

# Presenting your research

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## **Doing presentations**

### Presenting your research

- Preparation
- Effective Slides
- Performance
- Example

## **Doing presentations**

### Transforming papers to talks

- Introduction
  - Background & purpose
- Body
  - Quick overview of lit. review areas
    - Establish order
  - Hypotheses & methods
  - Results
    - Put numbers in words
    - Don't use a lot of tables
- Conclusion
  - Answer the "so what" question

## **Doing presentations**

### Preparing for your talk

- Check out the location
- Use audio-visual aids, if appropriate
- Be sure everything works.
- Have handouts ready
- Practice

## **Doing presentations**

### Making effective slides

- Stick to a standard slide format
- Don't use too many colors/fonts.
- Contrast between text & background
- Avoid excessive effects
- Title each slide
- Titles should be at least 36 to 40 pts.
- Text no smaller than 24 pts.

## **Doing presentations**

### Making effective slides

- Avoid too much type on slides.
  - Never more than eight words per line
  - Eight lines per slide.
- Art should enhance & clarify your message.

### **Doing presentations**

#### Readability test

- Measure width of the on-screen copy
- Step back eight times that dimension

### **Doing presentations**

#### Performance issues

- When presenting, you are performing.
  - Dress appropriately for the occasion.
  - Remain calm & relaxed
  - Speak slowly
  - Project
  - Make eye-contact
- If you make an error, correct it & continue.

### **Doing presentations**

#### Performance issues

- Don't read from notes
- Don't use notes
- Don't use paper as notes

## An example presentation

Young adults of lower socio-economic status and the arousal effects of advertising: A pilot test

By Andrew Mendelson & Ekaterina Ognianova  
University of Missouri

### **Doing presentations**

#### Research Question

- What emotionally happens to young adults when they are not able buy an advertised product?

### **Doing presentations**

#### Literature Review

- Effects of Advertising
- Cognitive Dissonance
- Self-Assessment Manikins

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What does advertising do?

- Most ad research focused on what will lead to positive attitudes to brands & purchase intention
  - Formal features
  - Message types
  - Attributes of speaker

### **Doing presentations**

What does advertising do?

- Create wants and desires
  - “Relentless propaganda on behalf of goods” (Galbraith, 1967)
  - “Creates unshakable link between products and the fulfillment of these desires” (Crisp, 1987)

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What happens when you can't buy

- What happens when material expectations exceed economic ability?

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Cognitive dissonance

- A mismatch between attitude & behavior creates dissonance.
  - Negative affective feeling
- More apparent in younger people

### **Doing presentations**

Self-assessment manikins (SAM)

- Measures emotional responses to stimuli
  - Pleasure/displeasure
  - Arousal/calm
  - Dominance/submissiveness

### **Doing presentations**

SAM and advertising/media

- Multiple emotional responses to a single ad (Morris & McMullen, 1995)
- Effects of formal features - image size and motion (Detenber & Reeves, 1996)

## **Doing presentations**

### Hypotheses

- H1: People with lower family income will find the ads more displeasing.
- H2: People with lower family income will find the ads more exciting.
- H3: People with lower family income will feel more out of control (submissive) in response to the ads.

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### Methodology

- Repeated-measures design
  - Six 30-second commercials
  - All products more than \$50
- Pre-test: Media use, pre-existing attitudes to brands
- After each commercial: SAM scales, attitudes to ad & brand, previous exposure to ad & product
- Post-test: Demographics

## **Doing presentations**

### Sample

- 46 undergraduates:
  - 32 female
  - Mean age - 19
  - 84% were freshmen or sophomores
  - Modal GPA group: 2.5 - 3.0
  - Modal income group: \$30,000 - \$50,000
  - 21 saw one order, 25 the reverse order

## **Doing presentations**

### Results: H1 - H3

- Pleasure: No effects
- Arousal: More positively brand was rated, more excited person was
- Dominance: Lower income people felt more out of control after viewing ads.
- No ad effects or interactions

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### Conclusions

- Some evidence for a differential effect of advertising on lower income group.
  - Feeling more out of control
- Future study will examine physiological measures
- Important to know how consumerist messages are affecting & being processed by young people