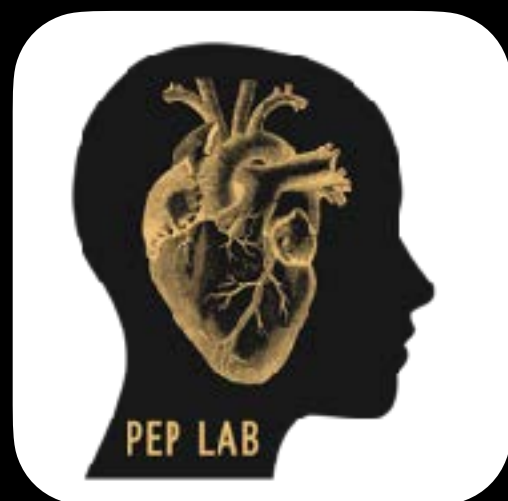
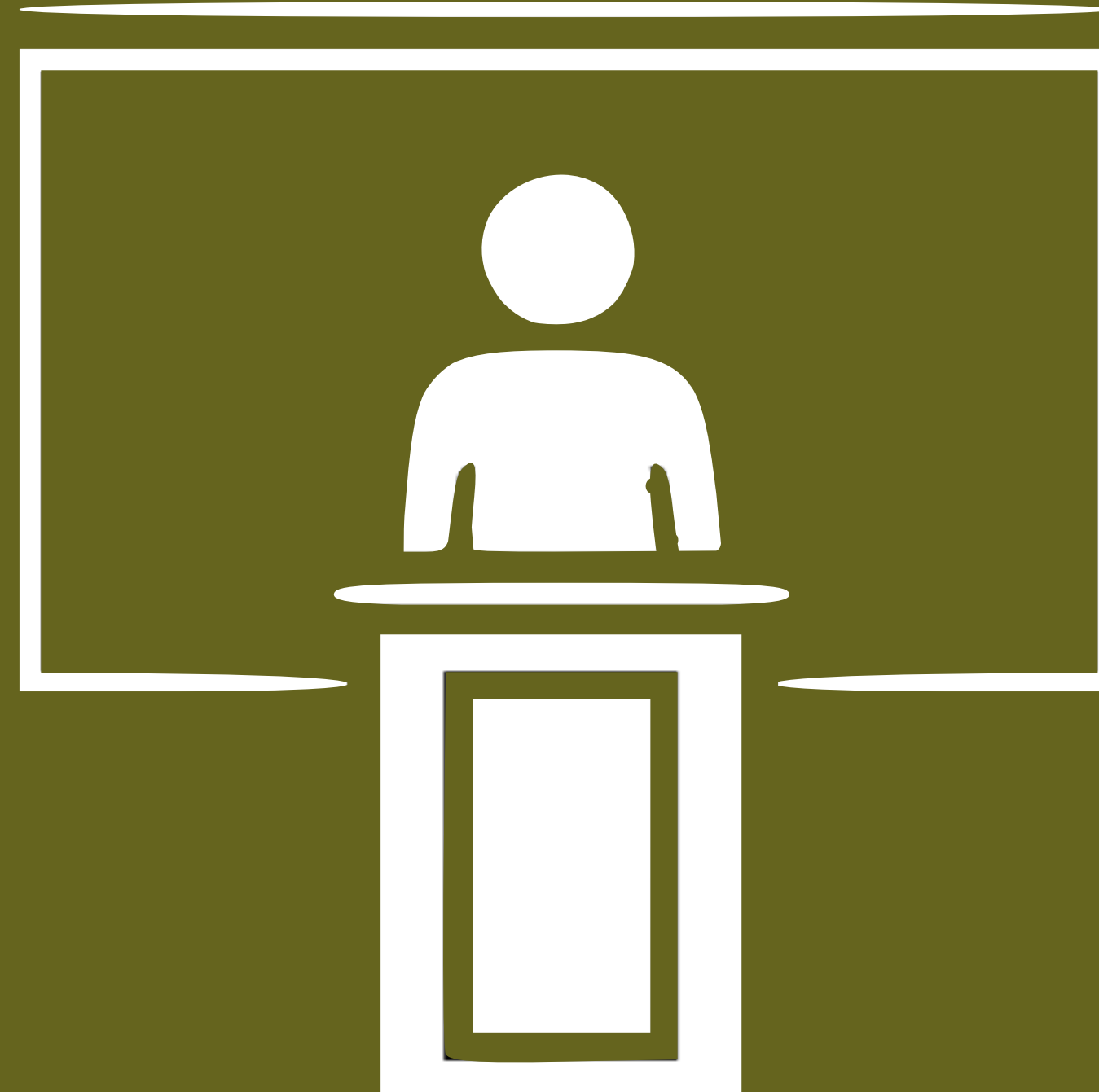


GIVING RESEARCH TALKS

THE WHAT, HOW, & WHERE

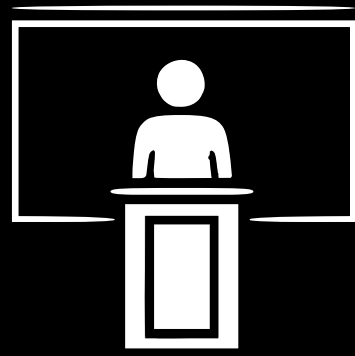


JUNE GRUBER

Department of Psychology and Neuroscience
Director, Positive Emotion & Psychopathology Laboratory
University of Colorado Boulder



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

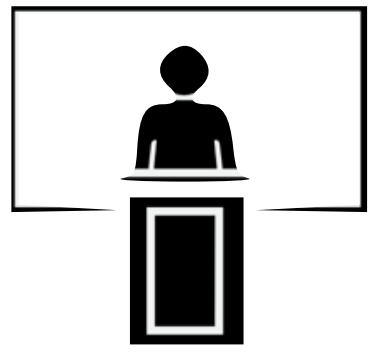


ROADMAP

WHAT is a research talk?

HOW do I give one?

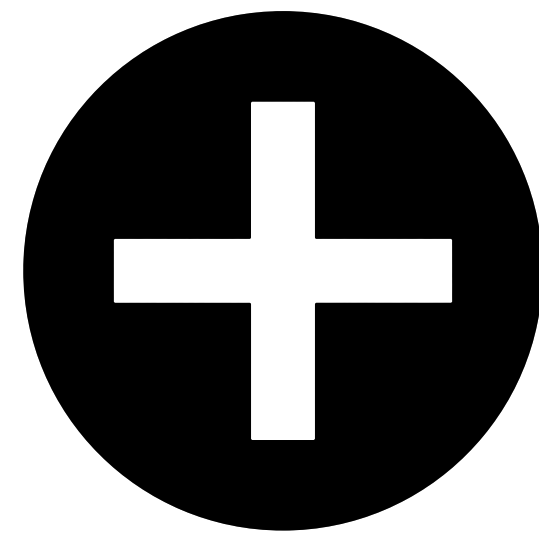
WHERE can I learn more?



The WHAT

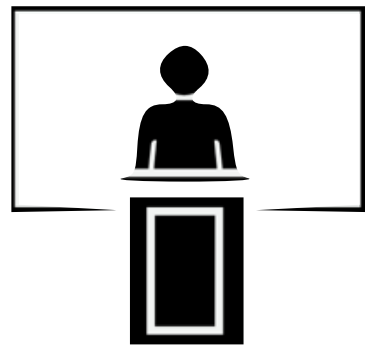
re·search /'rē,sərCH,rə'sərCH/

the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.



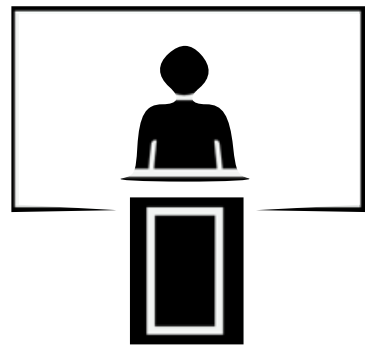
talk /tôk/

Speak in order to give information or express ideas or feelings;
converse or communicate by spoken words.



The WHAT

Your goal and purpose is to convince other researchers in your area that you have done something intellectually deep and interesting, and possibly to get them to build on your results



VARIETIES OF RESEARCH TALKS

Flask /Data Blitz Talk

1-5 min: Brief talk covering bite-size research headline

Conference Talk

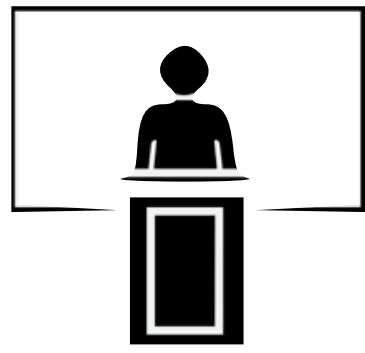
10-15 minutes: Usually part of a symposium or group of 4-5 talks. Cover 1-2 studies more in depth that convey a specific research finding(s)/

Colloquium / Job Talk

45-60 minutes: Convey broader research program, including themes in research, sample of subset of studies in depth, future research directions.

Conference Poster Talk

~1 min: Usually prepare 1 minute “elevator pitch” walking through intro, methods, results and conclusions of poster study.



VARIETIES OF RESEARCH TALKS

WHERE PRESENTING

IN PERSON: Various geographical locations



REMOTE: Using web-based platforms (e.g., Zoom)

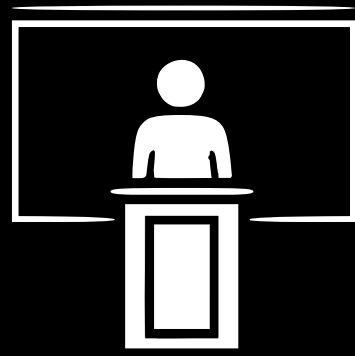


WHO PRESENTING TO

Colleagues: Fellow students, mentors, psychologists

Broader Field: specialists outside your subfield or discipline (e.g., business school, medical school, public health)

Public: general audience with interest but not necessarily background or training in your area

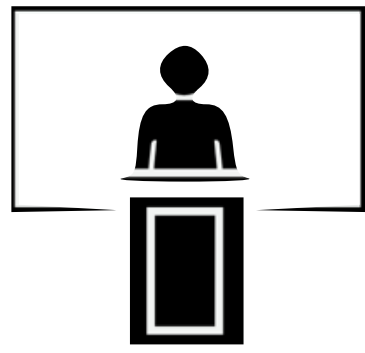


ROADMAP

WHAT is a research talk?

HOW do I give one?

WHERE can I learn more?



THE DONT's of RESEARCH TALKS

**WAIT UNTIL
LAST MINUTE**

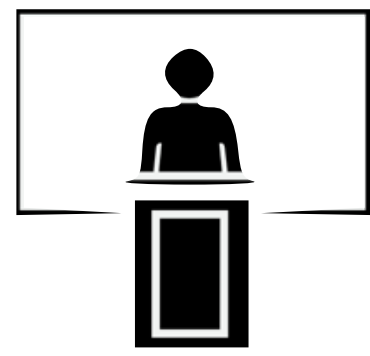


**LEAVE A MESSY
DESKTOP**



**LET
ZOOMBOMBERS
INVADE**





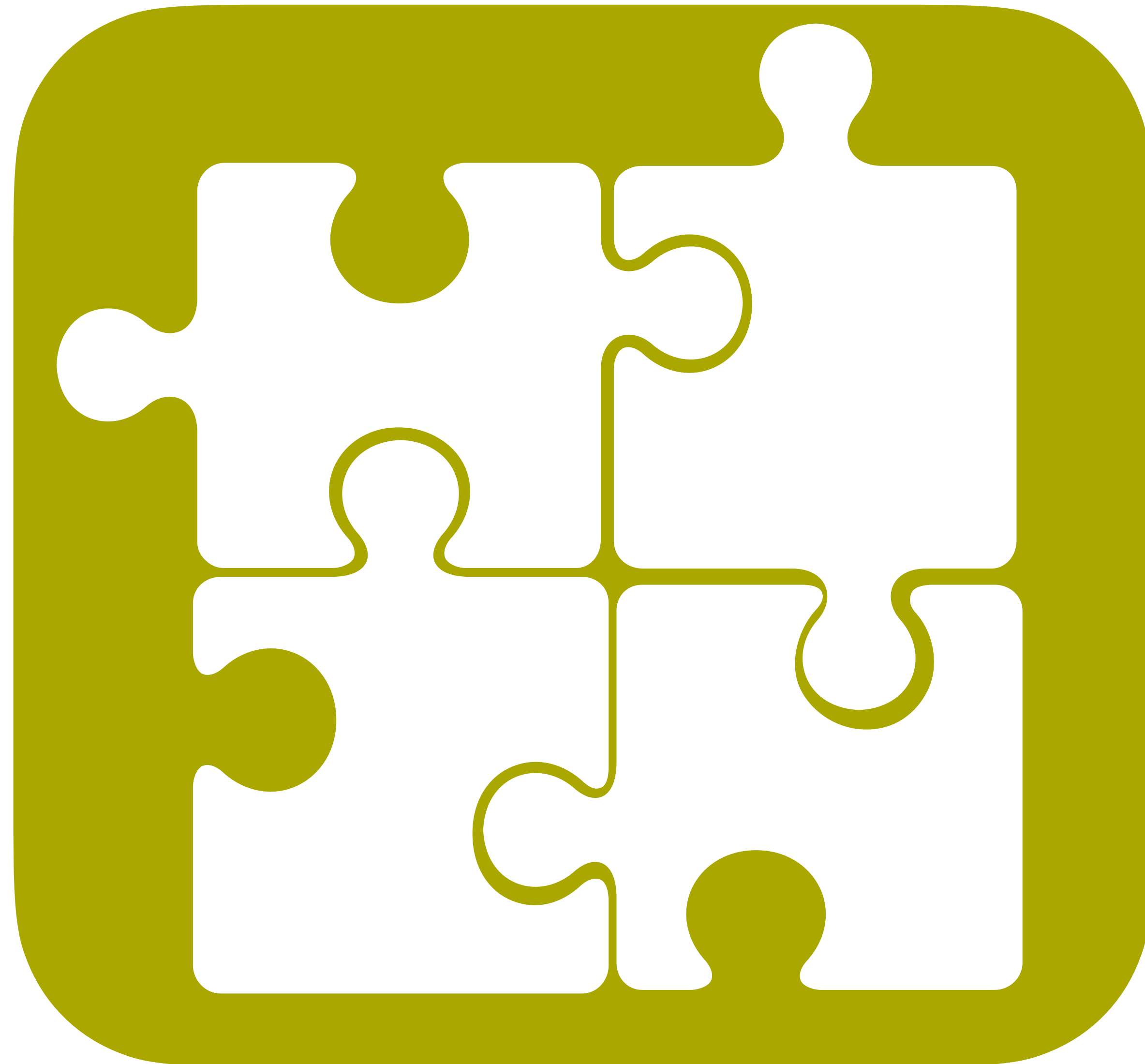
“HOW” OF RESEARCH TALKS

BEFORE

Preparing & Practicing

AFTER

Fielding Questions

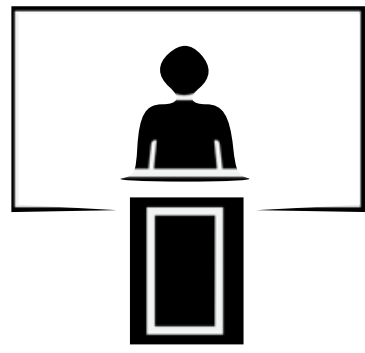


DURING

Giving your talk

CLOSURE

Following-up



“HOW” OF RESEARCH TALKS

BEFORE

Preparing & Practicing

AFTER

Fielding Questions



DURING

Giving your talk

CLOSURE

Following-up

PRACTICE, PRACTICE, PRACTICE

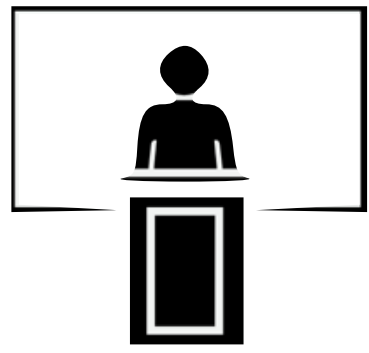
Start early

Create a “talk script”

Watch yourself



He took every opportunity to practice his talk.



“HOW” OF RESEARCH TALKS

BEFORE

Preparing & Practicing

AFTER

Fielding Questions

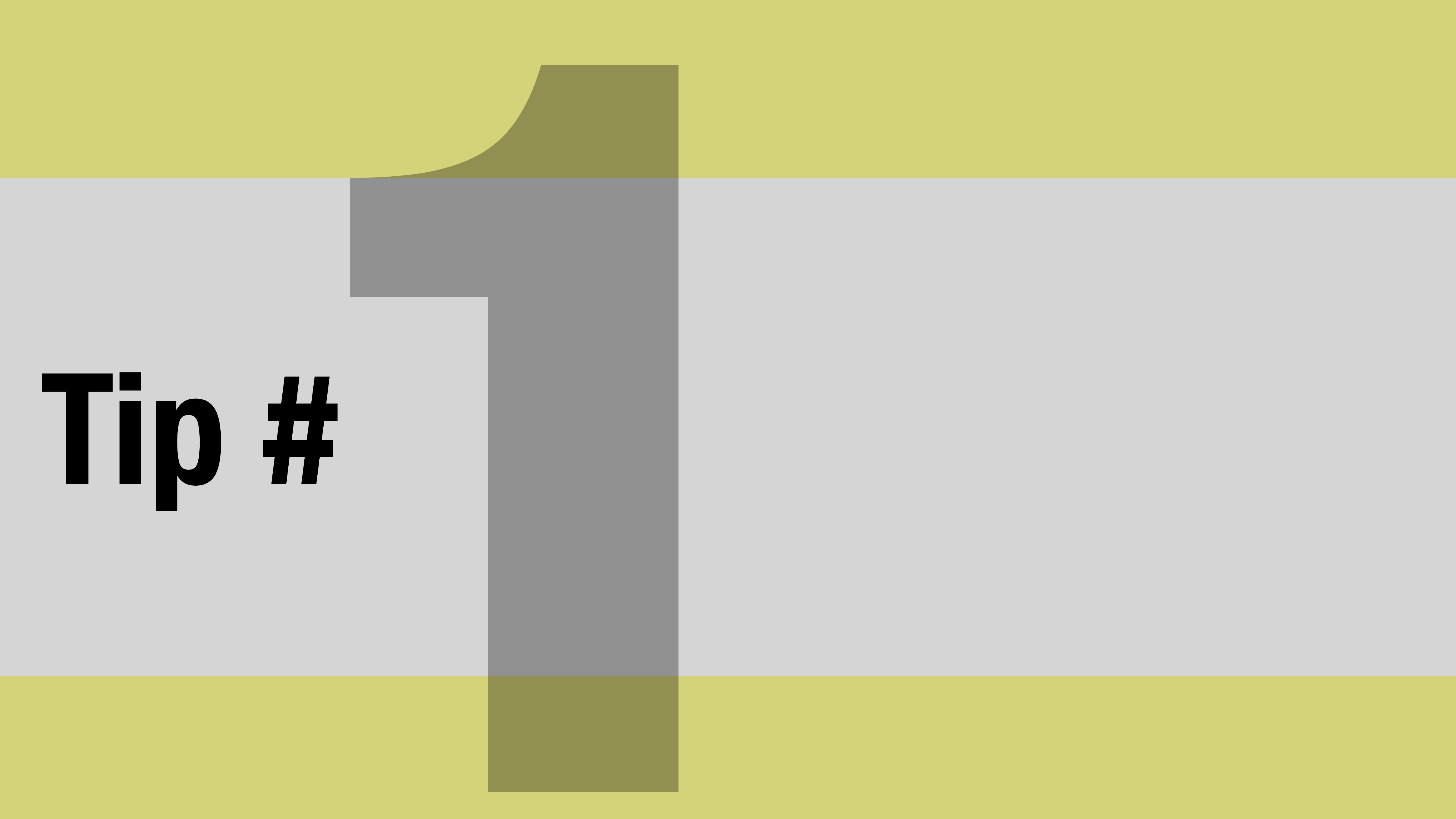


DURING

Giving your talk

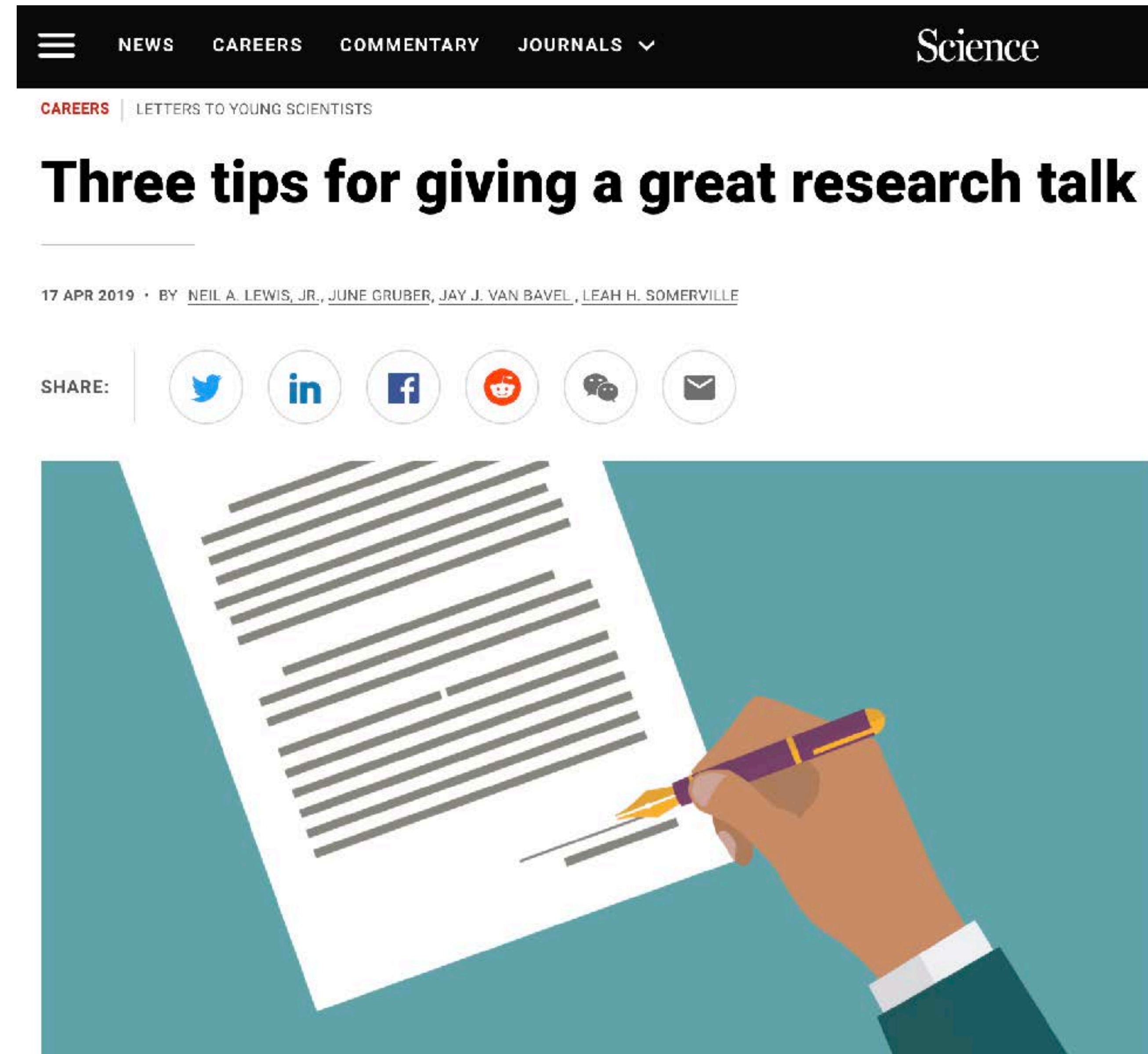
CLOSURE

Following-up



Tip #

“When people take time out of their busy day to listen to us speak, we owe it to them to ensure that they get something out of it.”





Leah Somerville
Harvard University



Neil Lewis, Jr.
Cornell University



Jay Van Bavel
New York University



William Cunningham
University of Toronto







Science


NEWS CAREERS COMMENTARY JOURNALS

CAREERS LETTERS TO YOUNG SCIENTISTS

Three tips for giving a great research talk

17 APR 2019 • BY NEIL A. LEWIS, JR., JUNE GRUBER, JAY J. VAN BAVEL, LEAH H. SOMERVILLE

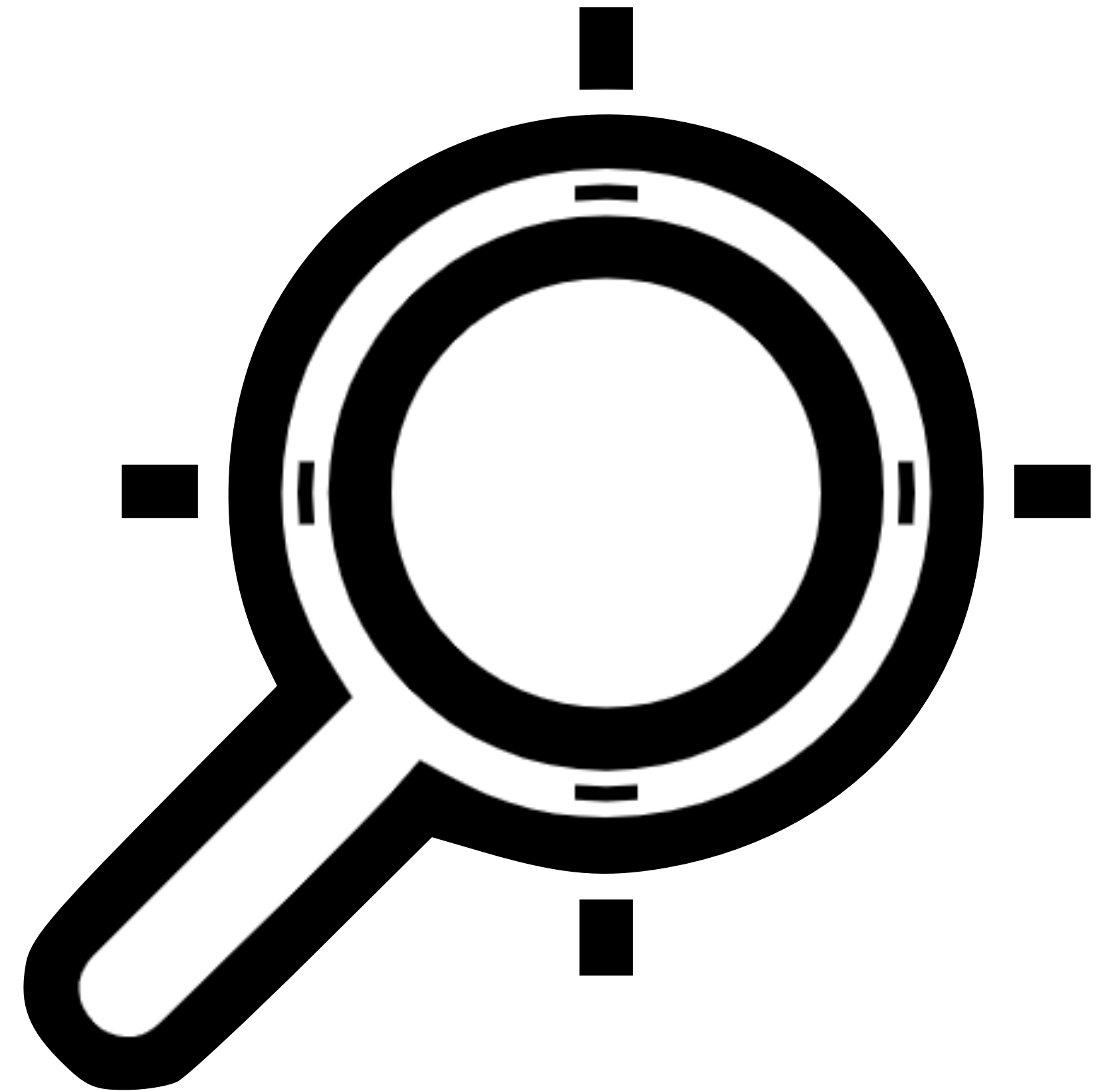
SHARE:      



FIND A CENTRAL FOCUS

Ask yourself

1. What should the audience leave with after hearing you speak? ***(1 sentence)***
2. What is something they didn't know before your talk?
3. How much can they remember? ***(3 things)***



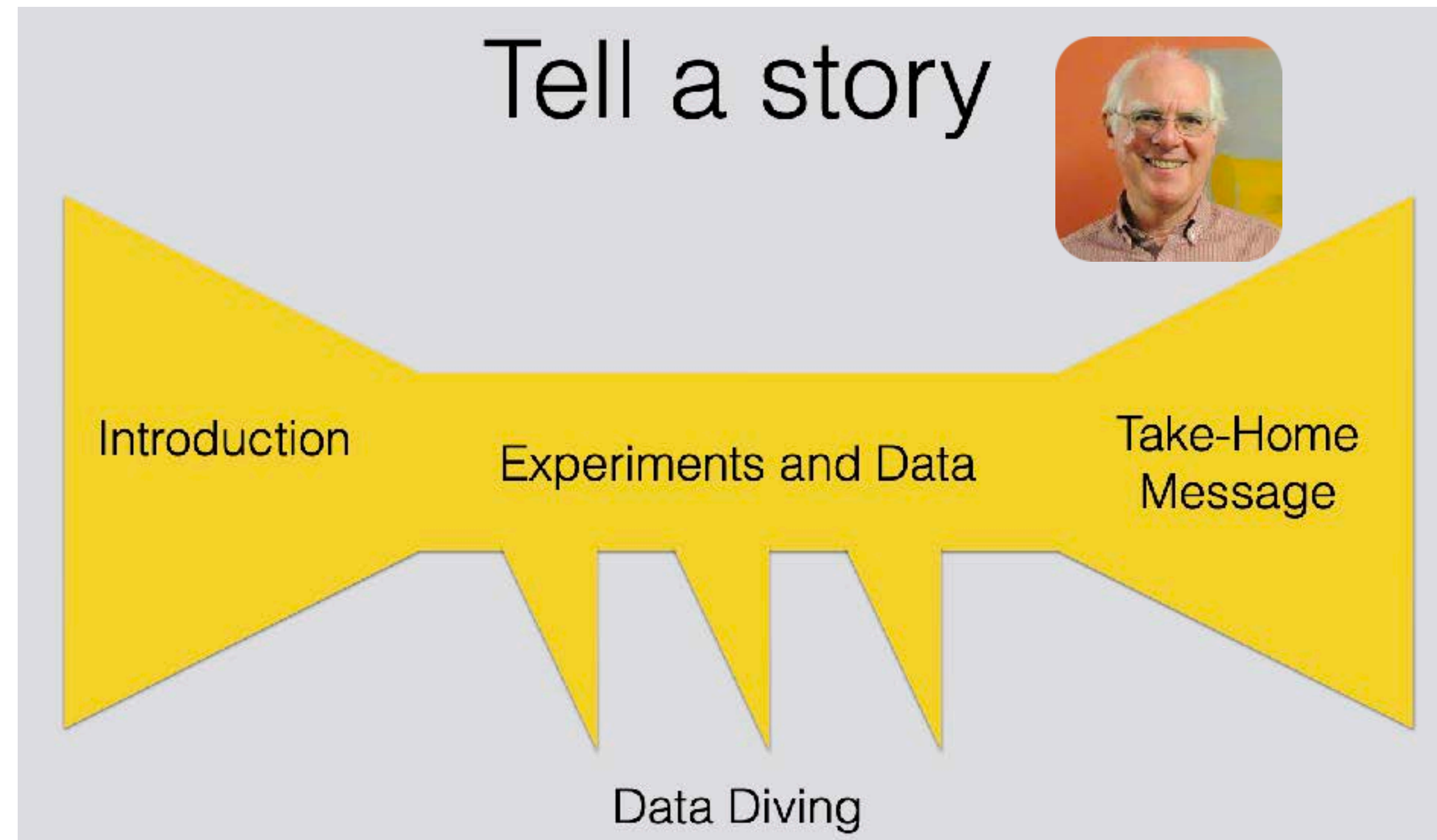
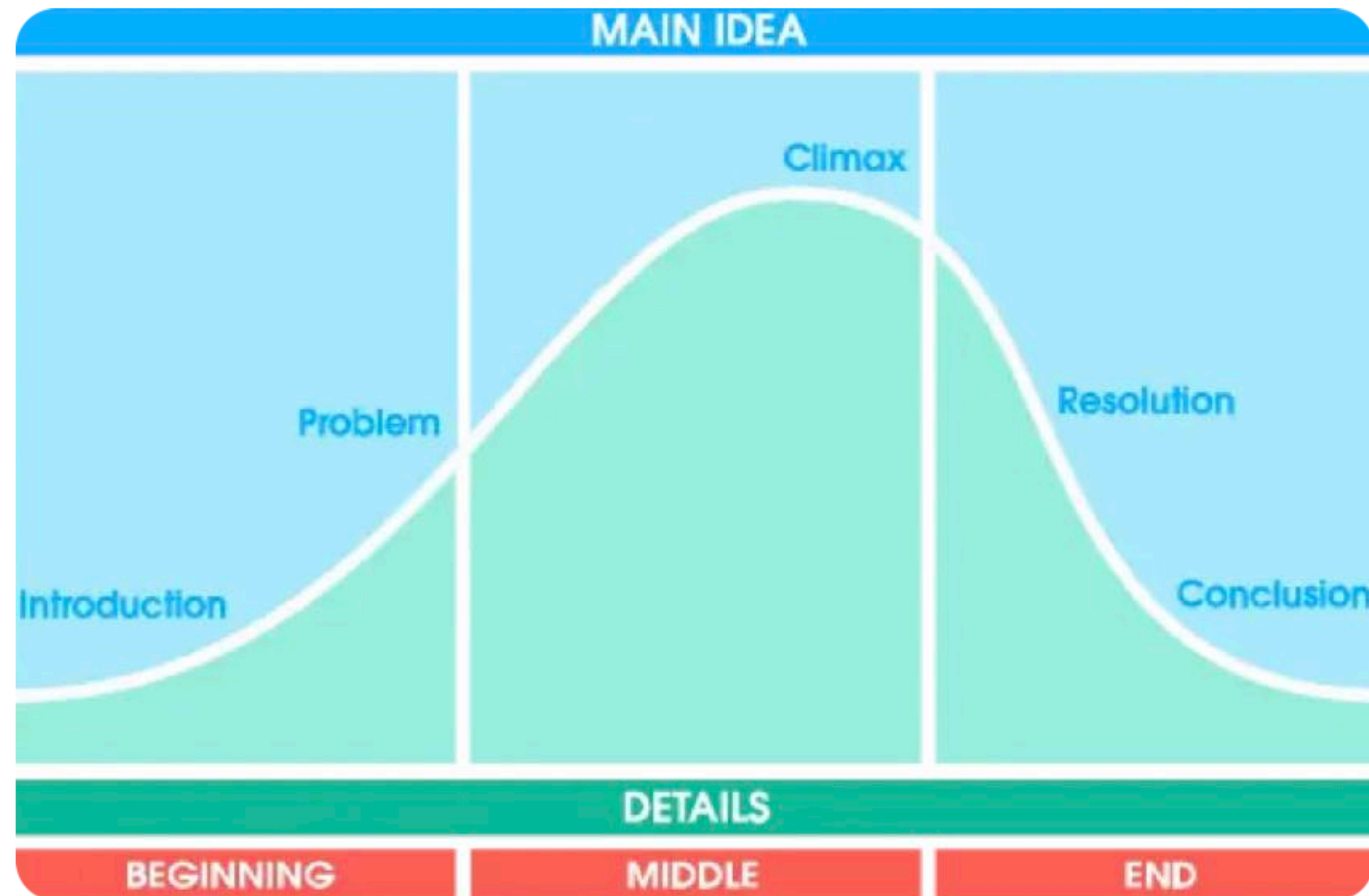
Tip #



TELL A STORY

Science can also be a form of storytelling

3 parts: Beginning, Middle and End





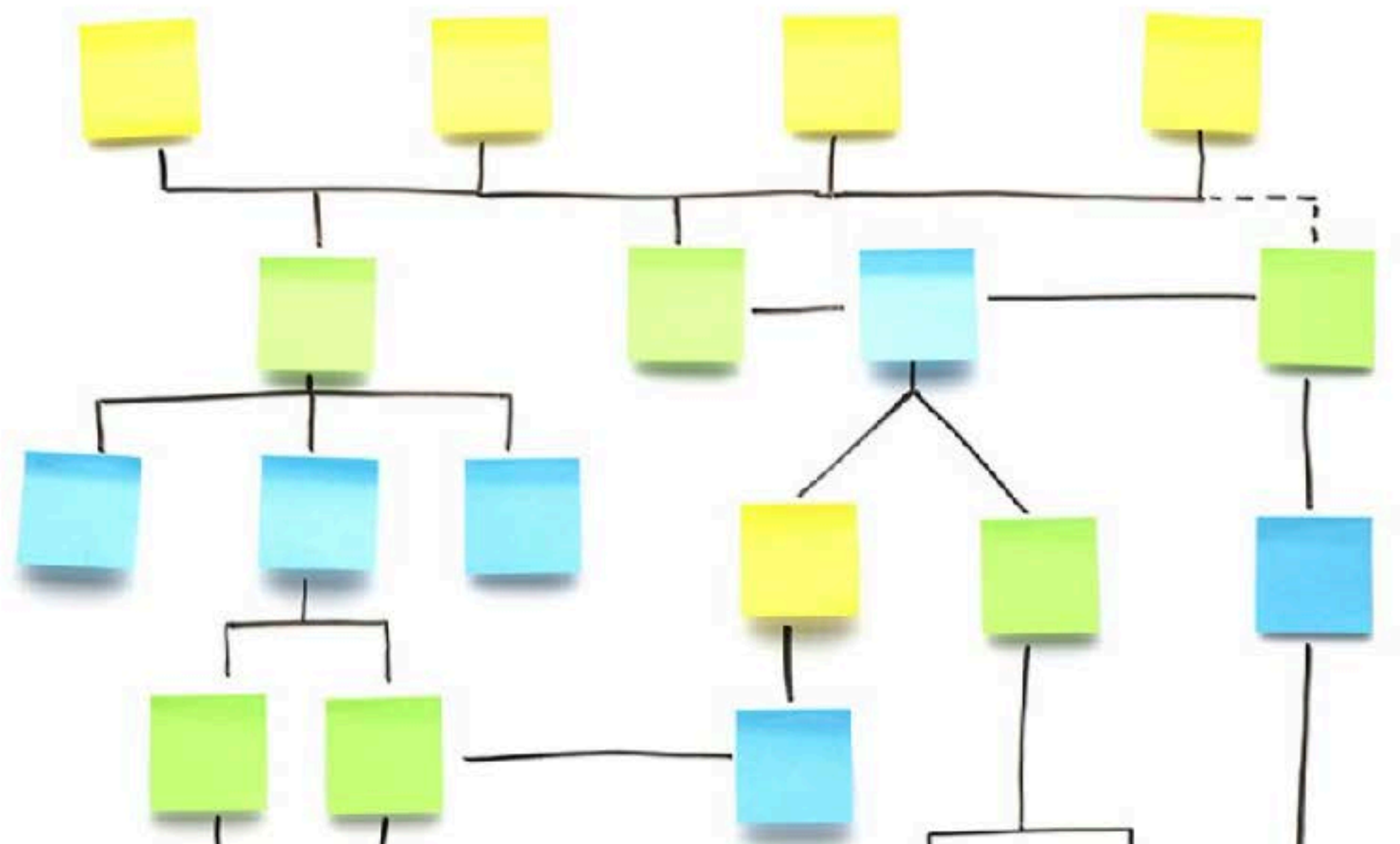
[nature](#) > [career guide](#) > [article](#)

CAREER GUIDE | 01 December 2021

How to tell a compelling story in scientific presentations

State your main finding in your title, and don't forget to use the word 'but', says Bruce Kirchoff.

[Bruce Kirchoff](#) 



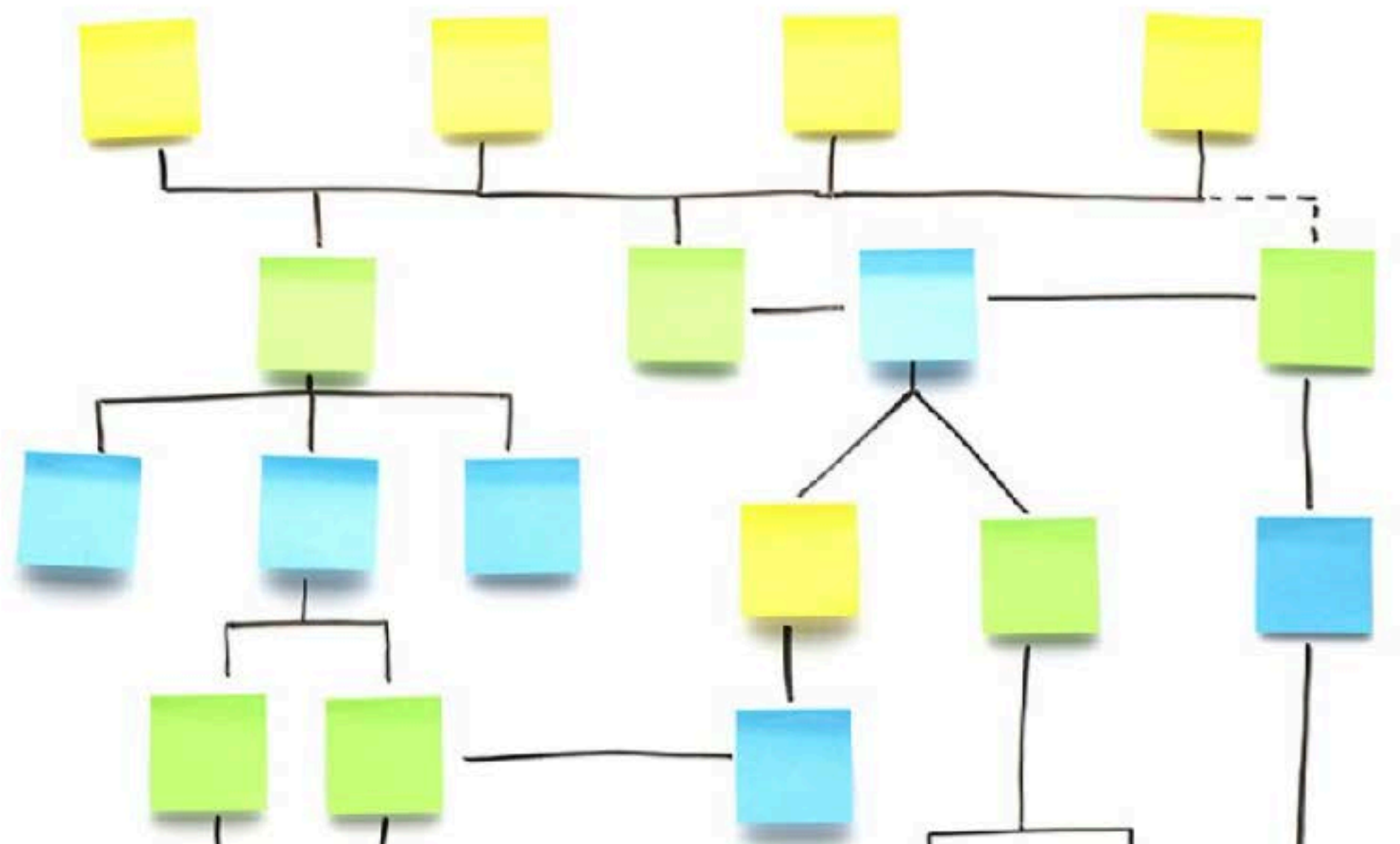


CAREER GUIDE | 01 December 2021

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[Bruce Kirchoff](#)



1.State main findings in the title

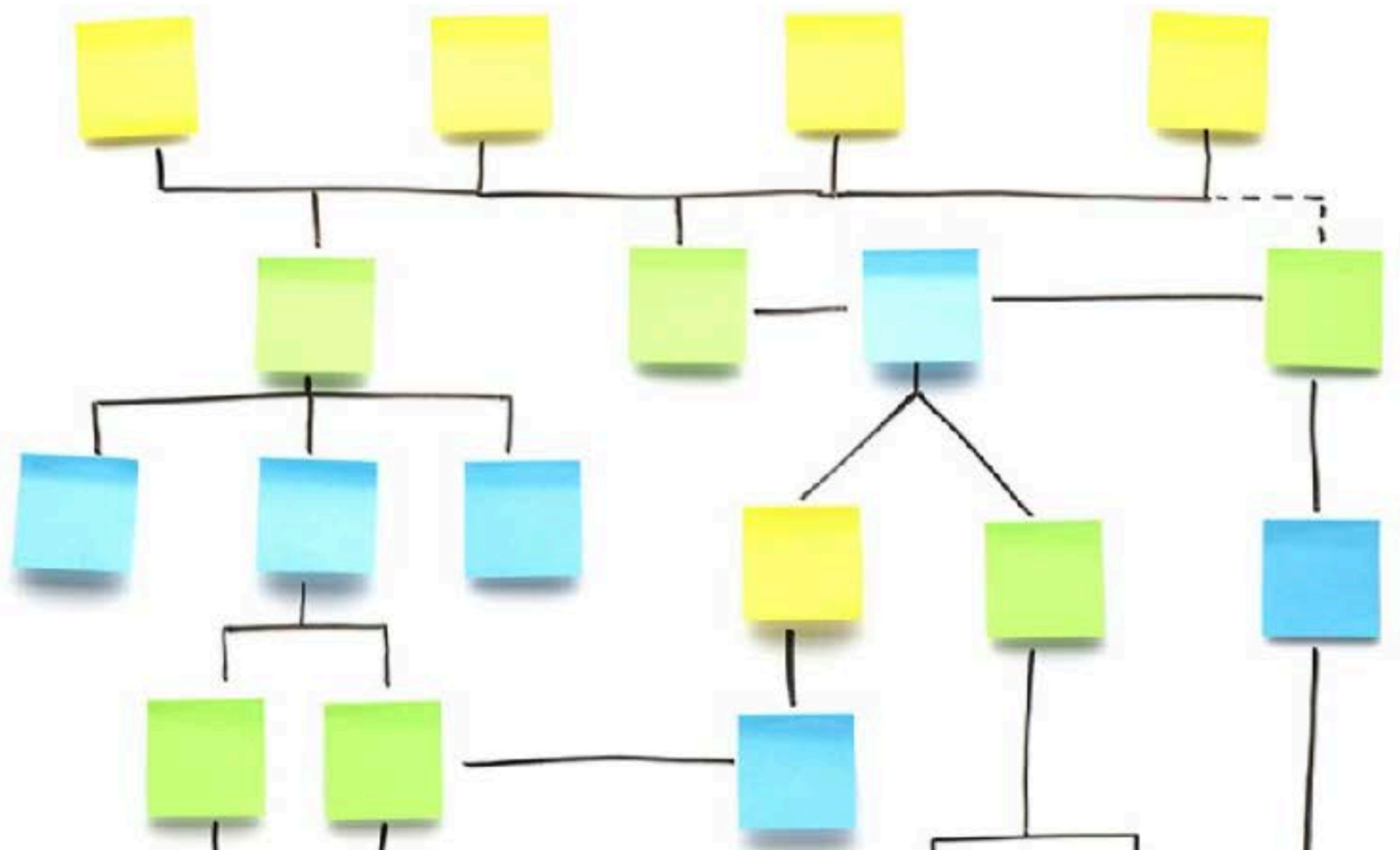
- Get to the point
- Just tell your audience what you found!



How to tell a compelling story in scientific presentations

State your main finding in your title, and don't forget to use the word 'but', says Bruce Kirchoff.

[Bruce Kirchoff](#)



1. State main findings in the title

- Get to the point
- Just tell your audience what you found!

2. It's OK to use dramatic effect

- Using 'but' is a powerful tool for scientists

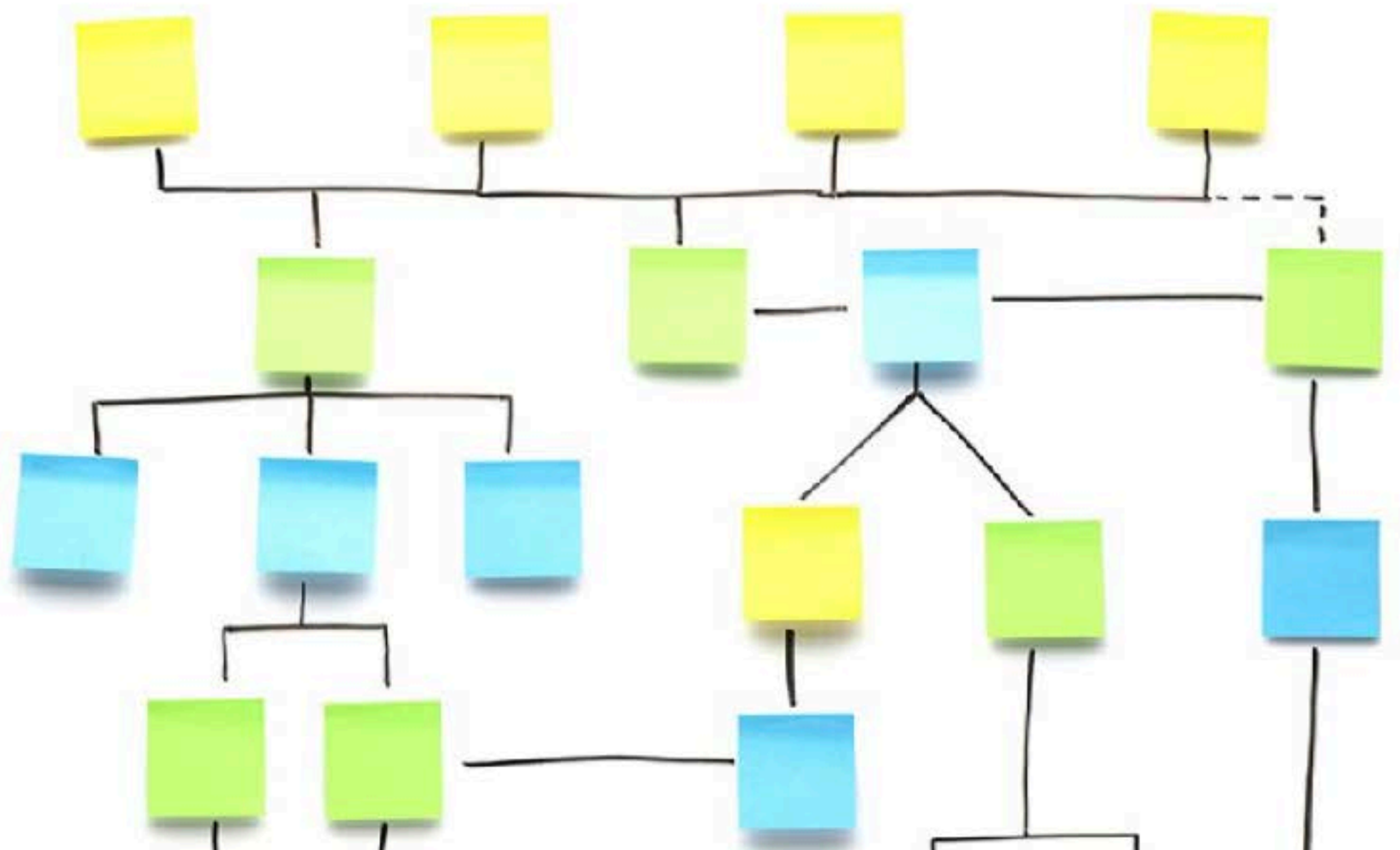
“Coronaviruses have developed a variety of mechanisms to repress host messenger RNA translation and to allow the translation of viral mRNA and block the cellular immune response. **But a comprehensive picture of the effects of SARS-CoV-2 infection on cellular gene expression is lacking.** Therefore, we combine RNA sequencing, ribosome profiling and metabolic labelling of newly synthesized RNA to comprehensively define the mechanisms that are used by SARS-CoV-2 to shut off cellular protein synthesis.”



How to tell a compelling story in scientific presentations

State your main finding in your title, and don't forget to use the word 'but', says Bruce Kirchoff.

[Bruce Kirchoff](#) ✉



1. State main findings in the title

- Get to the point
- Just tell your audience what you found!

2. It's OK to use dramatic effect

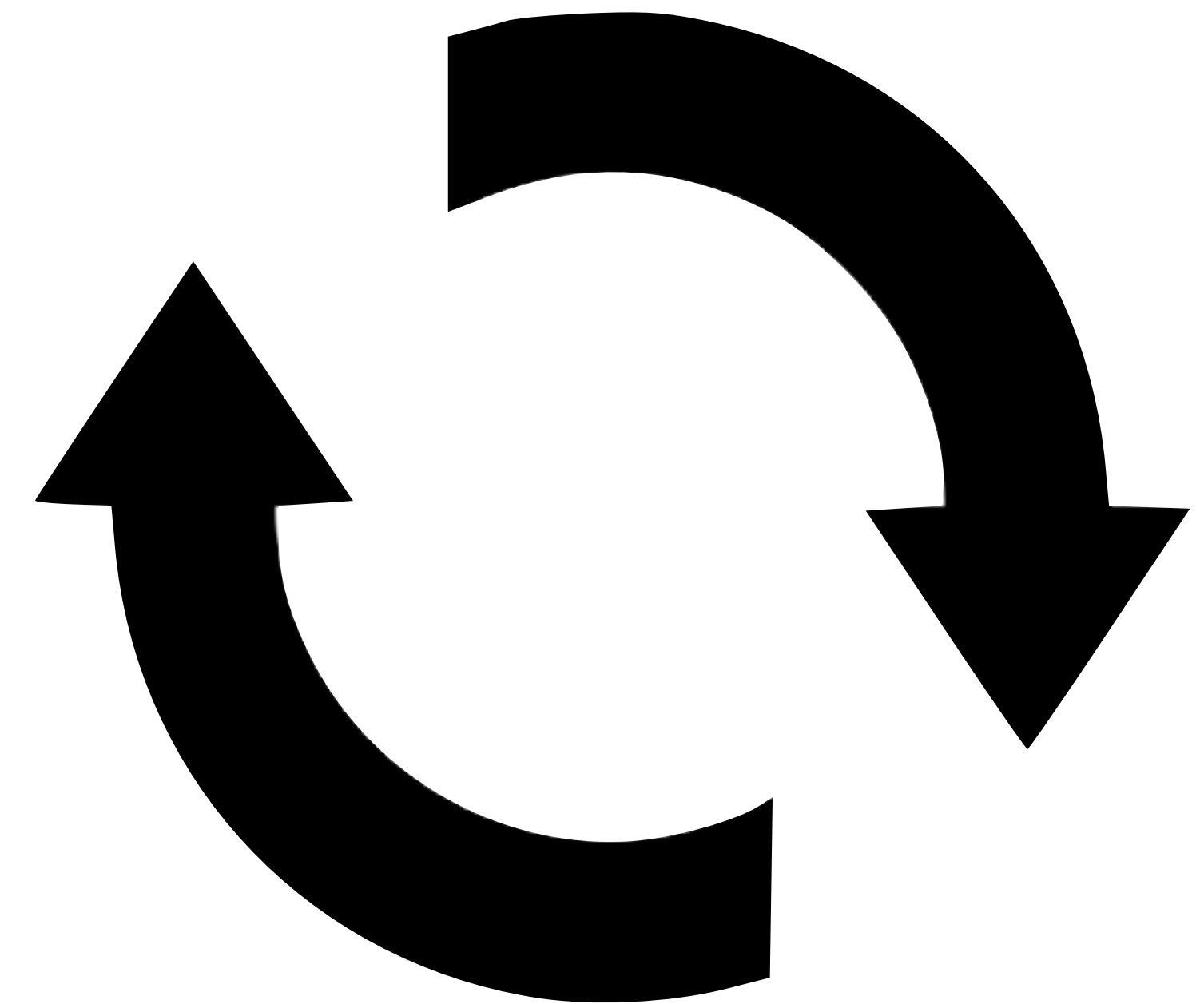
- Using 'but' is a powerful tool for scientists

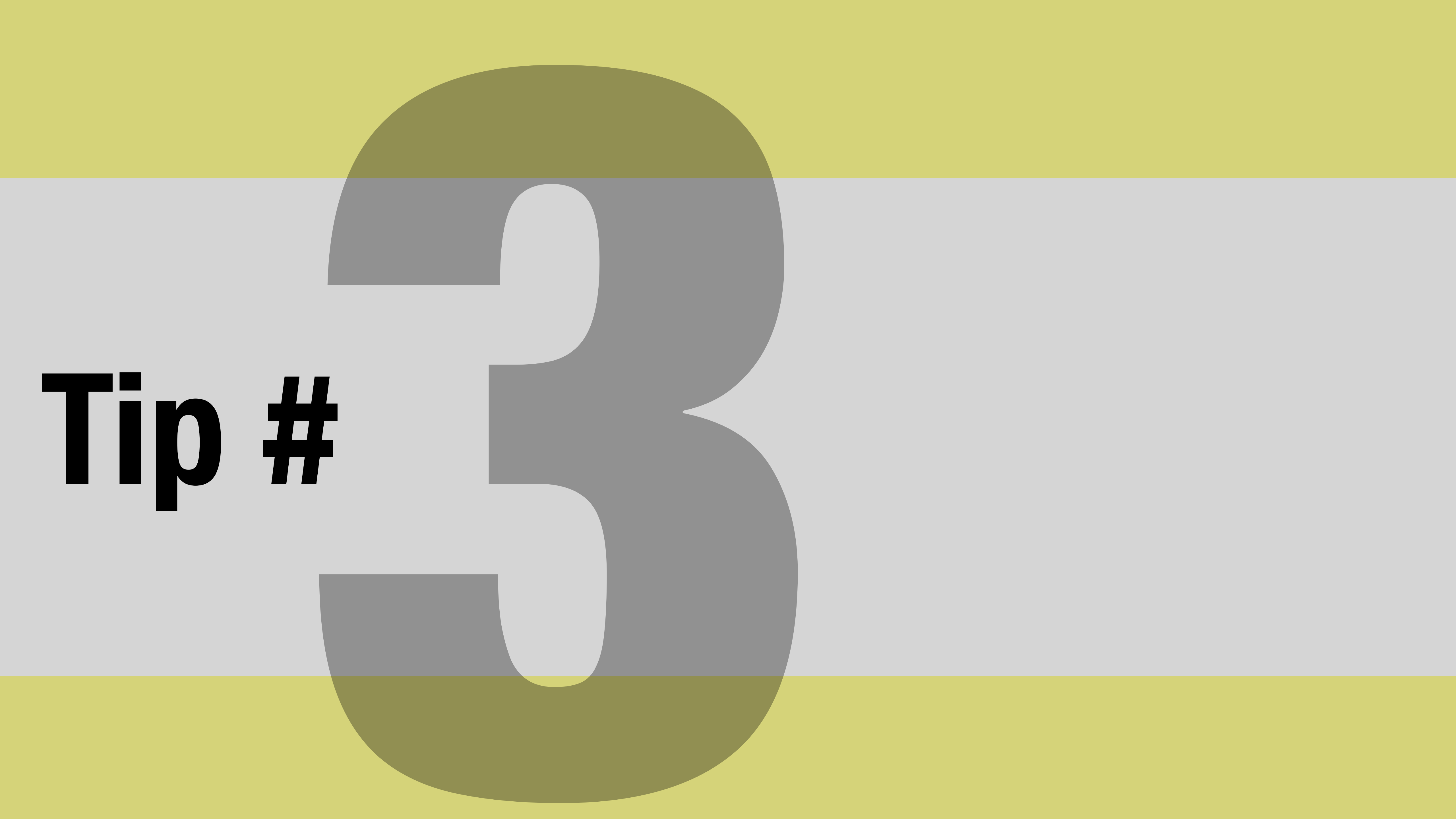
3. Use the power of contradiction

- Helps maintain audience engagement

Problem & Solution Cycle: The Tie that Binds?

1. Present 1st results
2. Introduce a **problem** that still remains
3. Provide **solution** with 2nd results
4. Introduce next **problem** arising
5. Present 3rd that are a **solution** to problem
6. Continue in a 'problem and solution' cycle
7. End: restating main findings and how results reveal this

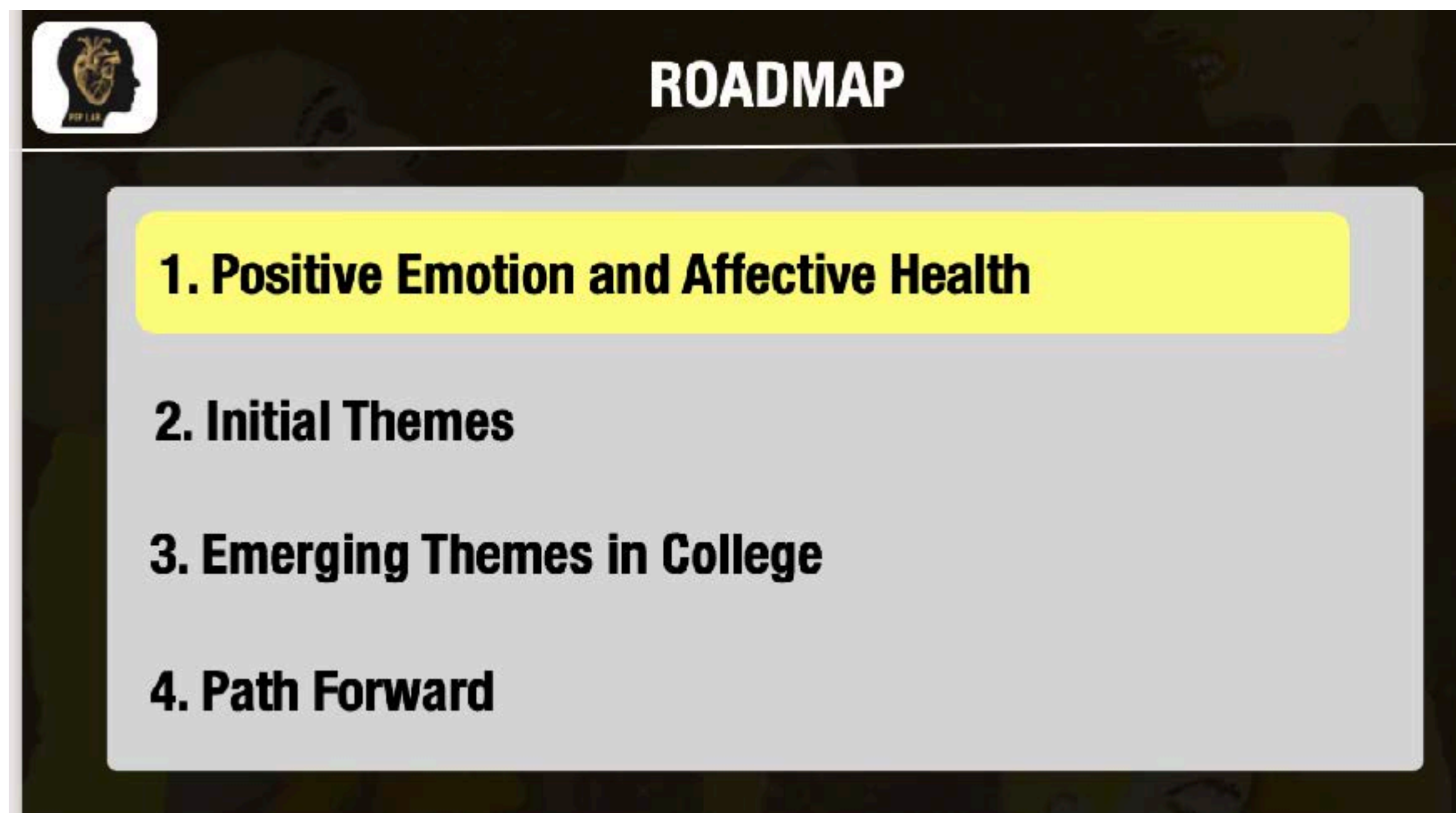




Tip #

BEGIN & END WITH A ROADMAP

- Give audience clear structure of what you're covering and in what order
 - Guide them through each step of your talk, revisiting roadmap slide
- Background (past work), Current work (details), Next steps



REMEMBER TO HAVE A TAKE-AWAY SLIDE

Remind audience at end what they should have learned

TAKE-AWAY

SIZE: Positive emotion intensity in moderation, not maximization



SITUATION: Context-sensitivity of positive emotion key
(not all the time, nor in every context)

SPECIFICITY: Consider specificity of positive emotion
(not all positive emotions uniform: high vs low arousal, self vs other focus)

Tip #



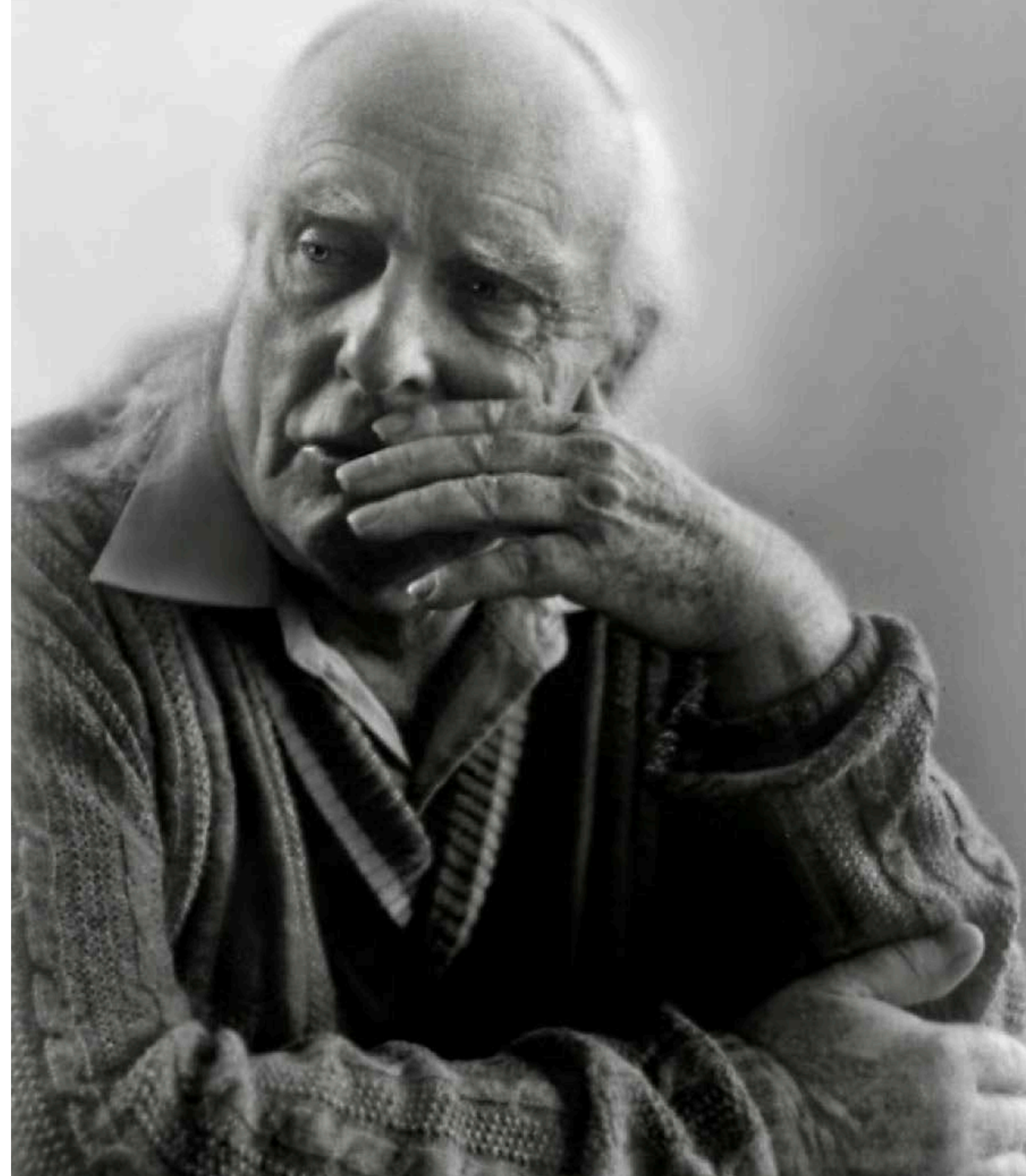
BE CLEAR

-Paul Grice “Conversational Maxims”

MAXIM OF MANNER:

Be clear and perspicuous.

Avoid ambiguity and obscurity.



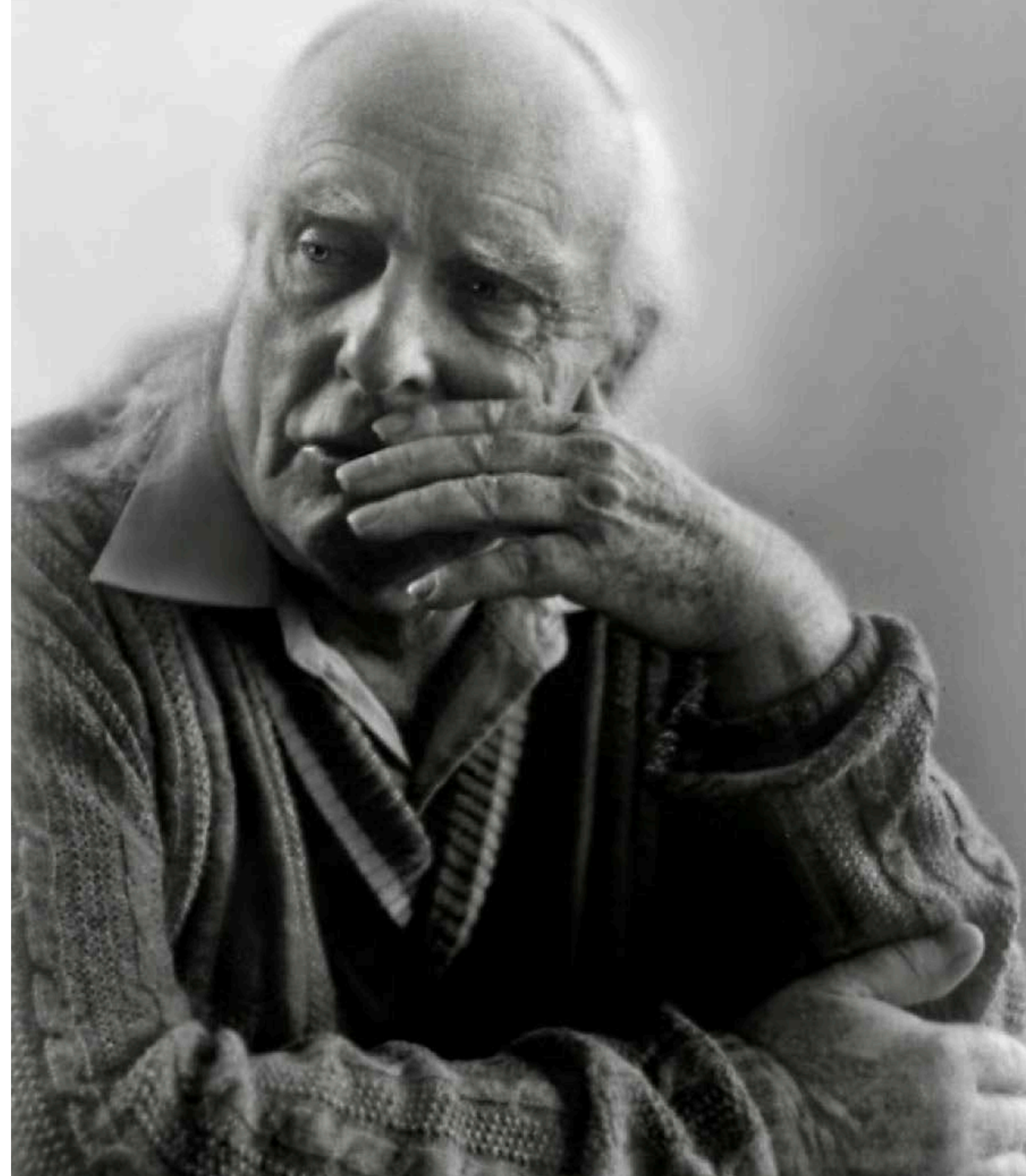
BE CLEAR

Minimal words on slides:

No full sentences!

Avoid jargon

Make 3-4 points **max.** per slide



Tip #



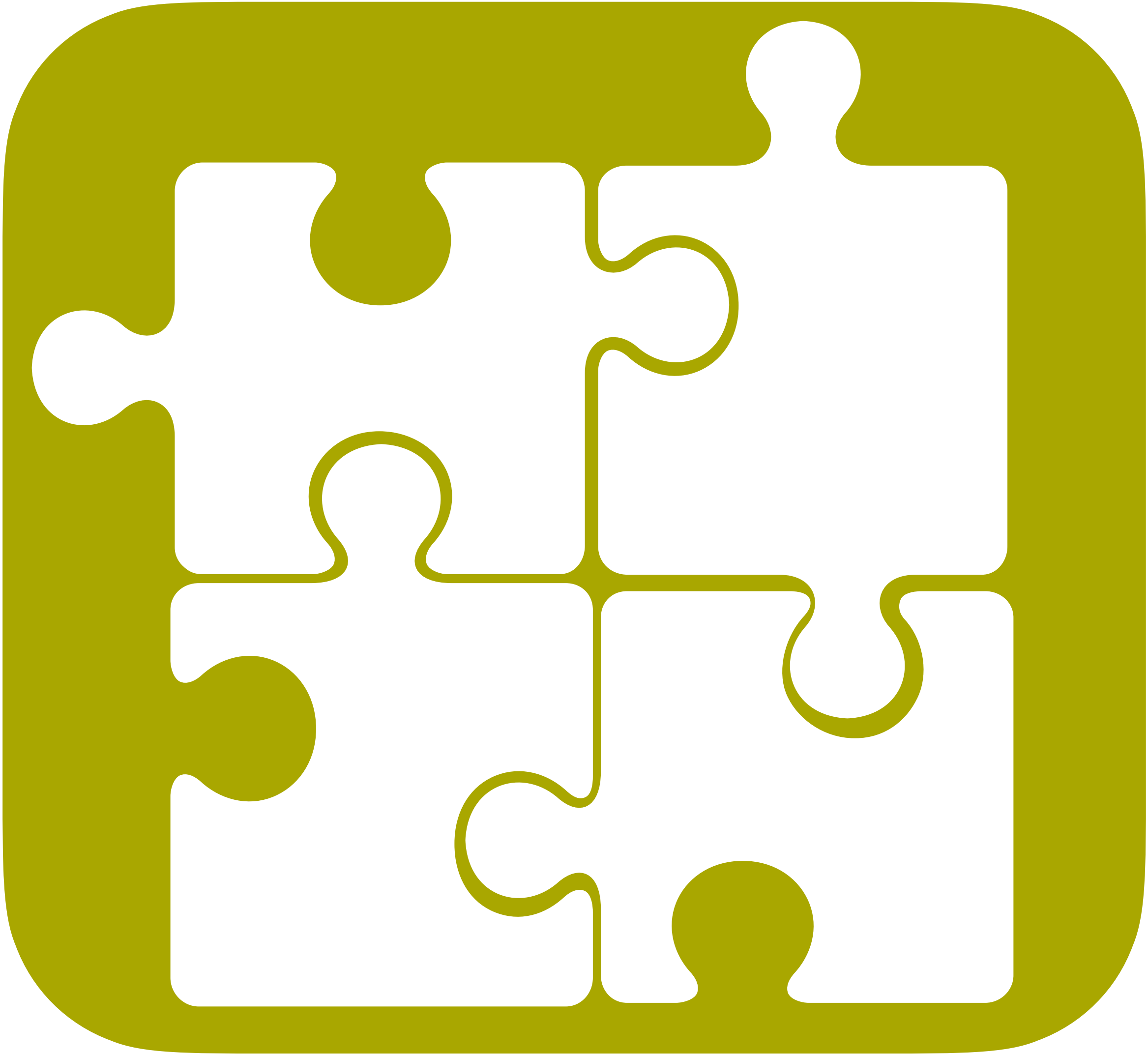
MIND THE VISUAL EFFECTS

- Color contrast can help: black-white or white-black
- Font matters: Helvetica neue, Arial, ARS Marquette Pro
- Use simple visual diagrams or images: www.thenounproject.com
- It's ok to have fun**

EMPIRICAL PUZZLES

Puzzle 1

Title



Puzzle 2

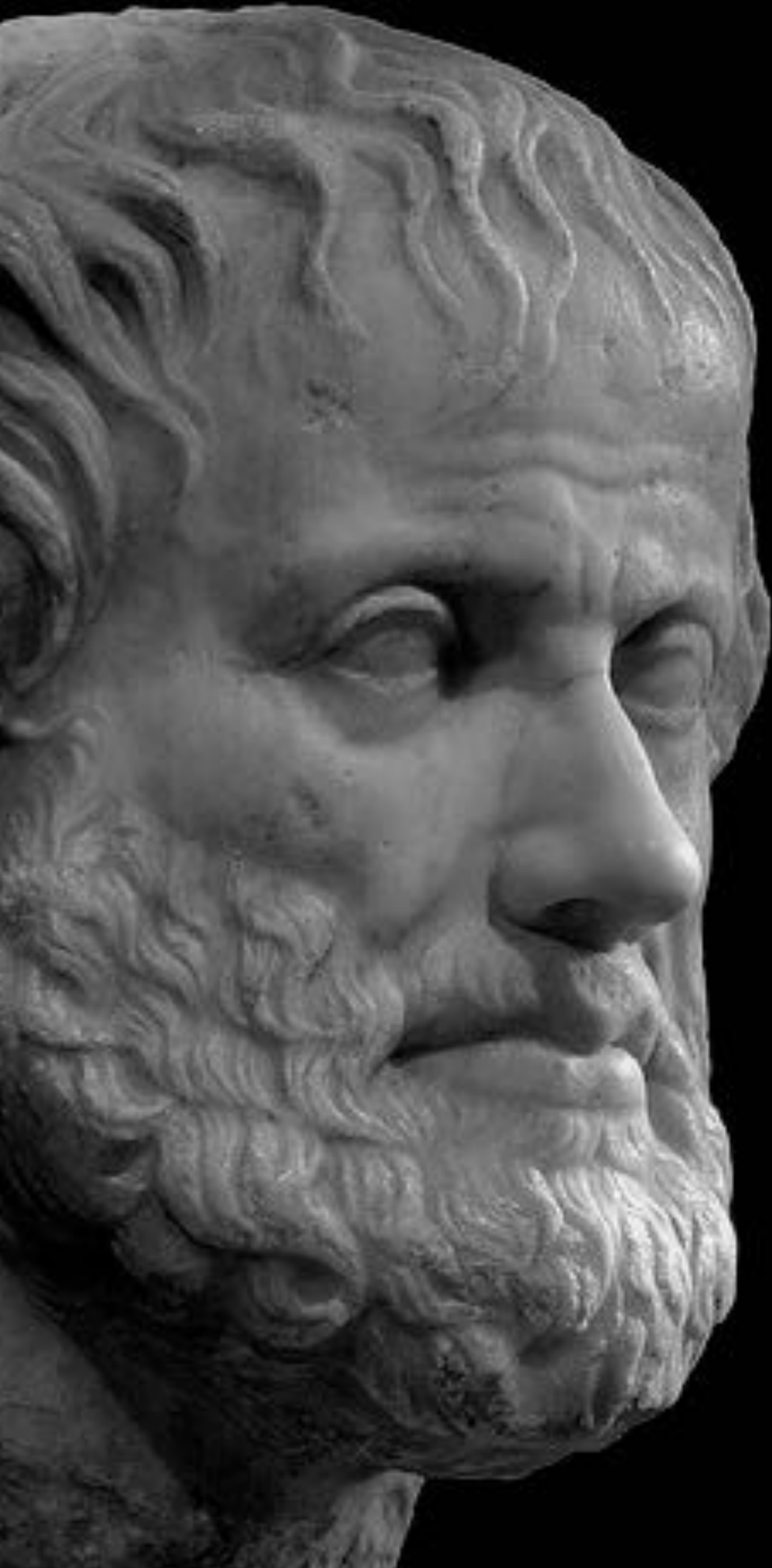
Title

Puzzle 3

Title

Puzzle 4

Title



“Getting angry or sad is easy and anyone can do it; but doing it... in the right amount, at the right time, and in the right way is not easy, nor can everyone do it.”

- ARISTOTLE, Nicomachean Ethics, 11.9, 1109a27

Negative:

Anger, Fear,
Disgust, Sadness

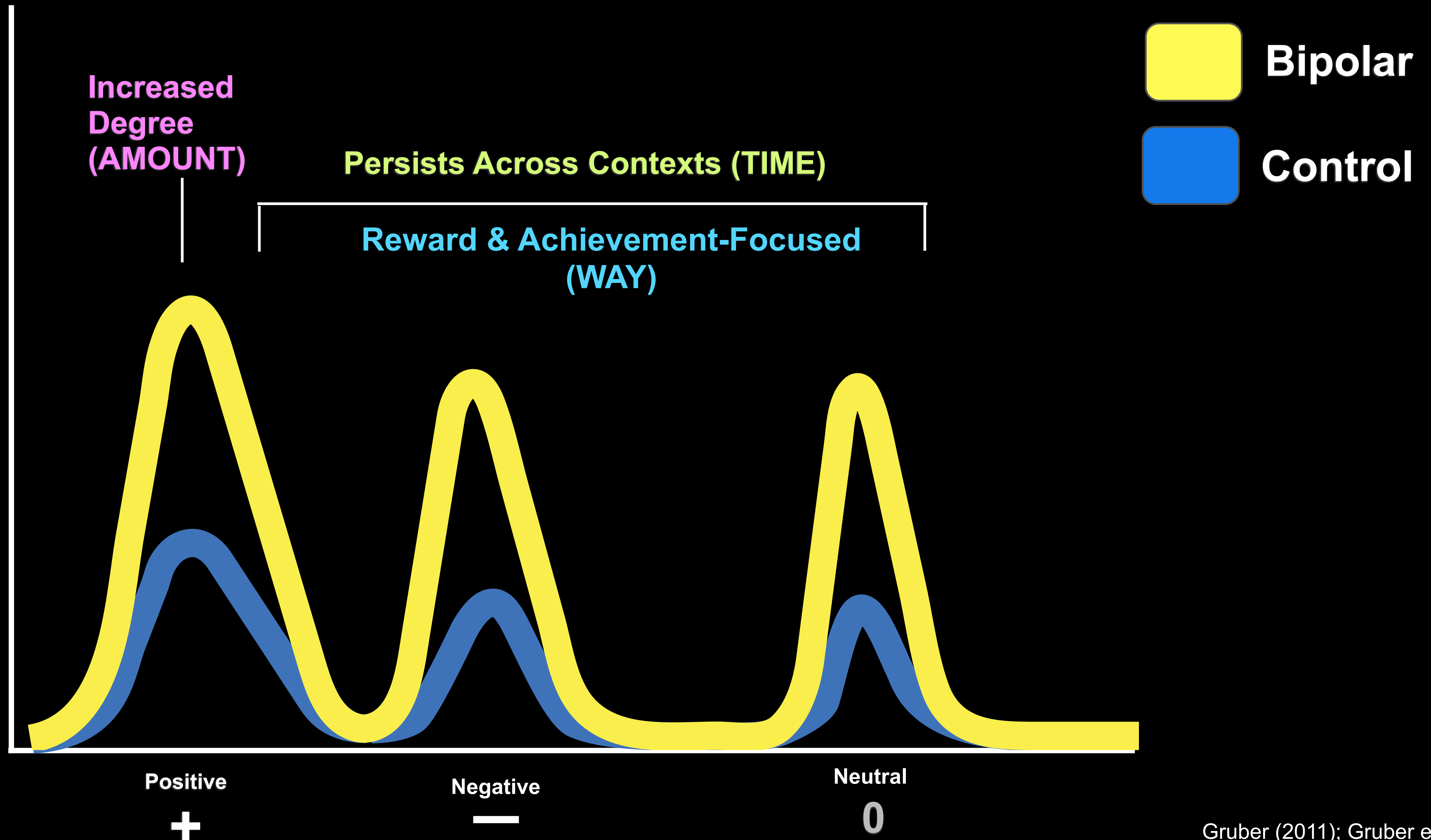
Positive

Love, Gratitude,
Awe

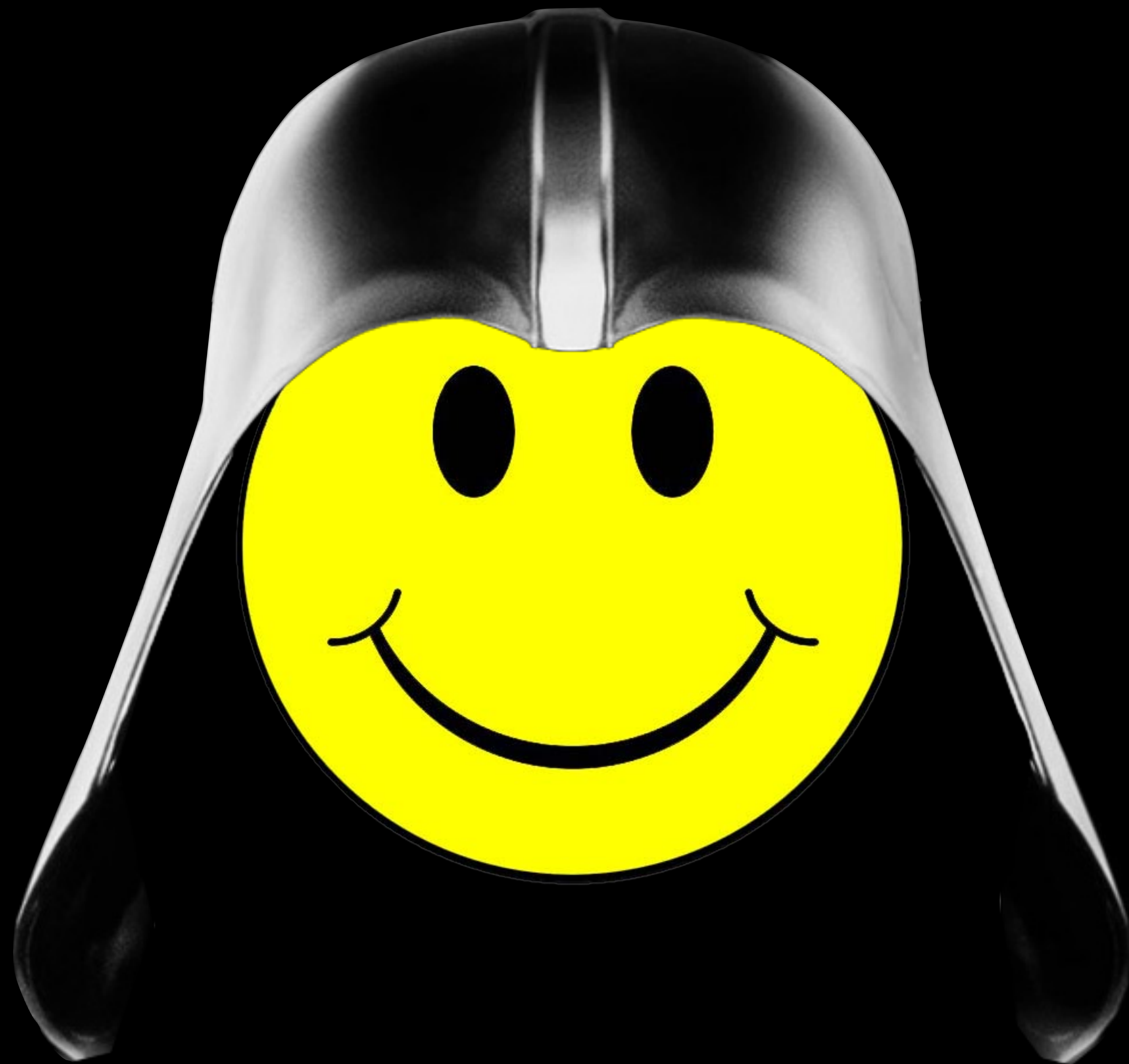


What emotion is this person expressing?

POSITIVE EMOTION PERSISTENCE





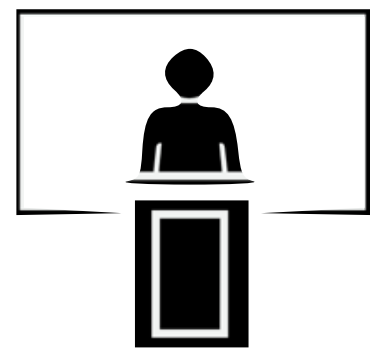


USE CAUTION

- Avoid too many or similar color fonts on color backgrounds
- Use special effects sparingly!

**avoid
fire**

**go easy on
outer space**



“HOW” OF RESEARCH TALKS

BEFORE

Preparing & Practicing

DURING

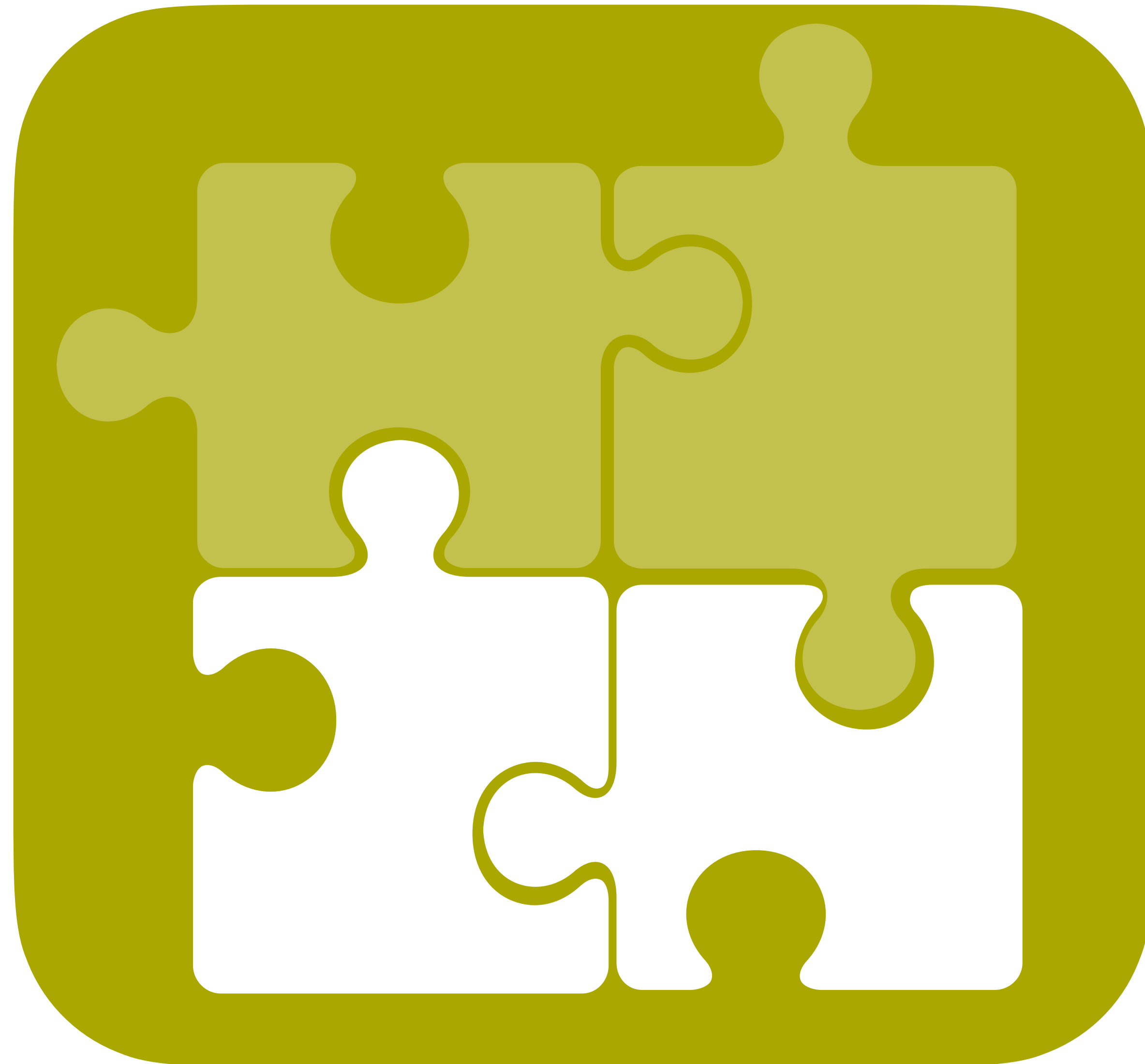
In the moment

AFTER

Fielding Questions

CLOSURE

Following-up



QUESTION & ANSWER (Q&A) MATTERS

All questions are good questions
(show them how you think)

Be honest

Be humble



REMEMBER & ACKNOWLEDGE OTHERS

Science is collaborative discipline



Project Collaborators



Gerald Young



Iris Mauss



Jessica Borelli



Robin Nusslock



Liam Mason



Robb Rutledge



Ellen Jopling



Joelle LeMoult



Shanmukh Kamble



Stevi Ibonie



Sarah Holley



Jade Munsinger



Daniel Moriarty



Lauren Alloy



Ben Bullock



Jennifer Pfeifer



Gregory Strauss



Jay Van Bavel



Cynthia Villanueva



Lauren Weinstock



Amie Okuma



Sarah Hagerty
CU Boulder (Grad)



Nichole Barger
CU Boulder (EBIO)



Javan Carter
CU Boulder (Grad)



Scott Taylor
CU Boulder (EBIO)

MENU

nature
International journal of science

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CORRESPONDENCE

14 NOVEMBER 2018

Written lab agreements improve mentoring

Sarah Hagerty, Nichole Barger, Scott Taylor, Javan Carter & June Gruber

We suggest that written lab agreements on best practices help to improve mentoring of students and trainees (see also [Nature 561, 7; 2018](#)).

Such agreements focus on the responsibilities of mentor and trainee, on facilitating communication between them and on their mutual expectations in matters including availability, contributions to lab life,

PDF

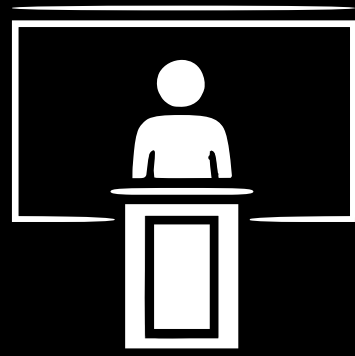
RELATED

Savvy le science

EMAIL FOLLOW-UPS

Following up with audience about questions and conversations



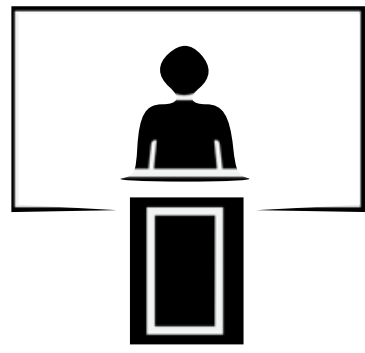


ROADMAP

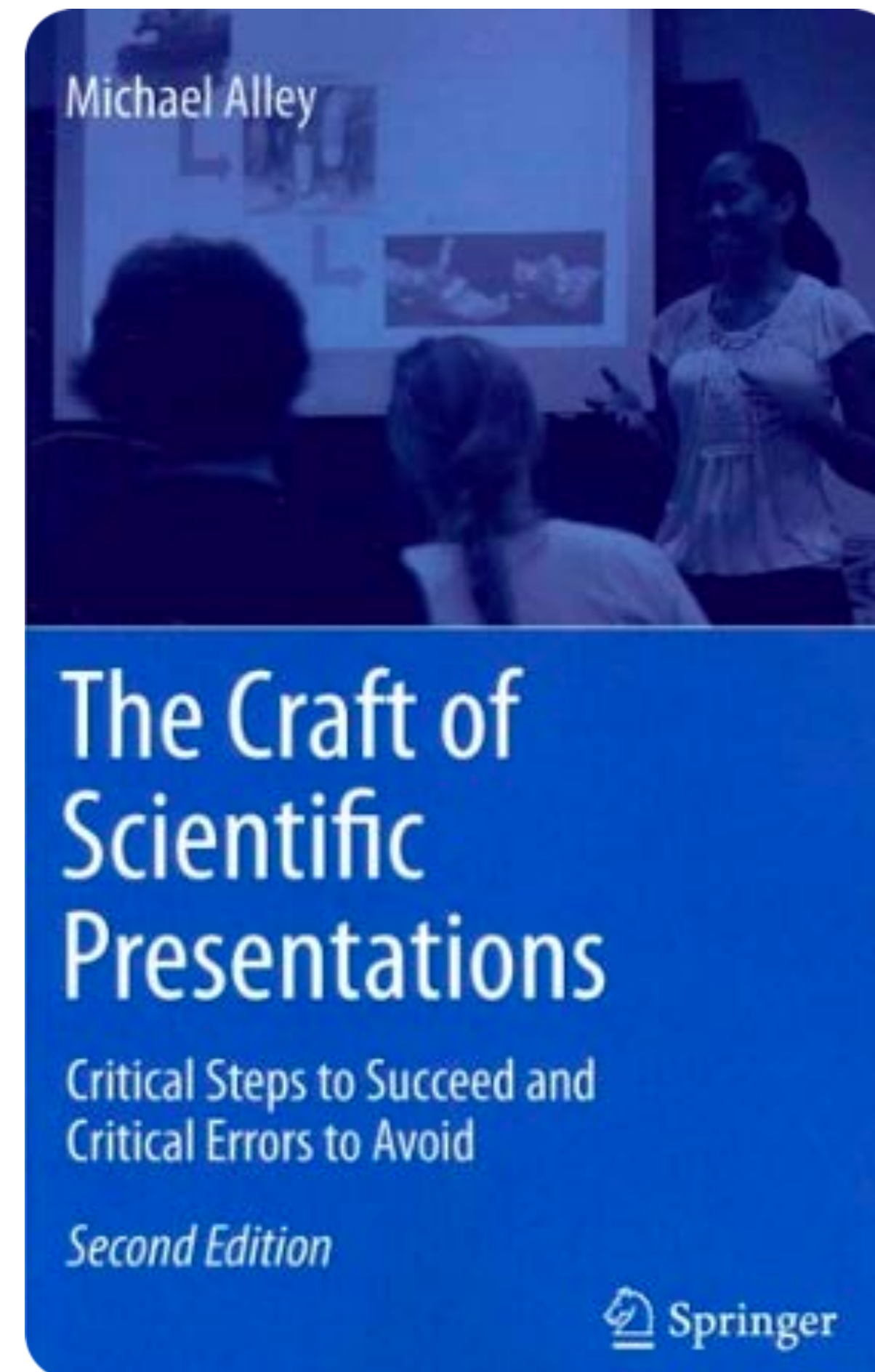
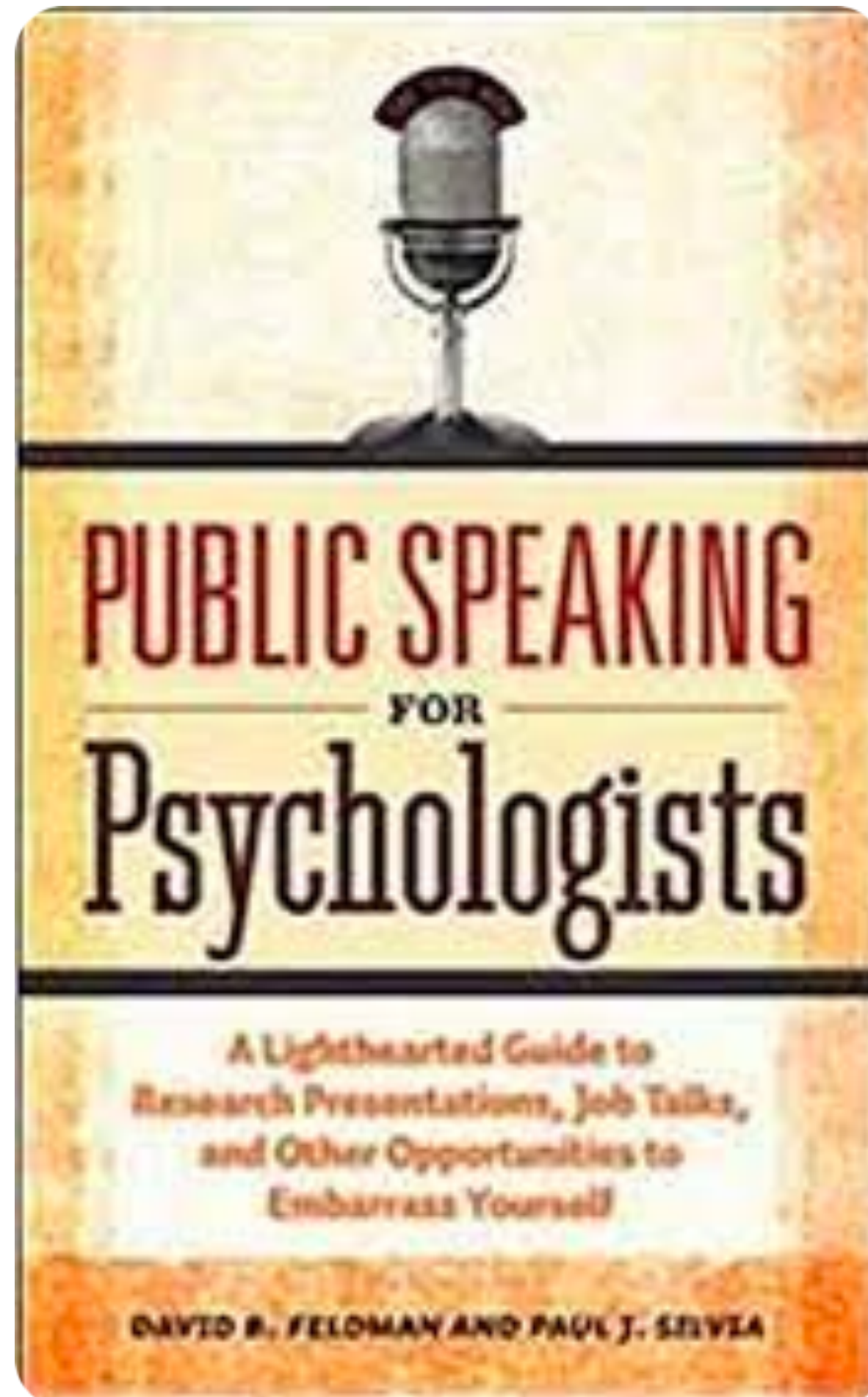
WHAT is a research talk?

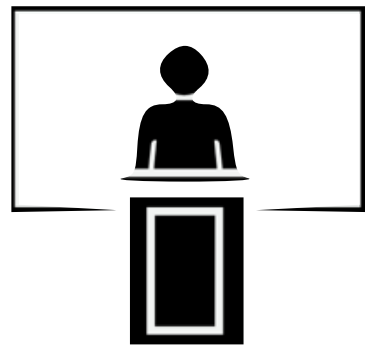
HOW do I give one?

WHERE can I learn more?



Read More





Watch More



Dacher Keltner
UC Berkeley

Department Talks



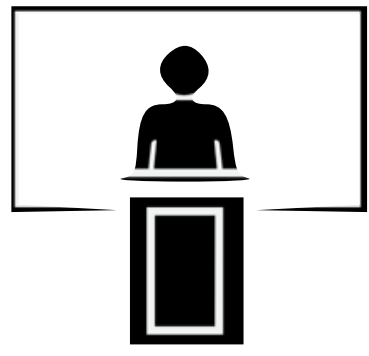
James Gross
Stanford University

Conference Talks



Jennifer Eberhardt
Stanford University

Public TED Talks



Ask More



Aaron Fisher
@aaronjfisher

Replying to @junegruber and @APA

I treat my talks like a jazz composition. It has an underlying structure, and even a melody to provide linearity, but the final realized form is improvised live. That gives the talk energy and vitality.



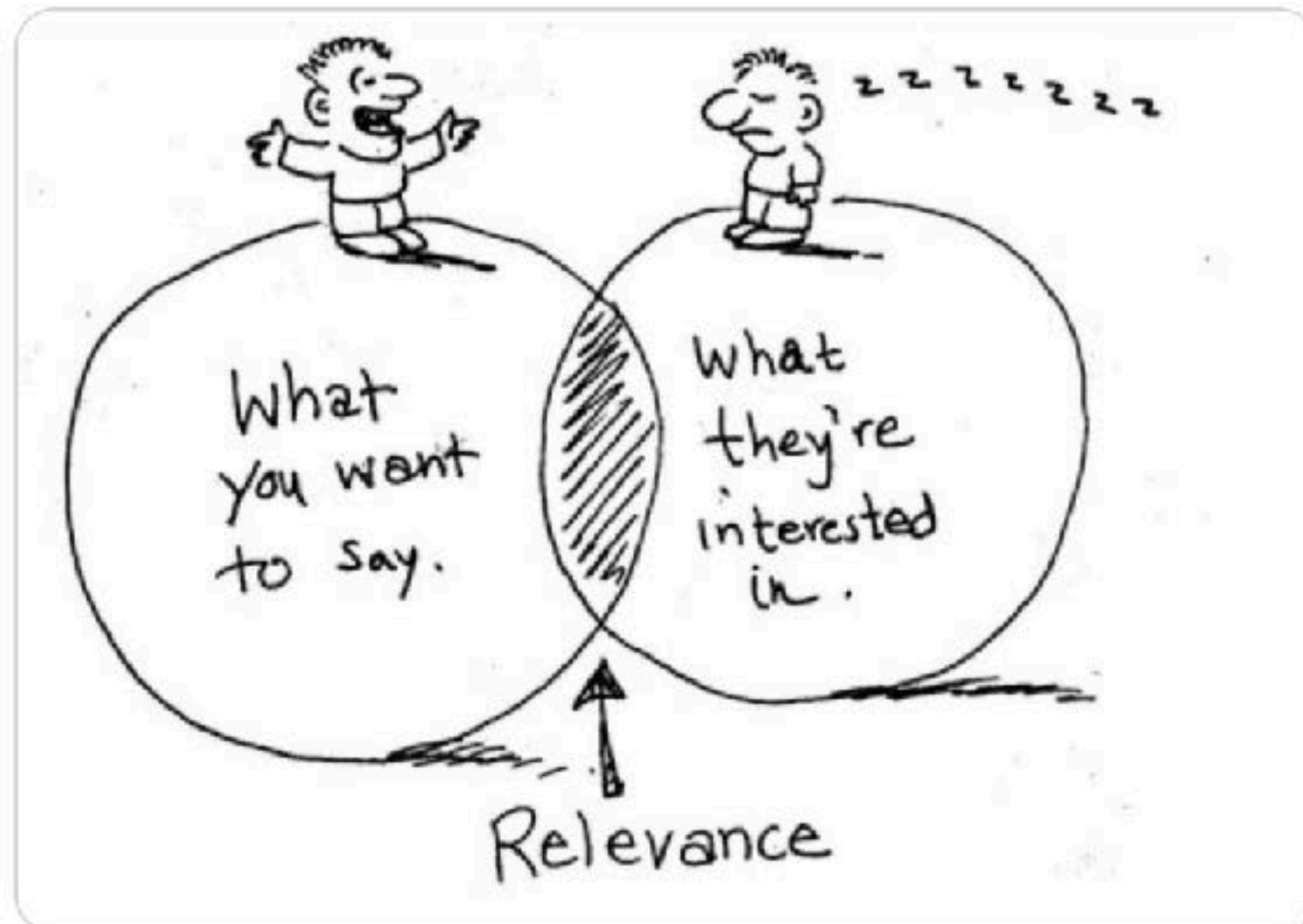
David Myers @DavidGMyers · 4h

Replying to @junegruber and @APA

Build slides...to focus attention where you want it, preventing reading ahead.



Dave Vago @dave_vago · 4h
Replying to @junegruber and @APA
Know your audience



Michael W. Kraus @mwkraus · Oct 16, 2014

Consider beta blockers! [#jobtalktips](#)



Dr Laura King 🌈 @KinglaKing · Oct 16, 2014

@SPSPnews @SocialPsych Fully expect your talk to be in the worst room possible. Bad lighting. Bad acoustics. It happens. [#jobtalktips](#)

“Do as I say, not as I do”

-JOHN SELDEN (c. 1654)



THANK YOU!



june.gruber@colorado.edu

www.gruberpeplab.com



<https://giving.cu.edu/fund/positive-emotion-psychopathology-pep-lab-gruber-gift-fund>