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# Lesson in Action

## AT A GLANCE

### Before Reading

- Review the four purposes of presentations.
- Demonstrate the use of various multimedia presentation tools.
- Provide a set of criteria for selecting technology tools.

### During Reading

- Have students view example presentations at laptop stations.
- Distribute an evaluation worksheet for technology presentations.
- Lead a discussion on technology options and assist students in choosing multimedia.
- Have students return to the laptop stations to work with chosen multimedia tool.

### After Reading

- Have volunteers share their draft presentations with others using the same tool.
- Guide students in using the rubric questions to discuss and provide feedback.
- Encourage students to identify and share ideas on what works and what to avoid.

## Presenting: Presenting Research

### Context

Ms. Lombardi's Grade 6 class has been studying earthquakes and tectonic plates as part of an Earth Science unit. Thinking ahead to the upcoming sixth-grade science fair, Ms. Lombardi wants her students to not only show artifacts, but also to make multimedia presentations on their topic. She is helping them to hone these skills and determine how best to use technology tools in their presentations.

### Common Core State Standards

- ▶ [CCSS.ELA-Literacy.SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/) (<http://www.corestandards.org/ELA-Literacy/SL/6/4/>) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- ▶ [CCSS.ELA-Literacy.SL.6.5](http://www.corestandards.org/ELA-Literacy/SL/6/5/) (<http://www.corestandards.org/ELA-Literacy/SL/6/5/>) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- ▶ [CCSS.ELA-Literacy.SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/6/1/) (<http://www.corestandards.org/ELA-Literacy/SL/6/1/>) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Lesson Objective

Students will develop the skills they need to make multimedia presentations in preparation for the science fair.

### Technology

For creating student presentations and providing examples:

- ▶ [PowerPoint](#) and other slideshow creators
- ▶ Browser-based presentation tools (e.g., [Prezi](#) and [Empressr](#))
- ▶ Audio recording and editing tools (e.g., [Garageband](#))
- ▶ Simple animation tools (e.g., [GoAnimate](#) and [Voki](#))
- ▶ Annotation tools (e.g., [Voicethread](#) or [Coach's Eye](#))

### Assessment

- ▶ Feedback forms completed by classmates during peer practice presentations
- ▶ Written or recorded reflections on the process of creating a presentation

# Ms. Bailey's Class in Action

## Before Presenting

Ms. Lombardi begins the lesson by reviewing the four purposes of presentations on her interactive whiteboard:

- ▶ Persuading
- ▶ Narrating
- ▶ Informing/Describing
- ▶ Analyzing

She then discusses the supportive role multimedia can play in making each type of presentation. She demonstrates different tools, connecting each with a potential purpose:

- ▶ For informing/describing, she utilizes a short visual slideshow in PowerPoint.
- ▶ For narrating, she shares an example of a narrative podcast.
- ▶ For persuading, she uses Empressr, Prezi, or another browser-based presentation tool.
- ▶ For analyzing, she plays an annotated YouTube video.

As she uses each tool, Ms. Lombardi uses a think-aloud strategy to explain why she selected it.

Ms. Lombardi asks the class to take out the written drafts of the presentations they are creating based on their earthquake research. She gives the class direction: “Take a few minutes to read over your drafts and then decide which presentation purpose—informing, narrating, persuading, or analyzing—is the most relevant.” The next step, she explains, will be to explore their technology options. “Your goal is to select which technology tools are the most appropriate for your presentation purpose.”

To help them make a decision, she gives them a set of selection criteria:

### Selecting a Technology Tool for My Presentation

1. Will this tool help me organize my information in a logical way?
2. Will it help me to illustrate key points?
3. Will it allow me to stop and interact with the audience?
4. Will the technology features be distracting?
5. Will this tool help me to better achieve my presentation purpose?

## During Presenting

To help students make their decisions, Ms. Lombardi has set up five laptop stations around the classroom. At each station, 2–4 laptops offer example presentations of the following tools:

- ▶ PowerPoint
- ▶ Audio/Podcast
- ▶ Produced video (e.g., simple animation via GoAnimate or Voki)
- ▶ Videos of live presentations, with annotated content (e.g., VoiceThread or Camtasia)
- ▶ Browser-based presentation tools (e.g., Prezi or Empressr).

Each station offers both professional and student-made examples. Ms. Lombardi divides the students into groups and distributes a worksheet that guides students as they evaluate how technology is used in the presentations they see, modeled on the criteria discussed earlier.

As the students rotate around the stations, Ms. Lombardi moves from group to group, listening to their reactions. Familiar with the strengths and needs of her struggling students, she points out the relevant features and functions of the different options.

She gathers the class back together for the next phase of decision making. “Let’s hear some of your reactions to your technology options,” she says, as she invites the class to reflect on what they have seen.

“I thought Prezi was awesome at first, but actually it’s kind of distracting, with the words flying all over the screen,” says Tali.

“I want to be able to interact with the audience a lot, so I think using PowerPoint is best for me,” says Nathan.

“The Voki animations are really fun, but I’m not sure if it helps me get my point across any better than the other tools. It might be simpler for me to just use annotated video,” says Kimi.

Ms. Lombardi is pleased with the students’ observations. She explains, “Now that you have visited all of the stations, you can return to the station that has the tool you have chosen to use. I’ll give you more time to investigate using this technology tool for your presentation.”

Ms. Lombardi stops to talk to Lucy, who is preparing a persuasive presentation. She plans to return to the browser-based presentation tools station. Using the rubric provided earlier, Ms. Lombardi asks Lucy, “Why do you think Prezi is a good fit for your presentation?” After answering a few of the questions on the rubric, Ms. Lombardi sees that Lucy doesn’t quite understand the limitations of the tool she has chosen. “There might be a better choice. Why not check out Empressr?” Ms. Lombardi suggests. Looking together at this tool, Lucy feels ready to begin drafting out ideas for her Empressr presentation on plain paper while waiting for her turn on one of the station’s laptops.

Ms. Lombardi then moves onto another station, listening to ideas and guiding students in their decision making. Marco, another student at the station, seems to have a better grasp of these tools, so Ms. Lombardi asks Marco to mentor Connie while she adapts her presentation to the tool. At different stations around the room, Ms. Lombardi has tapped students like Marco who have a strong understanding of their chosen technology tools to guide and support their peers.

## After Presenting

After students have had sufficient time to make progress using technology tools to enhance their presentations, Ms. Lombardi has everyone pause to share their efforts. At each station, one or two volunteers share their draft presentations with the other students who are using the same tool. Their peers take notes on the rubric. The students at each station discuss the rubric questions for the given presentations and provide feedback to the presenter on whether he or she chose an appropriate technology tool, and how he or she can improve their use of the tool to further enhance the presentation. The non-presenting students also share how the draft presentations gave them ideas on what to do and what to avoid in their own presentations.

Going forward, students will continue working their chosen technology tool into their presentations, and the students who did not share their drafts today will do so over the next few class sessions so that everyone has an opportunity to receive peer feedback.

## Reflection

Ms. Lombardi compares notes with the other teachers whose classes will be participating in the science fair. She finds that her students and their peers in other classes have great ideas for technology tools but that they struggle more with maintaining focus and establishing tone. She decides to integrate presentations into assessment in other content areas to give students additional practice before the science fair.