Introduction

The lesson plan for Idea to PowerPoint to YouTube consists of the following topics:

1. **Lesson in brief:** Describes logistical elements, the intended audience, and the learning objectives for each session

2. **Lesson outline:** Provides the details of the sessions that comprise this lesson

3. **Technology section:** Discusses how technology facilitates the lesson

4. **Theory section:** Describes the influence of cognitivist learning theory on the design of the lesson

Lesson in Brief

Timeframe, delivery mode, and topic summary outlines each session in the lesson. The lesson encompasses a total of ten hours of instruction. Two-hour instructor-led sessions held over the course of five weeks constitue the entire lesson. Storytelling elements and delivery techniques comprise the topics for first two sessions. The topics for the sessions three include PowerPoint design and speaker's notes. The fourth session is a guided exercise in creating a video using PowerPoint. The fifth 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, 4) utilize speaker's notes to convey messages and stories, and 5) describe the steps for turning PowerPoint to video.

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.

All debriefs and feedback will employ the sandwich technique. "The 'sandwich' approach, where a suggestion for improvement is 'sandwiched' between two positive comments" (Toastmasters International, 2006, p. 7). The instructor is committed to treating everyone with the utmost respect and dignity.

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

1. Welcome & Warm Up
2. Distributes a fill in the blank handout for students to use during the session

3. Reviews the learning objective for the session

4. STUDENT ACTIVITY #1: Leads students in a brainstorming discussion of the attributes of a great story

5. Presents information on messages types, creation process including brainstorming, chunking main points and creating appropriate transitions, as well as storytelling basics

6. Demonstrates an example of a disjointed story with uninspiring characters

7. STUDENT ACTIVITY #2: Encourages students to provide feedback on how to improve the story

8. Provides a debrief on the feedback and dismisses students for brief break

9. After the reconvene, homework is discussed and homework sheets are passed out

10. Sandwich technique is discussed and demonstrated

11. STUDENT ACTIVITY #3: Instructor pairs off students to start discussing the story/message they would like to present in their final project

12. STUDENT ACTIVITY #4: HOMEWORK to start brainstorming informative, persuasive, entertaining or inspiring story

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

1. Welcome & Warm Up

2. Distributes a fill in the blank handout for students to use during the session

3. Review the learning objective progress so far & for today's session

4. STUDENT ACTIVITY #5: Leads students in a question and answer session regarding session one subject matter

5. Presents information on delivery techniques including volume, pace, vocal variety, body language, and eye contact

6. Demonstrates poor delivery of an engaging story

7. STUDENT ACTIVITY #6: Pairs up students. First delivers sample story, second notes things that were done well. Students switch roles.

8. Provides a debrief on delivery and dismisses students for brief break

9. Explains the final project & audio options. Will poll students & may pause for 10 minutes to allow students to complete ACTIVITY #4.

10. STUDENT ACTIVITY #7: Instructor pairs off students to explain to each other their completed STUDENT ACTIVITY #4: HOMEWORK

11. STUDENT ACTIVITY #8: HOMEWORK Create a PPT using the homework we just reviewed

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

1. Welcome & Warm Up

2. Distributes a fill in the blank handout for students to use during the session

3. Review the learning objective progress so far & for today's session

4. STUDENT ACTIVITY #9: Leads students in a question and answer session regarding session two subject matter

5. Presents information on colors, fonts, content, layout, and using speaker's notes

6. Displays examples of poor PowerPoints

7. STUDENT ACTIVITY #10: Encourage students to provide feedback

8. Provides a debrief on feedback and dismisses students for brief break

9. Repeats the final project & audio options. Will poll students & may pause for 10 minutes to allow students to complete ACTIVITY #4

10. STUDENT ACTIVITY #7: Instructor pairs off students to explain to each other their completed STUDENT ACTIVITY #8: HOMEWORK

11. STUDENT ACTIVITY #8a: HOMEWORK Update PPT using the information from today's session

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

1. Welcome & Warm Up

2. Distributes instruction sheets on preparing PowerPoints for upload to YouTube

3. Demonstrates all the steps for preparing the PowerPoint and uploading to YouTube

4. Encourage students to demonstrate the same steps. Multiple students will have the opportunity to demonstrate with feedback from the room.

5. STUDENT ACTIVITY #8c: HOMEWORK Update and rehearse PPT in prepation for final session. During the final session, the video can be presented OR the student can read aloud while the PowerPoint is advanced by instructor's assistant

The fifth session is the final reveal of the student projects to the entire class. The instructor:

1. Welcome & Warm Up

2. Distributes project feedback sheets to students

3. Encourages students to present the final project to the entire room

4. Writes evaluation and provides a verbal summary using sandwich technique

5. Hands out and collects end of course feedback form

6. Provides the written evaluation

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 through three engage student's 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

Cognitivist and constructionist theory both contribute to the deveopment of this lesson. (Harasim, 2011). The nine events of instruction from Robert Gagné's instructional design theory provides the framework the first three sessions. This cognitivist theory used for the design of this lesson and as expressed by Gagné determines: 1) what skills and knowledge are required for someone to perform effectively at a particular task or job, 2) how these requirements might best be learned, and 3) instructional design and the prescription of a didactic pedagogy based on individualized learning. Please refer to Table 1, that provides the

correspondence between Gagné's instructional design (Harasim, 2011) and the first three

sessions of this lesson.

Table 1

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

Events of Instruction	Session Activities
Gaining Attention	Sessions 1-3, Step 1
Informing Learner of Objective	Sessions 1-3, Step 3
Stimulating Recall of Prior Learning	Sessions 1-3, Step 4
Presenting the Stimulus	Sessions 1-3, Step 5
Providing Guidance	Sessions 1-3, Step 6
Eliciting Performance	Sessions 1-3, Step 7
Assessing Performance	Sessions 1-3, Step 8
Enhancing retention and transfer	Session 1, Steps 11-12 plus worksheet Session 2 and 3, Steps 10-11 plus worksheet

Sessions four and five are based on Seymour Papert's theory of constructionism. This spirit or philosophy is based on 'doing something'and 'getting something done' (Harasim, 2011). The creation of artifacts or products allows learners to develop a deeper understanding of the concept being studied (Ostashewski, Moisey, & Reid, 2011). In session four, learners will first be shown how to prepare and create the video using PowerPoint and then how to upload to YouTube. In session five, learners will actually show their final project or read along with their final PowerPoint.

References

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