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Open Gateways Program - Professional Development Curriculum

Module 6: Slide Shows - Putting It All Together

Logistical Preparations for This Workshop

The checklist below summarizes the preparations you will need to make to have everything ready for the workshop:

- Familiarize yourself with the display unit that you'll be using.
- Have enough handouts for all of the teachers. These include:
 - The student lesson plans
 - A copy of the Glossary (glossary.html)
 - Review the lesson plans and be prepared to walk the participants through the steps.
- Review the training slides and the talking points for the module (also, see the summary table for the training slides).
- Post the agenda prominently at the beginning of the workshop.
- The print should be large enough to read across the room.

Skills Checklist

To be effective for this workshop, you should:

- Understand how to use the operating system: how to save files, find saved files, rename files, move files, and delete files.
- Be able to use the font features: change fonts, alter text attributes (bold, italics), switch font color, change font size.
- Have a basic understanding of how fonts can be used most effectively in documents.
- Be comfortable using the vocabulary associated with slide shows.
- Know how to add new slides, delete slides, choose slide formats, change the master slide, and add graphics to slides.
- Understand the basics of effective page layout design (what fonts and colors to use, how to make slides visually interesting, avoiding common design mistakes).

Overview

This module explores the uses of slide shows in the curriculum. Collaboration and communication are important aspects of this workshop. You'll assist teachers as they learn how their students can develop projects to showcase knowledge and creativity. Student slide-show projects will include a variety of media, combined to demonstrate the individual and collective contributions of participants with different learning styles. During this workshop, the teachers will use StarImpress, the StarOffice tool for slide-show creation. This workshop reinforces their experience of doing Web searches, using email, text tools, and graphics, and saving files. It also helps them add new skills, including a focus on page format and graphical presentations. In addition, it offers them the opportunity to refine lessons that help their students as they practice presentation and other communication skills.

Learning Goals and Objectives

All participants will learn to use basic StarImpress (slide shows) features and understand basic principles of design. Explain that the goals and objectives will be covered during four hours. Tell the teachers that they will have time to review the elements from the first workshop in the follow-up workshop.

By the end of this workshop, all teachers should:

- Have some clear ideas or plans for integrating slide shows into their own curriculum.
- Realize the importance of teaching students about communicating their ideas clearly, both verbally and with a slide show to help focus the audience on key points.
- Be able to plan cooperative learning lessons that take into consideration the management techniques necessary to ensure effective computer use by small groups of students.
- Understand that teachers and students can quickly create and use slide shows to present information in an interesting, easy-to-digest, and memorable format for the audience.
- Be able to create a new slide show document, save it, and show it.
- Know how to insert images into the slide show.

New Vocabulary

In the workshops outlined in this module, the following vocabulary may be new to the participants:

- slide
- transitions
- export (file)
- Slide Sort View
- background
- foreground

Agenda

Provide teachers with an agenda for the meeting. Post it where they can refer to it during the workshop. Do the same thing for the norms. (See Module 1 for a list of possible norms to establish throughout all workshops.) The following agenda is for teachers who are taking the workshop in two segments of two hours each.

Divide your teachers into two groups: novice and intermediate/advanced. (These terms refer to their experience with computers, not with teaching.) Proceed at a pace comfortable for your group. With novice teachers, go through the steps of the guided practice slowly, checking to see that all participants have completed each step before moving on. With intermediate/advanced teachers, move at a faster pace; walk around and assist teachers as they complete the guided practice from the worksheets.

First Session

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|------------|---|
| 5 minutes | Introductions, overview of goals, agenda, and norms |
| 10 minutes | Introduction to slide-show concepts |
| 5 minutes | Distribute and discuss the student lesson plans |
| 30 minutes | Work through one of the student lesson plans |
| 10 minutes | BREAK (Optional) |
| 20 minutes | Discuss student skills needed in small groups and adaptations of lesson |
| 30 minutes | Practice skills in lesson |
| 10 minutes | Questions and answers, reflection on feelings |

Second Session

- | | |
|------------|---|
| 5 minutes | Overview of goals and agenda for the workshop |
| 25 minutes | Discussion of more advanced slide-show skills |
| 20 minutes | Continue working with student lesson plan |
| 10 minutes | BREAK |
| 45 minutes | Continue working with lesson plan |
| 15 minutes | Questions and answers, reflection on feelings |

Beginning Session 1

- Introduce yourself
- Review agenda
- Introduce goals, objectives, norms

If you haven't worked previously with these teachers, begin your training session by introducing yourself and telling a little about your background. Post your agenda for the workshop and briefly explain it. If you want, you can establish your norms for the workshop (see ideas in Module 1).

Some teachers in your groups will have already used slide-show software, such as PowerPoint or ClarisWorks slide show. They will already understand the basic concepts of presentations. Most teachers will have seen slide shows in a conference or school presentation. Explain why multimedia-assisted talks are more effective than lectures in which the speaker does not use multimedia materials.

Place teachers into heterogeneous groups based on general computer experience, each group consisting of three to five teachers. You can help them form groups by using the Four Corners method of grouping workshop participants. For this workshop, assign each teacher to a computer. Have group members sit together.

Introduction to Integrating Slide Shows into the Curriculum

Discuss why using slide shows has become an important skill for students to learn. Explain how slide shows are used in business settings, calling on your own experiences. For example, accountants use slide shows to present corporate accounting summaries to executives, and salespeople introduce new products to clients with slide shows.

Introduction to Slide Shows

View a slide show of this information at

http://www.sun.com/aboutsun/comm_invest/lessons/slides/slideshow.html.

- Use the training slides to introduce the Slide Shows module
- Demo of tools and definition of terminology

Give the class an overview of slide shows. Begin by presenting the general rules-of-thumb for effective slides.

Run through the basic tools, show the icons for the tools in the training slides, and then give the teachers a quick demonstration. Pay particular attention to defining terms, and repeat the terms often. Ask the teachers to watch what you do, and explain that soon they will have an opportunity to practice what they have seen. Explain that by showing them the features of the software first, they will know what it can do when they use it.

Briefly run through the basic techniques they will be using during the hands-on practice session. Explain how some of the tools are the same as those in other modules: font formatting, spell checking, and file saving, for example:

- Demonstrate how to open a new slide show.
- Demonstrate the various slide formats that are available.
- Demonstrate how to insert new slides and place graphics.
- Demonstrate how to run a slide manually.

Lesson Plan Review and Practice

The Impact of Population on the State,

http://www.sun.com/aboutsun/comm_invest/lessons/impact.html.

Hand out the Online Geography Newsletter lesson plan to participants in the workshop. The novice teachers may find it difficult to work through a whole lesson during the workshop, while advanced teachers may be able to work through the plan quickly.

Have the teachers read through the lesson plan. Ask them to meet in their groups and discuss it. Is it at the right level of difficulty for their students? Will these organizational methods work for their classroom and students? Are the goals appropriate for their students? Do the students in their class have the prerequisite skills? How will they need to modify this lesson to make it work with their students? Have each group report briefly to the class the results of their discussion.

Have the teachers go through the directions at the computer, doing each step as they follow along with the guided practice. Make the rounds of the room, being sure to offer encouragement. Help when there are questions, and be on the lookout for difficulties. If possible, have more than one volunteer work with the teachers while they are doing the hands-on portion of the lesson.

Ending Session 1

Wrap-up session

Near the end of this workshop, give the teachers time to reflect on what they have done, and what remains to be done in this module. Ask them to be prepared at the beginning of the next workshop to discuss how they will use the lessons.

Beginning Session 2

Review goals and objectives. Reintroduce yourself at the start of this second session. Review the agenda, goals, and objectives. Ask the teachers to get out their copies of the lesson plan handed out during the last session. Discuss the Lesson Plan. Read the lesson plan. Encourage open discussion of anticipated difficulties and creative solutions.

Have the teachers read through the lesson plan and discuss in their groups how they anticipate using this lesson with their students or using the skills it contains for other purposes. Encourage the participants to discuss what they learned in the last workshop and to talk about problems they may have encountered when trying to implement the lessons. If they did not use what they learned with their students, ask them why they did not. Help them focus on adapting one of the two lesson plans for their students.

Have each group report briefly to the class the results of their discussion. Pay particular attention to the obstacles to implementation that teachers mention. Help the group brainstorm on solutions to these obstacles, and share the results with the class. If a problem cannot be resolved, tell them that you will seek a solution and get back to them. Then use your resources to help find an answer.

Introduction to Advanced Features of StarImpress

- Introduce concepts of background and foreground
- Introduce methods for including various other media

During the first workshop, you focused on design principles and maximized the amount of time the participants had for creating their own slide show. In this workshop, you will extend their learning, helping them to understand some of the advanced aspects of creating slide shows. Be aware of your participant's level of understanding and modify the lesson as needed to teach them skills appropriate for their levels.

Explain the concept of creating a slide-show template for students to use. Show them how to get into the background mode and place a logo or other graphic so that it will appear in the same place on every slide. Demonstrate how to change the font and font color in the background as well as on a slide. Show how to place graphics, animations, digital video movies, and other multimedia objects. Explain how to make a slide show self-running and set the timing.

Ending Session 2

Reflect on workshop

Provide time at the end of the workshop for the teachers to reflect on the process that they just went through. Important points to reflect on include:

- How do they feel about it?
- Are they comfortable with what they have learned, or do they feel they need more time to practice?
- What concerns remain?
- Do they feel prepared to implement this lesson with students?
- If not, what do the teachers feel they need?
- What do they want to modify to make the lesson work with their students?
- Remind them of the resources that are available to meet their goals of learning to use the software and implementing the unit successfully.