



Watch This!

Creating Powerful Presentations

Rethink the way you and your students prepare classroom presentations!

[Watch This!](#)

EDUO 9125 2 Semester Credits/Units

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Introduction

Welcome to EDUO9125, Watch This! Creating Powerful Presentations. This is not just another course on how to create classroom PowerPoint or any other software or app-based presentation. This course asks you to think far outside the average presentation box.

There's no denying that the tech tools of today are vastly different from those of just 5 years ago. Smartphones, tablets, laptops and other online-capable devices allow students to access and engage 24/7. They are visually engaged. They are socially engaged. Their attention is getting more difficult to maintain given the instant and exciting use of digital media from others or from their own creativity.

This course is designed to help teachers learn about current software and online presentation tools, revisit some old favorites and how to use these new and old tools to prepare engaging and meaningful classroom presentations. What you learn in this course should be passed on to your students.

This course addresses Common Core State Standards in the area of English Language, English Language Speaking and Listening which encourage the use of formal presentations that include student displays of digital literacy.

The 21st Century student-centered classrooms of today must engage students in Creative and collaborative project-based assignments which include use of currently available presentation tools.

Creativity means: **Thinking Differently**

You can have the most beautifully-designed presentation in the history of education, but you'll still fail to communicate your goal or inspire if you don't engage your audience and make them care.

And the key to making them care? Address the "Why" questions.

"Why is this important?"

"Why are you telling me this?"

"Why should I pay attention to this instead of thinking about my social life, peer pressure, home problems or that test coming up?"

Course Objectives:

Participants will have opportunity to:

- Learn about a wide range and ever-evolving variety of current computer, tablet and smartphone presentation programs that may include:
 - PowerPoint
 - Prezi
 - Keynote
 - Google Presentation/Slides <https://support.google.com/drive/?hl=en#topic=14940>
 - PowToon <http://www.powtoon.com/edu-home/>
 - Present Me <https://present.me/content/eduplans/>
 - Animoto <http://animoto.com/education/classroom>
 - NearPod <http://www.nearpod.com/school/>
 - Haiku Deck (ipad and online) <http://www.haikudeck.com/>
 - Zensation <http://www.zensation.com/>
 - MyPlick <http://www.myplick.com/>
 - Symbaloo <http://www.symbalooedu.com/> (not a true presentation tool)
 - PhotoPeach <http://photopeach.com/education/premium> (not a true presentation)

- Understand that presenting is a form of communicating
- Understand the purpose of teacher and student presentations
- Understand the importance pre-planning a presentation
- Understand copyright laws and Fair Use guidelines when using non-original content
- Create presentation pre-planning documents
- Create project-specific student rubrics to aid in project development
- Learn how to engage your audience
- Learn how to evaluate presentations using a course rubric
- Create a variety of presentation projects relevant to CCSS or non-CCSS curriculum
- Share presentations with fellow course participants

Participants in the course will:

- Interact with the instructor as assignments are completed
- Interact with other enrolled students via an online forum
- View, edit and create online documents and projects

Course Agreement and Requirements

- Agreement to enroll in several online sites necessary to complete assignments
- Agreement to share work with fellow students
- **There is no required textbook for this course**

Course Rationale and Relation to CCSS

- **ISTE (International Society for Technology in Education)**

“As technology integration continues to increase in our society, it is paramount that teachers possess the skills and behaviors of digital age professionals. Moving forward, teachers must become comfortable being co-learners with their students and colleagues around the world..”

ISTE Advanced Digital Age Teaching standards and performance indicators:

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessments
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

CCSS put a heavy emphasis on how to take advantage of the affordances provided by technology. Students are going to need to know how to use presentation software in their oral presentations.

- **CCSS: English Language Arts Standards; English Speaking and Listening**

The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.

“An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs...”

Source: (<http://www.corestandards.org/resources/key-points-in-english-language-arts>)

- **CCSS: English Language Arts – Anchor Standards/College and Career Readiness Anchor Standard for Speaking and Listening**

- [CCSS.ELA-Literacy.CCRA.SL.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Example: ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- **CCSS: English Language Arts – Anchor Standards/College and Career Readiness Anchor Standard for Writing**

- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- **CCSS: English Language Arts – Anchor Standards/College and Career Readiness Anchor Standard for Reading**

- [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

EDUO9125 Presentation Guidelines (abridged)

These are more than suggestions. These guidelines will help you create exciting and logical projects. The guidelines are incorporated into the course project-scoring **rubric**.

1. **Make a plan.** Create an outline before starting.
2. **Get to the point and maintain it.** Don't take long to state the point of a presentation.
3. **Show the Information or Tell a Story?** Shift from "creating presentations" to "telling stories".
 - **Presentations made in person to a group**
 - **Presentation placed online for viewing**
4. **Play to your audience.** Keep in mind the variable learners in your class and their learning modes, their situation (tired, stressed, easily bored, very academic, inspired, enthusiastic, it's last period or the end of the day) and aim somewhere to keep their interest while supporting your objective.
5. **Entertain your audience.** No, you don't need to sing and dance but yes, you need to keep your audience glued to your project.
6. **Don't OVER-Entertain.** Don't be a presentation-features junkie.
 - **Make your audience FEEL** the content
 - **Select images wisely.** Humans respond to images much faster than words.
7. **Know how to End.** Conclude with a summary, a challenge, a connection to what comes next.
8. **Give credit.** Was the content all your own? Give credit where credit is due. Cite your sources.

Course Assessment

Each completed assignment in this course is submitted to the instructor for review and will receive feedback from the instructor indicating successful completion of assignments or the need for revision. A grade will be issued for each assignment. Assignment grades will be averaged for the final grade.

Grading rubrics for written projects and for presentation projects are found at the end of this document.

Course Assignments (abridged)

How to Submit Coursework

Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor.

1. Learning and Presentations

Read or Watch the Following presentation-related resources

Write a full page (3-4 paragraphs) persuasive word processing (or cloud document) to your administrator or to a colleague to about the need for students to express their knowledge, ideas and creativity using presentation tools.

OR

Create a cool presentation to show your administrator or a colleague.

2. Review 10 presentation tools.

Use the Resources page found in the course to assist. You may do your own research to find presentation tools not listed. The 10 tools must be capable of presenting text, images and sound or video.

- Locate and write 10 reviews of a mix of computer-based, tablet-based or smartphone-based presentation tools

3. Create 3 Practice Presentations

Create 3 practice presentations to share with the instructor and possibly with other students taking the course.

4. Final Presentation A

This is a culminating activity that will show your mastery of course objectives by creating a single presentation. If you teach young students (K-3) or special groups you have the option to create TWO separate final presentations. You will need to submit two project planners

5. Final Presentation B

Create a presentation about ONE of the tools you wrote about in Assignment 2. Follow the same guidelines (rubric) as you used for Presentation A above.

6. Course Discussion Board

Post at least 3 items to the Discussion Board. Discussion Board items can range from questions or ideas posted to fellow students about presentations, presentations software or anything related to the course topics.