Tips for Creating Better PowerPoint Presentations

Part 1

Review what the 6th Grade Assessment contains:

- **A question**: The students explore topics related to the K-6 Central Bucks School District curriculum and locate resources that can be used to research the topics. After selecting one (or two) topics, the students develop researchable questions.

- **Research tied to the question**: The students spend time in the library researching, using graphic organizers, and taking notes in order to write a research paper that answers their research question.

- **A paper**: The students use the writing process (drafting, revising and editing, and publishing) to produce a word processed research paper that is scored by at least two educators

- **A presentation**: The students create a multimedia visual which they use during a presentation to at least two adult educators.

Show students the rubric in the form of a word cloud. Word clouds can help involve students in identifying and learning the key vocabulary in the rubric. The larger words are used more frequently. You could print the word cloud or project it. Ask students to explain the key words they see and what they mean.

The Rubric

	4
Oral Introduction	Introduction provides research question and engages the audience.
Oral Conclusion	Conclusion summarizes and provides a reasoned judgment using the information presented.
Oral Content	Elaborates key ideas and answers the question logically using pertinent descriptions, facts, and details beyond the media content.
Oral Delivery	Consistent eye contact; speaks clearly and audibly; uses appropriate inflection; purposeful interaction with media throughout the presentation.
Multimedia Integration	In addition to proficient criteria: Creating or editing digital content beyond existing form and inserting the content into presentation. • Google Earth Tour ✔ • Video from Discovery Learning ✔ • Sound file (Audacity, etc.). ✔

Sufficient use of multimedia components (sound, video, images, and graphics) to clarify information.

Ask students to highlight keys words in the rubric and then guide them to finding important terms.

The Rubric

Visual Design	Superior use of design elements; visual compliments the oral presentation.	**Elaborate**
Visual Content	Clear, concise, relevant information supports and enhances the research question.	**Enhance**
Visual Conventions	Effective use of labels, titles, and captions; accurate spelling; size and text style enhance media presentation.	**Purposeful**

Ask students to highlight keys words in the rubric and then guide them to finding important terms. Explain that three words that are very important are: elaborate, enhance, and purposeful. Define the meaning of these words.

Explain that while making your presentation, you want to engage the audience, elaborate your ideas (not read them) and be consistent with your design.
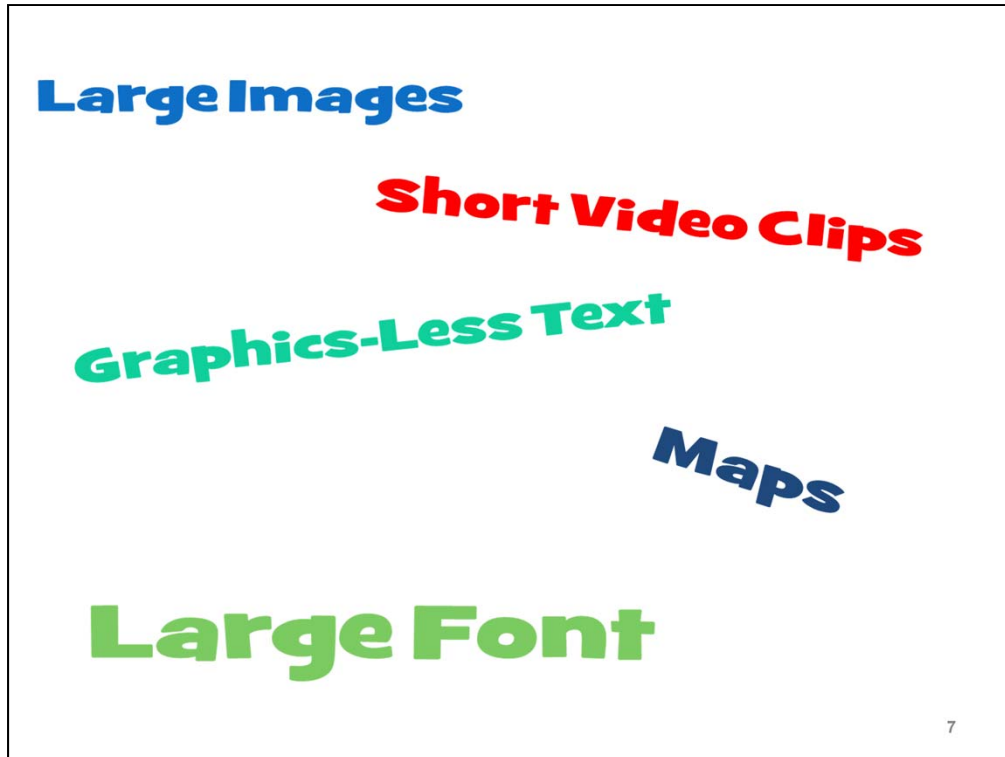
Some techniques to use while presenting to help with engagement, elaboration and consistency are these 5 listed.

Run this slide show. It has narration for the first 3 slides to give students an example of how elaboration can look and sound. Each slide should run automatically.

Oral Introduction

Introduction provides research question and engages the audience.

How does the Amazon Rainforest affect the planet?

By:

Have students listen to and then discuss the introduction.

This slide models elaboration. The presenter speaks over a silent video. The rubric states Discovery Learning and the rubric will be changed this year.

Trees and

Visual Conventions	Effective use of labels, titles, and captions; accurate spelling; size and text style enhance media presentation.

- Over eighteen thousand different plants
- Forest floor gets 1% sunlight
- Taller the tree, longer life
- One of biggest natural resources
- Holds rare trees and plants
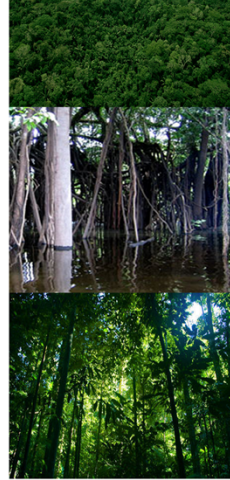
These are screen shots of the rest of the PowerPoint to show the presentation. It shows consistency by using the same colors, fonts and backgrounds.

Conclusion

- Over eighteen thousand different plants
- Amazon is big natural resource
- Different layers, different animals
- Living things need survival needs
- Trees are home to many

Bibliography

- http://www.travelodestination.com/wp-content/uploads/2010/03/Amazon-Rainforest.jpg
- http://www.earthtimes.org/newsimage/amazon_rainforest_carbon_emissions_pollu ter_72.jpg
- http://cdn.ubergizmo.com/photos/2010/12/tree-tagging.jpg
- http://www.discover-peru.org/wp-content/uploads/2010/09/Canopy-of-the-Amazon-rainforest-near-Iquitos1.png
- http://www.ourclassweb.com/projects/webquest_frogs_lifecycle.jpg
- http://www.destination360.com/south-america/brazil/images/st/amazon-animals-tapir.jpg
- http://s3.hubimg.com/u/2887642_f248.jpg
- http://www.unique-southamerica-travel-experience.com/images/squirrel-monkey.jpg
- http://www.worldandi.com/images_archive/2521611.jpg
- http://www.adventureassociates.com/media/latinamerica/amazon/TreesUnderwa ter2.jpg
- http://www.benefits-of-recycling.com/image-files/recycle_symbol2.jpg
- http://2.bp.blogspot.com/-1218gP6Y4w/TfQVhjz7AI/AAAAAAAAIY/S0Ibw9USs_U/s1600/amazon.jpg
- http://en.fan.ru/images/16109/04/161090459.jpg

Cycle back to these three techniques. Based on the what students just watched about the rainforest, ask students to think of tools and techniques that can help engage, elaborate, and model consistency. Some tools are found on the next slide.

Talk about ways to help make an engaging presentation. This could be used as a student handout. **You can print this slide for them**. It is in the **Download All Handout** links found on http://www.cbsd.org/Page/16771.

Ask students to classify each technique into one of three categories. You may want to give students slide 15 as a key.
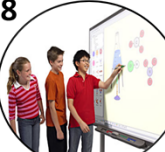
This slide is used to model where Font would be placed. It could be placed in any of the three sections but the best location is **consistent design**. Allow time for students to persuade you why it should go into other categories using language from the rubric.

Give students 2 minutes to minutes to place each element into a category. By using the numbers on each line the process will go smoother. Students could have this sheet in front of them. It is in the All Handouts Link found here: http://www.cbsd.org/Page/16771.

This is the answer key but there is room for debate as many answers overlap.

Tips for Creating Better PowerPoint Presentations

Part 2
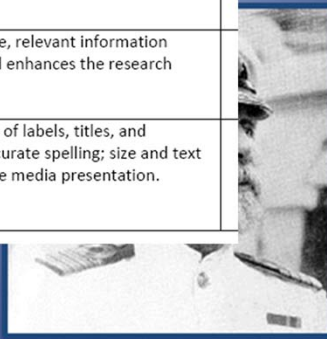
This could be done in the same day as part 1 or this could be a mini-lesson for day 2.

Have students look at this slide and grade the three categories shown. Students should see the clip art does not fit, the image is <u>not relevant</u> and there is a lot of text. Ask if they could make it better or how they could enhance the visual design. **You could try the photo analysis activity to practice using relevant images: http://www.cbsd.org/Page/16917.**
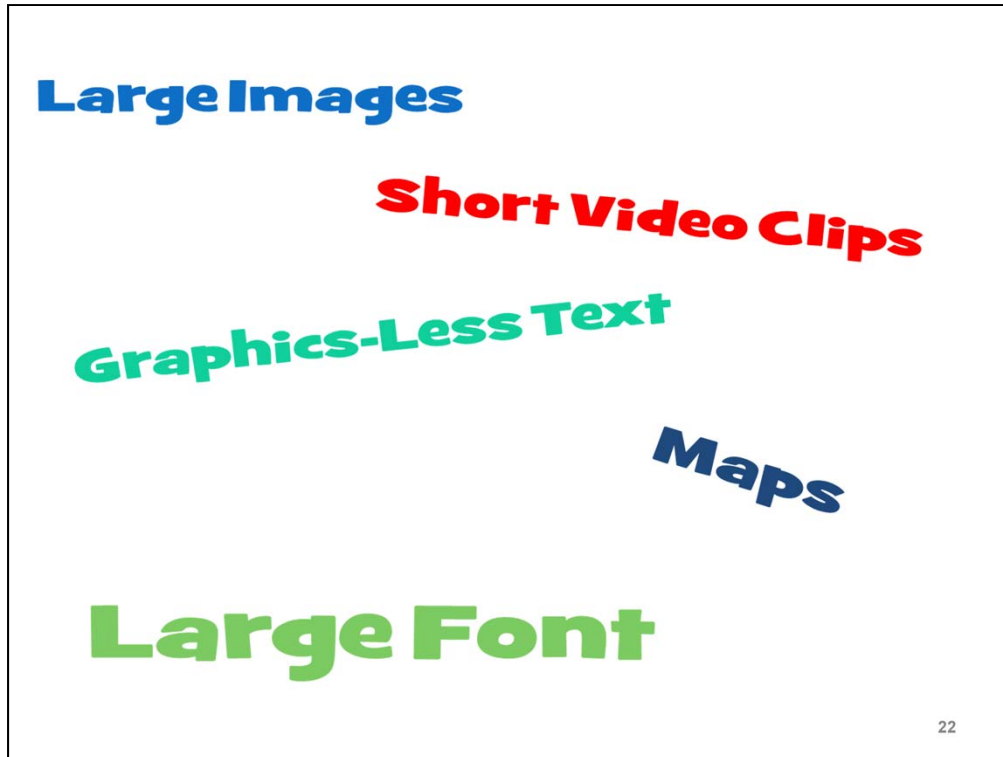
We are no going to watch a newscast. Good newscasters use lots of techniques to engage the audience.   Watch this video looking for video clips, images, maps and graphics. Notice how much text is used.

This slide should run on its own. The volume is low so you can talk about the rubric as it runs.

Oral Introduction	Introduction provides research question and engages the audience.	Oral Content	Elaborates key ideas and answers the question logically using pertinent descriptions, facts, and details beyond the media content.

250 million photos per day

msnbc.com

Multimedia Integration	**In addition to proficient crit...** Creating or editing digital co... beyond existing form and ins... content into presentation. • Google Earth Tour • Video from Discovery L... • Sound file (Audacity, etc.).	Visual Conventions	Effective use of labels, titles, and captions; accurate spelling; size and text style enhance media presentation.

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▶ 24

Summarize what you saw in the newscast. You could watch the video twice if time allows. Once to absorb it and once to critique it.

	Advanced		Meets Expectations		Approaches Expectations		Not Yet
	4	3.5	3	2.5	2	1.5	1
Oral Introduction	Introduction provides research question and engages the audience.		Introduction provides research question.		Introduction does not reference the question.		Introduction not included.
Oral Conclusion	Conclusion summarizes and provides a reasoned judgment using the information presented.		Conclusion summarizes and attempts to provide a reasoned judgment.		Conclusion does not summarize or provide a reasoned judgment.		Conclusion not included.
Oral Content	Elaborates key ideas and answers the question logically using pertinent descriptions, facts, and details beyond the media content.		Provides key ideas and answers the question using descriptions, facts, and details.		Attempts to answer the question with general facts and insufficient details.		Limited or no information provided.
Oral Delivery	Consistent eye contact; speaks clearly and audibly; uses appropriate inflection; purposeful interaction with media throughout the presentation.		Sufficient eye contact; speaks clearly and audibly most of the time; uses some inflection; interacts with media throughout the presentation.		Some eye contact; speaks clearly and audibly some of the time; little inflection; rarely interacts with media throughout the presentation.		Little or no eye contact; difficult to hear or understand most of the time; no interaction with media.
Multimedia Integration	In addition to proficient criteria: Creating or editing digital content beyond existing form and inserting the content into presentation. • Google Earth Tour • Video from Discovery Learning • Sound file (Audacity, etc.).		Sufficient use of multimedia components (sound, video, images, and graphics) to clarify information.		Some use of multimedia components (sound, video, images, and graphics) to clarify information.		Little or no use of multimedia components (sound, video, images, and graphics) to clarify information.
Visual Design	Superior use of design elements; visual compliments the oral presentation.		Proficient use of design elements; visual aligns with the oral presentation.		Limited use of design elements; visual detracts from the oral presentation.		Use of design elements and visual significantly interferes with oral presentation or is absent from visual.
Visual Content	Clear, concise, relevant information supports and enhances the research question.		Adequate information is provided that directly relates to the research question.		Basic information is provided that minimally relates to the research question.		Confusing and limited information is presented that is not relevant to the research question.
Visual Conventions	Effective use of labels, titles, and captions; accurate spelling; size and text style enhance media presentation.		Proficient use of labels, titles, and captions; accurate spelling; size and text style well-suited for media presentation.		Basic use of labels, titles, and captions; majority of spelling is correct. Text is adequate for viewing audience.		Limited use of labels, titles, and captions; spelling mistakes throughout media; Text is difficult to read/understand.

updated: 10/3/12

Grade a PowerPoint. Run through the PowerPoint on **slides 26-37** and then have students grade the presentation. Teachers should speak about each slide referring to the rubric as well as design elements. I placed very brief notes on each page to allow you to interpret this how you see fit.

How does the FBI use footprints to catch perpetrators?

Question stated. Lots of relevant images.

Can you catch a perpetrator?

Hidden Slide

Can you catch a perpetrator?

Charlie Chaplin

Neil Armstrong

Harry Potter

28

Hidden Slide

How does the FBI use footprints to catch perpetrators?

Forms of Footwear Impressions

Information from Impressions

The Examination Process

Three subtopics.

Location FBI

A Google earth example. Directions on how to do this are in **Day 6 Activity Sheet**.
http://www.cbsd.org/Page/16771

Visual SmartArt. Room for elaboration.

Forms of Footwear Impressions

Three Dimensional	Two Dimensional

Using the pen tool students could draw on the slide. You can right click the mouse to see the pen features.

The Examination Process

Look at the Physical Size and Shape

Step 1   Step 2   Step 3

Examine the Design of Shoe

Analyze Wear Marks
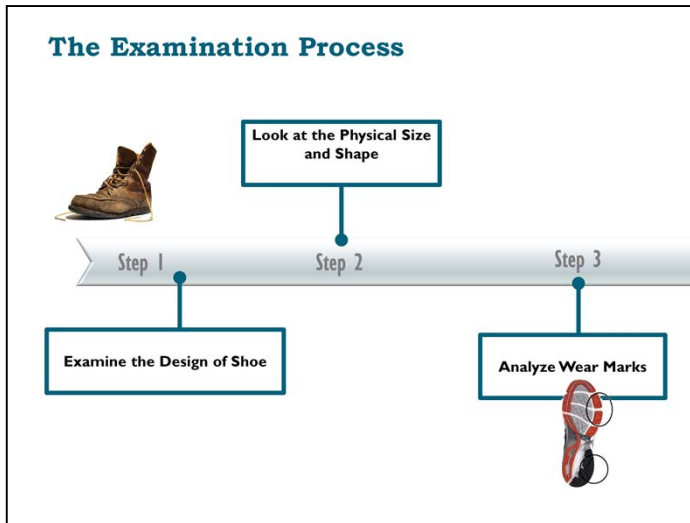
Timelines show content in a visual format.   Timeline templates can be found here: http://goo.gl/q5Fqa1

Look For Individual Identifying Characteristics- cuts, tar, gum..etc

Compare Impression with Suspects Footwear

Step 4   Step 5   Step 6

Examiner Makes Impressions
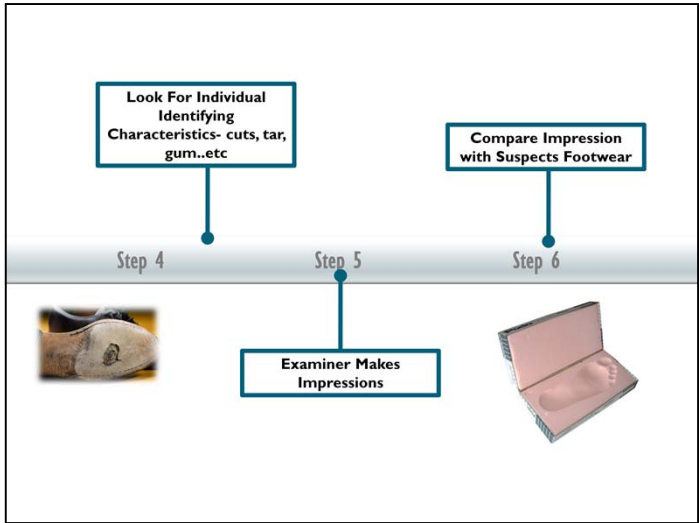
Examination Process
Duration~0:35

Short video clips that are relevant. You do not need sound. This clip is muted so students can elaborate over the slide.

How does the FBI use footprints to catch perpetrators?

Forms of Footwear Impressions

Information from Impressions

The Examination Process

	Advanced	3.5	Meets Expectations	2.5	Approaches Expectations	1.5	Not Yet
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updated: 10/3/12

1:30

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Grade the presentation. Explain that this was not a real presentation as the oral portion was paraphrased. Allow students to grade the highlighted components then discuss.

Reflection
http://goo.gl/ij7p6

For homework, students can complete this survey. If you use Quia, you could copy it to your own account. Or, the results are public if you would like to use this survey. I recommend having students use first names only.

Part 3

Central Bucks School District—Elementary Technology Scope & Sequence

Grade Six Technology Portfolio Checklist   *Student Name:*   *Teacher Name:*

Technology Communications			
Evaluate independently presentation in terms of content, relevance, and aesthetics *	S	✔	
Develop a slide show to be integrated with an oral presentation *	S	✔	
Incorporate purposeful use of transitions, effects, graphics, bulleted lists *	S	✔	
Use navigation tools in presenting a slide show *	S	✔	
Incorporate into projects and presentations images and graphics from Internet resources and other sources *	S	✔	
Incorporate into projects and presentations sound and video from district resources and other sources *	D	✔	
Incorporate into projects and presentations curriculum-related graphic organizers	D	✔	

This slide could be used when going to the lab to complete your checklist. It can be done at anytime during the school year for the portfolio conference.

Students should complete this activity in the computer lab. The need the direction sheet found at: http://www.cbsd.org/Page/16917
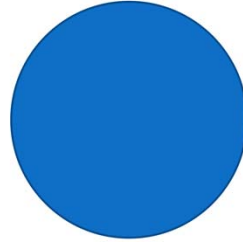
It is the **Footprint Student PowerPoint Activity**.

Task 2(easy): Using the **Format Painter** tool
duplicate the style of Image 1 onto the other images.

Task 3(easy): Try to duplicate Image 1 in the blue circle. You <u>can not </u>copy and paste.
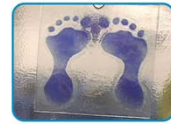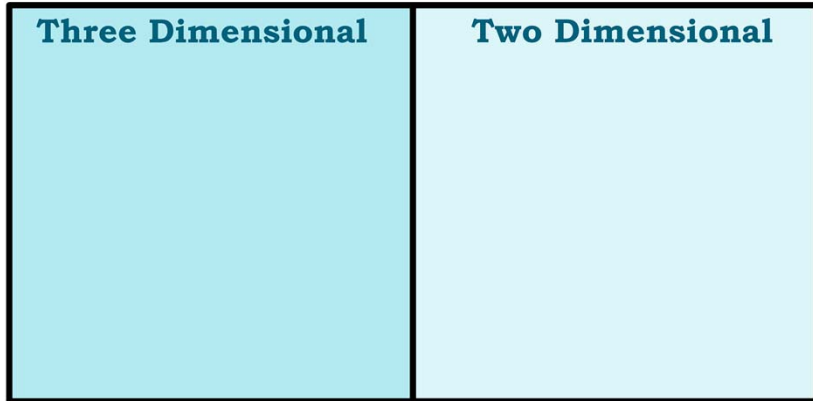
Image 1

Task 4(easy): Try to draw on the images with the Pen tool.

Task 5(intermediate): Try to create animated triggers
with the images below. Make the images the trigger.

Three Dimensional	Two Dimensional

▶

Task 6(intermediate): Change the bulleted list into a graphic organizer using SmartArt.

The following information may be obtained from footwear impressions:

- ▸ Identification of Footwear
- ▸ Elimination of Footwear
- ▸ Participation of suspect in crime
- ▸ Location of Impressions

▸

Task 7(highly advanced): Insert <u>any</u> video into this slide.
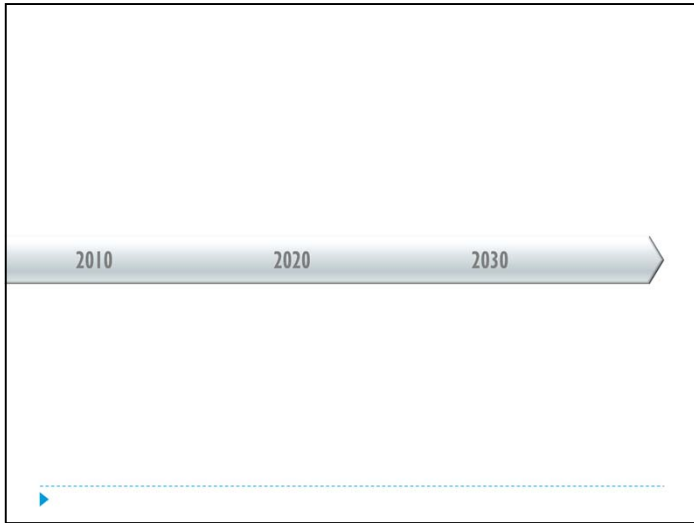Try to find a short clip if possible.

Task 8(advanced): (1) <u>Trim</u> this video to 30 seconds,
(2) Change the first frame that is viewed using a
<u>Poster Frame</u>.

Task 9 (intermediate): Try to create a timeline about any topic using the template below or insert your own timeline.

1950   1960   1970

1980   1990   2000

2010   2020   2030
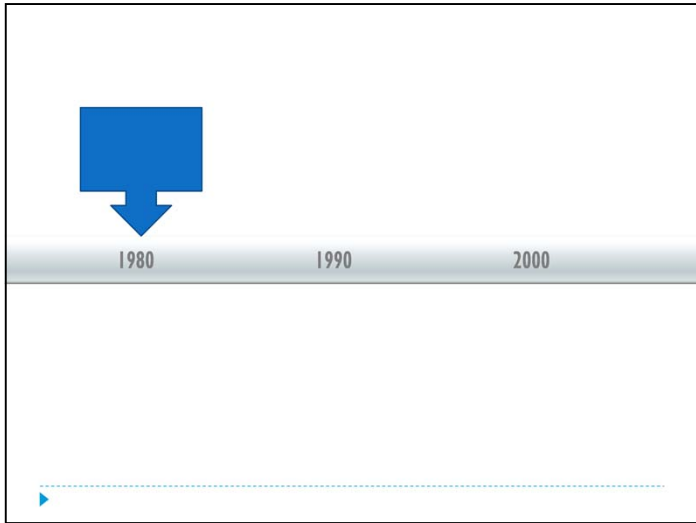
Task 10 (highly advanced): (1) Create a scrolling text, (2) Create and trim the videos to make a header, (3) Make a title, and (4) Add footsteps sound. ([Click here](#) for a silent video tutorial.)

Forensic Footwear Evidence

Task 11(highly advanced): Create a Google Earth
screencast and insert the video into this slide.