

EDUC 766 Alignment: Giving a presentation while using PowerPoint

Problem Identification:

Many students do not have basic technology skills that are adequate enough for what they will need in university (for example PowerPoint or using Google drive). Many students also do not know how to give presentations in either Japanese or English, as it is not a part of traditional learning strategies used in classrooms (Lecture style / teacher centered and passive learning, all work handwritten from students if a report or writing of some kind must be done). This project is relevant to the issues at hand because universities, especially the top ones, are increasingly using more technology in educating students and expect that incoming students will have already mastered basics. Universities and the exams they require for entry are increasingly becoming communicative and needing students to present and interview well. The school is very concerned with changing attitudes towards educational technology and technology in the workplace and must stay competitive and prepare their students for university. The vice principal and the head of the English Department at the school want the students in their last year of high school (3rd years) to make and present a short in-class presentation and incorporate the use of PowerPoint to do it.

Purpose of the planned instruction is for the students to recognize and implement strong presentation skills and learn how to use basic functions of PowerPoint to do so.

Instruction Delivery:

The instruction will be delivered face-to-face, as this will be a continuation of their special English class. It is also the method of instruction students are most familiar with and considering the language barrier, it is best to stick to a routine they know. They will also be instructed using the programs they will learn as an example. They will have many task based activities using pair work, group work, and individual instruction.

Terminal Objective: Students will also learn how to create slides and add content for their visual aids on PowerPoint, demonstrating what they have learned by using it in said presentation.

Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
<p>Recall basic structure of an informational presentation: intro – body – conclusion and includes hook for attention getting.</p>	<p>- Worksheet with outline and feedback</p> <p>-Short answer quiz on basic presentation structure components. (immediate feedback when scoring)</p>	<p>- Students listen to diagram explanation and watch clips from a presentation demonstration video. Students also look at a diagram illustrating the parts.</p>	<p>-Students will create their rough draft of speech using the outline worksheet, choosing from a topic list.</p> <p>-Short answer quiz on basic presentation structure components. (immediate feedback when scoring)</p>	
<p>Arrange and organize presentation using basic structure of an informational presentation.</p>		<p>-Students listen to short quiz directions and read along looking at worksheet.</p> <p>-Students will listen and watch for quiz answers.</p>	<p>- Students arrange and organize their information and check with a teacher that it is okay.</p>	
<p>Students will apply basic design principles for PowerPoint including readable, clear font when adding text to slides, use pictures or videos for visual aids relevant to topic only.</p>	<p>-Quiz including short answer and multiple choice answers about basic design principles</p> <p>-Rubric evaluating all these enabling objectives of the</p>	<p>-Students listen to simplified version of basic design principles for power point and look at the handout notes and the video screen that contain examples.</p>	<p>-Quiz including short answer and multiple choice answers about basic design principles</p> <p>-Students will complete the planning worksheet by applying basic design principles and create “slide” rectangles representing PowerPoint slides for pre-planning purposes (before computer use) They will use outline worksheet as reference for content.</p>	

	constructed PowerPoint presentation itself (not delivery).	-Students listen and read along to the quiz directions on the worksheet. -Students will listen and watch for quiz answers.	
Students will create at least five slides and no use of distracting effects or word animations. Students will use only key points for text on slides.		-Students watch live demonstration walkthrough of basic PowerPoint functions and explanations that they will use. -Students listen to PowerPoint practice activity directions.	-Students will type text on slides and insert pictures as per practice activity directions. -Students will create new slides as per practice activity directions.
Students will apply knowledge of correct English usage and proper grammar (no word order mistakes, no tense mistakes, no dropped prepositions, or misused indefinite pronouns, and no more than three other grammatical mistakes).		-Students will listen to the explanation about the PowerPoint rubric and read along on the handout.	- Students create their own personal PowerPoint slides for presentation use using their worksheet outline with information they write about their topic of choice and the planning worksheet and apply knowledge of the correct use of English to do so.

Terminal Objective: Giving the 2 minute presentation using defined standards from a rubric presentation in front of class.

Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
<p>Students deliver content in a logical manner that makes sense according to the outline.</p>	<p>-Short answer and multiple choice quiz on presentation best practices (immediate feedback)</p>	<p>- Students watch presentation demonstration video (the same as they will be doing).</p>	<p>-Short answer and multiple choice quiz on presentation best practices(immediate feedback)</p>	
<p>Individuals will illustrate the importance of posture / body language and confidence by standing up tall, no slouching over or leaning, faces audience, not overly rigid. There is little to no distracting movements. They will do gestures to illustrate key points.</p>	<p>-Pair work engagement and communication</p> <p>-Rubric evaluation of performance and skills demonstrated</p> <p>-Peer assessment and feedback</p>	<p>-Students will read rubric along with the teacher and listen to explanation.</p> <p>-Students listen and watch teacher demonstrate bad, good, and best examples of contents on rubric (body, voice, eye contact, speed and pronunciation).</p>	<p>- Students get into pairs or groups of 3 and pick topic cards. Partner times the student speaking. Student speaks for 1 minute (or 30 seconds if of lower ability) about topic on card. Students take turns practicing creating and delivering mini speeches applying rubric requirements as practice. (could turn into rock-paper-scissors game if class motivation is low to determine turns)</p> <p>-Partners will provide feedback to assist speaker.</p>	

<p>Students utilize good eye contact by looking at the audience for the majority of the time to establish connection.</p>		<p>-Students listen to directions (and read along). Students watch a demonstration of pair work activity.</p>		
<p>Students will apply knowledge of appropriate voice for effective communication by proper intonation, pronunciation (little to no katakana sounds), speed, appropriate volume for setting, and clarity.</p>		<p>-Students listen to directions about peer assessment and feedback worksheet</p>	<p>- Students will practice delivering their original speeches by themselves using the rubric requirements.</p> <p>- Then they will do with a partner and partner provides feedback.</p>	
<p>Students will deliver speech by having no major pauses during the speech (no more than one).</p>	<p>-Same as above enabling objectives minus peer assessment is not included for this particular enabling objective (due to student English levels of understanding) and minus pair work evaluation.</p>	<p>-Same as above. This will be evaluated by teacher and demonstrated as above, but not assessed by students.</p>		