encourage one person to volunteer in each room to take notes and present a summary of their discussion once the group returns to the main room.

Your role is to pose the discussion topic or describe the activity and ask each group to assign a recorder or reporter who can summarize the group's discussion to the larger group. Be sure to describe how long the groups have to complete their discussion or activity and provide any handouts necessary for the task.

All extended discussion format presenters will be contacted in advance to provide information about how these breakouts will run: how many people per room, the time allocated to the breakout rooms, whether you want to assign co-presenters and/or recorders in the breakout room to act as moderators and if you would like to move in and out of the rooms.

# GENERAL GUIDELINES FOR PREPARATION AND PRESENTATION

## Question and answer period

Question and answer periods invite audience-generated questions related to their understanding of your presentation. Remember to read the question aloud when responding to questions from the chat box.

Alternately, you can pose questions to your audience to encourage discussion and open up dialogue among audience members. Typically, each session should include a question period.

There are many different ways to use questions throughout your presentation:

- At the beginning of the presentation, ask the group to raise their hands and then open their microphones when called upon, to indicate what they hope to learn from the session
- You can also provide poll questions to CAOT in advance, so that when delegates enter the session you can poll the audience to learn more about their clinical background, level of
- experience with an assessment or intervention, or why they are interested in your topic. Poll questions must be sent in advance to the conference organizer.
- Invite the audience to ask questions throughout the session in the chat box that will be answered at the end of the presentation.
- Pose a question that challenges the audience to think critically at any time in your presentation.
- Invite feedback on the evidence you are presenting or the potential impact of the data.
- Invite the audience to share examples from their clinical or professional settings- either through the chat box or by raising their hand.
- Address questions that serve to clarify the topic area immediately but save questions that address

# GENERAL GUIDELINES FOR PREPARATION AND PRESENTATION

Take questions from as many audience members as you can in order to address many perspectives and points of view. Avoid a lengthy discussion with one person by inviting them to contact you after the session, noting your contact information is on the final slide.

Be aware that there are questions you will not know the answer to and consider how you can respond to them. You could get back to the questioner later once you have an answer, suggest an appropriate resource for them to find the answer, or invite suggestions from other members of the audience.

The closing of the presentation is an opportunity to link your research or presentation topic to current developments in the profession. How does your presentation influence the profession? What are the future directions for research and development? How is your research, data or topic applicable across different areas of practice?

Be sure to thank the audience for their attendance and participation and provide them with your contact information, if it is not already provided on the handout.

Many presenters use PowerPoint presentations to describe their project and summarize information for the audience. PowerPoint can be used to produce an effective, clear and visually appealing presentation. There are numerous other brands of presentation software as well – Visme or Prezi are also popular. The following guidelines can help you plan and prepare such a presentation.

## Closing the presentation

As you approach the end of the presentation, take time to summarize the “take-away” message of your presentation.

# PREPARING A SLIDE PRESENTATION

## Presentation structure

PowerPoint presentations begin with a title slide that includes the project title, no more than 10 words in length, and the presenter name(s) and designation(s) or credential(s). The title should be in a large, non-serif font such as Calibri, Helvetica or Arial in 44 point to 77 point size. The presenter(s) names appear below the title in a smaller font size, generally 24 point to 44 point.

- Choose a simple backdrop with a colour scheme that is visually appealing and easy to read. Contrasting background and font colours can make it easier to read, and slides should appear professional.
- Check to see if your colour contrast is accessible compliant. You should be looking for 'Yes' in the results box.
- Font size: a slide heading in bold 36+ pt and body text in 32+ pt is recommended. Use sans serif font types such as Calibri, Helvetica or

Arial. Never use font types like 'Times New Roman', because people with low vision have difficulty with reading text in font types with serifs. Also, avoid using italics for the same reason.

- Avoid using different fonts in one slide- if you want to draw attention to something, make the font size larger.
- Organize your slides using headings with bulleted points. Avoid lengthy paragraphs and try to keep bullets brief. Rather than packing information into one slide, use a few slides with the same heading to convey your information.
- If you are including graphs or images, be aware that people with low vision. It is important to fully explain it.

# PREPARING A SLIDE PRESENTATION

The body of the presentation is composed of content slides. The introduction may include several slides outlining the learning objectives you expect the audience to achieve by the end of the session and background information on the project, including but not limited to study site, population, stakeholders, and purpose and study objectives.

Following the introduction is a set of slides that describe relevant aspects of the project in an organized and structured manner. This may include the theoretical model guiding the research, methods of data collection and analysis, results or findings, and implications.

The concluding portion of the presentation generally provides a brief summary of the information presented, discusses limitations of the study, and future directions for research and/or development.

## Using videos or multimedia

- Considering set-up, timing, purpose, and potential technical difficulties when using additional audiovisuals or multimedia can improve success during the presentation.
- Be sure to preview the video you will be using and get it ready so all you have to do is press play.
- Plan how you will lead into the video clip. Be sure to provide an explanation or introduction so the audience knows what is happening. Consider how you will integrate the clip back into your presentation by providing follow-up questions or asking for audience reactions.
- Do an advance test. It is good to do a sound check to ensure that the audio will play. Often your laptop/computer's audio is set for the microphone and not the audio on a video. Contact [conference@caot.ca](mailto:conference@caot.ca) to do arrange a test.

# PODIUM PRESENTATION CHECKLIST

## CAOT Podium Presentation Checklist:

### Before the conference

**Read through the CAOT Podium Presenter's Handbook.**

- Prepare a presentation and handouts (optional). For handouts, consider using a sans serif font like Arial or Tahoma- 14 point, for those with low vision. If you are creating your presentation through Powerpoint, consider doing the accessibility check under the review tab.
- Collect feedback from a peer or colleague on your presentation/handouts. Make any appropriate changes for clarity, consistency or readability.
- If you plan on having break-out rooms or request a poll, let the conference manager know two weeks in advance of conference.
- If you have not presented with Zoom before, request a trial virtual session.
- Test the Zoom link for your session as soon as it is provided to you.
- Upload your handouts to the Pheedloop platform, through your speaker portal.

### During your virtual Zoom session

- Close all programs on your computer except Zoom and your presentation. Turn off your phone.
- Log onto your Zoom session 5-10 minutes early to be ready to set up as soon as the moderator begins your session.

# PODIUM PRESENTATION CHECKLIST

- Make sure your microphone is on. Video is optional.
- Begin your presentation once you have been introduced.
- If you receive questions in the chat, read the question aloud before you answer.
- When you see the two-minute warning, wrap up your presentation.

## After the conference

- Follow up with any comments or requests from participants who attended your session or would like more information on your session.