

Activity 5

Create a Computer Presentation

Objectives

- ◆ Help students translate the methods of the writing process to computer-based forms of communication.
- ◆ Guide students through the basic procedures for producing a computer presentation.
- ◆ Strengthen students' research, critical thinking, organizational, collaborative, and computer skills.
- ◆ Reinforce student understanding of plagiarism and the obligation to credit sources in all school work.
- ◆ Reinforce awareness that digital content is the intellectual property of those who create it and is protected by copyright.
- ◆ Celebrate student achievement.

Materials Required

- ◆ Classroom computer with access to the Internet and presentation software such as Microsoft PowerPoint®.
- ◆ The ©Team Presentation PowerPoint template available for download at www.jointheteam.com. You may want to ask your school technology coordinator for help in obtaining and working with this resource.
- ◆ Student computers with Internet access and presentation software, at least one computer per student group, located in the classroom, the school computer center, or at students' homes.
- ◆ Student copies of the reproducible ©Team Presentation Planning Sheet and Internet Research Log.

Time Required

- ◆ Five to seven class periods, for planning, research, organizing the presentation, and creating the final presentation.

Instructional Guidelines

- ◆ Tell students that they are forming a ©Team to create their own copyrighted computer content. Explain that as a class they will produce a computer presentation that can be emailed to

family and friends and published as a CD-ROM. That way, they'll be able to see for themselves how much work goes into creating computer content and why it's important to respect the intellectual property rights of those who produce it.

Generating Ideas

- ◆ Choose a subject for your computer presentation, or invite students to choose a subject through class discussion. Your subject should lend itself to gathering visual and other multimedia content from the Internet, so that students do not have to create these elements on their own. See the Curriculum Connections chart for suggestions.
- ◆ Use the ©Team Presentation template to show students how a computer presentation works and how their presentation will be organized, so they can begin to envision laying out their subject in a series of slides. The template is designed for students to replace guide texts (in parentheses) with their own words, and includes spaces for students to insert pictures. Read through these guide texts aloud, including the guide texts for crediting sources.
- ◆ As a class, develop a plan for presenting your subject. Explain to students that different parts or aspects of the subject will be covered in separate sections of the presentation. For a short presentation, you can limit students to one slide per section, although most subjects will probably lend them-



selves to several slides per section. Use an outline format to stimulate and direct the brainstorming process and to help students begin to organize their presentation into several major sections.

Pre-writing and Planning

- ◆ Once you have a basic outline for your presentation, divide students into small groups – ©Teams – to plan and produce the individual sections. Provide each group with a copy of the reproducible **©Team Presentation Planning Sheet**, which features a visual organizing chart to help students decide what they will talk about on each slide in their section and how they will present the information (images, diagrams, etc.). The sheet also includes a ©Team Roster that students can use to assign themselves different creative responsibilities – writer, artist, programmer, and designer – although all members of the group should cooperate in all phases of the project.

Peer Review

- ◆ When the groups have all worked out their plans, have them each present their ideas to the class. Explain that comparing ideas in this way will help them be sure they have not overlooked some important aspect of their subject and help them avoid repeating the same information in several sections. In addition, by exchanging ideas they should begin to see how the whole presentation will come together and be able to set some stylistic guidelines for the selection of visual resources.

Gathering Internet Content

- ◆ Review techniques for responsible online research. Have student groups conduct research using the **©Team Internet Research Log**, which features a record-keeping chart where they can take notes on the content they gather, jotting down ideas for how they might use each item in their section of the presentation as well as information they will need to credit their sources.
- ◆ Remind students that, because you plan to publish your presentation for distribution to family and friends, they will need to obtain permission to copy any copyrighted Internet content. For this reason, you may wish to encourage students to concentrate their Internet research on websites that feature content in the **public domain**. Explain that this term refers to any material that is not subject to copyright, usually because the legal period of copyright protection has expired.

The stories of *Grimm's Fairy Tales*, the original illustrations for *Alice in Wonderland*, and most of the oldest films and sound recordings are all now in the public domain. In the United States, most content created by government agencies is also in the public domain, because it is not eligible for copyright. This means that government websites can be an especially rich source of content for your students' presentations. To help you steer them in this direction, a list of government sites with extensive archives in many different subject areas is provided at the end of this teacher's guide.

- ◆ As your students' research proceeds, meet with each group to review their log sheets and discuss the content they have gathered. At this stage, encourage students to refine and reevaluate their plans for the presentation in light of new information they may have discovered or new ideas that have occurred to them. Confirm that they are keeping adequate records so that they can credit their sources, and help them resolve any questions concerning rights and permissions that may arise.

Using Presentation Software

- ◆ Once students have completed their research, use the **©Team Presentation** template to demonstrate the basic techniques for creating their presentation slides. Show students how to select and type over the guide texts in the template, and how, by double-clicking on the picture spaces, they can insert their images. Last, show them how to advance from slide to slide and how to play the presentation as a slide show. Depending on your familiarity with presentation software, you might also show students how to change fonts, type size, and type color, how to re-size and edit images, and how to reorganize slide layouts.

Producing a First Draft

- ◆ If facilities permit, divide students into their ©Teams and have them begin assembling their sections of the presentation as you move from group to group providing advice and resolving any problems. Otherwise, schedule time for each group to work with you at the classroom computer. Once you see that the group is on its way, you can help them make arrangements to complete their section in your school computer center or even at a group member's home.

Peer Review

- ◆ Set a deadline for all groups to complete a first draft of their section of the presentation, then combine these drafts in the classroom computer and have the class preview their work. After an initial run-through, encourage discussion about the overall flow of the presentation. Does it seem to bog down at some points? Are there sections that seem thin or overloaded?
- ◆ After this general review, re-play the presentation slide by slide, having each group lead a critique of its section. To set a pattern for constructive criticism, ask each group to point out at least one positive element in their section and to explain how they would improve at least one element that they consider weak. Encourage each group also to ask for comments and suggestions if there are elements of their section about which they feel uncertain. Conclude these section reviews by confirming that the group has credited the sources of its content and obtained permission to use copyrighted content wherever necessary.

Revision

- ◆ To complete the creative process, provide students with time to revise and polish their work in light of the feedback they receive in your class preview.

Building ©Team Spirit

- ◆ Once the revised version of your presentation is loaded onto your classroom computer, add the finishing touch by completing the credits slide at the end of the template. To give this part of the project a ceremonial quality, you might call each student up to type in his or her name. The credits

slide also includes space to acknowledge the students' sources and include any required copyright or trademark notices for specific content items.

- ◆ Remind students that the copyright symbol on their credits slide identifies the presentation as their intellectual property, even though it contains elements that may be the intellectual property of others. Invite students to reflect on the time, effort, and creative energy they put into their part of the presentation and ask how this experience has affected their attitude toward copyrighted computer content on CD-ROMs, DVDs, and the Internet.

The Finished Product

- ◆ Work with your school's technology coordinator to copy your class presentation onto CDs or floppy disks, so that students can show off their work to family and friends. Label each CD or disk with the presentation's title and copyright notice. For a dressier look, you can download special ©Team CD and floppy disk label templates at www.jointheteam.com, for use with pre-cut labels available at most office supply outlets. At this webpage you will also find an order form you can use to request a supply of free blank CD-R disks and other materials that may be helpful in completing this project.
- ◆ In cases where it is not possible to produce digital copies of your students' presentation, plan to print out copies for all members of your class, which you or your students can bind to form a finished product.