Create a Multimedia Presentation

Digital Literacy

What Makes a Multimedia Presentation Effective?

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OVERVIEW: Students will create a multimedia presentation that explains one element of an effective multimedia presentation.

TIME: This activity can be completed in 2–7 class periods (approximately 50 minutes long).

CURRICULAR CONNECTIONS: Core subjects (English, Math, Science, Social Studies, World Languages), Career & Tech Ed, Health, Information & Communications Technology, Visual & Performing Arts

GRADE LEVEL: 7th to 12th grade

PREREQUISITE SKILLS AND BACKGROUND: Students should have some previous experience doing research, and/or taking notes from digital sources. Students should have experience working in collaborative groups.

DIFFERENTIATION:

▪ The True or False worksheet (Supplement 1) can be assigned to students ahead of time as independent work, or during class, either individually or to pairs of students, depending on student need.
▪ The File Types Note-Taking activity (Supplement 6) can also be assigned as independent or paired student work, depending on student need.
▪ The groups should be heterogeneous, and should include a natural leader. Since students will evaluate one another's collaborative efforts, it is a good idea to avoid grouping close friends together.
▪ If appropriate, class time can be dedicated to group meetings.

MATERIALS:

☐ Rosen Digital's Digital Literacy database

    o Articles: Multimedia Presentations, Online Multimedia Search Skills, Finding Credible Information Online

    o Interactive Activity: Create a Multimedia Presentation

☐ Computers

☐ Smart Board, iPad, or other computer projection presentation device (optional if Teacher/Librarian wants to demonstrate worksheets and/or have one group worksheet)

☐ Appropriate Assistive Technology for students with special needs (if applicable)

☐ Supplement 1 - True or False worksheet

☐ Supplement 2 - Multimedia Presentation interactive digital lesson

☐ Supplement 3 - Multimedia Presentation Assignment

☐ Supplement 4 - Multimedia Presentation Reading Assignments spreadsheet

☐ Supplement 5 - Multimedia Presentation Rubric

☐ Supplement 6 - File Types Note-Taking activity

ENDURING UNDERSTANDINGS:	ESSENTIAL QUESTIONS:
▪ There are tools that, when used correctly, improve public speaking. ▪ There are tools that, when used incorrectly, make public speaking less effective. ▪ Public speaking with, or without, digital media requires careful organization and lots of practice.	▪ What is the best way to present information to an audience? ▪ What makes a presentation effective? ▪ How should I organize a big project that involves collaborators? ▪ What is multimedia?

STANDARDS:

ISTE NETS for Students

Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- apply existing knowledge to generate new ideas, products, or processes.
- create original works as a means of personal or group expression.

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- contribute to project teams to produce original works or solve problems.

Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

- plan strategies to guide inquiry.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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Students:

- plan and manage activities to develop a solution or complete a project.

Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- advocate and practice safe, legal, and responsible use of information and technology.
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- exhibit leadership for digital citizenship.

Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

LESSON OBJECTIVES:	
STUDENTS WILL KNOW THAT:	STUDENTS WILL BE ABLE TO:
• Effective multimedia presentations require careful planning and rehearsal.	• Answer questions about multimedia presentations.
• There are several elements to effective presentations.	• Read and take notes.
• It is essential to comply with copyright law and to respect intellectual property when collecting and re-using multimedia.	• Adhere to explicit guidelines when creating original work.
• Just because information is available on the Web does not mean it is correct or re-usable.	• Collaborate with classmates to achieve a common learning objective.
	• Participate in planning, organization, creation, and presentations of a multimedia presentation.

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ASSESSMENT EVIDENCE:	
PERFORMANCE TASK: ▪ Multimedia presentation	**OTHER EVIDENCE:** ▪ True or False worksheet (Supplement 1) ▪ File Types Note-Taking activity (Supplement 6) ▪ Create a Multimedia Presentation checklist ▪ Evaluating a model presentation activity (in Supplement 2) ▪ Peer evaluation rubric (in Supplement 3)

PROCEDURE:

Initiation:

Review Multimedia Presentation interactive digital lesson slide #4 (Supplement 2), and summarize contents of pro/con reasoning regarding PowerPoint, noting that these arguments are nearly a decade old. Ask, what new technologies have emerged since then that would impact this debate? Look for streaming video, like YouTube, and social media among student responses.

Content:

Review instructions as the lesson proceeds with the Multimedia Presentation interactive digital lesson (Supplement 2).

Check for Understanding:

What makes a multimedia presentation effective?

Modeling:

Have students evaluate this ten-slide multimedia presentation (download PowerPoint or Power Pointless? presentation) using the Multimedia Presentation Rubric (Supplement 5).

Guided Practice:

Working independently, or in groups, practice note-taking using the Digital Literacy database articles Multimedia Presentations, Online Multimedia Search Skills, and Finding Credible Information Online and completing the File Types Note-Taking activity (Supplement 6).

Independent Practice (Homework):

Complete the Create a Multimedia Presentation checklist for your individual responsibilities in the multimedia presentation group work.

Closure:

▪ What have you learned about multimedia presentations?
▪ What do you still need to learn?

Follow-up Activities:

- Students will follow instructions outlined in their assignment to continue independently working on their multimedia presentations.
- Students present multimedia presentations, and are evaluated based upon the Multimedia Presentation Rubric (Supplement 5), and the peer evaluation rubric (in Supplement 3).