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Telling Stories with PowerPoint Lesson Plan

The lesson plan for Telling Stories with PowerPoint consists of five topics. The lesson in brief section describes logistical elements, the intended audience, and the learning objectives for each session. The lesson outline section provides the details of the three sessions that comprise this lesson. The technology section discusses how technology facilitates the lesson. The influence of cognitivist learning theory on the design of the lesson appears in the theory section. Finally, the rubric section presents the rubric for assessing student performance.

**Lesson in Brief**

Timeframe, delivery mode, and topic summary outlines each session in the lesson. The lesson encompasses a total of six hours of instruction. Two-hour instructor-led sessions held over the course of three weeks constitue the entire lesson. Storytelling elements and delivery techniques comprise the topic for first session. The topics for the second session include PowerPoint design and speaker’s notes. The third session demonstrates how to create video from PowerPoint and allows presentation of student’s final project.

The intended audience are motivated, experienced PowerPoint users who have access to the required technology. Potential leaners desire to create a PowerPoint to tell a story that speaks to a life lesson or event. The intended audience needs prior knowledge of the basic mechanics of PowerPoint. The final prerequisite for learners includes computer access with PowerPoint installed to complete the final project.

 The key learning objectives for this lesson: 1) employ storytelling elements in presentations, 2) demonstrate how to use body language and voice to enhance presentation delivery, 3) apply good design techniques to create a PowerPoint presentation, and 4) utilize speaker’s notes to correctly convey content.

**Lesson Outline**

All sessions begin with a welcome from the instrutor and warm up exercises. The welcome marks the beginning of the lesson and focuses attention on the instructor. The instructor invites students to stand. The instructor discusses the importance of warm ups to enhance presentation delivery and demonstrates the warm up exercise of the day. The students repeat the exercise with the instructor three times.

 The first session encompasses the following activities that the instructor leads:

1. Distributes a fill in the blank handout for students to use during the session.
2. Reviews the learning objectives for the session.
3. Leads students in a brainstorming discussion of the attributes of a great story.
4. Presents information on storytelling such as setting the scene, introducing characters, determining the message of the story, the order of the action, and choosing appropriate language.
5. Demonstrates an example of a disjointed story with uninspiring characters.
6. Encourages students to provide feedback on how to improve the story.
7. Provides a debrief on the feedback and dismisses students for a brief break.
8. Presents information on delivery techniques including volume, pace, vocal variety, body language, and eye contact.
9. Demonstrates poor delivery of an engaging story.
10. Encourages students to provide feedback on how to improve delivery.
11. Provides a debrief on the feedback.
12. Explains the final project.
13. Issues the homework due at session two, a worksheet which outlines the story students would like to tell in the final project.

The order of activities in the second session matches that of session one but presents and assesses different subject matter. A question and answer session regarding session one content comprises activity three. Activities four through six relates to the subject matter on the use of PowerPoint’s design templates, fonts, colors, and backgrounds. Speaker’s notes subject matter constitutes activities eight and nine. The final PowerPoint project details comprise activity 13.

 The third session encompasses the following activities that the instructor leads:

1. Reviews the learning objectives for the session.
2. Leads students in a question and answer session regarding session two subject matter.
3. Demonstrates creating a video using PowerPoint.
4. Pairs students together and encourse student’s to co-present final project to each other.
5. Assist students with co-evaluation of the final project.
6. Encouages students to present the final project to the entire room.
7. Writes evaluation and provides a verbal summary using sandwich technique.
8. Hands out and collects end of course feedback form.
9. Provides the written evaluation and instructions on video creation to all students.

**Technology**

Technology facilitates the effectiveness of the lesson starting with the instructional PowerPoint. This PowerPoint allows learners to perceive and attend to the subject matter (Ally, 2008). The combination of the instructor’s dialog, the graphics, and layout of the instructional PowerPoint assists with are written from left to right to promote memory retention (Ally, 2008).

 Print technology promotes transfer of lesson material to long-term memory. The fill in the blank worksheets used in sessions one and two engage students attention in different modes (Ally, 2008). The completed worksheets give an opportunity to review and repeat information to further assist transfer of the subject matter to long-term memory (Ally, 2008).

**Theory**

 **C**ognitivist theory provides the design of this lesson.The nine events of instruction from Robert Gagné’s instructional design theory provides the framework for each session. Please refer to Table 1, that provides the correspondence between Gagné’s instructional design (Harasim, 2011) and each of the sessions that comprise this lesson.

Table 1

*Correspondence between Gagné’s Events of Instruction and the Activities of Each Session*

|  |  |
| --- | --- |
| Events of Instruction | Session Activities |
| Gaining Attention | Welcome and Warm Up Exercises |
| Informing Learner of Objective | Sessions one and two: Activity twoSession three: Activity one |
| Stimulating Recall ofPrior Learning | Sessions one and two: Activity threeSession three: Activity two |
| Presenting the Stimulus | Sessions one and two: Activites four and eightSession three: Activity three |
| Providing Guidance | Sessions one and two: Activities five and nineSession three: Activity five |
| Eliciting Performance | Sessions one and two: Activities six and tenSession three: Activity six |
| Assessing Performance | Sessions one and two: Activities seven and 11 Session three: Activity seven |
| Enhancing retention and transfer | Sessions one and two: Activities one and 13 Session three: Activities eight and nine  |

**Rubric**

This section encompasses the background, rationale, as well as the rubric itself for this lesson. The knowledge in this lesson represents four dimensions that suggests the appropriateness of an analytic rubric (Peirce, 2006). The Mertler (2001) template for analytic rubrics forms the basis of the rubric developed for this lesson.

Table 2

*Rubric for Telling Stories with PowerPoint Final Project*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **Beginning1** | **Developing2** | **Accomplished3** | **Exemplary4** | **Score** |
| **Story Telling Elements** | The final project incorporates few of the storytelling elements presented in the course | The final project incorporates storytelling elements in 50% of the slides | The final project incorporates storytelling elements in 75% of the slides | The final project incorporates storytelling elements on every slide |   |
| **Delivery** | Delivery includes few or none of the following: - Smooth and conversational tone- Poor pacing and vocal variety- Poor use of body language- Poor eye contact with the audience | Delivery includes some of the following:- Smooth and conversational tone- Adequate pacing and vocal variety- Adequate use of body language- Adequate eye contact with the audience | Delivery includes most of the following:- Smooth and conversational tone- Good pacing and vocal variety- Good use of body language- Good eye contact with the audience | Smooth and conversational delivery, excellent pacing and vocal variety. Natural body language and excellent eye contact with the audience. |   |
| **Design** | The final project incorporates few of the design element recommendations presented in the course | The final project incorporates proper use of design elements in 50% of the slides | The final project incorporates proper use of design elements in 75% of the slides | The final project design incorporates all of the design elements on every slide |   |
| **Use of Speaker’s Notes** | The final project does not include speaker’s notes on any slides | The final project includes speaker’s notes in 50% of the slides in the final project | The final project includes speaker’s notes in 75% of the slides in the final project | The final project includes speaker’s notes in all of the slides in the final project. A conversational tone apparent in all speaker’s notes. |   |

References

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