

Beginning PowerPoint Facilitator's Guide

Full Day – 6 hours

Overview\Goals:

This 6-hour session introduces participants to classroom integration uses of Microsoft PowerPoint presentation software. Following state and district frameworks, participants will create an instructional presentation and documents they can use with students or other audiences. An instructional plan and assessment tool will be developed that incorporate student use of presentations for academic expression.

Equipment and materials needed by Facilitator:

Computer with:

- Connection to projector
- Microsoft Office 2007 or 2010, specifically PowerPoint
- Internet Access

Resources: “Facilitators Guide – Beginning PowerPoint”

“Beginning PowerPoint Roadmap”
“PowerPoint 2007 & 2010 Tutorial”
“Lesson Plan Template”
“Checklist – Instructional Product”
“Glossary of Terms” and
“Agenda”

Equipment and materials needed by participant:

Computer with:

- Microsoft Office 2007 or 2010, specifically PowerPoint
- Microphone (headset)
- Internet Access

Resources: “PowerPoint 2007/2010 Tutorial”
“Lesson Plan Template”
“Checklist – Instructional Product”
“Glossary of Terms” and
“Agenda”
Flash Drive for storage

Workshop expectations:

- Full day session, no partial credit
- Use positive cooperative learning skills
- Expect to share and learn from others

Objectives: Participants will:

1. Use a self-guided tutorial to create a presentation with PowerPoint that instructs, supports, supplements or extends a content-related lesson.
2. Incorporate components of multimedia design in their project that enhance content.
3. Create presentations that encourage active student participation during the instructional presentation.
4. Develop a lesson plan for student learning experience from state frameworks that incorporates an electronic presentation to demonstrate content knowledge or academic expression.
5. Use an online assessment tool to create an evaluation tool for the student product and presentation.
6. Share with the group through discussion, and the presentation of the products developed, the instructional and implementation strategies for use with students.

8:00 – 8:15 Pre-Instruction – Introduction & Welcome [15 minutes]

Get to you know your participants – Discuss goals and objectives. Modify and adjust workshop based on participants' needs and ability levels.

Facilitator Notes for your Day

Explore the resources available to you in the resource folder for the variety of versions of PowerPoint both online and in downloadable format. Determine which resources best fits your presentation style and/or delivery format. Participants will be using **the PowerPoint 2007 or 2010 Tutorials** to learn the basic features of PowerPoint. Then they will create a presentation for use in their instruction, including a student worksheet or handout that promotes active participation during the lesson. Presentation transcript will be added on the Notes pages. Participants will use a [Lesson Plan template](#) to develop plans for student use of PowerPoint to create a knowledge product (academic expression) and will include an assessment rubric created from an assessment tool. Ask participants for their learner expectations/outcomes for the day. As a group use the projector to show one of the PowerPoint example files from above. Brainstorm ways to integrate the sample PowerPoint file into instruction and learning. Brainstorm ideas for student use (independent vs. small group, usual presentations, theme or concept books, news magazines/albums for class activities and experiments). Encourage student analysis and synthesis processes as well as differentiated strategies. Review the Agenda and Checklist. Have participants write on the back of the Agenda an objective/goal (unit of study) from their upcoming curriculum that they will identify as an area they will work to supplement during the session-they can add more if time permits.

8:15 – 9:15 – Instruction [one hour]

Open the presentation **Beginning PowerPoint Roadmap** in either PowerPoint format or pdf. The roadmap is designed to be displayed during the phases of the day to help participants stay on task.

OR

Use the PowerPoint Tutorials provided through Microsoft both online version and/or downloadable version for 2007 and/or 2010. There are also resources within the packet in the event some users are still working with version 2000 or 2003. These are downloaded tutorials as well as online tutorials that are available depending on your situation where they can work through the tutorials either online or through the downloaded version.

9:15 – 10:15 Independent Work: Creating Instructional Product [1-1/2 – 2 hours]

Participants should create a folder in My Documents to save all products created. As an alternative products can be saved on a travel/flash drive. During the day, remind all participants to save their files often. Have participants open PowerPoint; demonstrate the basic layout of the software. Participants will work self-paced using the PowerPoint 2007/2010 tutorials. Once they are through the tutorials, they will create a basic PowerPoint presentation of their choice that can be incorporated into a lesson of their choice. When completed, they will play/explain the presentation for the facilitator. Encourage peer assistance. During this time period they should include notes, instructional comments, and narrative dialog to the Notes section of the pages as they are developing the presentation – the student materials will be created in the next phase.

10:15 – 10:30 - Break

10:30 – 11:00 – Complete Instructional Product [30 minutes]

Optional for those that might be finished with their product. They could explore additional tutorials and/or resources available for PowerPoint presentations - <http://office.microsoft.com/en-us/powerpoint-help/results.aspx?qu=powerpoint+tutorial&ex=1>

11:00 – 11:30 - Cooperative groups: learner engagement [30-45 min]

Participants will gather information online individually and brainstorm in a small group. Identify small groups of 3-4 people. Participants will meet with their group and discuss/brainstorm ways to support their instructional presentation with a student tool to encourage active participation. During this time, each participant can “practice” their presentation on the small group allowing for feedback and suggestions for various methods of student engagement/participation.

11:30 – 12:00 - Lunch

12:00 – 12:30 - Independent Work: Creating learner engagement tools [30-45 min]

Participants should begin by reviewing the examples found on [Microsoft Lesson Plans for Teachers and Students](#) website. Depending on the purpose and delivery method of instructional presentation, participants should use Word, PowerPoint, or other software to create necessary student materials

(worksheets, handouts, etc.) needed during the instruction of the lesson. Included on the student document may be graphics, WordArt, hyperlinks, and tables/spreadsheets as needed.

12:30 – 1:30 - Independent Work: Creating a lesson plan for student academic expression [60 min]

Whole group discussion of “What is academic expression and how does it fit into instruction?”

Participants should be able to brainstorm and share strategies that include cooperative learning, inquiry-based, student directed, as samples of varied instructional strategies.

During this phase of the workshop they will use a unit of study from their frameworks to develop a lesson plan to include a student product using PowerPoint (“learning” how to use PowerPoint is not an option). A lesson plan template using Microsoft Word is available. If the district has a preferred format, participants should follow that. Distribute the Lesson Plan Template to the participants, and have them create a lesson plan that either incorporates the presentation they have created today and/or requires a student created presentation.

1:30 – 1:45 - Cooperative Groups: Develop the assessment tool [15 min]

Working in the groups that the participants were in earlier, participants will develop the rubric for the student product. They can use online resources found on the [Rubistar](#) website to create a rubric or self-determined format. Each group will have a rubric when finished – working with a group allows them to feed off each other’s energy and ideas. If in document format, the rubric should be added to their lesson plan. If created online for later purposes, a hyperlink to the tools should be added to the lesson plan.

1:45 – 2:00 - Independent or Group Work: revisit, review and revise [15 min]

Work independently or in groups, participants should review and revise the instructional presentation product – they should use the student engagement tool they created as they test and practice, making any narration revisions or other changes. If working with a partner or in groups, they can exchange lesson plans and makes suggestions. Upload PowerPoint and/or other created resources to the [tieppt](#) wiki.

2:00 – 2:15 - Break

2:15 – 2:45 Post session assessment: [2-3 minutes per participant – 30 minutes]

Participants will share with the group one of the products developed during the workshop presentation and student materials OR lesson plan and rubric.

Discussion Questions: Guide participants in discussion of goals of session: developing and using presentation tools in their class, both as a teaching tool and a learning experience for students. How will what they learned in this session benefit/support their instruction? How will the standards be addressed? If necessary, brainstorm ideas for student use (management of technology, time, etc.).

2:45 – 3:00 - Discussion and Closing [30 min]

Evaluations, and clean up room. Participants should take any printed materials and save files to travel/flash drive or email to their preferred account. If files were saved to the local computer they should be deleted.