



SO13302 Effective presentations workshop

Dear Teacher:

Welcome to the course of Effective Presentations Workshop! As the class goes by, you will see that it is a fast-paced course. Although it is very practical and dynamic, it will require important organization skills so that all the topics are covered and leave the students a satisfactory learning experience.

The first module of the class is a brief introduction on what is and how to make an effective presentation. Important topics such as the key elements of a presentation (audience, presenter and message) will be covered. This will help students to understand what is behind a presentation and to start organizing information in order to communicate a message effectively.

The second module of the class is more practical. Students will start exploring different apps for presentations, such as PowerPoint and Prezi, learn their advantages and disadvantages, and choose the best materials and resources to produce presentations of high impact and that catch the attention of the audience.

Finally, on the third module, students will continue practicing their presentations skills. Consider it as a final plan or checklist of abilities, suggestions and tips, for students to know and understand how prepared they are to present any kind of topic. In this module, persuasion plays a main role, since having the ability to convince others to share an idea or point of view is key for any kind of effective presentation.

You will see that the activities are varied for you to make a dynamic and practical class. After all, more than a class, this is a workshop, and students are constantly participating and presenting different kind of topics. As stated in the course, practice makes perfect, so it is important that students constantly face an audience, even if it is just their classmates, so they can get rid of nerves and analyze the things and abilities that they have to work on to continue improving their oral presentation skills.

The class is not monotonous so, above all, enjoy it, and guide your students into the amazing but a bit intimidating world of effective presentations and public speaking.

Sincerely,

MEE. Gustavo Antonio Pereyra Flores

Specific Competence

To learn effective presentations skills and improve the strategies by using technology to gain the audience attention, to persuade and deliver a message.

Module 1. Introduction to Effective Presentations

This first module is all about defining what an effective presentation is, and the different elements that integrate a presentation.

Topic 1 gives certain tips regarding oral presentations and defines the ten steps to prepare an effective presentation. Topic 2 focuses on analyzing and understating the eight different types of presentations, their main purpose and characteristics. Topic 3 studies the communication process, the structure of a presentation (introduction, main points, and conclusion), and begins a bit of a practical part by analyzing the elements and principles of graphic design. Topic 4 is all about the three key elements of a presentation (presenter, audience and presentation), through a deep analysis of each of them. Finally, Topic 5 presents some tips on how visual aids should look like in order to communicate a message effectively.

To close this Module, the suggested First Modular Learning Outcome will allow students to analyze and put into practice the key elements of an effective presentation by organizing and structuring their own video blog about a topic of their interest, allowing them to communicate and express their ideas in an effective manner.

----- **Topic 1. Initial Steps in Creating an Effective Presentation**

Before starting the theoretical content, I suggest that you begin the class by showing your students a video of a presenter that you consider is delivering an effective presentation. Ted Talks videos usually can work good, just find a topic that you think can interest your students. Discuss the video with your students and then proceed with explanation of the content.

Topic 1 is about the six tips to become an effective presenter, and it will be about the ten steps to prepare an effective presentation. Focus more on these ten steps.

Activity 1 (Option 1)

As a first introductory activity, the course suggest the students to introduce themselves. It is an easy activity but you can give it an additional challenge by telling your students you do not want a traditional presentation, you want them to do something memorable that everyone would remember. Tell them to say a funny or interesting fact about themselves, or to make a drawing about themselves first, about their interests and the things that define them, and to later share and present their drawing to the rest of the group.

Activity 1 (Option 2)

The suggested activity will allow students to introduce themselves to the rest of the class, and in teams, to present and sell a circus character. Their objective is to help their character land a job at the new circus. Each character has a special something that most people would consider as a negative attribute, so students have the challenge to look beyond that attribute and convince the circus manager (the teacher) that their character is the best. Students should prepare this presentation considering the Ten Steps to Prepare an Effective Presentation.

----- **Topic 2. Presentations**

In this topic students are going to study and analyze the 8 types of presentations that exist. Students will understand better if you help them by giving clear examples of each type of presentation. It will help if they build a comparative chart including the types of presentations, their definition, characteristics and examples.

Activity 2 (Option 1)

For this activity, students will work on the homework they did for topic 1, and present the company they created. Before the actual presentation, give your students a specific type of presentation to present their company, otherwise, most of the teams will present their company as an informative presentation, so in order to avoid that, tell them previously which kind of presentation they have so the group can analyze the eight types of presentations.

Activity 2 (Option 2)

The suggested activity will focus on the topic of types of presentations as well. Students will read different scenarios and, after discussing, they will decide which type of presentation each scenario belongs to and review its characteristics by writing them down.

Topic 3. Communication

In this third topic, students will first review the elements of communication. After discussing the different elements, you can tell a couple of students to start a conversation and ask the rest of the group to identify the elements of communication that were in the conversation.

Then, when discussing how to organize the information for a presentation, you can analyze with your group a famous speech of your choice. Speeches work quite well because they have a clear introduction, transitions and conclusion, so analyzing a speech can help students to understand this topic.

Finally, the topic takes a more practical view when discussing the principles and elements of graphic design. This section of the topic is mostly visual, so bringing different examples of posters and advertisements can help students to understand it better. Try to explain each element and principle through images.

Activity 3 (Option 1)

This activity can be fun because it requires students to film a silent movie, however, it can also be challenging because not all students feel confident about acting and the reality is that many of them don't like to record themselves. Be very clear with the characteristics of the video (time limit, the kind of setting you are expecting, if they will need special costumes or not), otherwise, the video would turn out very spontaneous and not of the quality you are expecting.

Activity 3 (Option 2)

The elements and principles of graphic design is one of the subtopics that students struggle the most with, so the suggested activity will focus on analyzing different kind of posters and advertisements by identifying the different elements and principles of graphic design. Before doing the actual activity you can project a couple of advertisements to analyze them along with your students, and then proceed with the activity, allowing them to work by themselves.

Topic 4. Key Elements of the Presentation

I believe this topic is the whole basis for the complete course, so that is why it is very important that students understand it clearly. This topic focuses on the three key elements that integrate an effective presentation: audience, presenter and presentation. Habits to be an effective presenter are discussed, as well as the four different types of audience. Analyzing the *who*, *the what*, and *the why* of a presentation is also very important, so try to give plenty of examples answering the three questions so that students have a clearer image of it.

Activity 4 (Option 1)

This activity works very well for analyzing the types of audience, however it falls short to analyze the other two key elements of effective presentations. The suggested scenarios tell the students how the audience is reacting to a presentation, but that's it. With only that information, students can't analyze the presenter and can't answer the *who*, *what* and *why*. My suggestion is that you create a specific context for each scenario (for example, that you are on a medical congress and you want to present a new medical treatment), and with that new context students will understand the scenario better and deliver a better activity!

Activity 4 (Option 2)

The suggested activity will put into practice the understanding of the topic by watching a video of a presentation and analyzing how the three key elements of the presentation work together to communicate an effective message. Like with the past activity, you can first help your students by analyzing a video altogether and later let them answer the activity by themselves with another video.

Topic 5. Audiovisual Tools

In this topic students will start focusing on creating visual aids, and understanding how different elements such as fonts, colors, sizes, charts, images, graphs, etc., work together to design interesting visual aids that will help any presentation to catch the audience's attention and communicate a message effectively.

Activity 5 (Option 1)

This activity will give students the chance to analyze graphic design elements by studying two different logos of their choice. You can change this a little bit and ask them to bring a magazine to class and then find two advertisements. When they have chosen their advertisements, they analyze their graphic design elements.

Activity 5 (Option 2)

The suggested activity will allow students to work on designing the visual aids, and create their own presentation considering the different tips regarding visual aids that were studied in the topic.

Evidence 1 (Option 1)

This first evidence is somewhat confusing. Basically, students have to analyze 15 graphic elements, and then provide how's the relationship between planning, communication skills and audience. That part becomes confusing. They are also asked to provide a reflection about their presentation skills. I believe the evidence is just split into three different kind of activities instead of integrating everything into one project. My suggestion is that you tell them to analyze a complete communication campaign of a certain product. That way they can analyze graphic elements, analyze the whole part of preparing a presentation, and also presentation skills by presenting their analysis of the campaign to the rest of the group.

Evidence 1 (Option 2)

This suggested evidence asks students to record a video blog entry about a topic of their interest. This can work quite well because you are giving them the freedom to choose a topic they feel passionate about and deliver a video blog. You can project them first an entry of a video blog that you enjoy so they can get a better idea of what you expect them to do. Also, be very clear with the instructions you give them regarding the video blog entry, such as the time limit, the kind of setting you want, the format of the video blog (introduction, key points and conclusion), etc. This evidence works because it allows students to speak and present a topic of their liking, allowing you to evaluate their presentation skills during the first module.

Module 2. Designing an Effective Presentation

The second module will be more practical than the first one because students will start using different kind of apps to prepare and design their presentations.

Topic 6 will introduce the concept of a poster, its characteristics and how it can communicate an effective message. Topic 7 will allow students to explore different types of presentations apps, to play with them, and analyze in which kind of situations they can use each of them. Topic 8 is all about using PowerPoint, while Topic 9 will focus on the program Prezi. For PowerPoint and Prezi, students start using the app and learning about the different kind of tools they can use to produce their presentations. Finally, Topic 10 will help students to learn the do's and don'ts of presentations, giving suggestions of the things they should do and shouldn't do when presenting any topic.

To evaluate the learning of this module, the suggested Second Modular Learning Outcome will ask students to deliver three different products: a poster, a Prezi and a PowerPoint presentation. Through a case study, students will find a correct solution to it by practicing the three types of apps seen in class.

Topic 6. Designing Posters

In this topic, students will study the general points and considerations for designing a poster. You will also discuss about different sites in which you can obtain images for free, while respecting copyright.

Students will be introduced to easil.ly.com, a program that is used to design posters and infographics. The program is very intuitive and friendly to use, however, it can be very limitative as well. It is perfect for students that don't know how to use design programs, but if your students already have knowledge of other software such as Photoshop, InDesign or Illustrator, it is recommended that they use those instead of easil.ly.

Activity 6 (Option 1)

As expected, the suggested activity will ask students to design a poster using eail.ly or the program of their choice, considering all the points and considerations for designing a poster. Before letting the students design a poster, you can also ask them to analyze the already existing posters first, and get inspired by those to design their own.

Activity 6 (Option 2)

This proposal can be made as a prior activity to the one suggested in Blackboard. This task will ask students to analyze already existing marketing advertisements. Students can bring magazines and choose their favorite adds to analyze them later. It is important that the analysis is complete and following the concepts learned on Topic 6, so make sure that your students completely follow the three parts of the activity (analysis of the content, the graphic outline and analysis of the poster design).

Topic 7. Using Apps

In this topic students will have a more practical class in which they will be able to explore and use different kind of apps for presentations such as Slideshare, Google Presentations, PowerPoint, Prezi, Powtoon, and AuthorSTREAM.

Activity 7 (Option 1)

This activity is very easy because it only consists on presenting their poster from Topic 6. Just make sure that your students have their peer-assessment rubric with them, and make sure that they completely understand the different points to evaluate so that their evaluation is as objective as possible.

Activity 7 (Option 2)

By the time they explore the apps, students will start working on their activity and complete a comparative chart between the suggested apps, analyzing their usage, advantages and disadvantages, and see those apps as useful tools for presentations. For this activity, I suggest that while the explanation is going on, they start exploring the apps on their smartphones or laptops to later complete the comparative chart.

Topic 8. Interactive Presentations

This topic will also be very practical because it allows students to explore PowerPoint and play with the different tools the app has to offer, such as transitions, animations, sound effects, videos, WordArt, Clip Art, and so on. The topic explanation is basically a tutorial on how to use PowerPoint, which students are going to find very easy because they already know how to use it.

Activity 8 (Option 1)

This activity is not very connected to the thematic content of topic 8 (PowerPoint), however it can be useful because it helps students to know and understand how to capture the audience's attention, a skill that is very

important for effective presentations. For this activity think it more like a theatre class. You can ask students to act a story to start losing nerves, and then tell them to re-tell that same story in a creative way.

Activity 8 (Option 2)

The suggested activity will ask students to design a PowerPoint presentation considering different elements from a checklist that they have to consult while preparing their presentation. Such elements include animations, transitions, charts, graphs, usage of images, usage of hyperlinks, among other elements that integrate PowerPoint. While grading the presentation, make sure that the students include all the elements they were asked for.

Topic 9. Tools for Effective Presentations

In this topic students will continue using apps for presentations, this time focusing on Prezi, which is a very interesting program that allows students to design more dynamic presentations, in which content is shown by “zooming” into it. Let students explore the program and play with it.

Activity 9 (Option 1)

Once again, this activity is not connected with the thematic content of Topic 9 (how to use Prezi) but it can be interesting because it asks students to participate in a debate, which is useful for argumentative purposes. First you can change the topic of the debate. The ones suggested can be good but not very interesting. I suggest that you lead a debate on a more controversial topic. Before the debate, divide the group into two different postures (against or in favor of the topic) and ask them to research it and bring arguments to defend their posture. That way, they will be more prepared and defend their posture with valid arguments.

Activity 9 (Option 2)

The suggested activity is one that I particularly like. I like it more than the one on Blackboard because it lets students to explore a new tool (Prezi), and plus, it allows them to talk and share their favorite memories, such as favorite toys, candies, cartoons, pets, etc. and then share their memories with the rest of the class through a Prezi designed by themselves. You will see that it will be a very enjoyable and interesting class. If you feel open to do it, you can also share your favorite childhood memories with your students.

Topic 10. Reasons why Presentations Fail

In this topic students will study the do’s and don’ts of presentations. Through a series of tips, they will learn the things they should do and shouldn’t do when presenting a topic. The explanation is fairly easy. You can lead the discussion of the topic by dividing the board in two, one part for the do’s and the other part for the don’ts, and ask students for their own ideas regarding the things that are good or bad for presentations. After brainstorming the student’s ideas, complement everything they said with the content from the course.

Activity 10 (Option 1)

This activity is very straightforward. I don’t think it is interesting either, but you can do it to review some concepts. Just make sure your students put effort into making their conceptual maps. Ask them to bring colors and material to work, otherwise they will finish very quickly and deliver something of questionable quality.

Activity 10 (Option 2)

The suggested activity is interesting and fun. It asks students to design a bad presentation filled with all the don’ts learned in the topic, such as too much information, poor font choices, irrelevant photos, etc., and then they will share it with another team so they can identify their mistakes and correct it in order to create an effective presentation. With this activity, students will be critical to identify mistakes in the visual aids and put into practice everything they have learned by correcting the presentation.

Evidence 2 (Option 1)

This second evidence is good, but unfortunately it mainly focuses on Topic 10 instead of integrating the rest of the topics into a project. I like the part that students have to analyze a bad presentation, because it helps them to identify mistakes and avoid them. My main suggestion is that, instead of having the students to find a good presentation and a bad presentation, you already give them which is the bad and the good presentation. Project the videos in class, and let the students do their analysis. That way all the group can work on the same videos and case.

Evidence 2 (Option 2)

I like this evidence more because it integrates the different topics from Module 2. Students will have to deliver three different products: a poster, a PowerPoint and a Prezi. It is a great way to review the different things they learned. The case is meant to be interesting. The students have to organize a Summer Camp for kids, and prepare everything (a marketing poster, a business power point for the director of the camp, and a persuasive fun Prezi for the kids). By working these products, students also work on preparing different types of presentations because each product has a different purpose and a different type of audience.

Module 3. The Key Strategies for Presentations

In this last module, students will review many of the concepts they have learned through the course, as well as developing new skills and abilities for their presentations, placing a special emphasis on persuasion.

Topic 11 will focus on special tricks and tips to give excellent presentations and improve oral presentations. Topic 12 will allow students to understand numeric data through charts, tables and graphs. Topic 13 focuses on oral speaking, the voice and the power of anecdotes to catch the attention of the audience. Topic 14 will give students the opportunity to use different tools such as index cards, to make notes to use for presentations. Finally, Topic 15 will close the course through giving suggestions for reducing anxiety when facing a public, and most importantly, will end practicing one of the most relevant abilities any presenter must have: persuasion.

In order to end the class, the Third Modular Learning Outcome will help the students to put into practice everything they have learned in the course and prepare, organize and simulate a class president election, in which different teams will select their candidate and will compete against the others for the class's votes. In this activity, persuasion is key, and each team must implement a creative campaign to convince the class to vote for their candidate.

Topic 11. Create Better Presentations

In this topic students will continue developing skills for presentations. Through a series of tips and tricks, your class will learn how to make better presentations. Please give these tips in an excellent matter, and review some points regarding oral presentations.

Activity 11. (Option 1)

The suggested activity asks students to “sell” a common object. It has a challenge because it requires students to think out of the box, to think different, in order to convince the others to sell a common, boring object. You can watch some TV commercials so that students have a better idea on how to sell a product. Then, proceed with the activity.

Activity 11 (Option 2)

The suggested activity for this topic will require students to use their creative minds and find a different attribute for a common object, and then prepare a presentation for the new product they have invented. The objective is to practice oral communication and to give an excellent presentation to “sell” the new object they

have invented. It will be an enjoyable class because students have great ideas, and they can present the object with funny attributes.

Topic 12. Charts, Facts and Statistics.

In this topic students will continue developing skills for presentations. Through a series of tips and tricks, your class will learn how to make better presentations. Please give these tips in an excellent matter, and review some points regarding oral presentations.

Activity 12 (Option 1)

This activity is very easy because it only consists of students reading numerical data. I suggest to you give the activity a bigger challenge and then, after they have read and understood the data, the present that same data and statistics in a PowerPoint presentation. That way, they can practice how to summarize hard data (such as numbers and statistics) into a graph, table or chart.

Activity 12 (Option 2)

The suggested activity for this topic will allow students to manage numeric data by first doing a class survey regarding study habits, and later presenting their results through a PowerPoint presentation that includes graphs, charts and tables. This way, they will feel more confident when they have to work with facts and statistics, and will understand how useful charts, graphs and tables are for summarizing and presenting numeric results in an easy way.

Topic 13. Public Speaking.

This topic is very interesting and useful. It is known that human beings like to listen to stories, and more importantly, they also have a need to share their stories. The first part of the content focuses on anecdotes. Anecdotes are very important tool for effective presentations because if you share a relevant story for your topic, and if you know how to tell it, your anecdote will be an instant hook to catch the attention of your audience. You can begin the class by telling your students an anecdote and see how they react to your story and how much attention they paid to you.

The second part of the topic is more practical, and allows students to play with their voices and differentiate the characteristics of the voice, such as rhythm, pace, pitch, volume, intonation, etc. You can give your students different theatre exercises whose main objective is to practice intonation and voice.

Activity 13 (Option 1)

In this activity, students are asked to write a story and then practice voice modulation, volume, and other characteristics of their voice. You can first project them some videos on voice modulation. Then, instead of students having to write the story, I suggest that you bring to class three different short stories of different genres, so they can read them and practice voice modulation but also considering the genre of the story.

Activity 13 (Option 2)

For this topic, the suggested activity consists on reading and recording a horror story. The recording must show the different attributes of the voice, so let your students experiment and play with their voice, just make sure they give a correct intonation that is coherent to the genre (horror) of the story. In here: https://www.youtube.com/watch?v=Z_utA6j3Oc8 you can find a read version of the story. You can play it to your students so they can have a better idea on how to read a horror story. Ask them to pay special attention to the modulation of the voice, the intonation, the pitch, the silence. After that analysis they can start recording the story.

If the story is printed, you can also ask your students that before recording, they should make their notes on the story regarding the voice modulation, intonation and pauses. Those notes will serve as their guide when they have to record the story.

Topic 14. Prepare

In this topic students will learn about different tools to make notes for a presentation, such as index cards, sheets of paper, PowerPoint, and keynote. Students will understand why making notes can be very useful and will give them confidence when they have to face an audience and present a topic.

Activity 14 (Option 1)

This activity is interesting but a bit repetitive from previous ones. It asks student to tell an anecdote of a positive experience. It is good because students have to practice again oral communication, but it is not very related to the part of “notes” from the topic. You can change that by asking students to make their notes in index cards, and present their experience using their notes.

Activity 14 (Option 2)

The suggested activity will allow students to practice making notes after reading an article and summarizing its content in index cards they have to bring to class. Students will also use their index cards for them to appreciate how useful they can be when you are explaining any topic in a presentation. If you have time, ask students to prepare the presentation and make them use the notes they made.

Topic 15. Overview

In the last topic of the class, students will learn some tips to reduce anxiety when doing a presentation. You can begin the class with a relaxation exercise that will let students to get rid of their nerves and stress.

Most importantly, this topic also focuses on one of the most relevant abilities any presenter must possess: persuasion, the ability to convince others to agree with you or make them do what you want them to do. Persuasion is important because when delivering any kind of message, even if it is just to inform about something, you want to look convincing and self-confident, and persuasion plays an important role to achieve that objective.

Activity 15 (Option 1)

This activity is quite good and very complete. Watch the suggested videos with your students and comment them. Read the cases carefully and make sure they don't have doubts about it. This activity will require the students to practice persuasion in a written matter because they have to write letters. You can also make them practice persuasion through spoken language by asking them to speak and defend the case instead of writing the letter.

Activity 15 (Option 2)

The suggested final activity will let students to practice persuasion by giving a one-minute pitch talk about themselves, in which they “sell” their most important qualities and abilities to get their dream job. Besides practicing persuasion, students will also put into prospect all the skills they have learned in the course, so this is a good activity to close the class and review all the things your students have learned.

Evidence 3 (Option 1)

This evidence is very good and complete. It really makes students review many of the content that was learned during the course. It is also interesting because they are making an autobiography. Some students may not feel confident talking about themselves. If that is the case, you can tell them to talk about a topic of their

interest instead. Just make sure that your students understand and follow all the directions so they deliver a good product.

Evidence 3 (Option 2)

This proposal will focus more on persuasion but will also allow student to practice the rest of the content learned in the class. By creating a class president campaign, students practice persuasion, graphic design elements, and the key elements of an effective presentation. It can be very interesting. When the voting time comes, please reflect with your students about voting for the best proposals and not for their friends, so they can analyze everything in an objective manner.