

**MAISA and the REMC Association of Michigan
Best Practices in Technology Integration
Plan**

Title: Professional-like Multimedia Slide Show

Subject(s): Business/Computers

Intended Grade Level(s): 9 - 12

[View the sample PowerPoint Demo in HTML](#)

Description:

A great lesson plan to bring high school assignments to life using recent developments in the field of educational desktop publishing and multimedia into any subject area or personal life. Learn how digital video and audio, alternate distribution platforms, optical scanners and CD-ROMs can add pizzazz to high school academic projects using a professional development plan. Stun your audience with the latest information available by surfing the internet. Study and explore the internet and its structure to accomplish advanced and in depth multimedia and desktop publishing projects integrating computers and technology.

Curriculum Benchmarks:

Benchmarks and Standards addressed in this lesson plan include:

English:

Meaning and Communication:

Content Standard 1 :All students will read and comprehend general and technical material.

Content Standard 2 :All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

Content Standard 3 :All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

MI.ELA.3.HS.1. Use speaking, listening, viewing, reading and writing for multiple purposes in such a way that each enhances the other(s) (e.g., using all the language arts to complete and present a multi-media project on a national or international issue).

MI.ELA.3.HS.3. Read and write fluently, speak confidently, listen and interact appropriately in situations. Examples might include: speaking publicly, debating formally, performing literature and interviewing for employment.

MI.ELA.3.HS.4. Describe and use a communication model that highlights effective listening strategies (perceiving and discriminating, attending, assigning meaning, evaluating, responding and remembering) and elements of effective speaking (message content, use of evidence, reasoning, language choices and audience analysis).

MI.ELA.1.HS.3. Selectively employ the most effective strategies to construct meaning while reading or viewing text. Examples might include: scanning for specific information related to a research question, deciding how to represent content through summarizing, clustering and mapping.

MI.ELA.2.HS.2. Recognize and approximate authors' innovative techniques to convey meaning and impact an audience when composing their own texts. Examples might include: manipulation of time, stream of multiple points of view.

MI.ELA.1.HS.5. Write analytically about their responses to visual, written and/or electronic texts, providing examples of how texts impact their personal lives.

Language:

Content Standard 4 :All students will use the English language effectively.

MI.ELA.4.HS.1. Demonstrate how language usage is related to successful communication in different spoken and written contexts (e.g., job interview, public speech, advertising, etc.).

MI.ELA.3.HS.6. Determine the meaning of specialized vocabulary by using context, research, text resources and electronic sources.

MI.ELA.4.HS.4. Demonstrate ways in which communication can be manipulated through word usage (e.g., propaganda, sarcasm, humor, etc.).

Voice:

Content Standard 6 :All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

MI.ELA.6.HS.1. Assess their use of elements of effective communication in personal, social, occupational and civic contexts.

MI.ELA.6.HS.2. Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain and inspire their audiences.

Skills and Processes:

Content Standard 7 :All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading and writing.

MI.ELA.7.HS.1. Use a combination of strategies when encountering unfamiliar text while constructing meaning. Examples might include: scanning for specific information related to research questions, deciding how to represent content through summarizing, clustering and mapping.

MI.ELA.7.HS.2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.

MI.ELA.7.HS.4. Demonstrate flexibility in using strategies for planning, drafting, revising and editing complex text in a variety of genre, and describe the relation between form and meaning.

Genre and Craft of Language:

Content Standard 8 :All students will explore and use the characteristics of different types of texts, aesthetic elements and mechanics, including text structure, figurative and descriptive language, spelling, punctuation, and grammar--to construct and convey meaning.

MI.ELA.8.HS.1. Identify and manipulate writing mechanics that facilitate understanding. Examples might include: organizational patterns, documentation of sources, appropriate punctuation, grammatical constructions and conventional spellings, etc.

MI.ELA.8.HS.2. Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples might include: use of symbol, motifs and function of minor characters in epics, satire, poetry and drama.

MI.ELA.8.HS.3. Describe and use characteristics of informational genre (e.g., manuals, documentaries, research presentations) and complex elements of expository texts (e.g., thesis statement and supporting ideas, use of authoritative and/or statistical evidence) to convey ideas.

MI.ELA.8.HS.4. Identify and use aspects of the writer's craft to formulate and express their ideas. Examples might include: imagery, irony, multiple points of view, complex dialogue and persuasive techniques.

MI.ELA.8.HS.5. Describe and use the characteristics of various oral, visual and written texts (e.g., debate, drama, primary documents, documentaries) and the textual

aids they employ (e.g., prefaces, appendices, lighting effects, microfiche headings) to convey meaning.

Ideas in Action:

Content Standard 10 All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

MI.ELA.10.HS.1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.

MI.ELA.10.HS.3. Analyze the persuasive power of language and how it can become an instrument of change in their community, their nation and the world. Examples might include: identifying a community issue and designing an authentic campaign using oral, visual and written texts to promote social action.

Inquiry and Research:

Content Standard 11 All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

MI.ELA.11.HS.1. Generate questions about important issues that affect theme or topics about which they are curious, narrow the questions to a clear focus and create a thesis or a hypothesis.

MI.ELA.11.HS.2. Determine, evaluate, and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples might include: knowledgeable people, field trips, prefaces, appendices, icons/headings, hypertext, menus and addresses, information access on Internet and electronic mail, storage addresses, CD-ROM/laser disks, microfiche headings and library and interlibrary catalogue databases.

MI.ELA.11.HS.3. Organize and analyze information to draw conclusions and implications based on investigation of an issue or problem.

MI.ELA.11.HS.4. Research and select the medium and format to be used to present conclusions based on investigation of an issue or problem. Examples might include: satire, parody, multimedia presentation, play, mock trial, etc.

Critical Standards:

Content Standard 12 All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

[MI.ELA.12.HS.1](#). Articulate multiple sets of standards for individual use according to the purpose of the communicative situation.

[MI.ELA.12.HS.2](#). Evaluate their own and peers' texts using both individually and collaboratively developed standards.

[MI.ELA.12.HS.5](#). Demonstrate the use of individual, shared, and academic standards appropriate for different purposes and contexts.

[MI.ELA.12.HS.3](#). Use literary history, tradition, theory, terminology and other critical standards to develop and justify judgments about the craft and significance of text.

Mathematics:

Patterns, Relationship and Functions - Patterns:

Content Standard 1 :All students will recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct representation of mathematical relationships.

[MI.MAT.I.1.HS.2](#). Analyze, interpret and translate among multiple representations of patterns including tables, charts, graphs, matrices, and vectors.

[MI.MAT.I.1.HS.4](#). Explore patterns (graphic, numeric, etc.) characteristic of families of functions; explore structural patterns within systems of objects, operations, or relations.

Geometry and Measurement - Position:

Content Standard 4 :All students will identify locations of objects, identify location relative to other objects, and describe the effects of transformation (e.g. sliding, flipping, turning, enlarging, reducing) on an object (position).

[MI.MAT.II.2.HS.5](#). Use concepts of position, direction, and orientation to describe the physical world and to solve problems.

[MI.MAT.II.2.HS.3](#). Give precise mathematical descriptions of transformations and describe the effects of transformations on size, shape, position, and to solve problems.

Data Analysis and Statistics - Collection, Organization and Presentation of Data:

Content Standard 6 :All students will collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats (collection, organization and presentation of data).

MI.MAT.III.1.HS.1. Collect and explore data through observation, measurement, surveys, sampling techniques, and simulations.

MI.MAT.III.1.HS.2. Organize data using tables, charts, graphs, box plots, tree diagrams, stem-and-leaf plots, spreadsheets, and data bases.

MI.MAT.III.1.HS.3. Present data using the most appropriate representation and give a rationale for their choice; show how certain representations may skew the data or bias the presentation.

MI.MAT.III.1.HS.4. Identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize, and present those data.

Science:

Construct New Personal and Scientific Knowledge:

Content Standard 1 :All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other resources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge (constructing New Scientific Knowledge).

MI.SCI.I.1.HS.1. Develop questions or problems for investigation empirically. (Key concepts: Understanding the need to build on existing knowledge and to ask questions that can be investigated empirically.)

MI.SCI.I.1.HS.2. Suggest empirical tests of hypotheses. (Key concepts: Hypothesis, prediction, test, conclusion.)

Design and conduct scientific investigations. (Key concepts: Types of scientific knowledge-hypothesis, theory, observation, conclusion, law, data, generalization. Aspects of field research-observations, samples. Aspects of experimental research-variable, experimental group, control group prediction, conclusion.)

Diagnose possible reasons for failures of mechanical or electronic systems. (Key concepts: Documentation of systems, such as diagrams, owner manuals, troubleshooting guides. Procedures for identifying malfunctioning components or connections.)

MI.SCI.I.1.HS.7. Gather and synthesize information from books and other sources of information. (Key concepts: Scientific periodicals, reference books, trade books.)

MI.SCI.I.1.HS.8. Discuss topics in groups by being able to restate or summarize what others have said, ask for clarification or elaboration, and take alternative

perspectives. (Key concepts: A newspaper or magazine article discussing a topic of social concern.)

MI.SCI.I.1.HS.9. Reconstruct previously learned knowledge. (Key concepts: Appropriate scientific contexts-see Using Scientific Knowledge.)

Use Scientific Knowledge from the Physical Sciences in Real-World Contexts - Waves and Vibrations:

Content Standard 11 All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy (Waves and Vibrations).

MI.SCI.IV.4.HS.1. Relate characteristics of sounds that we hear to properties of sound waves. (Key concepts: Properties of sounds - pitch, volume. Characteristics of sound waves - frequency, amplitude, velocity.)

Explain how sound recording and reproducing devices work. (Key concepts: Parts of sound recording and reproducing devices, including needle, amplifier, speaker, microphone, laser disk reader.)

MI.SCI.IV.4.HS.3. Relate colors to wavelengths of light. (Key concepts: Colors of the spectrum - red, orange, yellow, green, blue, indigo, violet Properties of light waves: wavelength, amplitude, frequency. Tools for making spectra: Prism, diffraction grating.)

Explain how we see colors of objects. (Key concepts: Colors of the spectrum and characteristics of light waves - red, orange, yellow, green, blue, indigo, violet, wavelength, amplitude, frequency. Ways that objects interact with light-emission, reflection, absorption, transmission.)

Social Studies:

Historical Perspective - Time and Chronology:

Content Standard 1 :All students will sequence chronologically (Time and Chronology).

MI.SOC.I.1.HS.1. Construct and interpret timelines of people and events in the history of Michigan and the United States since the era of Reconstruction.

Inquiry - Information Processing:

Content Standard 20 All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, chart and

timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information (Information Processing).

MI.SOC.V.1.HS.1. Locate information pertaining to a specific social science topic in-depth using a variety of sources and electronic technologies.

MI.SOC.V.1.HS.2. Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation.

Develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources.

Inquiry - Conducting Investigations:

Content Standard 21 All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology (Conducting Investigations).

MI.SOC.V.2.HS.1. Conduct an investigation prompted by a social science question and compare alternative interpretations of their findings.

MI.SOC.V.2.HS.2. Report the results of their investigation including procedures followed and a rationale for their conclusions.

Public Discourse and Decision Making - Group Discussion:

Content Standard 23 All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decision (Group Discussion).

MI.SOC.VI.2.HS.1. Engage each other in elaborated conversations that deeply examine public policy issues and help participants make reasoned and informed decisions.

Citizen Involvement - Responsible Personal Conduct:

Content Standard 25 All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society (Responsible Personal Conduct).

MI.SOC.VII.1.HS.1. Act out of respect for the rule of law and hold others accountable to the same standard. Plan and conduct activities intended to advance their views on matters of public policy, report the results of their efforts and evaluate their effectiveness.

Music

National Content Standard 6 Listening to, analyzing, and describing music.

Theater

National Content Standard 1 Script writing by improvising, writing and refining scripts based on personal experience and heritage, imagination, literature, and history.

Visual Arts

National Content Standard 1 Understanding and applying media, techniques, and processes.

National Content Standard 2 Using knowledge of structures and functions.

National Content Standard 3 Choosing and evaluating a range of subject matter, symbols and ideas.

National Content Standard 5 Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard 6 Making connections between visual arts and other disciplines.

Materials/Hardware/Software:

Replace this text with a list of all of the materials, hardware, or software needed. Please list each one on a separate line and include the name of all items and the publisher of materials or software.

Hardware:

computer
digital camera
vcr/tv
Internet connection
projection/display unit
scanner
camcorder
CD-ROM
cassette player (optional)

Software:

data disk
flowcharting
desktop publishing/presentation application (like Power Point)
Internet application
morphing and warping program (optional)
PrintShop Delux or
other graphic resource(s)
blank vhs video tape

Materials:

- rubric (handout)
- presentation evaluation (handout)
- batteries or adapter for equipment

Activities/Procedures:

Prior Learning:

Students should know the basics of a computer they will be using, regardless of what platform. Students should produce a short (10 slides or more) basic slide show presentation prior to the one this proposal outlines. The slide show should begin with the title page and end with a proper closing. That leaves 8 slides for content. Select a theme that is appropriate to the time of year or a current event most students can relate. Discuss the amount and positioning of text and graphics appropriate for each slide (Example: Too much text to read on a slide makes for a long boring story. Short, to the point headlines keep the presentation on a more informative and entertaining note.). Compare their presentation to a commercial on television. Any other information that needs to be conveyed, can be done through verbal communication.

Their first slide show presentation will be presented by them, in front of their classmates, using techniques and guidelines obtain from a speech class. Students will be able to ask questions and view the different accomplishments of other students in an effort to promote creativity on their next slide show presentation and in the use of software capabilities. This will be the first time students use a rubric to evaluate themselves and each other in a predefined manner (walk them through it).

There are so many different ways to fully utilize the capabilities of this type of software for creating a slide show that it is impossible to demonstrate or teach all of them to a classroom full of students. The first slide show will enable students to become familiar with the software, analyze what they have accomplished and synthesize new ideas for the next one. By doing a short slide show, they will see and learn and hopefully be excited about doing a bigger project.

The Activity:

The theme of a professional slide show presentation is chosen by the student. It must be an area of academic study from any subject area covered in the school's curriculum. This can be a unit or chapter that would be covered in history, English, speech, foreign language, science, mathematics, health or physical education, etc. that is of interest to the student. It must meet the basic English criteria of beginning, middle and end storyline; spelling and punctuation; correctness and completeness of information; advanced usage of software capabilities in corroboration with hardware components for scanning images, digital photographs, video clips and sound.

When the student has completed his/her project, it is presented among peers and other interested parties. The student is required to interact with the multimedia presentation in a professional manner including suitable attire. Handouts, quizzes or other materials used for the audience are encouraged. Even though three to four weeks may be spent planning and creating this event, each

student will spend 10-15 minutes for his/her complete professional presentation. The organizational, planning, research, resources, knowledge of software and hardware interaction with computers and technology can be carried over into other subject areas of their high school educational experience.

View the Professional-Like Presentation included with this lesson. You will need PowerPoint to run it. If PowerPoint is not available, it is available in a Rich Text Format (rtf) outline format. You will not be able to benefit from the effect of a slide show, but the material and directions are there. This slide show is for the teacher to use in class. It outlines many of the points of a slide show the student is to create and serves as an example at the same time.

The Professional-Like Presentation will open in a Read-Only file. Select Slide Show under the View menu. Click the mouse to move from one slide to the next and from bullet to bullet on each slide.

Discuss each point with the students. A copy of the rubric should be given to each student before they begin their slide show. The rubric will serve as a guide for the level of accomplishment they wish to achieve. Discuss the purpose of the rubric and how it works once again. Students would have used this rubric once already with their basic slide show presentation and received your feedback.

Select your days of showing the presentations well enough in advance. Assign each student a date and time to be completely ready for presenting their Professional-Like Slide Show Presentation.

Assessment/Evaluation:

All the necessary equipment should be in the room and ready for students to access during their scheduled presentation.

Each student should have a copy of the rubric for each student that presents. Ask other faculty and staff to attend as an objective audience. This will also help others to understand how students can use computers and technology in all areas of their high school experience.

Collect the rubrics after each presentation. This will allow enough time for the next student to be ready with their presentation and keep the audience on task.

After the students are finished presenting, calculate an average score for each category and overall presentation from the audience and from your own rubric (there will be two groups: audience and teachers scores).

Example: Designing the Layout
 Audience Average = 8
 Teacher's Average = 7
 Overall Average Score = 7.5

Calculate the overall score of each student's presentation. Feel free to eliminate any scores you feel are noneventful.

Open the document entitled Evaluation. Insert specific information regarding the good points of each student's presentation. Also, include the areas for improvement. Be as specific as possible. The following is a list of some points you may wish to include:

- discuss strengths and weaknesses of the slide show presentation.
- discuss restrictions and limitations of the slide show presentation.
- discuss strengths and weaknesses of the hardware and software.
- discuss restrictions and limitations of the hardware and software.
- anonymously rate each other -rubric (optional-per teacher discretion).

Use Save As each time you finish an evaluation. This is the document you will return to each student with their grade. Do not return peer, faculty, staff or parent evaluations. Keep a copy for your files and for possible parent-teacher conferences.

Evaluation of Your Professional-Like Slide Show Presentation

Name: _____ Your Grade: _____

Your presentation was graded/evaluated on the following criteria:

1. **Preparation:** **Overall Average:** _____
 - proposal
 - storyboard (designing layout)
 - organization (adding, text, artwork, finishing touches and printing your document)
 - placement of pictures, tables and other objects
 - choice of colors, text, and speed
 - trial run performed on projection equipment
 - used time wisely

Comments:
2. **Documentation:** **Overall Average:** _____
 - supports the theme of your presentation
 - proper backup material/resources such as credible sources, quotes, handouts, videos and other published works.
 - a thorough investigation is demonstrated by the completeness of information given in the presentation

Comments:
3. **Content:** **Overall Average:** _____
 - information provided is correct (uses accurate facts or examples)
 - information is understandable (good logical organization)
 - presentation is fully developed in the subject matter selected
 - interaction with presentation flowed well and consistently

Comments:
4. **Response to Questions:** **Overall Average:** _____
 - answers all questions correctly and in an understandable manner
 - polite and courteous at all times

-does not studder, fidgit or use slang in speaking

Comments:

5. **Multimedia:** **Overall Average:** ____
-excellent use of scanner, digital camera, graphics, movie and sound.
-shows a working knowledge of computer and display equipment
-able to use special effects and other multimedia programming skills

Comments:

6. **Audience:** **This will be a separate grade**
-at least one person from the subject matter you choose
-one member from the Ludington Area School's Technology Committee
-another person from an unrelated content area
-parent(s) may be present
-peers
-your instructor

Follow-up Activities:

If time permits, allow students with an average or less grade to improve their slide show presentation using the guidelines given in their evaluations.

Other students may benefit from a larger-scaled slide show presentation, or a HyperCard stack. HyperStudio is a great tool for advancement at this point, and has a great advantage to both the user and the presentation since the structure can be more than linear. Check out the outline below.

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Five Steps to Creating a Professional-like Multimedia Slide Show Presentation

**The First Steps
*Getting on the Right Track!***

The Proposal

- ∅ The Content
- ∅ Structure of the Proposal

The Content

- ∅ Topic - a unit or chapter from one of the academic areas in your school (Example: History - World War II)
- ∅ General overview/objective(s) to accomplish
- ∅ Kinds of pictures or other outside resources required
- ∅ Approximate length of presentation and time required to complete.
- ∅ Must be approved by the instructor before work begins.

Structure of the Proposal

- ∅ Typed format - Use Microsoft Word
- ∅ One or two paragraphs
- ∅ Use complete sentences

Professional Development Plan

There are five steps in creating, building and maintaining a professional-like multimedia slide show presentation.

Professional Development Plan

- ∅ Planning Your Document
- ∅ Adding Text
- ∅ Adding Artwork
- ∅ Adding the Finishing Touches
- ∅ Organizing Documentation

Step 1: Planning Your Document

- ∅ Developing Layouts
 - Content
 - Schematics

Step 1: Planning Your Document

- ∅ Developing Layouts

- Content (more specific details/needs)
 - Use index cards to draw out each slide
 - Blank templates on white paper work well for bigger descriptions and drafts

Step 1: Planning Your Document

δ Developing Layouts

- Schematics
 - flowcharts show a topical floorplan (general overview)
 - pseudocode lists the objective of each slide

Flowchart

Pseudocode

- δ First Slide
 - My name and title of the class
 - Choose a background for presentation
- δ Second Slide
 - Create a producing company name and logo
- δ Third Slide
 - Killer Speeches
 - Display using text from different magazine adds and scan into the slide
 - Find a picture of someone well-known and controversial

Step 2: Adding Text

- δ Written,
- δ Visual, and
- δ Audio Communication

Step 2: Adding Text

- δ Written Communication
 - Import or Type on each slide
 - Create text frames
 - Formatting and editing text for style, size and typeface
 - Controlling line and paragraph leading
 - Tables and graphs

Annual Report

ð Tables and graphs can be inserted from most spreadsheets.

Step 3: Adding Artwork

ð Visual Communication

- Paint-type graphics
 - created using painting applications

Paint-type graphics

Step 3: Adding Artwork

ð Visual Communication

- Draw-type graphics
 - created using drawing and drafting applications

Step 3: Adding Artwork

ð Visual Communication (cont'd)

- EPS-format graphics (Encapsulated PostScript)
 - Movie - CD's, VHS or Video camcorder (your own)
 - Existing pictures - Scanned images
 - Photography - Digital camera
 - Adobe Illustrator (optional software)
 - Avid Cinema (optional software)

Visual Communication

ð Movie

- CD's
- video clip from your favorite movie
- tape record your own movie using a camcorder

Visual Communication

ð Princess Diana of Wales

Visual Communication

ð Scanned images

- photographs
- still shots from magazines, encyclopedias, newspapers and much much more.

Skeletal System

Step 3: Adding Artwork

- ø The picture of the skeleton was scanned from a textbook and saved on the computer as a PICT file.

Each identifiable area was marked using the line tool and text from a drawing program after the picture was scanned and inserted into a slide.

Visual Communication

- ø Digital camera - take a picture of something you don't already have and save as a PICT file on the computer.

Step 3: Adding Artwork

- ø Audio Communication
 - EPS-format graphics (Encapsulated PostScript)

Audio Communication

- ø Tape recordings (cassette, simple text, music CD's, etc.)
- ø Movie and Sound (educational CD's)
- ø Video camcorder with Sound
- ø Adobe Illustrator (optional software)
- ø Avid Cinema (optional software)

Audio Communication

- ø Tape recordings
 - cassette, simple text, voice annotation, etc.)
 - use sounds of the present

Audio Communication

- ø Movie and Sound

Audio Communication

Step 4: Adding the Finishing Touches

- ø Don't Settle for Less

Step 4: Adding the Finishing Touches

- ǒ The difference between an okay document and a great-looking document is often a slight adjustment here and there.

Step 4: Adding the Finishing Touches

- ǒ Make sure there is consistency from slide to slide
- ǒ General placement of objects
- ǒ Same font style, contour and size on comparable areas
- ǒ Colors for background and text should be limited

Step 4: Adding the Finishing Touches

- ǒ Presenting or Selling your Topic

Step 4: Adding the Finishing Touches

- ǒ Build Body Text - signal each line as you are discussing the topic so listeners don't read ahead
- ǒ The speed of the Transition is also important between slides
- ǒ Note Pages or an Outline is also helpful so you don't have to memorize the presentation
- ǒ Bullets are effective for lists and can be different shapes and colors, but should be consistent throughout the presentation.

Step 4: Adding the Finishing Touches

- ǒ Rotate and Flip shapes and text to project a different look

Step 4: Adding the

- ǒ Elements can be rearranged to improve the flow of text and graphics.

Step 4: Adding the Finishing Touches

- ǒ Include all CD files, video clips and resource files in a folder with your slide show in order for it to display properly.

Step 5: Documentation

- ǒ Hardcopy, and/or
- ǒ Storage Medium

Step 5: Documentation

- ǒ Hardcopy

Step 5: Documentation

- ð Slides - each slide as a full page
- ð Outline - only the text that is written on each slide
- ð Slide Sorter - mini pictures of each slide

Notes Pages - Each slide is shown on half a page while the other half shows the notes you wanted to cover during that slide. This text is not part of the slide that is shown.

Step 5: Documentation

- ð Storage Medium

Step 5: Documentation

- ð Storage Medium
 - Floppy Disk**
 - hard drive**
 - Fileserver*

Planning Your Presentation