

Questions?

A Peak Performance Guide

Questions with the Interactive Presenter™

Part Two:

Questions that will continue to get your audience involved



Inspire, Inform, Enthuse, Communicate



The Interactive Presenter™ enables you to ask questions that provide real two way communications with every member of your audience. They ensure a degree of audience attention and involvement not possible without this technology. Your questions can include any text, graphics, audio and video combinations that best suit you, your audience, the subject matter and the material available. You'll soon find that the only real limitation is that of your imagination!

This part of the guide has been designed to give you a reference to just some of the ways you can present questions and subsequently reveal the polling results to your audience throughout your presentation.

Questions where the audience makes a choice from a range of options.

Select “just the one option” questions

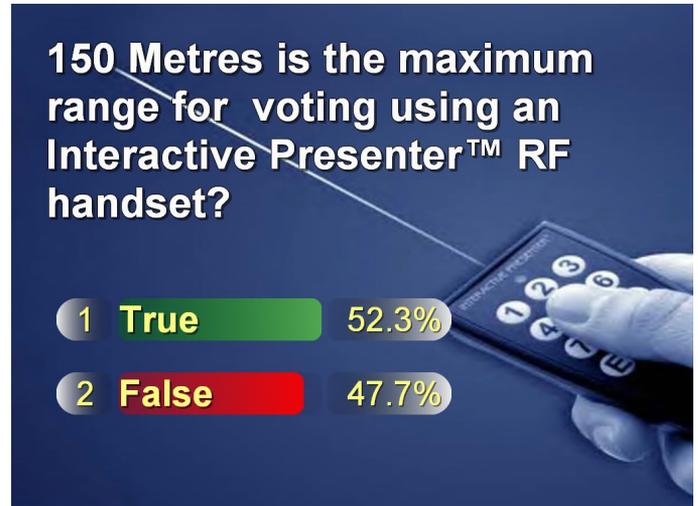
A good rule for any communication to be successful is “Keep it Simple”. This applies to Interactive Presenter questions. The simplest form of question is to ask members of your audience to press just the one key on their handsets to select the option of their choice. Most of your questions should generally follow this format. At the same time questions need to be both interesting and challenging to your audience. This way you will be sure of keeping their attention. “Five” is often considered a magic number for the ideal number of options to choose from. Five options are almost always easily assimilated by everyone. More than five less than familiar options and some audience will begin to struggle.

Screen 1



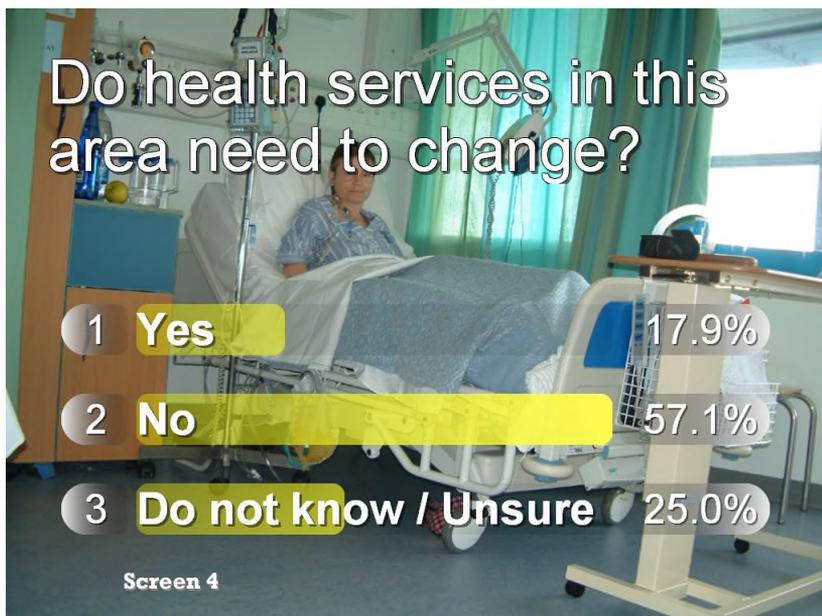
Multi-choice text question

One simple question stem; Five clear options; One right answer (option 2)



Yes/ No and True/False questions also require just a one key option selection and can be equally challenging (*1 is the right answer to both the above questions, in case you were wondering*) but a pure guess has a 50/50 chance of being right as opposed to the one in five chances in the screen 1 example

When you decide on the answer options, always try to be inclusive and make sure that no member of the audience feels they cannot vote because there's not an option that fits their thinking. For this reason, screen 4 needed the third option for anyone who did not feel in a position to make a decision on the question asked.



Include options to cover everyone's possible views

Presenting voting results on one option questions

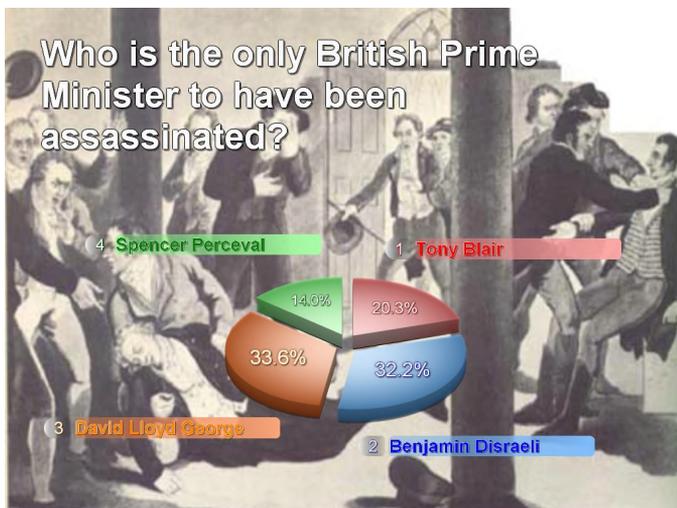
The Interactive Presenter™ can present voting results of questions like the above (and those that follow) in three different ways.

The voting results for this question can be displayed as



Screen 5

A pie chart



Screen 6

A vertical bar graph



Screen 7

Or a horizontal bar graph



Screen 8

Three ways to present voting outcomes; One right answer (option 4)

Graphical “One option” questions

There is evidence that Curcumin is an ingredient that reduces Alzheimer's Disease

In which food do you find Curcumin?



1 Chocolate 32.5%



2 Curry 42.3%



3 Ice cream 25.2%

Screen 9

Asking Questions using pictures with words or graphics instead of text is a good way to add variety and interest to the questions you present.

The screen 9 example shows how graphics can make a more telling visual communication. Three pictures—one right answer. (Right answer 2. Curry Alzheimer's is almost unknown in India. Curcumin is thought to be one of the reasons why.)



1 20.0%



2 30.0%

Odd One

Screen 10

“Have I Got News for You” style question.

You do not have to include words in your screen presentation of options (but you'll need a presenter's commentary ready to explain what the question is about.) Screen 10 tests knowledge of the life of Elvis Presley



3 40.0%

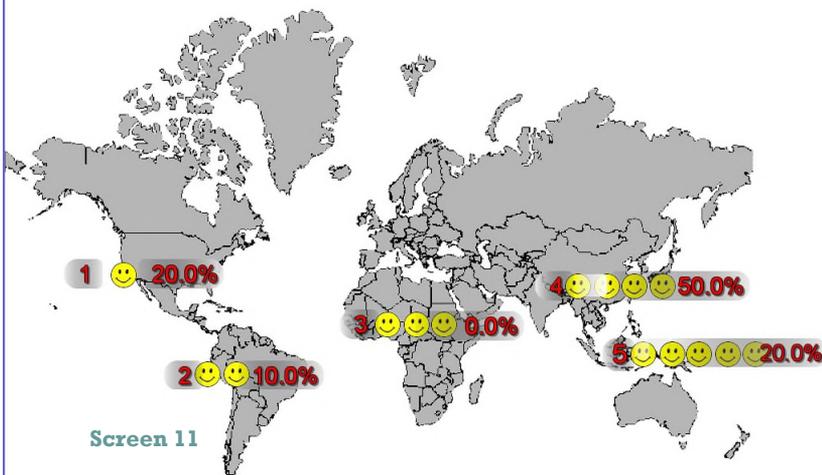


4 10.0%

Out?

Presenting images offers opportunities to ask questions about what is shown (or even what is missing). Some of the most challenging graphical questions illustrate a relevant scenario that delegates have to analyse before they can respond to the question.

Where in the World is Shangri-La?



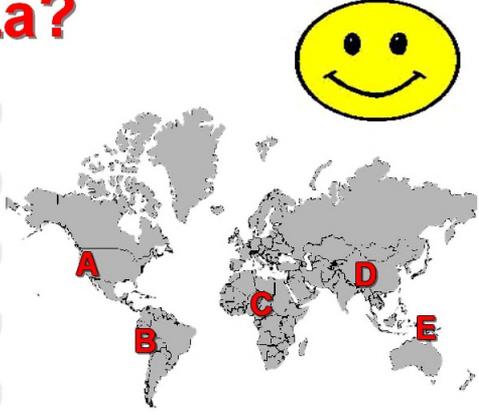
Screen 11

Screen 11 asks which part of the world Shangri-La existed in. It shows five possible sites around the world for the place where you might hope to find eternal happiness..

Present “one option” questions graphically

Screen 12 is included for you to compare with Screen 11 on the previous page. It is exactly the same question but has different layout. This is designed to show that there are often good alternative ways of graphically presenting questions.

Where in the World is Shangri-La?



| | | |
|---|---|-------|
| 1 | A | 10.0% |
| 2 | B | 10.0% |
| 3 | C | 10.0% |
| 4 | D | 50.0% |
| 5 | E | 20.0% |

Screen 12

Select “more than one option” questions

You can also set questions where you ask members of your audience to press more than one key on their handsets and as a result select several response options following a question stem.

For example, the question, shown as screen 13, invites the audience to select either options “1” or “2” to choose the building period and either options “3” or “4” to choose the right architect.

The Palace of Westminster was built between [????????????????????] by [????????????????????]

Select the right period

| | | |
|---|---------------|-------|
| 1 | 1834 and 1864 | 30.0% |
| 2 | 1702 and 1723 | 20.0% |

& the right architect to fill in the gaps

| | | |
|---|----------------------|-------|
| 3 | Sir Charles Barry | 35.0% |
| 4 | Sir Christopher Wren | 15.0% |

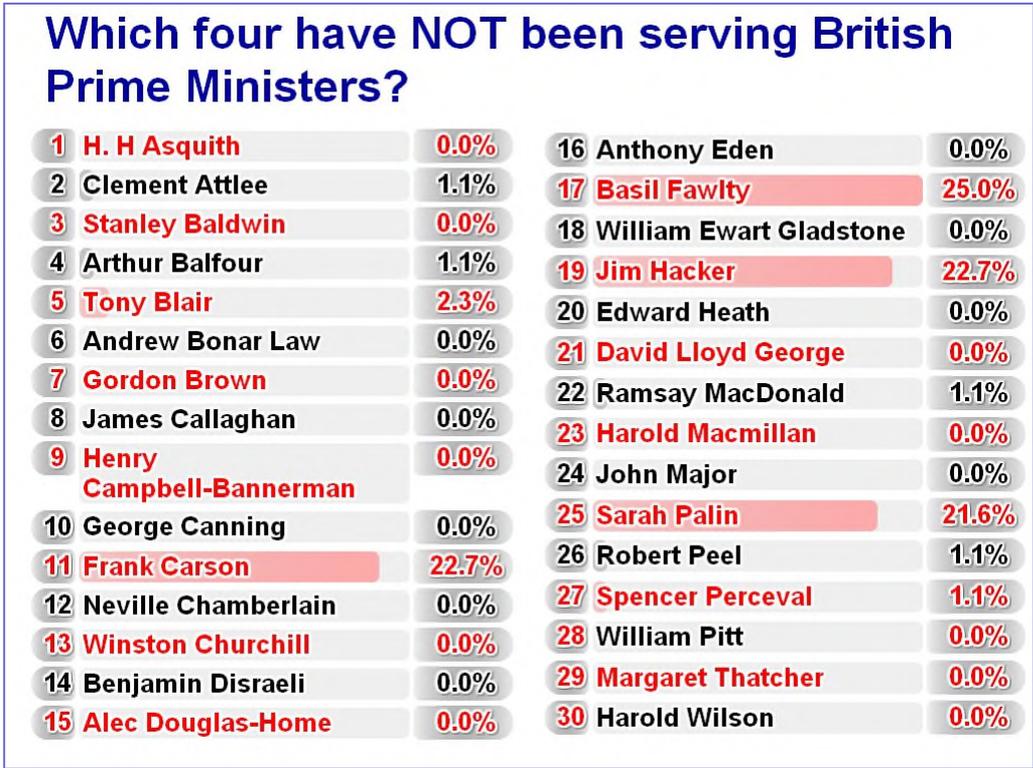
Screen 13

Questions where multiple voting responses are required are usually more complex than their single key option equivalents. You also usually need to allow more time for members of the audience to absorb the alternatives on offer. Reading the voting numbers and options out loud (which is always good practice) means that you know that delegates have heard and/or had time to read the list for themselves and should at least be prepared to vote by the time you have finished reading the list.



Screen 14

The above question allows members of the audience to vote up to the three times in order to answer it properly. This type of question usually needs more than the “magic five” options to be sufficiently challenging.



Screen 15

Theoretically, you can set questions with up to 99 options to choose from but it is not easy to display more than 30 short response options on a single screen as the above example shows. It is also important that a long list of options is either already very familiar to members of the audience or is very easy to assimilate. Screen 13’s question sets the audience the task of choosing 4 names on the list that are out of place.

Ask questions using audio or video elements.

You can use audio or video anywhere in Interactive Presenter™ presentations.

Some presenters like to introduce their quiz questions with a burst of music from “Who wants to be a Millionaire” or “Countdown” or the like. They might also play a fanfare before announcing the winners of their quiz. Video and audio can be played before, during (or even after) a question. This facility enables you to base your questions on relevant audio or video elements and literally bring extra dimensions to your question.

Audio Question

Identify the music playing.
Is it.....

| | | |
|---|-------------------------------|-------|
| 1 | Bach Air on a G string? | 20.0% |
| 2 | Beethoven's 5th Symphony? | 50.0% |
| 3 | Berlioz - symphony fantastic? | 10.0% |
| 4 | Brahms-violin-concerto-3? | 0.0% |
| 5 | Chopin - fantasie impromptu? | 20.0% |

Screen 16

In the example, shown here as screen 16, one of the five pieces of music listed plays in the background whilst members of the audience decide which it is.

Video Question

Where is this rugby stadium?

| | | |
|---|------------|-------|
| 1 | Cardiff | 30.0% |
| 2 | Dublin | 20.0% |
| 3 | Edinburgh | 30.0% |
| 4 | Paris | 10.0% |
| 5 | Twickenham | 10.0% |

Screen 17

In this example, a video clip is played in an on-screen multimedia window whilst a vote is taken to reflect where the audience think the ground is to be found.

Presenting the right/wrong answer

Most of the question examples shown so far have options where one or more of the options is the right answer. In these cases after displaying the vote, you normally show which options are right and which are wrong.

The default way of showing one right answer is to fade the wrong answers leaving the right answer prominent (screen 18). An alternative is to highlight the results bar of the right option in a different colour with other results bars displayed in a common colour (Screen 19).

In which Himalayan Kingdom, with the capital Thimpu, is the King's official policy to maximise the Gross National Happiness (GNH) rather than Gross Domestic Product (GNP)?

| | | |
|---|--------|-------|
| 1 | Bhutan | 44.4% |
| 2 | Nepal | 11.1% |
| 3 | Sikkim | 22.2% |
| 4 | Tibet | 22.2% |

Screen 18

In which Himalayan Kingdom, with the capital Thimpu, is the King's official policy to maximise the Gross National Happiness (GNH) rather than Gross Domestic Product (GNP)?

| | | |
|---|--------|-------|
| 1 | Bhutan | 44.4% |
| 2 | Nepal | 11.1% |
| 3 | Sikkim | 22.2% |
| 4 | Tibet | 22.2% |

Screen 19

More on “right/wrong” presentation

Where you have multiple right options, not only are the wrong answers faded out but the scores applying to options are also displayed.

Which four have NOT been serving British Prime Ministers?

| | | | | | |
|----|--------------------------|------|----|-------------------------|------|
| 1 | H. H Asquith | 0 p | 16 | Anthony Eden | 0 p |
| 2 | Clement Attlee | 0 p | 17 | Basil Fawcay | +1 p |
| 3 | Stanley Baldwin | 0 p | 18 | William Ewart Gladstone | 0 p |
| 4 | Arthur Balfour | 0 p | 19 | Jim Hacker | +1 p |
| 5 | Tony Blair | 0 p | 20 | Edward Heath | 0 p |
| 6 | Andrew Bonar Law | 0 p | 21 | David Lloyd George | 0 p |
| 7 | Gordon Brown | 0 p | 22 | Ramsay MacDonald | 0 p |
| 8 | James Callaghan | 0 p | 23 | Harold Macmillan | 0 p |
| 9 | Henry Campbell-Bannerman | 0 p | 24 | John Major | 0 p |
| 10 | George Canning | 0 p | 25 | Sarah Palin | +1 p |
| 11 | Frank Carson | +1 p | 26 | Robert Peel | 0 p |
| 12 | Neville Chamberlain | 0 p | 27 | Spencer Perceval | 0 p |
| 13 | Winston Churchill | 0 p | 28 | William Pitt | 0 p |
| 14 | Benjamin Disraeli | 0 p | 29 | Margaret Thatcher | 0 p |
| 15 | Alec Douglas-Home | 0 p | 30 | Harold Wilson | 0 p |

Screen 20

Following the voting results on screen 15 (bottom of page 7) , the correct option selections and the scores for each option are shown on screen 20.

Which of the following occurred during the Millennium Year: 2000 AD

| | | |
|---|---|------|
| 1 | George Bush elected President of US | +1 p |
| 2 | Vladimir Putin elected President of Russia | +1 p |
| 3 | Harold Shipman arrested on suspicion of serial murder | -1 p |
| 4 | The Millennium Stadium opened | -1 p |
| 5 | The Millennium Dome closed for business | +1 p |
| 6 | 9/11 Attack on World Trade Center in New York. | -2 p |
| 7 | FA Premier League was founded | -1 p |

3 votes allowed - Wrong answers score minus marks

Screen 21

As screen 21 shows, you can have negative as well as positive scoring and you can have any value (+ or -) that is appropriate to allocate to an option. You'll see that item 6 has been allocated a score or -2p, whereas all the other wrong options have been scored as -1p.

For times when you do not want to reveal either voting outcomes or scores

There may be the odd occasions when you do not want to reveal to your audience either the results of the voting or what the right options and their scores were. No problem. Screen 22 confirms that voting has been successfully completed but the “OK” display means that the results cannot be viewed on screen and can only be accessed via the Interactive Presenter’s reporting system



Please rate your teacher's performance during this school year.

| | |
|-------------------|----|
| 1 Ms X Aminall | OK |
| 2 Mr Jim Hall | OK |
| 3 Mr Ivor Pet | OK |
| 4 Miss Satstest | OK |
| 5 Dr P I R Squard | OK |
| 6 Mr O N Supply | OK |

*Use the following guide for rating:
5= Very Good; 4= Good; 3=Satisfactory; 2=Poor; 1=Very Poor*

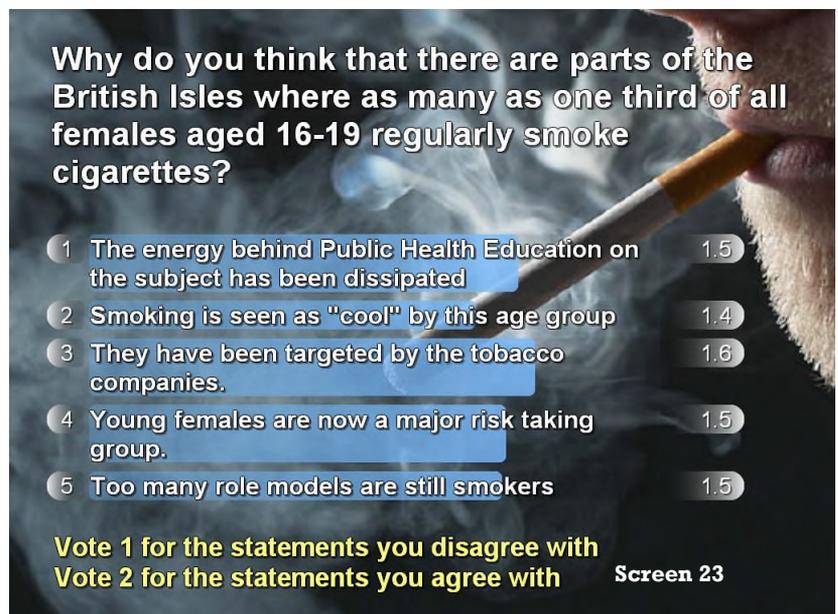
Screen 22

Ratings Questions

As well as screens 22 & 23, you can also find a ratings question example on page 7 of Part One of this guide (Pt I Screens 16-18). You can display any number of options to consider on a this type of question. This is from one item up to a screen full. It is usually best to restrict the maximum number of items to 5 or 6. The mean average rating scores are not revealed until all item displayed on screen have been polled.

We believe defined ratings guides, like those shown, are essential tools for this type of question. If you ask voters just to rate items from “1 to 10”, you risk everyone putting their own interpretation of what’s a 4 or a 6 or a 7 worth and the results you get will be uneven. Theoretically you can have scales from 1 to 99 but you will find a 1-10 ratings guides are usually easier to specify.

The 1-2 rating shown on screen 22 is an interesting variation on Agree/Disagree or Yes/No questions. Results closest to 2 mean general agreement and those closest to 1 indicated a consensus of disagreement.



Why do you think that there are parts of the British Isles where as many as one third of all females aged 16-19 regularly smoke cigarettes?

| | |
|--|-----|
| 1 The energy behind Public Health Education on the subject has been dissipated | 1.5 |
| 2 Smoking is seen as "cool" by this age group | 1.4 |
| 3 They have been targeted by the tobacco companies. | 1.6 |
| 4 Young females are now a major risk taking group. | 1.5 |
| 5 Too many role models are still smokers | 1.5 |

**Vote 1 for the statements you disagree with
Vote 2 for the statements you agree with**

Screen 23

Selecting Priorities (& Re-polling on Highest Vote Count)

If you have to prioritise a list of issues you are faced with, the Interactive Presenter™ can help. Screen 24 shows the original list of issues our group were asked to place in priority order. They voted 1 for the issue that was their top priority and 2 for their second, and so on. The resulting votes are shown on screen 24 and were put into priority order as a result of that vote on screen 25.



REORDER
by
PRIORITY

In order to be sure of agreement that “Greater Web Exploitation” was the top priority, the group decided that they would reduce the original list of 6 to 4 and vote again (screen 26).

The top priority was no longer 100% clear so the list was further reduced to the top three issues and re-pollled (screen 27).

The result produced a last two and a final vote (screen 28).

When the group was faced with just two issues, “New Product Development” turned out to be the top issue.



This re-polling facility can be used with other voting options where re-polling a reducing list is useful —not just with the priority voting facility.

Voting on questions about perceptions of risk and the potential consequences

It may be that your group needs to consider the potential risks to its operation as a result of an external change and assess what the impact would be on the way you operate.

Our example compares three votes looking at the envisaged impact on food prices of the cost of crude oil going over \$150 per barrel. Like the other rating questions, voting guides are needed to provide a framework within which members of the group can vote. The guide lists both a probability scale of 1 (*Won't happen*) - 9 (*Certain to happen*) and an impact scale of 1 (*No impact*) - 9 (*Universally catastrophic*) that are used by the group to assess how best to vote.

Three votes were taken

Screen 29—the likelihood and consequences of the scenario occurring in the next year.

Screen 30—the likelihood and consequences of the scenario occurring in the two years.

Screen 31—the likelihood and consequences of the scenario occurring in the three years.

The resulting two scores of probability and impact are combined to produce a third figure: a risk level indicator for each scenario polled. Risk level indicator results can be automatically plotted and displayed on a scatter graph—as in screen 32

12 Month Scenario -What is the probability of oil prices going back above \$150 per barrel in the coming year and what impact do you think that might have on world food prices?

1 Probability of oil going over \$150 per barrel 5.5

2 Impact on Food prices 5.4

Risk Level Indicator 29.6

RATINGS GUIDE

Screen 29

PROBABILITY: 9=Certain, 8= Almost Certain 7=Very likely, 6=Likely, 5=Possible, 4=Unlikely, 3=Very unlikely, 2= Almost No chance, 1=Won't happen

IMPACT: 9=Universally Catastrophic 8=Selectively Catastrophic, 7= Very Critical, 6=Critical, 5=Significant, 4= Less than significant, 3=Marginal, 2=Negligible, 1= without impact

24 Month Scenario:What is the probability of oil prices going back above \$150 per barrel in the next two years and what impact do you think that might have on world food prices?

1 Probability of oil going over \$150 per barrel 5.6

2 Impact on Food prices 6.1

Risk Level Indicator 33.7

RATINGS GUIDE

Screen 30

PROBABILITY: 9=Certain, 8= Almost Certain 7=Very likely, 6=Likely, 5=Possible, 4=Unlikely, 3=Very unlikely, 2= Almost No chance, 1=Won't happen

IMPACT: 9=Universally Catastrophic 8=Selectively Catastrophic, 7= Very Critical, 6=Critical, 5=Significant, 4= Less than significant, 3=Marginal, 2=Negligible, 1= without impact

36 Month ScenarioWhat is the probability of oil prices going back above \$150 per barrel in the next three years and what impact do you think that might have on world food prices?

1 Probability of oil going over \$150 per barrel 5.5

2 Impact on Food prices 5.1

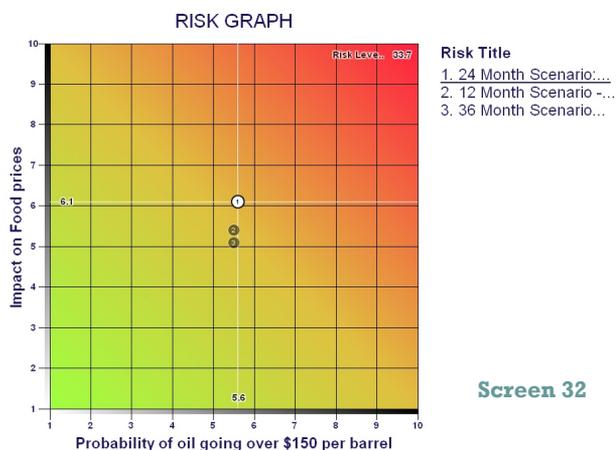
Risk Level Indicator 28.4

RATINGS GUIDE

Screen 31

PROBABILITY: 9=Certain, 8= Almost Certain 7=Very likely, 6=Likely, 5=Possible, 4=Unlikely, 3=Very unlikely, 2= Almost No chance, 1=Won't happen

IMPACT: 9=Universally Catastrophic 8=Selectively Catastrophic, 7= Very Critical, 6=Critical, 5=Significant, 4= Less than significant, 3=Marginal, 2=Negligible, 1= without impact

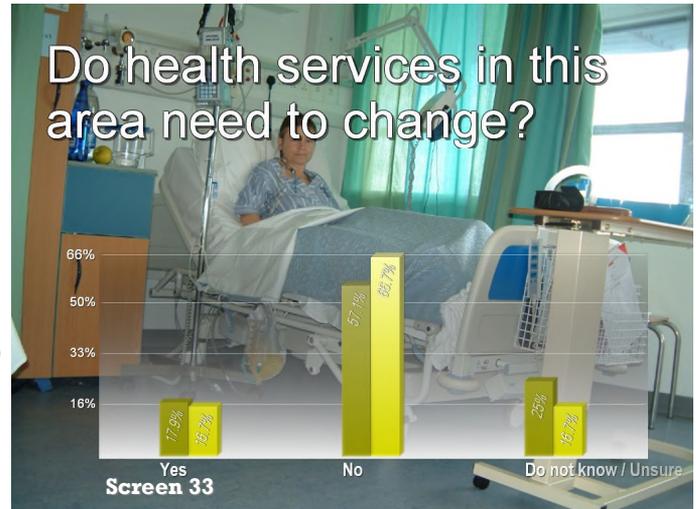


Will it help to compare your audience with others?

Comparisons are not always odious! Sometimes it can be helpful to compare what your audience thinks with the views of others.

Compare your current poll with available national, regional or international data. You can show how your audience thinks compared with earlier votes or those of neighbouring or related groups.

Screen 33 uses a vertical bar graph to show how the views of the same group on the same subject changed a year on. You can see the original vote on page 3 — screen 4



Ten important considerations when preparing interactive questions.

- 1) Make sure the preceding slides of your presentation set the scene well for the questions you ask. Build up to a question. You should usually avoid having questions that come out of the blue and are not in context.
- 2) Strive to make the questions interesting, challenging and relevant.
 - a) Make sure the right answer is not blatantly obvious.
 - b) Make sure that there are always options to cover everyone in the audience. Do not leave anyone to be in a position to say “None of these apply to me”.
- 3) Choose the words you use to present the question on screen carefully and accurately. Be succinct. Make sure the questions you ask will be clear and unambiguous for everyone in the audience.
 - a) Use quality checks to see that 2) & 3) apply.
 - b) Screens are neater and potentially give fewer clues to the audience member that guesses his way to the right answer, if all options (both right answer option and distracters) are of a similar short length.
 - c) Audiences vary, if you are about to use an existing presentation from your library, think about the questions in it and if they are likely to relate to the make up of your next audience.
- 4) Do you want the members of your audience who get a question wrong to learn from doing so? Prepare a support slide immediately following on from the question. It should be designed to help them understand why the option they should have chosen is the right answer. Use questions to check that your audience has understood any issues raised so far by your presentation before moving into the next section.
- 5) Sometimes it helps to start by establishing what the audience think they

already know or feel about the topics to be covered by your presentation. Consider using a short series of questions to raise interest at the beginning of the presentation.



6) Respond to the results of all votes by constructively commenting on their outcomes and on any implications. You may be able to anticipate some of these. Give advanced consideration as to the comments you might make. Be prepared to change the emphasis you make in the material covered by the presentation as a result of polling.



7) If you are asking background questions, make sure the first five characters that will display on the “comparison matrix” (see page 4 screen 7 in part one of the guide) are unique and give a strong indication of the category (option selected in the background question). By doing so you can be sure that the profile categories will be clear when displayed against subsequent question results.



8) Gauge how the audience feels about the issues you are presenting on by asking questions about views, beliefs and feelings as well as understanding or knowledge.



9) Vary the ways in which you ask the questions. Always change the position of the option that is the right answer. Alter the number and nature of the options. Use some multiple answer options. Avoid producing patterns of the position you choose for the right option. The result should be that your questions are in no way predictable and that each question is both interesting and challenging.

a) Consider using supplementary questions as a way to build on knowledge and understanding of a particular topic.

b) Use Buzan’s five main recall factors* to help members of your audience memorise and employ their new knowledge gained when it is needed in the future. For example, linkage. How can your question make the connection to knowledge already held by the audience?



10) Use questions regularly throughout the presentation. Make sure the members of your audience are aware that they could be asked a question at any time. Do not make the point at which questions are asked predictable. (Unless the session is a quiz or assessment when all elements will be questions)

* Buzan’s five main recall factors (*Tony Buzan: Harnessing the ParaBrain, Colt Books*) are

I) Primacy –The beginning will be remembered – What should you ask there

II) Recency – The last word will also be remembered—What question can you finish on?

III) Linkage - How can you connect to what is already known that will trigger the memory?

IV) Outstanding – How can you use a question to make a point in an extraordinary way making it unforgettable?

PEAK PERFORMANCE

East Wing, Mathern House, Mathern, Chepstow, Monmouthshire NP16 6JA United Kingdom

Phone: +44 (0)1291 629379 Fax: +44 (0)1291 629838

Email: Questions@Peak-Performance-Consultancy.com Website: www.Peak-Performance-Consultancy.com