

## COURSE TITLE

Professor: **Alice Fill, Stefan Tschauko, Jan Rovny**

Session: **July 2025**

Language of instruction: **English**

Number of hours of class: **24h**

Format: **On campus**



### Objective of the Course

(Objectives and learning outcomes)



### Organization of the course

#### **SESSION 1 – Creating Professional Presentations with PowerPoint**

Stefan Tschauko

#### **Objective of the workshop**

The objective of this workshop is to enable students to create professional visual presentations by *using concepts from graphic design and typography* and *best practices for Microsoft PowerPoint*.

#### **Description**

Visual presentations are a key vehicle to inform and convince others. Students present their course work in classes and professionals sell their ideas and products. In creating their visual presentations, most people need to rely on their taste or on pre-manufactured templates. Few people have had the opportunity to acquire the specific knowledge and skills to make presentations visually impactful, look professional, or just aesthetically pleasing.

This workshop is designed to introduce students to these skills: the theory and concepts of graphic design and typography, and the “tricks of the trade” — best practices and technical skills — of how to create such presentations with Microsoft PowerPoint. Students will learn about fundamental design principles, such as contrast, repetition, alignment, and proximity. They will also discover the century-old craft of typography that underlies all professional visual communication, learning

about the difference between typefaces and fonts and suitable combinations of typefaces. Students will learn about master and layout slides, which make it easy to reuse designs and ensure consistency across slides. After attending this workshop, students will have insights to create professional presentations that effectively capture attention and distinguish them from their peers.

## **Preparation**

Students will be given a few short readings to read before the workshop. Students will have to submit a previously created presentation to the instructor before the beginning of the workshop. (No need to create a new presentation; it's perfectly fine to submit any presentation made for another class in the past.) Students are encouraged to bring their laptop computers to the workshop. If they do not yet have access to the desktop version of Microsoft PowerPoint (not the web version!), they will have to install the Trial version before the beginning of the workshop. (Students should also pay attention to cancel this Trial version after the class to avoid any subscription costs.)

## **Organization of the workshop**

### Part 1: Group Work on Design Principles:

In small groups, students discuss one of the design principles (based on the reading) and demonstrate how this principle applies (or does not apply) to the presentation they have previously submitted. This part ends with a discussion and lecture on best practices of applying the design principles to presentations.

### Part 2: Applying Design Principles in Microsoft PowerPoint

In the second part, the instructor will demonstrate basic functionality of Microsoft PowerPoint and how the design and typography principles can be applied. Students are encouraged to follow along on their computers and complete practice exercises.

### Part 3: Advanced PowerPoint Functionality:

In the last part of the workshop, students will learn about an advanced function of PowerPoint that will enable them to efficiently create professional presentations: Slide master and layouts. They will practice creating a number of fundamental slide layouts that all correspond to the design principles and that can be used as foundation for their future PowerPoint slides.

## **Evaluation**

At the end of the workshop, students will be given the task to create specific PowerPoint slides. They have one week to complete this task and will be evaluated based on the quality of their submission.

## **SESSION 2 - Public Speaking**

### **Objective of the workshop**

The aim of this workshop is to prepare students to excel in a variety of public speaking settings, from presenting in a group to giving an individual talk or presentation.

### **Summary**

Public Speaking is sometimes thought of an activity that people fear, but at the same time it is a skill that everyone needs. As students and professionals, we need to engage in speaking publicly: when we share our thoughts in a classroom, present our ideas in a presentation, or perhaps even give a talk in front of a large audience. Students should leave this workshop with the motivation and the feeling that everyone can be a public speaker.

Key for developing the skills and confidence for speaking in a public setting are three ingredients: theory, practice, and reflection. In this workshop, students will be exposed to these three ingredients. They will learn about public speaking fundamentals (such as Aristotle's logos, ethos and pathos as well as the importance of eye contact, body language, and stage presence). Students will also have an opportunity to put these fundamentals into practice in a variety of different public speaking settings: they will give a brief individual talk about themselves, present as a group, and learn best practices on giving a presentation. Finally, students will have the opportunity to reflect on their performance by watching their recorded speeches. This will allow them to identify areas of improvement and take specific steps to becoming a better speaker.

After taking this workshop, students will be aware of some fundamental concepts and ideas that can inform their public speaking, they will have had the opportunity to practice these skills in the classroom, and they will have identified next steps on becoming a public speaker.

## **Preparation**

A few short readings will be shared with students ahead of the class; these readings provide theoretic background and are also the content of students' group presentations.

Students should prepare to give a 2–3 minute presentation about themselves, ideally rehearsed so that they do not need any notes during their speeches. (However, students can use notes if they feel more comfortable doing so.)

## **Organization of the workshop**

Students will have the opportunity to practice their speaking skills in three different settings: a group presentation, an individual presentation, and a presentation of a slide deck. Each speech will be recorded so that students can reflect on and learn from their performance.

### Part 1: Presenting as a Group

Groups of 3–4 students will discuss and present the key take-aways from readings on the theoretic foundations of public speaking. As part of this exercise, they will also practice using aids, such as white/black boards and flipcharts. Following the group presentations, we will reflect on best practices when presenting as a group.

### Part 2: Individual Speech

Each student gives a short 2–3 minute speech, introducing themselves. After the speeches, each student will receive feedback from their peers and the instructor.

### Part 3: Presenting a Slide Deck

In the final public speaking exercise, students will practice giving a presentation using their computers. They will have the opportunity to engage with technology and learn the technical skills and presentation best practices that can help them in their future presentations.

## **Evaluation**

After the workshop, students will have to demonstrate their learning by reviewing the recordings of their in-class speeches, identify one area of improvement (focus skill), and state how they will go about improving that skill in the future. Keeping these reflections in mind, they will then submit a new recording of their "Individual Speech" that displays how they have started to incorporate their focus skill.

## **SESSION 3**



## **Bibliography**

(Required and suggested readings)



## Requirements for validation

(Please be specific on the format)



## Lecturers



**Jan Rovny** is a professor at the Sciences Po Center for European Studies (CEE). His research concentrates on political competition in Europe with the aim of uncovering the ideological conflict lines in different countries. At the Summer School, he will teach the themes “History of the European Integration” and “The Political System of the EU.”



**Stefan Tschauko** has taught classes and workshops on public speaking, effective presentations, and branding & graphic design and at Brown, Columbia, Harvard, Tufts, and Fairleigh Dickinson Universities. He earned degrees in International Relations (PhD, MALD) from The Fletcher School, in International Management (MS) from the University of Economics and Business in Vienna, and in Information Management (DIFH) from FH Joanneum in Graz, Austria. Tschauko spent exchange semesters at the University of Portsmouth in the UK, Koç University in Istanbul, and Sciences Po in Paris.

Tschauko’s work, research, and passion have revolved around effective communication—from public speaking to visual branding—for more than two decades. After majoring in information management and business communication during his undergraduate education, he worked in a branding and graphic design company for five years. Since 2005, he has also been creating “on brand” Word and PowerPoint documents for clients. His research explores how branding impacts the performance of organizations in the United Nations system, and he has presented his findings to stakeholders at the United Nations, Unicef, the UN’s Refugee Agency, and the Academic Council of the UN, among others. He has also given a TED-style talk on “Getting Things Done” at Tufts University.