

FROM PAPER TO PRESENTATION

STUDENT RESEARCH CONFERENCE

ANU Academic Skills



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The Australian National University acknowledges, celebrates and pays respect to the Ngunnawal and Ngambri people of the Canberra region and to all First Nations Australians on whose traditional lands we meet and work, and whose cultures are among the oldest continuing cultures in human history.

Learning outcomes

By the end of the session students will be able to:

- 01 *Identify* the key differences between a written paper and a presentation
- 02 *Analyse* the transformation process from paper to presentation
- 03 *Develop* their own presentation content

01

IDENTIFY DIFFERENCES



What do the audience need to know?

- Who you are
 - Context
 - Problem/research question
 - Method
 - Results
 - Discussion
 - Conclusion
 - What's next
- 50% {



Activity

What are the key differences between a paper and a presentation?

Reader is in control



Text is content

- ✓ Register/style
- ✓ Content
- ✓ Level of detail
- ✓ Audience may be different
- ✓ Different receptive skills

Speaker is in control



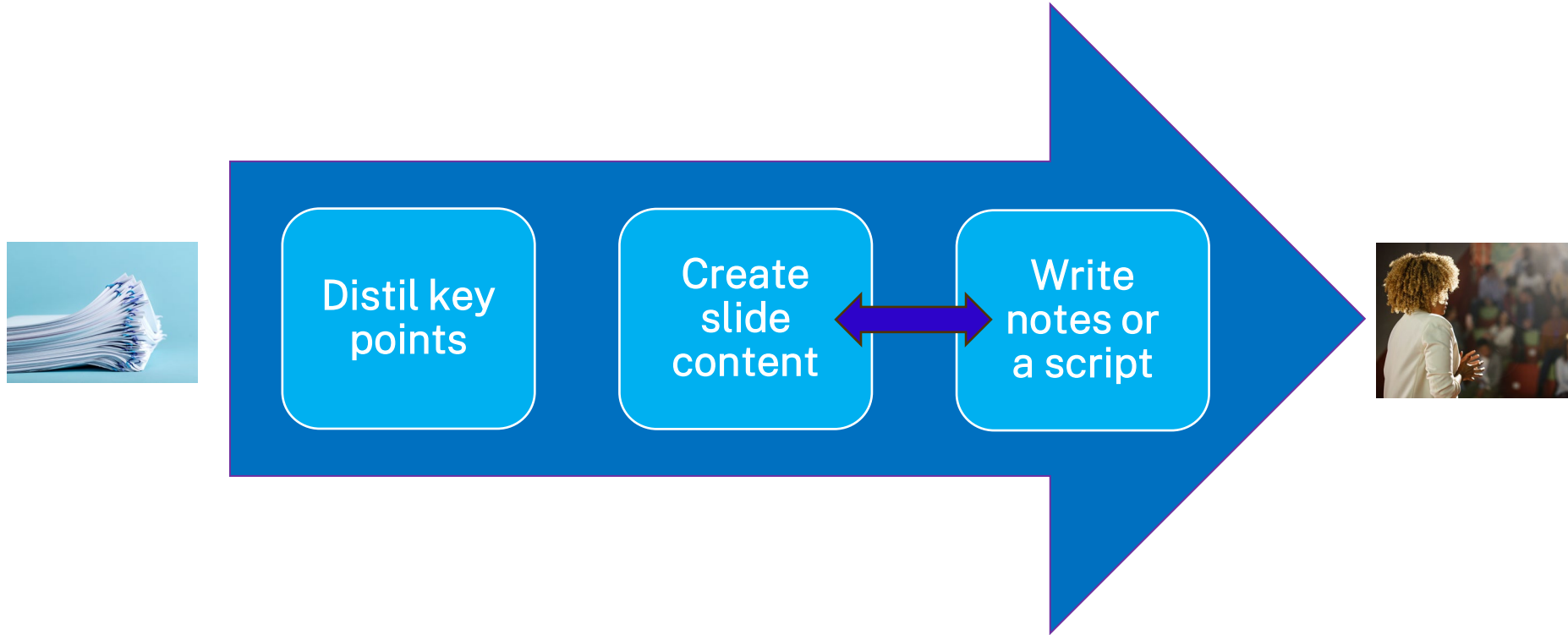
Text is a prompt

02

TRANSFORMATION



The transformation process



Let's consider a real-life example of the transformation process...



Activity – Part 1 – Key points

1. Review the Introduction of the paper [Refer to p. 1].
 - ✓ What are the key points i.e. what do the audience need to know?
Note some specific information from the paper.
2. Discuss your ideas with colleagues - be prepared to share your ideas

Activity is based on:

- Recorded conference presentation at <https://www.youtube.com/watch?v=e8nNaxReWe8> (@33 mins (approx.))
- Lu, P., Angliss, M., Paul, E. & Bruscino-Raiola, F. (20221). Health-related quality of life in necrotising soft tissue infection survivors: perspective from an Australian tertiary referral centre, *Plastic and Reconstructive Surgery*, 91(9), 1733-1738. <https://doi.org/10.1111/ans.16540>.



What do the audience need to know?

- NSTI definition
- NSTI treatment
- Problem – health outcomes for survivors
- Method – how health outcomes for survivors will be measured



Activity – Part 2 – Slides

1. Using the Introduction, decide what content you would include on two PowerPoint slides [Refer to pp. 1-2].
 - » Slide 1: Background
 - » Slide 2: Objectives and methodology

Limit – No more than 40 word per slide

2. Compare your ideas to the presentation slides [Refer to pp. 3].
What do you notice?



Background

Necrotising soft tissue infections (NSTIs) are life-threatening diseases

Management requires immediate and aggressive surgical debridement

Declining mortality rates = **more survivors**

Little known about long term outcomes of NSTI survivors



Objective

To assess the health-related quality of life of NSTI survivors

Primary outcomes:

1. Medical Outcomes Questionnaire: Short Form 36 (SF-36)
 - **Physical** component score (PCS)
 - **Mental** component score (MCS)
2. Derriford Appearance Scale (DAS-24)
 - **Distress and dysfunction** regarding **appearance**



Activity – Part 3 – Written v Spoken

1. Re-read the Introduction of the paper
2. Watch the Introduction of the presentation and note [Refer to p. 4]:
 - » What is similar
 - » What is different

Try to include examples in your observations

3. Compare the paper to the transcript [Refer p. 5]. Does it confirm your observations?



Can you explain the difference?

Paper	Presentation
Necrotising soft tissue infection (NSTI) is a life-threatening disease with rapid and widespread tissue destruction.	Necrotising soft tissue infections are severe bacterial infections that affect the deeper soft tissue, namely the fascia and the muscle and they're rapidly progressing and life-threatening diseases.
The aim of our study was to assess the quality of life of patients following NSTI.	We designed a study to assess the health-related quality of life of NSTI survivors
At the Alfred Hospital, a tertiary referral centre, immediate and aggressive surgical debridement remains the focus of treatment.	The mainstay of the treatment involves immediate and aggressive surgical debridement...
The SF-36 is a 36-item survey, which provides a generic measure of perceived health status across eight domains; physical functioning, role-physical, bodily pain, general health, vitality, social functioning, role-emotional and mental health. ⁷ These can be summarized by two component scores: physical component score (PCS) and mental component score (MCS).	The first was the medical outcomes questionnaire: Short Form 36 also known as SF-36. This is a 36-item survey which assess patients' health-related quality of life across eight domains, and they can be broadly categorised into a physical component score as well as a mental component score to provide an overall picture of a patient's physical and mental health-related quality of life.



Activity – Part 4 – Presenting data

1. Review the presentation of Figure 1, which also appears in the written paper [Refer p. 6].
2. What do you notice about this part of the presentation?
3. How does the presentation compare to the written paper?



Resources

Links to NSTI paper and presentation:

- Presentation (from 33min 03 sec) <https://www.youtube.com/watch?v=e8nNaxReWe8>
- Paper <https://onlinelibrary.wiley.com/doi/full/10.1111/ans.16540>

Links to a humanities example of a history paper and presentation:

- Presentation https://www.youtube.com/watch?v=SvVi_CNqTYA
- Paper [Harrison_2022_Syllogos_Historyascontagion_CC.pdf](#)



THANK YOU

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ANU Library Academic Skills

T 6125 2972

E academicskills@anu.edu.au

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W <https://anulib.anu.edu.au>

ANU Student Life

E student.life@anu.edu.au

W <https://www.anu.edu.au/students/student-life/student-experience-research/anu-student-research-conference>



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