

Презентацията

Избрана библиография от колекциите на Библиотеката на НБУ

КЛЮЧОВИ ДУМИ:

На български език: презентация, видове презентация, визуална комуникация, език на тялото, говорни умения, актьорски умения

На английски език: presentation, types of presentation, visual communication, body language, speaking skills, acting skills

ДОКУМЕНТИ: книги, статии, видеа

ХРОНОЛОГИЧЕН ОБХВАТ: 1893 г. – 2019 г.

БИБЛИОГРАФСКИ ИЗТОЧНИЦИ:

1. Каталог на библиотеката на НБУ

ЕЛЕКТРОННИ РЕСУРСИ:

1. Alexander Street: Academic Video Online
2. Central and Eastern European Online Library (CEEOL)
3. EBSCO: Academic Search Complete
4. JSTOR
5. Leisure and Tourism
6. Sage Journals
7. Web of Science

КНИГИ

АЛЕКСАНДРОВА, Донка Иванова. *Основи на реториката*. София: Университетско издателство "Св. Климент Охридски", 2008. ISBN 9789540727424.

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Източник: Библиотечен каталог НБУ сигнатура 82 / А 513

БОТЕВА, Мариета. *Речник по реторика: 150 аргумента за оратора*. София: Парадигма, 2003. ISBN 954-9536-82-3.

Източник: Библиотечен каталог НБУ сигнатура С 82 / Б 701

ВАСИЛЕВ, Стефан Василев. *Лекционно майсторство*. София: Отечествен фронт, 1980.

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Източник: Библиотечен каталог НБУ сигнатура 82 / В 355

ГАЛО, Кармайн. *Говори като Тед: 9 тайни от водещи умове в света как да говорите пред публика*. Прев. Десислава БОШНАКОВА. б.м.: Рой Комюникейшън, 2016. ISBN 9789549335385.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 330 / Г 185

ГАЛО, Кармайн. *Презентирай като Стив Джобс: Как да бъдем невероятно успешни пред всяка аудитория*. Прев. Десислава БОШНАКОВА, Йоан ВАСИЛЕВ. б.м.: ROI Communication, 2012. ISBN 9789549335194.

[Съдържание](#)

Източник: Библиотечен каталог НБУ сигнатура 330 / Г 185

ГАЛО, Кармайн. *Тайните на разказването на истории: От лекторите на TED до легендарните имена в бизнеса - защо някои идеи успяват, а други – не*. Прев. Десислава БОШНАКОВА. София: Рой комюникейшън, 2017.

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Източник: Библиотечен каталог НБУ сигнатура 330 / Г 185

ГЕОРГИЕВА, Мара. *Български сценичен говор*. София: Наука и изкуство, 1951.

Източник: Библиотечен каталог НБУ сигнатура 792 / Г 371

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Източник: Библиотечен каталог НБУ сигнатура 82 / Д 497

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ЕБЕЛИНГ, Петер. *Реторика - пътят към успеха*. Прев. от нем. език Вяра АНГЕЛОВА. София: Планета-3, 2002. ISBN 9549926648.

Източник: Библиотечен каталог НБУ сигнатура 82 / Е 121

ЗАРЕЦКАЯ, Елена Наумовна. *Риторика: Теория и практика речевой коммуникации*. Москва: Дело, 1998. ISBN 5-7749-0114-9.

Източник: Библиотечен каталог НБУ сигнатура 82 / 72820

КАРНЕГИ, Дейл. *Как да придобием самоувереност и да влияем на другите чрез изкуството да говорим пред публика*. София: Кибеа, 2000. ISBN 9544741976.

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Източник: Библиотечен каталог НБУ сигнатура 316.6 / К 416

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КЛЕЙТЪН, Питър. *Езикът на тялото на работното място: Разшифровайте знаците и правете правилните движения*. Прев. Мария БОЯДЖИЕВА. б.м.: BOOKTRADING, б.г. ISMN: 42204974.

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Източник: Библиотечен каталог НБУ сигнатура 82 / 53107

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Източник: Библиотечен каталог НБУ сигнатура 681.3 / М 219

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ПИЙЗ, Алън. *Езикът на тялото на работното място*. Алън ПИЙЗ, Барбара ПИЙЗ; Прев. от англ. език. Лиляна ЛАКОВА. София: Сиела, 2011. ISBN 9789542809760.

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Източник: Библиотечен каталог НБУ сигнатура 316.6 / П 510

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РАДЕВА, Виржиния Боянова. *Реторика и аргументация*. София: Университетско издателство "Св. Климент Охридски", 2013. ISBN 9789540734859.

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Успешните презентации : Експертни отговори на ежедневни предизвикателства. Прев. от англ. език Десислава БОШНАКОВА. София: Мениджър, 2008. ISBN 9789549206166.

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Източник: Библиотечен каталог НБУ сигнатура 316.6 / Ф 250

ФРАНК, Дейвид А. *Умението да говорим убедително : Ръководство за учителя.* София: Национална асоциация Дебати, 2000. ISBN 9549881040.

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ФРАНК, Дейвид А. *Умението да говорим убедително : Учебник по ораторско майсторство*. София: Национална асоциация Дебати, 2000. ISBN 9549881032.

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ХОФФ, Рон. *Я вижу вас голыми : Как подготовиться к презентации и с блеском ее провести*. Перев. с англ. А. Д. ЙОРДАНСКОГО. Москва: Класс, 1996. ISBN 5-86375-012-X.

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STRUNK, William. *The elements of style*. New York: Macmillan publishing, 1979. ISBN 0-02-418200-1.

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ЕЛЕКТРОННИ РЕСУРСИ

СТАТИИ

BECKER, Richard A., Sallie KELLER-MCNULTY. Presentation Myths. *The American Statistician* [online]. 1996, vol. 50 (2), pp. 112–115 [viewed 25 March 2019]. JSTOR. ISSN 0003-1305. Available from: <http://www.jstor.org>

Abstract: This article offers some advice on how to give a presentation, primarily by describing common problems (myths). We hope you will find it is easy to read, and that it will give you some ideas on improving your own presentations.

Източник: JSTOR

CLARK, Jennifer. Powerpoint and Pedagogy: Maintaining Student Interest in University Lectures. *College Teaching* [online]. 2008, vol. 56 (1), pp. 39–45 [viewed 25 March 2019]. JSTOR. ISSN 8756-7555. Available from: <http://www.jstor.org>

Abstract: This author discusses the relationship between the use of presentation software and the maintenance of student interest in university lectures. The evidence of surveyed university students suggests that PowerPoint, used as a presentation tool in university lectures, is pedagogically effective only while it provides variety and stimulates interest in the learning environment. That stimulation can be increased if Power Point is used to bridge the direct and constructivist teaching models.

Източник: JSTOR

CLEVELAND, William S. Graphical Methods for Data Presentation: Full Scale Breaks, Dot Charts, and Multibased Logging. *The American Statistician* [online]. 1984, vol. 38 (4), pp. 270–280 [viewed 25 March 2019]. JSTOR. ISSN 0003-1305. Available from:

<http://www.jstor.org>

Abstract: Experimentation with graphical methods for data presentation is important for improving graphical communication in science. Several methods—full scale breaks, dot charts, and multibased logging—are discussed. Full scale breaks are suggested as replacements for partial scale breaks, since partial breaks can fail to provide a forceful visual indication of a change in the scale. Dot charts show data that have labels and are replacements for bar charts; the new charts can be used in a wider variety of circumstances and allow more effective visual decoding of the quantitative information. Logarithms are powerful tools for data presentation; base 2 or base e is often more effective than the commonly used base 10.

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Abstract: The purpose of this study was to investigate the effectiveness of four types of visual illustrations used to complement oral instruction and to compare their relative effectiveness when projected on viewing areas of different sizes. Each of the 588 Ss received a pretest, participated in his respective presentation, and received four individual criterial measures. Results indicated that (a) the use of illustrations to complement oral instruction does not automatically improve achievement, and (b) merely increasing the size of visual images used to complement oral instruction will not necessarily improve achievement.

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ИЗТОЧНИК: JSTOR

GALLIAN, Joseph A. Advice on Giving a Good PowerPoint Presentation. *Math Horizons* [online]. 2006, vol. 13 (4), pp. 25–27 [viewed 25 March 2019]. JSTOR. ISSN 1072-4117. Available from: <http://www.jstor.org>

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ИЗТОЧНИК: EBSCO: Academic Search Complete

HAO, Jing ; HOOD, Susan. Valuing science: The role of language and body language in a health science lecture. *Journal of pragmatics* [online]. 2019, vol. 139, pp. 200-215 [viewed 25 March 2019]. Web of science. ISSN 0378-2166. Available from: <http://apps.webofknowledge.com>

Abstract: Science is a discipline of academic study that orients us strongly to field; to knowledge of how phenomena are classified and composed, and how activities implicate other activities. A strong focus on knowledge building can obscure the fact that the learning of science is also about understanding the values that associate with that knowledge. To date the teaching and learning of values in science remains relatively under-explored, particularly from a linguistic perspective, and in the context of spoken pedagogic discourse. The

research reported here constitutes a case study of a live undergraduate lecture in health science on the topic of urine formation. It draws on systemic functional linguistic (SFL) theory, with the aim to model tools for analysis and an exploratory process for identifying the nature and expression of scientific values in the lecturer's discourse. Importantly we consider expression in relation to the semiotic systems of language and body language, and are able to show how their inter-semiotic relations function to reinforce a recurring set of values in ways that make them more noticeable to students, with greater potential for recognition and affiliation.

Источник: Web of science

HORSCH, Alfred C., Robert A. DAVIS. Modes of Textual Presentation in Educational Psychology. *The Journal of Experimental Education* [online]. 1935, vol. 4 (1), pp. 80–85 [viewed 25 March 2019]. JSTOR. ISSN 0022-0973. Available from: <http://www.jstor.org>
Источник: JSTOR

KA-KAN-DEE, M.; AL-SHAIBANI, G. K. S. *Tourism students' oral presentation anxiety: a case study. Pertanika Journal of Social Sciences & Humanities* [online]. 2018, (26), pp. 231-256 [viewed 25 March 2019]. Leisure and Tourism. ISSN 0128-7702. Available from: <https://www.cabi.org/>

Abstract: In this study, the researchers used a mixed method employing both quantitative and qualitative approaches to investigate the level of Tourism students' oral presentation anxiety and to determine their feelings when doing oral presentations. The participants in this study were 45 Thai EFL Tourism students from the Faculty of Business Administration who enrolled in the course, English for Tour Guides I. McCrosky's (1970) PRSA quantitative surveys were used to determine the level of Tourism students' oral communication anxiety. The qualitative focus group interview was conducted to better understand their feelings when doing oral presentations. The quantitative data obtained were analyzed using SPSS 20.0 and presented in the form of descriptive statistics with percentages. The qualitative focus group interview was analyzed using content analysis to better understand their feelings while delivering oral presentations as a tour guide and to determine ways to reduce their anxiety. The results from the PRSA showed that Thai EFL students experience moderately high levels of anxiety in delivering oral presentations. The results from PRCA also revealed that the majority of Thai EFL students have high Oral Communication Apprehension (OCA) levels in all communication contexts. The results from the focus group interview revealed that most Thai EFL students have a high level of anxiety in their oral presentations. These students were very excited that caused them to forget the content. They were afraid of delivering oral presentations because of inadequate preparation for the speaking task.

Источник: Leisure and Tourism

KAPP, K. William. Methods of Visual Presentation and the Teaching of Economics. *The American Economic Review* [online]. 1947, vol. 37 (4), pp. 652–654 [viewed 25 March 2019]. JSTOR. ISSN 00028282. Available from: <http://www.jstor.org>
Источник: JSTOR

КОЕHEGYI, Joseph N. Two Methods of Statistical Presentation. *The Economic Journal* [online]. 1935, vol. 45(177), pp. 95-105 [viewed 25 March 2019]. JSTOR. ISSN 0013-0013. Available from: <http://www.jstor.org>
Источник: JSTOR

LEWIS, Colin. Professionalism in Presentation. *The Journal of the Operational Research Society* [online]. 1987, vol. 38 (12), pp. 1109–1119 [viewed 25 March 2019]. JSTOR. ISSN 0160-5682. Available from: <http://www.jstor.org>

Abstract: Communication to an audience can only be effected through either the audio or the visual senses. Thus, in any presentation, mastery of the technicalities involved in the effective use of audio-visual aids is of prime importance. Although such mastery cannot guarantee a good presentation, it can always guarantee to produce a better presentation than would have been the case without the use of such aids. This article discusses the techniques of good presentation.

ИЗТОЧНИК: JSTOR

MOORE, Pauline. Methods of Presentation. *Mathematics News Letter* [online]. 1929, vol. 3(6), pp. 7-8 [viewed 25 March 2019]. JSTOR. ISSN 1539-557X. Available from:

<http://www.jstor.org>

ИЗТОЧНИК: JSTOR

MORTENSEN, Camilla H. (Eco)Mimesis and the Ethics of the Ethnographic Presentation. *The Journal of American Folklore* [online]. 2005, vol. 118 (467), pp. 105–120 [viewed 25 March 2019]. CEEOL. ISSN 0021-8715. Available from: <https://www.ceeol.com/>

Abstract: This article examines the ethical dilemma arising when an ethnographer attempts to indicate or even to create the voice of her collaborator while presenting the collaborator's words to an audience. My experiences documenting and presenting women engaged in body modification are utilized here, attempting to reconcile the presentation of peoples, lives, and cultures with the creation of a narrative and of a mimesis. In order to be ethical, our creation of ethnographic narratives must constantly be reexamined, and, in the end, perhaps our ethics lie not in our ability to answer, but in our ability to question.

ИЗТОЧНИК: CEEOL

PANKOVA, Ekaterina. Видеоигры в университете (Videogames in the high school: humanitarian and studying potential). *European Review of Social Sciences* [online]. 2015, (2), pp. 46-57 [viewed 25 March 2019]. CEEOL. ISSN 2336-422X. Available from:

<https://www.ceeol.com/>

Abstract: The paper focuses on the analysis of videogames as a method of studying social and humanitarian sciences. Different stimulation models and games are quite spreaded in the natural sciences: in the medicine, astronomy, geology. Logical question about abilities of using, mainly about efficiency of using such simulation models in social and humanitarian sciences emerges. Nowadays more and more materials and researches appear which are connected with this subject, and confirm highly educational potential of the videogames.

ИЗТОЧНИК: CEEOL

RENFROW, Donata., James C. IMPARA. Making Academic Presentations: Effectively! *Educational Researcher* [online]. 1989, vol. 18 (2), pp. 20–21 [viewed 25 March 2019].

JSTOR. ISSN 0013-189X. Available from: <http://www.jstor.org>

ИЗТОЧНИК: JSTOR

ROGGEVEEN, Anne L., GREWAL, Dhruv, TOWNSEND, Claudia, KRISHNAN, R. The Impact of Dynamic Presentation Format on Consumer Preferences for Hedonic Products and Services. *Journal of Marketing* [online]. 2015, vol. 79 (6), pp. 34-49 [viewed 25 March 2019]. Sage Journals. ISSN 0022-2429. Available from: <https://journals.sagepub.com>

Abstract: Manufacturers and online retailers are readily availing themselves of new technologies to present their merchandise using a variety of formats, including static (still image) and dynamic (video) portrayal. Building on vividness theory, the authors propose and demonstrate that presenting products and services using a dynamic visual format enhances consumer preference for hedonic options and willingness to pay for those options. The

dynamic presentation format increases involvement with the product/service experience in a manner presumably similar to that of the actual product experience. The result is an increased preference for and valuation of hedonic options. This holds true for experiential and search products in single and joint evaluations and carries over to subsequent choices. Across all studies, the results demonstrate that a dynamic (relative to static) presentation format enhances choice of the hedonically superior (vs. utilitarian-superior) option by more than 79%.

Источник: Sage Journals

SAETTLER, Paul. Conceptual Legacy of Audio-Visual Communication. *Audio Visual Communication Review* [online]. 1955, vol. 3 (4), pp. 274–282 [viewed 25 March 2019]. JSTOR. ISSN 0885-727X. Available from: <http://www.jstor.org>

Источник: JSTOR

SAETTLER, Paul. Historical Overview of Audio-Visual Communication. *Audio Visual Communication Review* [online]. 1954, vol. 2 (2), pp. 109–117 [viewed 25 March 2019]. JSTOR. ISSN 0885-727X. Available from: <http://www.jstor.org>

Источник: JSTOR

SHAW, Victor N. Reading, Presentation, and Writing Skills in Content Courses. *College Teaching* [online]. 1999, vol. 47 (4), pp. 153–157 [viewed 25 March 2019]. JSTOR. ISSN 8756-7555. Available from: <http://www.jstor.org>

Источник: JSTOR

SHIMP, Terence A. Methods of Commercial Presentation Employed by National Television Advertisers. *Journal of Advertising* [online]. 1976, vol. 5 (4), pp. 30-19 [viewed 25 March 2019]. JSTOR. ISSN 0091-3367. Available from: <http://www.jstor.org>

Abstract: This study represents an analysis of the methods of message presentation (termed "structure") that are utilized in national television commercials. The motivation for performing the study is captured in the following three points: 1) the ultimate objectives of advertising research are to understand receivers' information processing and to explain and predict the effects advertising messages have on consumers; 2) in order to achieve these objectives, it is initially necessary to delineate the specific message stimuli responsible for advertising effects; 3) past advertising research has been primarily concerned with measuring the effects of general message properties (such as fear appeals, message repetition, etc.), but virtually no recent efforts have been devoted toward achieving an enhanced understanding of the message stimuli employed in advertising messages. This paper offers a typology of the multiple methods of commercial structure. The typology was tested on a large sample of script-form commercials. The primary contribution of this effort is the availability of an operational typology; a series of research projects are suggested which could take avail of it.

Источник: JSTOR

TLEUGABULOVA, Maité Cruz. Hume on presentation and philosophy. *Canadian Journal of Philosophy* [online]. 2012, vol. 42 (S1), pp. 67–81 [viewed 25 March 2019]. JSTOR. ISSN 0045-5091. Available from: <http://www.jstor.org>

Abstract: Most philosophers agree that an argument's presentation is relevant to its philosophical merit. This paper explains why David Hume considered presentation philosophically important. On Hume's epistemology, presentation is closely connected with two principal aims of philosophical arguments: persuasion and epistemic justification. Hume's views imply that presentation is a factor determining an argument's persuasiveness and that, by philosophical standards of justification, presentation is also a factor determining the extent to which an argument's conclusion is justified.

Источник: JSTOR

TRACTINSKY, Noam., Joachim MEYER. Chartjunk or Goldgraph? Effects of Presentation Objectives and Content Desirability on Information Presentation. *MIS Quarterly* [online]. 1999, vol. 23 (3), pp. 397–420 [viewed 25 March 2019]. JSTOR. ISSN 0276-7783. Available from: <http://www.jstor.org>

Abstract: Most research on information presentation is based on the rational approach to display design. This approach assumes that the quality of displays is determined by their relative efficacy to provide the relevant information for the viewer, as assessed through variables such as response latency, accuracy, or decision quality. However, presentations often are intended to convince viewers and create desired impressions. These considerations may lead to the choice of displays that differ from those prescribed by the rational approach. Three experiments addressed the degree to which the presenter's objectives and the desirability of the presented information affect presenters' preferences for display formats. Presenters exhibited different preferences when they tried to create a favorable impression compared to when they tried to reach optimal decisions or provide information for optimal decision making by others. There was an increased use of depth in graphic displays when impressions were crucial, and this tendency was particularly strong when the presented information was undesirable for the presenter. The results demonstrate the importance of understanding the social circumstances of information presentation when evaluating the adequacy of display formats.

Источник: JSTOR

TYLER, Ann C. Shaping Belief: The Role of Audience in Visual Communication. *Design Issues* [online]. 1992, vol. 9 (1), pp. 21–29 [viewed 25 March 2019]. JSTOR. ISSN 0747-9360. Available from: <http://www.jstor.org>

Источник: JSTOR

WOOD, Judy W. Adapting the Presentation of Academic Content for the Mainstreamed Student. *The Clearing House* [online]. 1984, vol. 58 (4), pp. 174–177 [viewed 25 March 2019]. JSTOR. ISSN 0009-8655. Available from: <http://www.jstor.org>

Источник: JSTOR

ВИДЕА

21st Century Skills: Promoting Creativity and Innovation in the Classroom [Video file]. produced by Association for Supervision and Curriculum Development (Alexandria, VA: Association for Supervision and Curriculum Development, 2009), 25 mins [viewed 25 March 2019]. Available from: <https://search.alexanderstreet.com>

Description: Open new doors of learning opportunity to your students by using the strategies and ideas showcased in this presentation. Drawing from what innovative Fortune 500 companies do to promote creativity and innovation in the workplace, this video field trip takes you to dynamic classrooms to show real-world strategies for your classroom curriculum and instruction. See how teachers promote creativity by encouraging students to express themselves in multiple media and by engaging them in tasks that require open-ended problem solving and creative thinking. Teachers explain how they make collaboration a classroom norm and allow students to engage in authentic, real-world tasks and experiences. To make it easy for you to use this program in a presentation or workshop, the video is accompanied by a PowerPoint presentation, self-reflection questionnaire, and suggestions for professional development activities.

Источник: Alexander Street: Academic Video Online

An Artistic Presentation of Metaphysical Butterfly Effect [Video file]. directed by Park KI-WAN, fl. 2005 (South Korea: Korea National University of Arts), 25 mins [viewed 25 March 2019]. Available from: <https://search.alexanderstreet.com>

Description: A boy suffers from low-self esteem until his jobless uncle brings him to an artist community.

Produced by the Korean National University of Arts.

Источник: Alexander Street: Academic Video Online

Better Learning with ICT - Case Studies, 1, Presentation: A KS3 and a KS2 Example. [Video file]. produced by Illumina Digital, in *Better Learning with ICT - Case Studies, 1* (Teachers TV/UK Department of Education, 2009), 8 mins [viewed 25 March 2019]. Available from: <https://search.alexanderstreet.com>

Description: This film shows two examples of teachers using presentation tools successfully in the class room. At South Farnham School in Surrey, primary teacher Catherine Monk uses PowerPoint with her Yr6 students to consolidate the work they've been doing about the rainforest. She focuses their attention on the importance of making careful choices of font, colour, image and multimedia to enhance their presentations. In Cornwall, at saltash.net community school, Dave Garland uses the live presentation tool Mind Meister with his Yr8 Science class to aid their work on the classification of animals. The tool allows students to create a single multimedia mind map which tracks contributions from linked computers.

Источник: Alexander Street: Academic Video Online

Better Learning with ICT, 1, Improving Your Presentations. [Video file]. produced by Illumina Digital, in *Better Learning with ICT, 1* (Teachers TV/UK Department of Education, 2009), 17 mins [viewed 25 March 2019]. Available from: <https://search.alexanderstreet.com>

Description: Presenting to pupils is something teachers do on a day-to-day basis, yet many are nervous about incorporating ICT into their presentations. In this film Lise Boshier, a year one primary teacher, is challenged to improve her presentation skills using ICT. So she meets Joe Dale, a middle school French teacher who is already using ICT technology to enhance his own presentations. After observing one of his classes Lise returns to her own classroom to put the presentation technology into action.

Источник: Alexander Street: Academic Video Online

Cloud-Based Presentation & Spreadsheet Tools For Dummies Slideshare and Smartsheet Course, Uploading a Presentation to SlideShare [Video file]. produced by John WILEY & Sons, in *Cloud-Based Presentation & Spreadsheet Tools For Dummies Slideshare and Smartsheet Course* (Hoboken, NJ: John WILEY & Sons, 2015), 1 min [viewed 25 March 2019]. Available from: <https://search.alexanderstreet.com>

Description: Presentations are the heart of Slideshare, but you can also upload other file types. This video explains how to upload presentations, Word files, PDF files, and even videos.

Источник: Alexander Street: Academic Video Online

Derek Bok Center Series on College Teaching, 6, The Act Of Teaching, Part I: Theater Techniques For Classrooms And Presentations [Video file]. directed by Jamil SIMON; produced by Jamil SIMON, in *Derek Bok Center Series on College Teaching, 6* (Cambridge, MA: Derek Bok Center for Teaching and Learning, 2007), 42 mins [viewed 25 March 2019]. Available from: <https://search.alexanderstreet.com>

Description: Part of a series intended to help teachers improve their presentation skills by introducing them to some of the same techniques actors use to prepare and deliver a performance.

Источник: Alexander Street: Academic Video Online

FE: Teaching for the Future, 7, Presentation Skills [Video file]. produced by Evans WOOLFE, in *FE: Teaching for the Future, 7* (Teachers TV/UK Department of Education, 2005), 14 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: "Salina Kumbu teaches A level language and literature at City and Islington College in north London. She successfully guides an AS level language class through the grammatical structure of an Amnesty International article on torture, but she's not happy with her teaching style. She's in her second year of teaching and after a tough first year where she concentrated on classroom discipline, Salina now thinks her approach is too harsh. With the help of mentor Jenny Green, the head of the college's Teaching and Learning Unit, she decides to relax her teaching style and make lessons more fun. However, Salina also wants to hang on to her high standards and expectations, and acting on Jenny's advice, she decides to work on the student's presentation skills as well as her own. In a follow-up lesson, Salina devises a fun activity where the students work in groups and prepare presentations to deliver to the rest of the class."

Источник: Alexander Street: Academic Video Online

Food Presentation Techniques. [Video file]. directed by Lou MACCHIA, fl. 1989; produced by Lou MACCHIA, fl. 1989, Capital Video (Footscray, Victoria: Contemporary Arts Media, 1989), 2 hours 9 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: Six episodes on one video. Food presentation and garnishing by the renowned Australian chef Barry Wells.

Источник: Alexander Street: Academic Video Online

Hard To Teach, 1, Using web-based software to support speaking skills [Video file]. produced by Glasshead Television and Web, in *Hard To Teach, 1* (Teachers TV/UK Department of Education, 2010), 15 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: At Nottingham High School for Boys, Head of MFL José Picardo finds that using a range of stimulating web applications is a good way to get his boys speaking good quality Spanish, whether they've just started the language or are preparing for their GSCE oral presentations.

Источник: Alexander Street: Academic Video Online

How To Use The Stanislavski System - Peter Oyston [Video file]. produced by Contemporary Arts Media (Melbourne, Victoria: Contemporary Arts Media, 2011, originally published 2004), 1 hour 4 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: Peter Oyston, founding Dean of Drama at the Victorian College of the Arts and regular teacher/director at the Royal Academy of Dramatic Art in London, has been utilizing Stanislavski's famous acting methods in the professional rehearsal room and classroom for thirty years. In this video presentation, Peter reveals how he combines Stanislavski's techniques in a systematic approach to provide a full rehearsal process or a drama course in microcosm. He has interpreted these processes to fit contemporary rehearsal schedules and provide actors and directors with a fast and accessible method of preparing for a performance. Using Chekhov's "The Cherry Orchard" as the text with a group of Australian University students, Peter demonstrates how these methods can be applied to any text, modern or classical. Thirteen of Stanislavski's methods are covered on the video, including: Analyzing the Text, Naming the Units of Action, The Magic "If", Subtext Inner Life, Physical Actions, Circles of Concentration, The Fourth Wall, Objectives and Super Objectives, Emotional Memory,

Thoughts Who You Are in Communion with, Personal Objects and Costume, The Unbroken Line of Life, Rhythm - Tempo. For any play rehearsal or film workshop, this sequence of methods offers the director, the drama teacher and the actor, an invaluable guideline for a successful production. This video provides an invaluable resource for actors, directors, teachers, drama students and researchers or for anyone interested in the making of authentic theatre. It has been on the best seller list for six years.

Источник: Alexander Street: Academic Video Online

Presentations And The Impact Of Culture [Video file]. produced by Atma Global (New York, NY: Atma Global, 2013), 1 min [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: This video, produced by Atma Global, offers tips for successful business presentations in other cultures.

Источник: Alexander Street: Academic Video Online

Resource Review, 1, Display: Presentation Software and Visualiser [Video file]. produced by Brook Lapping Productions, in Resource Review, 1 (Teachers TV/UK Department of Education, 2009), 15 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: Primary teachers evaluate two recommended display resources: presentation software, and a visualiser. The resources have been recommended by teachers themselves. Assistant Headteacher Emyr Fairburn suggests free online presentation software called Prezi, and Assistant Headteacher Catherine Monk proposes a digital display device; the ELMO L-1n Visualiser. Teachers from schools around the country comment on these resources plus contribute their ideas on resources and ones you can create yourself.

Источник: Alexander Street: Academic Video Online

Social Studies in Action: A Teaching Practices Library, K-12, 29, Groups, Projects, and Presentations [Video file]. produced by Philip GAY, fl. 1981, in Social Studies in Action: A Teaching Practices Library, K-12, 29 (District of Columbia: Annenberg Learner, 2002), 28 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Источник: Alexander Street: Academic Video Online

Speaking and Debating Skills, Public Speaking: Delivering the Speech [Video file]. produced by Gregory SHEPHERD, fl. 1995, Appleseed Media Group, in Speaking and Debating Skills (Victoria (Australia): Appleseed Media Group, 1995), 29 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: This video, produced by Greg Shepherd, is about delivering public speeches and focuses on preparation, structure, and presentation.

Источник: Alexander Street: Academic Video Online

Stardate 2009: The Next Generation Research "to Practice" Presentation [Video file]. written by Len KRAVITZ, American College of Sports Medicine; presented by Len KRAVITZ; produced by Healthy Learning (Monterey, CA: Healthy Learning, 2009), 51 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: Stardate 2009: The Next Generation Research "to Practice" Presentation provides an eclectic overview of several red-alert topics, including resistance training and age reversal, VO2Max and age independence, updated guidelines for exercise, imagery and client goal success, abdominal obesity and health risk, ways to combat childhood obesity, getting optimal sleep, tips to prevent cancer risk, and more. Featuring a keynote session at the 2009 ACSM Health & Fitness Summit, the DVD offers an invaluable resource for health/wellness professionals who want to learn from both the past and present in order to prepare for the future.
Источник: Alexander Street: Academic Video Online

Sunday Morning, Presentation [Video file]. presented by Charles Osgood, 1933-; produced by Marsha Cooke, fl. 2009-2012, Columbia Broadcasting System, in *Sunday Morning* (New York, NY: Columbia Broadcasting System, 2006), 3 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: This segment of *Sunday Morning* is about traditional way of food presentation in Japan.

Источник: Alexander Street: Academic Video Online

The Presentation [Video file]. produced by TV Choice (London, England - Bromley: TV Choice, 1998), 32 mins [viewed 25 March 2019].

Available from: <https://search.alexanderstreet.com>

Description: Based on a one-day workshop in England, this program considers the elements of a successful presentation and explores common pitfalls. It emphasizes the need to build on personal strengths when speaking in public.

Источник: Alexander Street: Academic Video Online