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BOBLME – SLAFAR
Communications workshop on scientific presentation
10 May 2012
Seeduwa Sri Lanka
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1. BACKGROUND

This workshop was made possible by the collaboration of Sri Lanka Association for Fisheries & Aquatic Resources (SLAFAR) and the Bay of Bengal Large Marine Ecosystem (BOBLME) Project. SLAFAR is a non-profit oriented voluntary organization formed to address issues related to the utilization, management, and governance of fisheries and aquatic resources and associated ecosystems in Sri Lanka and is a valued partner of the BOBLME Project.

This work was primarily the initiative of Dr Sevvandi Jayakody of the University of Wayamba (Sri Lanka), who is also the president of SLAFAR. She has also participated in former BOBLEME communications training workshops as a tutor.

Dr Jayakody called for abstracts. Students and other interested parties responded with intention to participate in this workshop. The response was high and exceeded the planned capacity and unfortunately some students had to be turned down.

The research projects of the participants ranged from 6 months to 2 years work, which they had completed in their respective establishments. The students were asked to prepare short presentations of their research projects in preparation for this workshop on the 10th of May.

After improving their presentations using the knowledge gained during this workshop, all the participants made their final 10 minute PowerPoint presentations at the 17th Annual Scientific Session of SLAFAR, 19-20 May 2012. Dr Rudolf Hermes, Chief Technical Advisor (CTA) of BOBLME Project was also present to evaluate and give feedback to the students on this occasion. Reference is made to the report of the SLAFAR annual session, and the Back To Office Report by CTA.

2. INTRODUCTION

The workshop was opened by Dr Jayakody and it was conducted with the facilitation of Dr Chris O’Brien, Regional Coordinator (RC) of the BOBLME Project. The main presentation material for the workshop was based on the PowerPoint presentation used by Dr Peter Rothlisberg for the BOBLME-MFF Communications workshop on scientific presentation, held in Maldives from 11-14 October 2011. Refer to APPENDIX VI.

2.1. Objective

The overall objective was to enhance the scientific communication abilities of young upcoming scientists in the BOBLME region. On this occasion, the short term objective was to improve the presentations of the 50 students who had completed 6 months to 2 years long projects and will be presenting their work at the 17th Annual Scientific Session of SLAFAR 19th to 20th May 2012.
2.2. **Approach**

The course was only one day long and there were more than fifty participants. The student : mentor ratio was 25:1.

In the evening of the 9th of May, there was a short ice breaking session that prepared the students for the more formal session on the 10th of May.

On the 10th, after Introductions in the morning, Dr Jayakody and Dr Chris O’Brien conducted a presentation on the basics of presentations.

Later in the morning the students engaged in story board exercise. The story board exercise involved students making a roadmap of their presentation by the use of postits on the wall. This gave them the ability to spread and visualise the content and flow of the presentation on the wall. This allowed for the students to see the big picture and iron-out obvious mistakes and make more effective presentations.

While the students were working on the storyboard, there was ample time for the two mentors to walk around and giving suggestions for improvements and answer any questions that the students had. Most of all, the mentors gave them confidence on the different approaches they had chosen and guided them on how to effectively communicate their science to an audience.

The story board work session took most of the day and it was followed by a very short presentation by Dr Chris Obrien on good and bad presentation slides.

After the students had made improvements to their presentations from what they had learnt during the day. Each student was asked to state the title and summary of their presentation in a few words. The mentors commented and gave further advice on these summaries.

3. **WORKSHOP EFFECTIVENESS**

Participants were very enthusiastic, arriving early in the morning and staying beyond the appointed finish time of the day. It must be noted that some students who had applied to participate in the workshop had to be turned down because it would have exceeded the planned capacity.

The participants to this workshop brought a very wide spectrum of experience and expectations as there was no restriction on the research topics chosen. Noting that the student : mentor ratio being 25:1, the interaction between the mentors and students was greatly enhanced in the story board session where the mentors, including the students moved about engaging in constructive discussions on the students presentation issues. This was all done in a less formal atmosphere.

English was the second language of all the students and the command of the English language was variable. While English has become the ‘universal’ language of science; the workshop’s approach was also found useful for authors presenting material in their native language. The slides of the
“Presentation Principles” presentation that was presented by Dr Jayakody have been translated to local language. This can be found in APPENDIX VII

Although this one day crash course improved the confidence and presentation ability of the students, it was agreed that, in the future, a more formal, longer course with a lesser student : mentor ratio would be more effective.

4. WORKSHOP FEEDBACK

At the completion of the workshop, participants were presented with a signed Certificate of Completion and asked to fill in a feedback form. This was to gauge satisfaction with and suitability of elements, along with the aim of obtaining suggestions for changes to future workshops (APPENDIX II).

A tabular summary of the feedback is provided in APPENDIX III and written comments are in APPENDIX IV. All but two participants (49 and 51) returned the feedback form.

4.1. Analysis

Overall the feedback was very positive.

For the first section almost all the students strongly agreed to the 6 statements, except for the last statement which was, “Time Allocation for the workshop components was appropriate”. Looking at the overall results for the first section there were 9 disagreements with the statements and 7 of them were for the last statement. The first five statements had similar results with the first statement “Well Organised” getting the most agreement.

All the students unanimously recommended the course for their colleagues.

45 of the 49 respondents ranked the workshop elements 1 to 6, with 1 being the most valuable element (APPENDIX III). For these 45 students, “Presentation principles” was overwhelmingly deemed the most valuable element with 20 students ranking it as first. Second element deemed most valuable was “Outlines & storyboard” with 16 students ranking it as first.

It must be noted that posters component of the workshop was not conducted due to the one day tight schedule. However, this was included in the feedback form because at the time of printing, the
plan was to include that module. The students mostly left it blank while some ranked it as 6th most valuable.

Most respondents didn’t offer suggestions about changes. However a common comment was the overall need for more time for the workshop. (see APPENDIX IV for a transcription of participant comments).
APPENDIX I
AGENDA

Scientific Presentation Workshop
10 May 2012

Agenda

Day 1 (09 May)

Evening: Introduction to the workshop
           Ice break

Day 2 (10 May)

09:00 Registration: Set up workstations
9:15 Welcome (Dr Jayakody)
9:20 Presentation basics presentation by (Dr Jayakody and Dr Chris)
10:30 Concept planning and road map and story board (Exercise)
10:40 Tea break
10:55 Concept planning and road map and story board (Exercise) continued

1230 Lunch
1330 Concept planning and road map and story board (Exercise) continued
1400 Examples of bad presentation (Chris)
14.30 Do’s and Don’ts of a presentation and how to provide constructive criticism
1530 Advise to the students on their presentations
1530 Handing out of certificates.

1730 Close
**APPENDIX II FEEDBACK FORM**

**SLAFAR - BOBLME**  
Scientific Presentation Workshop  
10th May 2012, Taj Gateway Hotel, Katunayake  
Sri Lanka

<table>
<thead>
<tr>
<th>Feedback form</th>
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<tbody>
<tr>
<td><strong>Strongly agree</strong></td>
</tr>
<tr>
<td>The workshop was well organized.</td>
</tr>
<tr>
<td>The workshop met my expectations / needs.</td>
</tr>
<tr>
<td>The workshop has assisted me in my presentation skills and in the preparation of talks.</td>
</tr>
<tr>
<td>Instructions and examples were clear and understandable.</td>
</tr>
<tr>
<td>The format of the workshop was relevant and well organized.</td>
</tr>
<tr>
<td>The time allocation for the workshop components was appropriate.</td>
</tr>
<tr>
<td>Would you recommend this workshop to your colleague?</td>
</tr>
</tbody>
</table>

Which aspect of the workshop did you find most valuable (please rate in order with 1 as the most valuable):
- Concept planning and focus
- Outlines and storyboard
- Presentation principles
- Audience engagement principles
- Presentation delivery & feedback
- (Preparing Posters)
| **Which session would you have liked to have had more time for?** |  |
| **Which session would you have liked to have had less time for?** |  |
| **Additional comments or suggestions about this workshop.** |  |

Name: (Optional)............................................................................................................
# APPENDIX III

## TABULATION OF WORKSHOP FEEDBACK RESULTS

<table>
<thead>
<tr>
<th>Component ranking</th>
<th>Recommended</th>
<th>Satisfaction level: 1=&gt; Strongly agree; 2=&gt;Agree; 3=&gt;Disagree; 4=&gt;Strongly disagree</th>
<th>Component ranking</th>
<th>Recommended</th>
<th>Satisfaction level: 1=&gt; Strongly agree; 2=&gt;Agree; 3=&gt;Disagree; 4=&gt;Strongly disagree</th>
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Further Notes

- Out of 51 participants, there were 49 who returned their feedback forms.
- For the first section of the feedback form, there were only 9 times that the students disagreed. 7 out of those 9 times, students disagreed that the time allocation for the workshop was appropriate.
- The participants indicated that they would like more time for:
  - Concept planning and focus (5)
  - Outline and story board (8)
  - Presentation principles (20)
  - Poster (1) (this component was not done at the workshop due to lack of time)
  - Discussions about presentation topics (4)
APPENDIX IV  FEEDBACK COMMENTS FROM PARTICIPANTS WITH PARTICIPANT NUMBERS

3  It would have been more effective if there were actual participant presentations, for example 2 minute drills.

4  It is an excellent and marvellous workshop, if we get more time it would be better
   And if it were continued next year it would also be good

5  More time is needed (at least 2 days)
   Better to conduct this workshop as group work, not sitting

7  If you could conduct this workshop for longer period spending more time on each topic covered it will be better

8  The workshop was really well organised.
   Would like to attend such workshops more often in order to improve our knowledge

9  This was very helpful for us
   Preparation of the storyboard is quit interesting. It helps us solve some problems when preparing the presentations.

10  If we have more time it is very useful for us.

11  Well organised and well prepared workshop. It gave us an idea on how we should be prepared for SLAFAR directing on how to
    prepare the presentation according to the audience. A valuable workshop I experienced in my lifetime.

14  Propose to conduct this workshop for other SLAFAR members who do not attend this workshop.

15  If the workshop was longer and had participants to do and actual presentation followed positive feedback and
    give more tips
    form slides and appearance and other ways to engage the audience.

16  This is an excellent workshop for all the Scientists. Thanks.

17  If the time was longer and was not in a rush it would be better. Also presenting posters need attention

18  Excellent

21  Dr Sewwandi’s speed of the way of speaking and simple words used in the presentation are very much appreciated.
    For better understanding Thanks Dr Sewwandi

22  It is better to have actual presentations of participants in the next workshop and comments to improve their skills.

24  This is a very important workshop but time was not enough

26  Strongly recommend for the future.

28  Well organized

32  The workshop was really well done and interesting. Thank you.

35  Actually the workshop was too much important for me as a young scientist to get much aware of presentations.
    Early I was too afraid to go on stage with my presentation but now I am well equipped.
    Thank you for conducting such workshops and hope to be in the next session with a good publication.
    Thanks you.

36  Workshop was well organized. I learn lots due to this workshop and hope you will continue this workshop
If it is possible to allocate time for volunteer presenters

The workshop was conducted in a very simple manner. It was very clear to understand and enhance knowledge about presentations.

Actually appreciable. This is the first ever experience or formal knowledge, I’ve got about Scientific Presentations.

Well organized. I had wide area of knowledge regarding presentation skills. This kind of workshops should be continued.

It was organised in a well manner.

It is pretty good and well organized. Even though we have some knowledge in scientific writing, it was a great moment to share ideas with expertise.

It was excellent opportunity to improve my presentation skill and knowledge. I wish you all the best for more works.
### APPENDIX V

#### LIST OF PARTICIPANTS

<table>
<thead>
<tr>
<th>Full name</th>
<th>E-mail Address</th>
<th>Position</th>
<th>Organisation</th>
<th>Mobile Phone</th>
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</thead>
<tbody>
<tr>
<td>Prof. Jinadasa Katupotha</td>
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</tr>
<tr>
<td>Prof. E. I. L. Silva</td>
<td></td>
<td>Consultant</td>
<td>IWM</td>
<td></td>
</tr>
<tr>
<td>Mr W. I. H. K. Wijerathna</td>
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<td>783468659</td>
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<tr>
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<tr>
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<td>Wayamba University Of Sri Lanka</td>
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<tr>
<td>Ms P. S. Jayasinghe</td>
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<td></td>
<td>NARA</td>
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</tbody>
</table>

13
APPENDIX VI  PRESENTATION SKILLS PRESENTATION

Science Presentation Workshop
Presentation skills workshop for SLAFAR presenters
Taj Gateway Hotel, Sri Lanka
10 May 2012

Setting the stage

How you engage

Message
What's your point?

Audience
Who does it matter?

Impact!

Publication vs. Presentation

<table>
<thead>
<tr>
<th>Publication</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience - narrow/expert</td>
<td>Audience - broader</td>
</tr>
<tr>
<td>Read</td>
<td>Listen</td>
</tr>
<tr>
<td>Sentences, paragraphs</td>
<td>Phrases, dot points</td>
</tr>
<tr>
<td>Time - lots (hours)</td>
<td>Time - little (4 sec)</td>
</tr>
<tr>
<td>Distance - arm's length</td>
<td>Distance - metres to vast</td>
</tr>
<tr>
<td>Detail [ → ]</td>
<td>Broad brush [ → ]</td>
</tr>
<tr>
<td>Introduction</td>
<td>Need</td>
</tr>
<tr>
<td>Methods</td>
<td>Approach</td>
</tr>
<tr>
<td>Results</td>
<td>Supporting evidence</td>
</tr>
<tr>
<td>Tables &amp; Figures</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Discussion &amp; Conclusion</td>
<td>Take home message</td>
</tr>
</tbody>
</table>

Messages

- Technical outcomes
- New initiatives/proposals
- Policy & management implications
- Community awareness
- Education

Define the Story

Core of message/story
Focus
Too much/too little for one presentation?
Tailor message/story to Audience!
Conclusion: Take home message

Define the Story (2)

Need
Approach
Supporting evidence
Evaluation
Conclusion

The pitch

Becomes the basis of:
The Abstract
A Press release

Determines selection of:
Presentation, poster, nothing
Interview, article, nothing
Organise the Story

Roadmap – Story board
Set out sections:
   Need
   Approach
   Supporting evidence
   Evaluation
   Conclusion
Fill in sections:
   2 to 5 points → possible text slides
   Possible graphs, tables, illustrations

Outline of a scientific paper

- Materials & Methods
- Method 1
- Method 2, 3, ...
- References
- Results
- Result 1, 2, 3...
- Tables
- Figures
- Discussion
- Review
- Compare
- Synthesis
- References
- Conclusion

Define the Story

2-minute drill – narrative
   Too long?
   Too much?
   Unfocused?
   Did they get it?
   Who’s confused?
Content tighter & clearer – to you & listener
Early exposure – vulnerable & confronting
Example

Roadmap – Story Board

Information hierarchy in Notes Page view

- Headline
- Graphic
- Narrative

Qualities of good/bad talks

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<th>Good</th>
<th>Bad</th>
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<td>Interactive</td>
<td>Read slides</td>
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<tr>
<td>Engaging</td>
<td>Incoherent</td>
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<tr>
<td>Humorous</td>
<td>Too fast/slow</td>
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<tr>
<td>Conversational</td>
<td>Didn’t engage with</td>
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<tr>
<td>Clear</td>
<td>audience</td>
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<tr>
<td>Credible</td>
<td>No feeling/emotion</td>
</tr>
<tr>
<td>Strong visuals,</td>
<td>Wrong slides – voice/</td>
</tr>
<tr>
<td>limited text</td>
<td>slides disconnected</td>
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Presentation principles (1)

Presentations don’t need slides
Simplicity & Clarity = Impact
Slides MUST complement not compete
Use a Handout for detail
Most pubs tables & graphs unsuitable
Graphs > tables
Stick to time
Never need to apologise
Six x six rule
- No more than six dot points
- No more than six words/point
- No more than six dot points
- No more than six words/point
- No more than six dot points
- No more than six words/point

Building the Presentation
You’ve focused the Story
You know the Audience
You’ve got the Roadmap
You know the Venue
You have a Time limit
NOW it’s time to build the Presentation

Simplicity!
Eat only until 80% full.
Empty space can convey a feeling of quality, sophistication and importance

Which is better?
Number of bikes sold (2001-2007)
Over 5,000 bikes sold in 2007

Use of colour
Don’t EVER write in RED on a blue background
or in BLUE on a red background
Report of the Communications Workshop on Scientific Presentation

Use of colour (2)

DON’T use **GREEN** and **RED** to highlight text
or **GREEN** and **RED** in a graph

Use of colour (3)

If you need lots of colours in a graph it’s probably too complicated

Use of colour (4)

**Target (15%)**
The rest

Which is better?

Choose scale carefully

**What’s the point you’re trying to make?**

Is there seasonality?

**Seasonality**

Is a graph better?
### Which is easier to read?

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<th>Lipid content (µg)</th>
<th>Respiration rate (µl, hr⁻¹)</th>
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<td>2345</td>
<td>0.005</td>
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<td>0.020</td>
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<td>744</td>
<td>0.004</td>
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<td>7.6</td>
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<td>0.130</td>
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<tr>
<td>3.6</td>
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### Top fears

- **Speaking in public**: 41%
- Heights: 32%
- Insects & bugs: 24%
- Financial problems: 23%
- Deep water: 22%
- Sickness: 20%
- Death: 19%
- Flying: 18%

1977 Book of Lists

### Presentation principles (2)

**DON’T**
- read – notes or slides
- Include only the most important points
- Speak slowly
- Speak clearly
- Be natural & show interest in subject
- Engage, re-engage the audience

**The message is:**
- Words: 7%
- Vocal Delivery: 38%
- Body Language: 55%

### Audience engagement

- Make them **comfortable**
- Use **first** and **second** person (I/You)
- **Eye contact** = honesty
- Power of the **pause**
- **Body language** – hands, gestures
- **Podium** – barrier, separation, fortress
- **Effective content**

### Leave time for Questions

- Courteous – well prepared & organised
- Chance to expand talk
- Valuable feedback from audience: did they get it?
- was the message clear?
- advice for subsequent manuscript
- New lines of research, job opportunities

**Troublesome questioner?**
Helpful hints
Don’t use outline – get into the story
- Avoid excessive bullet points
Laser pointer or slide highlights
Conclusion not regurgitation
Synthesis, Impact & Application
Take home message
Ending alternatives
Slides up your sleeve

Looking back
Speaker-audience interaction = communication
You don’t need slides – they only enhance
Audience cannot read & listen at same time
Don’t confuse Slides with Notes or Handouts – beware of the Slideument!
PowerPoint is a tool not the Messenger
Organisation, preparation, & practice give confidence & allow a natural presentation
Seek simplicity

Presentation websites
Presentationzen by Garr Reynolds
http://www.presentationzen.com/

Seminar by Garr Reynolds
http://www.youtube.com/watch?v=DZ2vtQCESpk

Technology, Entertainment, Design (TED)
http://www.ted.com

Additional reading
APPENDIX VII PRESENTATION SKILLS PRESENTATION (LOCAL LANGUAGE TRANSLATION)
වෝක පුළුළු චන්ද්‍රපුර ගැලීම

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රැසැබ්පුර පැයක, පුරාණ විශේෂභ අංශ (රුව ගැලීම)
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විශේෂභ අදහස් [ ↔ ]

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දහසින් සුළංගුන්තකයින්

බන්ධනයේ නිසා දක්නට හැකයි?

කවුතියේ මටෝට්ටම්!

භිජියක

මහත්වයක් පිළිතුරු

බොතැනි විශ්වාස/බොතැනි මහත්වය

උෂ්පතියේ තා නැවත විද්‍යාවාදී කරන පිළිතුරු

උෂ්පතිය අගයේ නැමුත් කොටසක් දක්නට හැකිවීම
වඩාත සාහේන්නරඹාග ආයතනක් බැවින්නා කළමනාකරණයක් සහ ගැඹණින් ඔහුගේ විදාහාරික ප්‍රශ්නීතියක්
(මනාවකම් නොවේ මෙන් පැහැදිලි)
මෙම ප්‍රශ්නීති වර්ග විදාහාරික කළමනාකරණය යාමෙන් විදාහාරික කොටසක්
කාලයට දක්වාමින්

මවිතා පරිශේෂය බුධිවරු (මැති සාහේන්න ජනවාරි)

මවිතා මැති සාහේන්න බුධිවරු
(මැති ජනවාරි කොටස ආසන්න වනුන්)
හෝ මානවීය ගොම්ඩුණියේ පියැට සමාර්ථය? අස්ථි?
මෙම මානවීය ගොම්ඩුණිය පියැට පහළ විශේෂයක්?

මවිතා මැති සාහේන්න පරිශේෂය කොටසක් සහ ගොම්ඩුණිය?
වෙතිනි කථාව ආශ්භිතය (2)
(වසර අතර ටෙක්සන්)
කථාවන්
තමිලි විශේෂය කථාව පෙළෙනම්
තවනව
සමාන ආරක්ෂාව කරන්න
කථාව
කථාව සිංහලය

උරාවේ මෙ විදිය
උරාවේ මෙ විදිය මත සිරා මත දෙන්නෙනම්
ගලපුවන්,
මානව විදීමට
උරාවේ මෙ විදිය සිරා සිදුවුන්
විදිය සිරා මත කතාව?
විදීමට මත කතාව, පැහැරිළි තන්ත්‍රයට මත කතාව කතාවක්? මෙහෙඳි විදීමට කතාව, පැහැරිළි මත කතාව, කතාවක් මත කතාවක්?
කථාව සහ කරගන්නාව

වේදෙක් - විංසිටි කෝට්ටන්

පළමු කරගන්නාව:
   පැවැත්වාදය
   පැහැදිලි සාමාන්‍ය කරගන්නාව
   ආදීක්කම සාමාන්‍ය

සැලටමුවක් යුතුයේ:
   ආදිය අදහස් සහ අභ්‍යන්තර අභ්‍යන්තර ආදීක්කම
   අභ්‍යන්තර සමගින

වැටීමේ බුදුන්වන්නාව:
   සාක්ෂීය පැවැත්වාදය සහ අභ්‍යන්තර අභ්‍යන්තර ආදීක්කම
   අභ්‍යන්තර සමගින, එක්ක, මෙමින්නෙන්.

විශ්වාසක්වුන්ට විශේෂිතවක් දැක්වීම

- අංකය ද අංකීය
  - අංක 1
  - අංක 2,3, ......
  - අංකයේ

- ආශ්‍රීය
  - ආශ්‍රීය 1,2,3......
  - ආශ්‍රීය
  - කම්බාදම්

- ආරශ්‍ය
  - ආරශ්‍යවාදත්ව
  - කම්බාදම්
  - කරේටත්ව

- ආශ්‍රීය
  - ආශ්‍රීයවාදත්ව
  - කම්බාදම්
  - කරේටත්ව

- ආශ්‍රීය
  - ආශ්‍රීයවාදත්ව

- ආශ්‍රීයවාදත්ව
විශ්වයේ විශ්වාසයේ දුරුම උපාධිකරණය

- ආරාම පිළිගැති
  - නමි 1
  - නමි 2,3,......
  - ආරාම

- උදිකාම
  - උදිකාම 1,2,3......
  - ආරාම
  - උදිකාම

- කාලපුදුම
  - කාලපුදුම
  - කාලපුදුම
  - කාලපුදුම

- ආරාම
  - ආරාම
  - ආරාම

- අවසාන උපාධිකරණය

- ආරාම පිළිගැති
- ආරාම පිළිගැති
- ආරාම පිළිගැති
- ආරාම පිළිගැති
- ආරාම පිළිගැති
- ආරාම පිළිගැති
විදුහා අර්ථතාවයේ ගඟපොදු - පැහැත

මෝකු අහසින්ද අති?

මිදල් අති?

තර මෙරෙනදා අති?

ක්ෂය අති?

දෙළෙදෙන්?

උදාහරණයක පැහැත? (වැටාතමක පොදු)

විදුහාවෙන්ද, ඉවත් මෙන සැරිමි - තම මෙන සැරිමින් සිතියකට මෙනකට වන මිශ් සිතියකට වන මිශ්

(වැටාතමක පොදු)
සාපේක්ෂ ලිපි හා සැකිල්ල විද්‍යාවේ

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</thead>
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<td>ලිපිය ලිපියක විද්‍යාව</td>
</tr>
<tr>
<td>ප්‍රතිපාදනය ලිපියක විද්‍යාව</td>
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<tr>
<td>ලිපිය ලිපියක විද්‍යාව (ප්‍රතිපාදනය යෝද්‍යෙන්)</td>
<td>ලිපිය ලිපියක විද්‍යාව</td>
</tr>
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<td>ස්ථානයේ</td>
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<td>අදාලයේ</td>
</tr>
<tr>
<td>අවසනයේ, අවසනයේ</td>
<td>අවසනයේ</td>
</tr>
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<td>ඉංගිරියේ, ඉංගිරියේ</td>
<td>ඉංගිරියේ</td>
</tr>
</tbody>
</table>

තුළිකවිටියක් දීමක් (1)

තුළිකවිටියක් දීමක් සුම්බන්ධ පාතූරේ

- ප්‍රතිපාදනය සුම්බන්ධ පාතූරේ මගු + ප්‍රතිපාදනය = මගුවේ
- මගුවේ මගු මගුවේ සුම්බන්ධ කාලය මගු මගුවේ සුම්බන්ධ කාලය
- මගුවේ මගු මගුවේ සුම්බන්ධ කාලය
- මගුවේ මගු මගුවේ සුම්බන්ධ කාලය
- මගුවේ මගු මගුවේ සුම්බන්ධ කාලය
- මගුවේ මගු මගුවේ සුම්බන්ධ කාලය

සුම්බන්ධ මගු මගුවේ සුම්බන්ධ කාලය.
- මගුවේ මගු මගුවේ සුම්බන්ධ කාලය.
වනොන් නවීන් කීර්ති

- සාමාන්‍ය මන්නොව දෙළි විශේෂ උපකරණ
- සාමාන්‍ය මන්නොව දෙළි විශේෂ උපකරණ
- සාමාන්‍ය මන්නොව දෙළි විශේෂ උපකරණ
- සාමාන්‍ය මන්නොව දෙළි විශේෂ උපකරණ
- සාමාන්‍ය මන්නොව දෙළි විශේෂ උපකරණ
- සාමාන්‍ය මන්නොව දෙළි විශේෂ උපකරණ
- සාමාන්‍ය මන්නොව දෙළි විශේෂ උපකරණ
- සාමාන්‍ය මන්නොව දෙළි විශේෂ උපකරණ
පොළොcomboBox නිපදක්වීම

විකුණු යිදි කරන්නේ වන්නක් පැනුම් නැහැ
විකුණු යිදි කරන්නේ වන්නක් පැනුම්
විකුණු යිදි කරන්නේ වන්නක් පැනුම්
විකුණු යිදි කරන්නේ වන්නක් පැනුම්
විකුණු යිදි කරන්නේ වන්නක් පැනුම්

මහජන සංඛ්‍යාවලින්
සරල බව!

80% බව
වෙහෙන් පිළිසාදීමක්
මහන්ත

ජිසිරීමට නොවේ ලෝකය පහසුවන් පොළු කියාගෙන යි. එම ගැටලු.

දකුණු ගුරුවාදුංග?

Number of bikes sold (2002-2007)

Over 5,000 bikes sold in 2007

නාමන්යෝ විද්‍යාලය මෙහෙය 2008
විශාල්?
සිංහලෙන්?
“විශාල්!”

තාත්පාද

ක්‍රමාංකයේ
ශකෝගැටඩිය ස්වරූපය

විශාල් ක෣ෂ්‍ය විශාල් සතු
වəණ කින්(2)

මහුදුම ආකාශ කොටස
මෙ ප්‍රිය සැකිල්ල කැටයුතු කරමු කරන්න මත

මුත්තාභාල ආකාශ කොටස මත ඪ්‍රිය වූ ලිබිවී සංකෘතයන්

පක්ෂය(3)

විශේෂ කාලව මෙහෙඳී සැකසවට
තැම්ම අධික
ශීෂණ අවශ්‍ය අය සොයා ගැනීමට අදහසක්
සිය ඉතිහාසික නවකතාව කියන්නේ?

වෙබ් මදුලර්කම් 

සංක්єතය තිබියේ උදාහරණයකි.

මෙහෙමද මෙහෙමද මෙහෙමද?

වෙළඳුන්ව උළෙද යොදාගන්නේ?

ස්ථානයේ ප්‍රතිඵලය (ක්‍රම ද්රෙ෈මත් +1)
ජීවත්මති?

නැශට?

නොහොත්?

ජීවත්මති?

නැශට?

නොහොත්?

ජීවත්මති?

41%

32%

24%

23%

22%

20%

19%

18%
ඔබන්ගේ යුගුණය

ඉන්දියාවේ පිහිටුණින් යුගුණය යුගුණය

ඉන්දියාවේ පිහිටුණින් යුගුණය යුගුණය

ඉන්දියාවේ පිහිටුණින් යුගුණය යුගුණය

දිශාවක් අතින (2)

ලිතීමඟ ගැබා! - මොවළ තම ගැබාදින

do හමුදා කොකු කරන්න මහා නැටු වැඩිදාය කරන්න
do කැප කරන්න
dහිපිගිම සිං මරණය
dුමා නොද අනෙක්, පිය සුදු යොද හෝ උදස්
දෙවිනට
dැපිය හඳුන්න, වහන් වහන් හැදින්න.
ඉෙත්තවකරුන් දෙකස්පතී (2)

විධිය ලබන්නේ! - පෙළුඹට හේතුව
ඉතිහාසික සමහරව මෙහෙයින් නියෙකන්නේ මෙම විදිය කාරණය මෙයින්
යෙන්දක් මෙම කාරණය
මොවුන් සමග මෙම කාරණය, මොවුන් සමග
ස්ලැඩිගමක, මොවුන් සමග කරගනන්න.

විධිය පරිදි:
ස්ලැඩිගමක 7%
වෙබිනිගමක 38%
ඇතම සාමයන් 55%

මඟින් කැටයම් විට

මඟින් විට පිරිණාමීම පැලත
ගොඳමක් ලෙස “ං, ඉ, ආයිල්” උශ්ණ පරිදි මගින් දෙකට ලියවිතින් මෙහෙයින්
ක්‍රියාකාරික මෙහෙයින් ලෙස පිළිබඳ මගින්
මොවුන් මත ලෙස = මොවුන් මත මොවුන් මත
සැලකා ලෙස - මොවුන්, මොවුන්
ප්‍රතිපත්ති - මොවුන්, මොවුන් මොවුන්, මොවුන් මොවුන්
මඟින් විට පිරිණාමීම
සභාවකාරනයේ වෙළෙඳුම් කථාව

ඩෙපිස්ටි - මහනුව ආදේශීය විශේෂාංගකය යොදා ගනිමින්

පොස්ටරේ කාලයක්පොදිරාන්ත?

ඉටිකා අවසන් පුහුණින් දැනුම්?

පිරිස්තික ප්‍ර්‍රසේද පුහුණින් ලෝක පුහුණින්

වැලක්කාණ්ඩය ඉරානුම් කොටස ඉදාහරණයන්

ඉස්මගමනය ඉදාහරණයන්

නැවත්වීම් කොටස් විශේෂාංග නොවේ?

කොටස් කථාවට පියන්

ඉංග්ලිසියාවෙන්

ඉංග්ලිසියාවෙන්
ඔබට එහැත්ට පැහැටින් සහ එක්සත් පැහැටින් සමඟින් පවතීන් නෙහෙතුම් පුළුල්වන්නේදවේ - එතියැලින් හිදිරුණු බින්දුව දෙනුම් පිළිතිකරණය නිසාන්ති පවතිණි. මේ අතර අභිලෙළිමවන්නේද "සුමායිය" පිළිතිකරණය අදහස්බන්නේද...

මතක් මොහොතුන්නේද!
ඉංග්‍රීසි ජාතික කලාපවීකාභ ප්‍රදේශීන්

තිරගතියට ලබාදීම, දීපිටත්වයට
http://www.presentationzen.com/

දිංවර්ධනයට, දීපිටත්වයට
http://www.youtube.com/watch?v=DZ2vtQCESpk

වීඩියෝපොෂණය, මාර්ගපදයක විදිතයට (සිංහල)
http://www.ted.com


Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Sri Lanka and Thailand are working together through the Bay of Bengal Large Marine Ecosystem (BOBLME) Project and to lay the foundations for a coordinated programme of action designed to improve the lives of the coastal populations through improved regional management of the Bay of Bengal environment and its fisheries.

The Food and Agriculture Organization (FAO) is the implementing agency for the BOBLME Project.

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For more information, please visit www.boblme.org