Anna Siracusa

Technology Integrated Project: Advanced PowerPoint Techniques

Purdue University

EDCI 564 Technology Integrated Project Proposal

This course is a self-paced, stand-alone learning module about creating interactive and self-running PowerPoint presentations that can be used on computer stations, tablets or kiosks. Movie-type presentations can be uploaded to YouTube and will be included as well. The technologies used for this project are PowerPoint, YouTube and Captivate for delivery.

1. **PROJECT TITLE:** Advanced PowerPoint Skills - Creating Self-Running, Interactive, Movie-Type Presentations

2. **DISCIPLINE / TOPIC**: PowerPoint Presentations

    This project will focus on advanced PowerPoint skills that will guide learners through the processes for creating self-running, interactive and movie-type presentations. They will also learn how to save and upload them to YouTube. Learners will also learn how each style, whether combined or individually, can be used to create meaningful learning experiences.

3. **TARGET POPULATION:** Learners could be anyone who uses (corporate for my purpose but could be used in education) PowerPoint presentations to communicate a message whether it is in a corporate training environment or any level educational setting. PowerPoint can be a powerful communication and learning tool for any environment.

    Learners: Learners will be those who currently use PowerPoint and are seeking more advanced techniques to enhance their message and delivery of presentations. Due to the extensive possibilities with PowerPoint, this course could be used in an educational and corporate settings for trainers, teachers, etc. This course is designed with the purpose of serving as performance support in a corporate setting though.

    Population Characteristics: Characteristics of the this population would be self-motivated individuals that want to communicate effectively via presentations, have at least a basic understanding of PowerPoint and desire to understand advanced features in PowerPoint to improve their presentation skills.

    Instructional Groupings: -- Individual

4. **CURRICULUM LINKS**: Most of the executive sales team and their administrative support utilize PowerPoint fairly often both internally and externally so all have some level of experience using this for their presentations. The course will begin with a self-assessment to ensure that learners know the basic functionality of PowerPoint. This will allow the learners to reflect on their current skillset and link the course goals with prior knowledge. They will proceed if they feel comfortable learning more advanced features that will allow them more options for delivery of effective presentations.

5. **OBJECTIVES:**

- Learners will be able to describe self-running, interactive, movie-type presentations via PowerPoint.
- Learners will be able to determine the best delivery method for the purpose of different presentations.
- Learners will be able create self-running PowerPoint presentations.
- Learners will be able to create interactive PowerPoint presentations.
- Learners will be able to create movie-type presentations with PowerPoint.
- Learners will be able to upload movie-type presentations to YouTube.

6. **STANDARDS:**

a. Design and develop digital-age learning experiences and assessments:
b. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
c. Develop technology-enriched learning environments that enable all students to enable all students to pursue their individual curiosities and become the active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
d. Customize and personalize learning activities to address students; diverse learning styles, working strategies and abilities using digital tools and resources.

7. **MATERIALS / TIME** – Learners will need a computer with access to the internet and/or intranet. Learners will use PowerPoint and should have access to 2013 although because of the similarities between 2010 and 2013, those with 2010 could follow along successfully as well. Learners will need access to the internet so YouTube can be used in the course.

The estimated time to complete the learning module is dependent on the learner but could be completed in full in 2-3 hours.

8. **SCOPE & SEQUENCE**

Introduction

- General Intro describing the purpose of this course and who would benefit
- Objectives for the course and what they will learn
- Self-assessment to ensure that they are ready to take the course (assessment of current skill level)

Lesson 1: Advancing your PowerPoint Skills with Self-running, Interactive and Movie-Type Presentations

- Each Defined

- Purpose of each
- Scenario based self-assessment: Scenario where the learner determines what the best option would be for different purposes with immediate feedback.

Learning material provided:

o Printable PDF Lesson Script
o Book resource that supports each lesson

Lesson 2: Creating Self-Running Presentations

- Quick refresh of what a self-running presentation is
- Steps to create self-running presentations
- Video Demonstration of the steps
- Learning Activity: Learners will be directed to complete an activity where they complete the first four tasks involved. Should the learner click in the wrong place, a hint will be provided.

Learning material provided:

o Printable PDF Step Guide to Creating Self-Running Presentations

Lesson 3: Creating Interactive Elements in PowerPoint

- Quick refresh of what interactive presentations are
- Steps to create interactive elements in presentations
- Video Demonstration
- Learning Activity: Learners will be directed to complete an activity where they complete the first five tasks involved. Should the learner click in the wrong place, a hint will be provided.

Learning material provided:

o Demo PowerPoint file for creating links and navigation
o Excel file for organizing quiz information
o Demo PowerPoint file for creating quizzes
o PDF Step Guide for Creating Links

Lesson 4: Creating Movie-Type Presentations

- YouTube Video Demonstration
- Learning Activity: With the provided demo PowerPoint file, learners will turn the file into movie format.

Learning material provided:

- o Demo PowerPoint file for turning presentations into movie format
- o PDF Step Guide to creating movie-type presentations

Lesson 5: PowerPoint and YouTube

- Two YouTube Video Demonstrations: Embedding YouTube into PowerPoint and uploading movie-type presentations to YouTube
- Learning Activity: With the provided demo PowerPoint file, learners will turn embed a YouTube video in PowerPoint and upload the demo file/movie-type presentation to YouTube

Learning material provided:

- o Link to create a YouTube account if needed

Conclusion

- Course Evaluation

11. **SUPPLEMENTARY MATERIALS**: Quick Reference Guide in printable PDF format, Printable PDF of resources and all course related information. Click here to view all learning assets.

12. **EVALUATION OF LEARNERS**: Since this will be self-paced, self-assessments will be provided so learners can ensure comprehension of the newly learned PowerPoint techniques.

- **Intro:** Self-assessment to ensure learner is ready to proceed

Readiness Self-Assessment

1. Check the tasks in this list that you are confident in completing.
2. Count how many you have checked and record your number in the orange box.
3. Place your mouse over the score button to see how you should proceed.

☐ Create a new presentation from scratch.
☐ Create a presentation from a template.
☐ Insert new slides.
☐ Enter text on slides.

10

SCORE

08-10: You are ready to proceed with this course.
05-07: You are familiar with PowerPoint but you may have to figure some things out along the way.
00-04: You should consider taking a beginner's level course before proceeding.

☐ Save and close a presentation.

Advanced Techniques in PowerPoint

- o Checklist will include the following tasks. Learners will select the tasks that they can complete with confidence. (Score: 08-10, ready to proceed; 05-07 will have to figure some things out along the

way; 00-04 should take a beginner's level course before proceeding)

- ☐ Create a new presentation from scratch.
- ☐ Create a presentation from a template.
- ☐ Insert new slides.
- ☐ Enter text on slides.
- ☐ Insert images, shapes, videos.
- ☐ Insert SmartArt.
- ☐ Format objects placed on a slide.
- ☐ Create animations.
- ☐ Understand the PowerPoint ribbon.
- ☐ Align and arrange objects on a slide.

- **Lesson 1:** Scenario-based assessment where learners will determine the best option for a scenario

- Laura has to plan and organize a booth at an annual conference. Her staffing will be limited due to recent restrictions on her budget so she may only have up to two colleagues at a time. Based on previous years, the booth tends to be very busy sporadically throughout the day. She has technology at her fingertips so whatever she needs is available to her. What is her best option for being able to communicate and share a corporate message with visitors of the booth?
  - o Option 1: Laura can create a presentation that can run on a screen that also doubles as a wall to the booth. When the booth fills with visitors, she can start the presentation and control the procession of the slides while interacting with audience.

> ❖ This option is not the worst option but realistically, it is not the best. Laura would have to move through the slides which would tie her up during busy periods of the conference. However, this could be a potential option if she sets the presentation to run and loop automatically.

> o Option 2: Laura can use two computer stations where a self-running presentation is located. When the visitor stops at the station, a screen that allows them to select a specific topic is available and run automatically. The navigation menu is constant so the visitor can navigate to topics that are of interest to them at any time.
>> ❖ This option would serve the best purpose under the booth's busy circumstances. It also allows Laura to interact with visitors without having to control the slideshow.

> o Option 3: Laura can have a self-running presentation stored on a tablet so when the booth fills with customers, she can allow them to view the presentation on the tablet.
>> ❖ This is not a good option. Tablet viewing limits the number of visitors that would be able to see it at one time. Plus, here is always the potential that the visitor could accidentally walk away with the tablet.

> o Option 4: Laura can upload a movie-type presentation to YouTube and have it playing on a monitor in the booth.
>> ❖ This option could work similar to option one. It is possible to loop YouTube videos but it could be more easily looped with the saved file.

- **Lesson 2-3:** Interactive learning activity where the learner will click on the initial tasks to complete a technique. A hint will be shown when the learner clicks in the wrong area.
- **Lesson 4-5:** Interactive learning activity where the learner will use provided PowerPoint file to create a movie-type presentation, upload a video to YouTube and embed a movie-type presentation to YouTube.

13. **EVALUATION OF THE INSTRUCTION** – At the end of the course, learners will be able to complete a 5-question survey of the course with questions the course.

Advanced PowerPoint Techniques

*1. The stated course objectives are aligned with the content presented at what level:

[▼]

*2. The content presented in the course has helped me attain new skills with PowerPoint at what level:

[▼]

*3. The layout and navigation of this course is:

[▼]

*4. Overall, I would rate the video demos as:

[▼]

*5. Overall, I would rate the course as:

[▼]

[Done]

1. The stated course objectives are aligned with the content presented at what level: Excellent, Good, Average, Needs Improvement
2. The content presented in the course has helped me attain new skills with PowerPoint at what level: Excellent, Good, Average, Needs Improvement
3. The layout and navigation of this course is: Excellent, Good, Average, Needs Improvement
4. Overall, I would rate the video demos as: Excellent, Good, Average, Needs Improvement
5. Overall, I would rate the course as: Excellent, Good, Average, Needs Improvement

EDCI 564 - Technology Integration Final Project
Grading Checklist

Reviewer: Freddi Rokaw and Sunnie Lee Watson

Student Name: Anna Siracusa

Final Grade: 35/35

Criteria	Your Points	Possible Points	Comments
Instructional Unit is in the form of a presentation	3	3	The instruction was presented on a hosted website, using Captivate as a presentation medium for the course "Advanced PowerPoint Techniques: Creating Self-Running, Interactive and Movie-Type Presentations"
Introduction/Objective of the lecture materials	4	4	The introduction to instruction was engaging, clear, thorough, interactive and visually pleasing, including navigation instructions, topics to be covered, learning objectives and the readiness self-assessment.
Content & Organization of Lecture Materials	8	8	Content, organization, and navigation of lecture materials were logical and easy to follow. Very good pacing. Clear instructions. Themes and colors were consistent and very pleasing.
Technology Resources and Instructional Tools	8	8	Great use of website, embedding video, external links to relevant information, survey monkey, audio cues, audio recording (narration) and animation.
Supplementary Materials	8	8	All supplementary materials and learning assets were cleverly provided as links on the host website.
Evaluation Processes	4	4	The evaluations (self-assessment and course survey) provided are appropriate for the learners, extremely well executed and aligned with the course objectives. They were also appropriate for the scope of the instruction and were very clear. Clever use of the tools for the pre-test!
TOTAL	**35**	**35**	

General comments:

Wow Anna, excellent work! Here are some thoughts we had about your project. You really did an amazing job with this. 35 points – perfect score on this project!

- Excellent instruction
- Compelling, welcoming, and thorough
- Good use of different technology tools and resources
- Content is clear, well thought out, thorough, and engaging
- Navigation was easy and logical
- Everything worked perfectly!
- Look, design, and place were appropriate and very pleasing
- Evaluations were cleverly executed & engaging
- Scope was good
- I can't wait to try out some of the lessons I've learned from your instruction