

# Presentation Workshop for Future Scientists

at Princess Chulabhorn Science High School Mukdahan, June 11, 2018

## Questioning & Answering

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# Why Ask Questions?

You ask questions:

**to learn more**

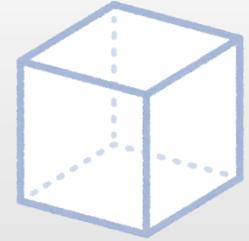
**to discuss**

**to be polite**

 **You create questions.**

# Creating Questions

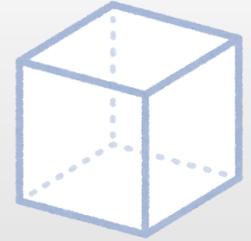
## Cubing



<b>Describe</b>	How does it look? What do you see from a short or long distance?	<i>size, shape, weight, surface, inside,</i>
<b>Compare Contrast</b>	Is there anything similar or different?	<i>in the same kind / group in different kinds / groups</i>
<b>Associate</b>	Can you connect it to something else?	<i>anything that comes into your mind</i>
<b>Analyze</b>	Can you divide it into smaller elements? Can you combine them into a larger unit?	<i>classification, integration, relationships</i>
<b>Apply</b>	What can you use it for? Is there any other way to use it?	<i>in everyday situations, in academic contexts</i>
<b>Argue</b>	What is your opinion about it?	<i>agreement, disagreement, different points of view</i>

# Creating Questions

## Cubing (examples)



<b>Describe</b>	<i>Where are the body clocks? / How large are they? How do they look? / Does it look like this clock?</i>
<b>Compare Contrast</b>	<i>How about someone who works night shift? Is there any study that says the same/opposite thing?</i>
<b>Associate</b>	<i>Do body clocks have alarms?</i>
<b>Analyze</b>	<i>What is the mechanism of body clocks? What of our body do they actually control?</i>
<b>Apply</b>	<i>Can we reset our body clocks? Can we lead a healthier life if we follow our body clocks?</i>
<b>Argue</b>	<i>I don't think we should say everyone must have the same settings of their body clocks. What do you think?</i>

# Answering

## The TRAC procedure

<b>Thank</b>	<p><i>Thank you for your question.</i></p> <p><i>Thank you for asking that.</i></p> <p><i>That's what matters here.</i></p> <p><i>Actually it is not easy to answer that question.</i></p>	
<b>Repeat</b>	<p><i>Your question is..., right?</i></p> <p><i>You are asking about..., right?</i></p> <p><i>What you mean is..., right?</i></p> <p><i>Let me rephrase your question like this. "..."</i></p>	
<b>Answer</b>	<b>Basis</b>	<p><i>In principle,...</i></p> <p><i>In the first place,...</i></p> <p><i>As everyone knows,...</i></p> <p><i>The bottom line of my study is that...</i></p>
	<b>Core</b>	<p><i>The most important thing here is...</i></p> <p><i>Let me emphasize this. "..."</i></p>
<b>Check</b>	<p><i>Does this answer your question?</i></p> <p><i>Am I clear?</i></p>	

# Answering

When you receive a question:

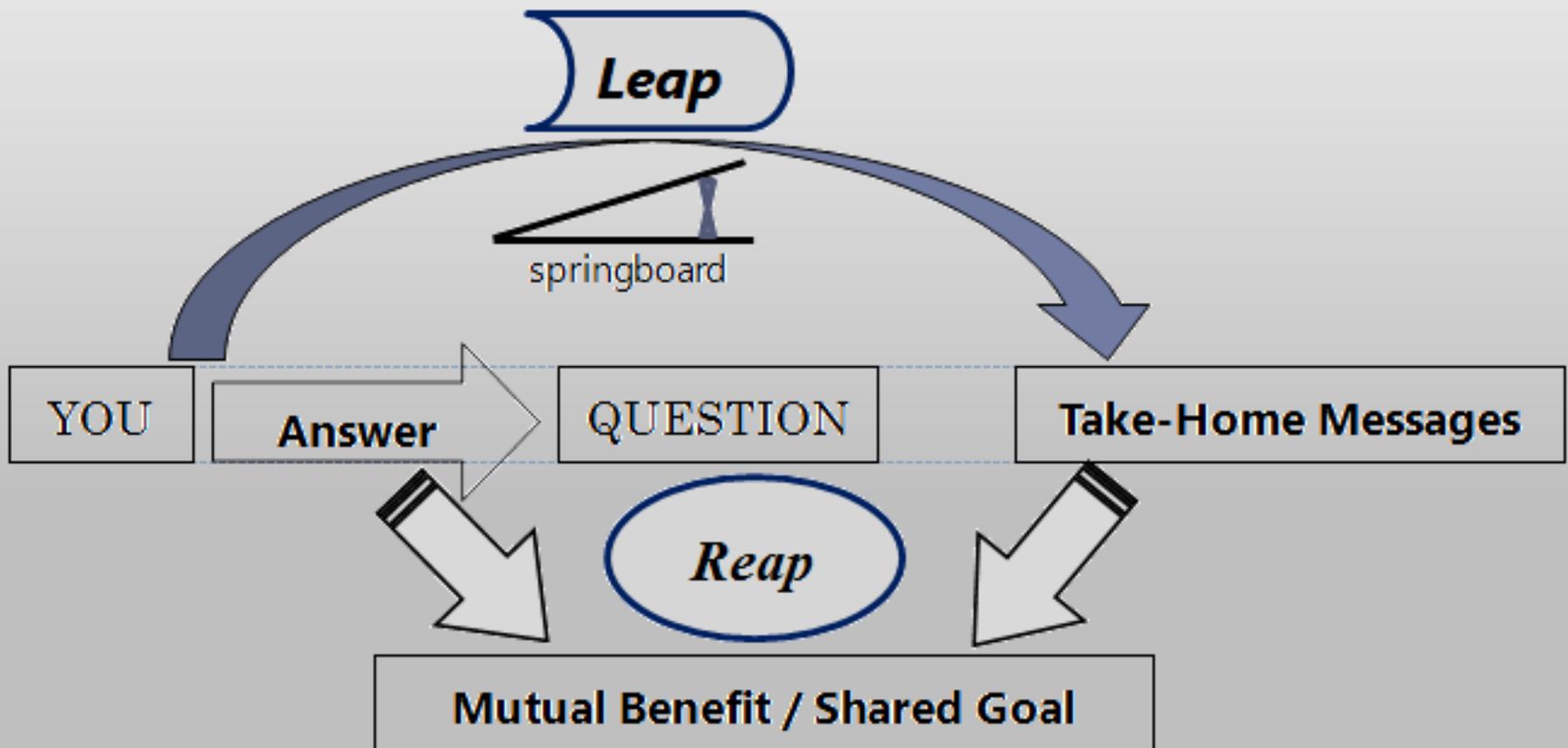
If you have a good answer to it,

**Just give it.**

**If you don't,**

**Leap over it.**

# Answering The “Springboard” Tactics



**LEAP** over the question to **REAP** the most from it!

# Answering The “Springboard” Tactics

Q. How many body clocks does a human have?

A. I’m sorry I don’t have the exact number.

**But I would like to stress that the body clocks work separately from each other. In other words, they are independent. Many people think everything in our body is controlled by our brain in a uniform way, but actually it is not true. Our body is made up of different, independent parts. It is more complex than generally believed. Don’t you think it’s interesting?**

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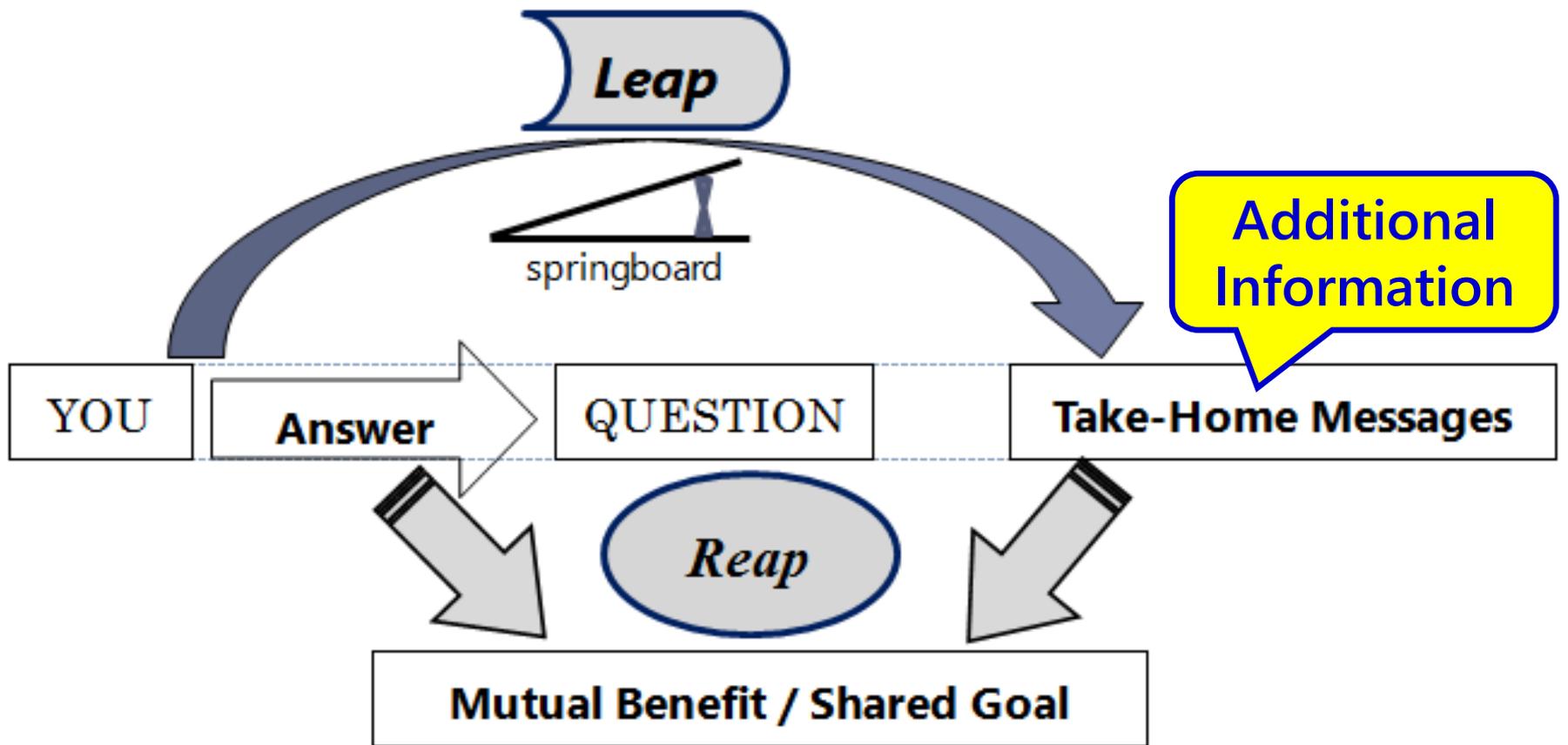
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# Answering The “Springboard” Tactics



**LEAP** over the question to **REAP** the most from it!

# Why Ask Questions?

You ask questions:

**to learn more**

**to discuss**

**to be polite**

# Answering The “Springboard” Tactics

Why is the questioner asking the question?

1) To learn more

Give accurate, specific, detailed information.

**Give background information.**

2) To discuss / To teach you something

Be respectful and open your ears.

Give your own idea if you have one.

**Impress your audience with what you want to stress.**

3) To be polite

**Give any additional information you can offer.**

# Answering The "Springboard" Tactics

## 1) The Key Word Technique

- > Listen to the question carefully.
- > Pick out 1-2 key words to focus on.
- > Say something related to the key words, especially what you want to stress about your study or "take-home messages" of the presentation.

Q: You said the cycle of light and dark controls the body clocks. But people who work until late at night receive too much light and the balance of light and dark is lost. What happens then?

# Answering The “Springboard” Tactics

## 1) The Key Word Technique

Q: You said the cycle of light and dark controls the body clocks. But people who work until late at night receive too much light and **the balance of light and dark is lost**. What happens then?

A: I'm afraid I cannot say what happens to those people precisely, but, **as you said, balance is lost in the body**. For example, an experiment conducted by a research group in the U.S. found that...

So, **it is important to follow your body clocks to maintain good health.**

# Answering The “Springboard” Tactics

## 2) The Redirecting Technique

- > Give a brief answer to the question.

- > Add some information that you want to impress on the whole audience, not only on the questioner.

This information does not have to be directly related to the question. You can focus on your “take-home messages” because they are the most important in your presentation.

Q: Does everyone have different settings of their body clocks?

# Answering The “Springboard” Tactics

## 2) The Redirecting Technique

Q: Does everyone have different settings of their body clocks?

A: Basically, yes; though I cannot exactly say who has what settings. **But your question includes a very important point. Come to think of the settings of our body clocks,** we must be aware of our natural rhythm of our bodies. If we feel we're working harder than our bodies can bear, we must not ignore the signal from our bodies.

*LEAP* over the question  
to *REAP* the most from it!

**Practice**

# Q & A in Scientific Presentation

Questioning : **Cubing**

Answering : **Springboard**

For **mutual benefit** !

**Thank you!**