

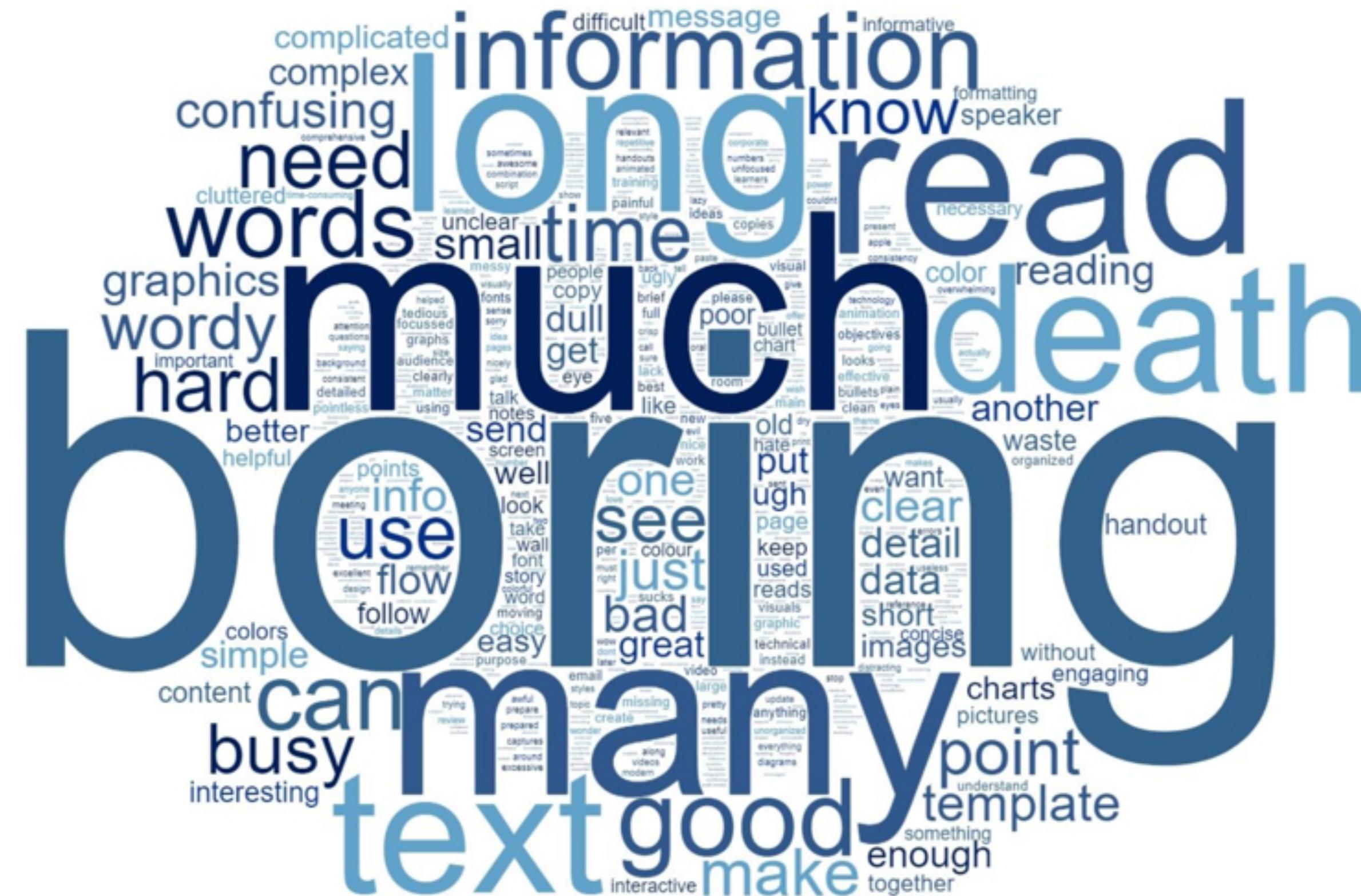


Creating Presentations – A Checklist of Do's and Don'ts

Matt Boles, Learning Specialist

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You Have a Challenges: 1. Word Cloud for Presentations





You Have a Challenges: 2. Your Time





What You Should Learn

Learning Points



DO Grab the Audience's Attention



DON'T Annoy the Audience

DON'T Just Talk

DO Structure Presentation to Help Audience Learn

DON'T Overwhelm the Audience with Content



DO Grab the Audience's Attention

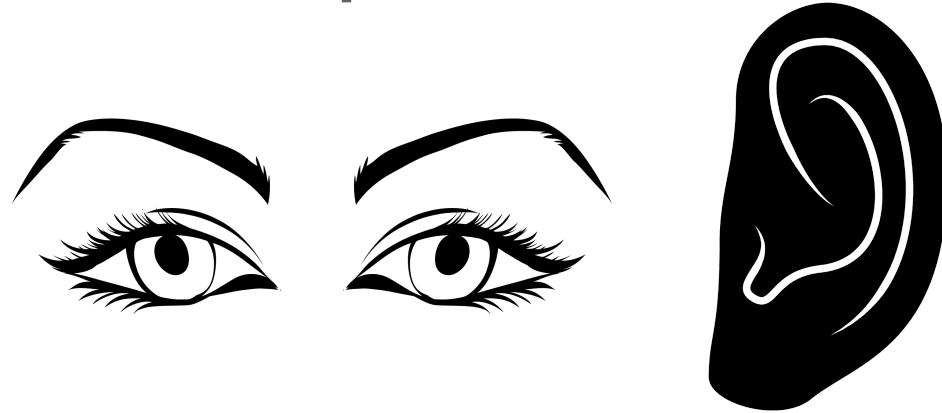
Attention Grabbing Techniques



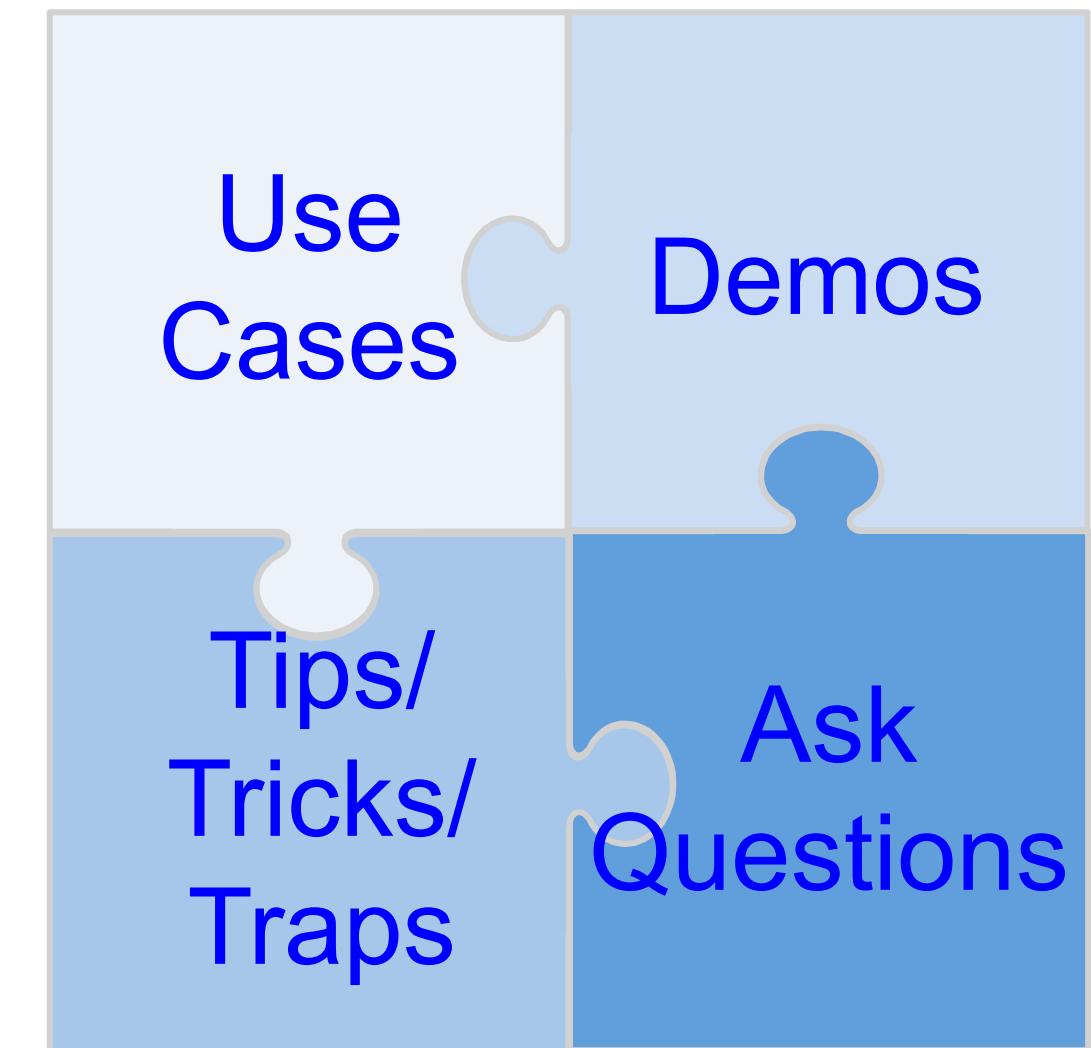
Use Humor or
Element of Surprise



Appeal to
Multiple Senses



Tell a Story



Involve the
Audience



DON'T Annoy the Audience

2017 Annoying PowerPoint Survey Results



The speaker read the slides to us 67.8%

Full sentences for text 51.6%

Text too small to read 49.3%

Visuals too complex 33.6%

Source: <https://www.thinkoutsidetheslide.com/free-resources/latest-annoying-powerpoint-survey-results/>

Presentation Tips from Apple



Grab Attention - Your audience will give you about 90 seconds to grab their attention

Avoid bullet points - Use photos, images, and words

Create headlines - Don't make hard to find the headline (or in our case, the learning point)

Source: [forbes.com – 8 Presentation Techniques You Can Copy From Apple's WWDC Keynote](https://www.forbes.com/sites/stevekerrigan/2015/06/15/8-presentation-techniques-you-can-copy-from-apples-wwdc-keynote/#slide-1)



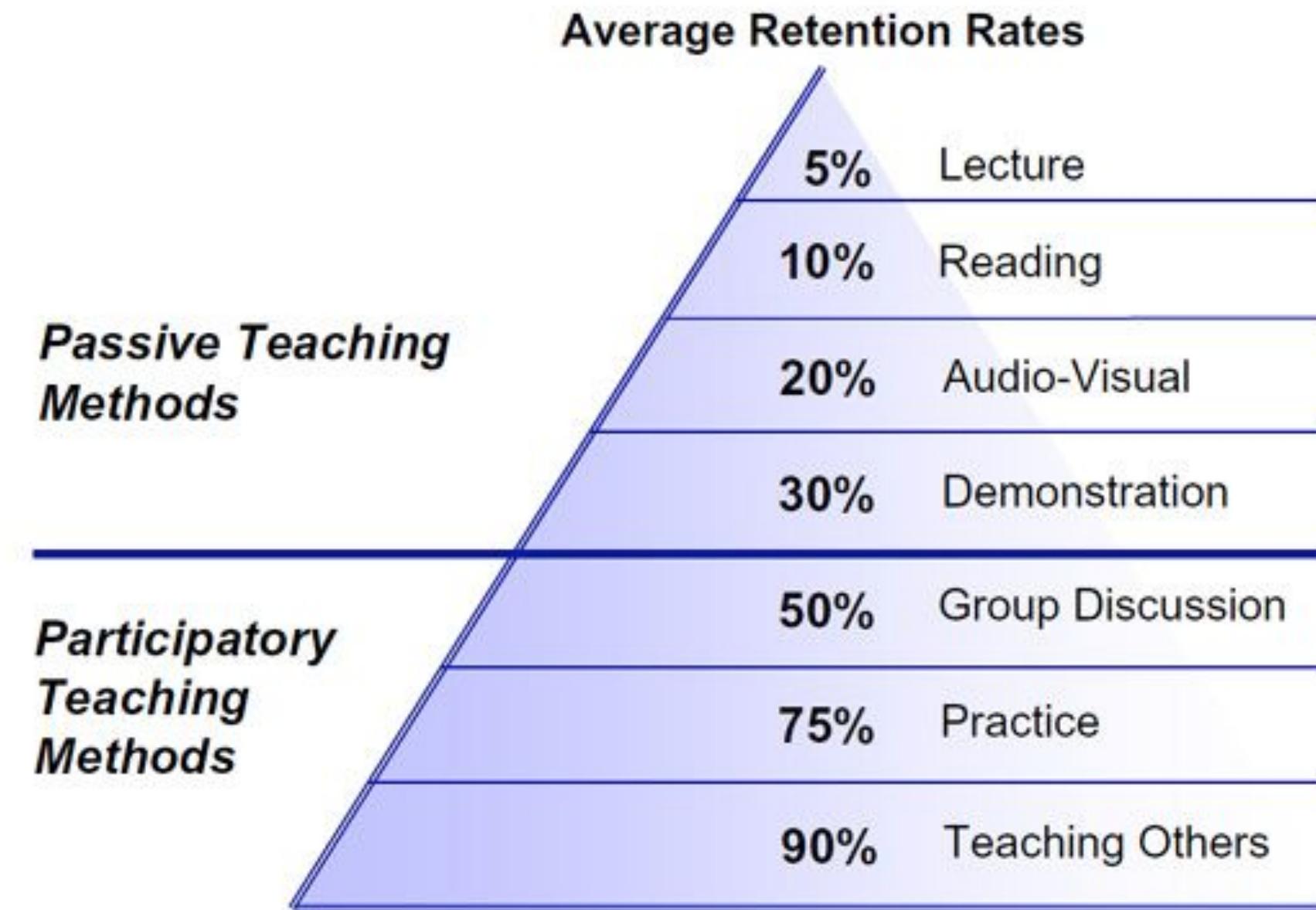
DON'T Just Talk



The Learning Pyramid

Because you speak about a topic, or show words about a topic, doesn't mean it is learned

The Learning Pyramid*



*Adapted from National Training Laboratories, Bethel, Maine



DO Structure Presentation to Help Audience Learn

Presentation Structure Increases Learning



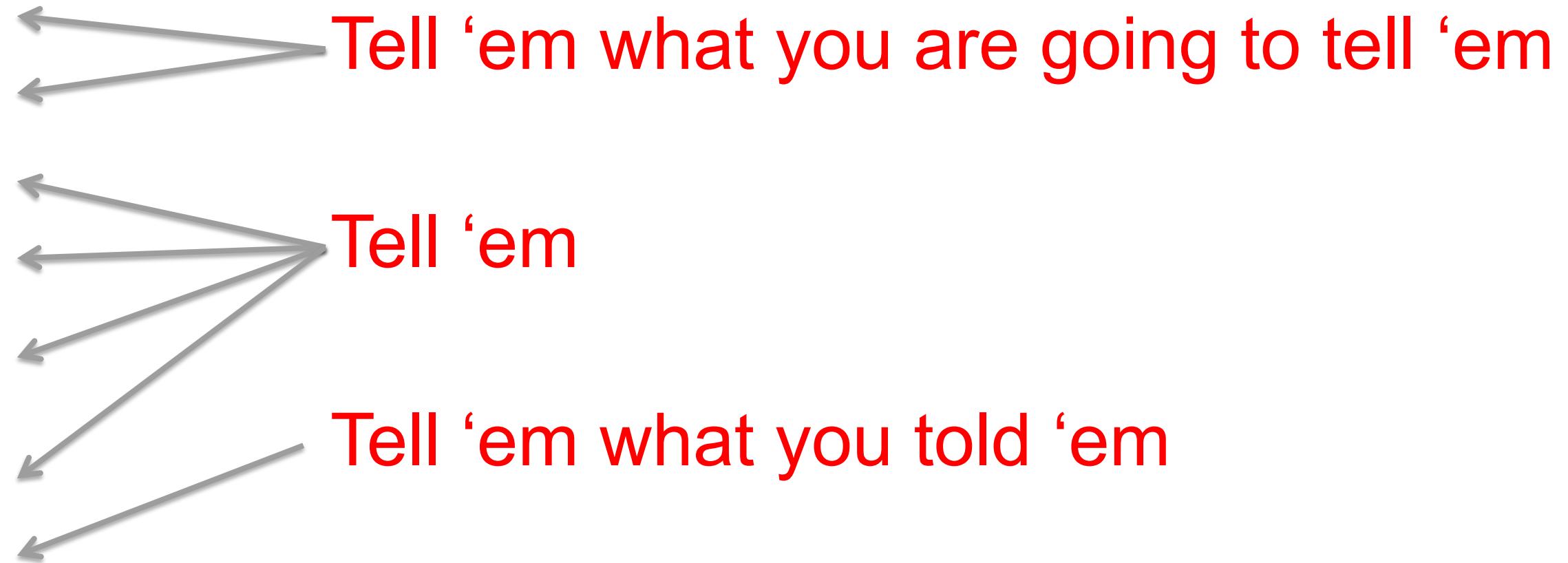
STEP	JUSTIFICATION
Anticipatory Set	Focus students' thoughts on what will be learned
Objectives	Students learn more effectively when they know what they are supposed to be learning and why
Input	The new knowledge, process or skill must be presented in an effective manner
Modeling	It is important for students to "see" what they are learning
Checking for Understanding	It is important to make sure there is understanding of what was presented by asking questions
Guided Practice	The students need to practice the new learning under supervision
Closure	At the end of each topic it is important to review or wrap up the lesson by posing questions to check for successful learning

Source: Madeline Hunter's Mastery Learning



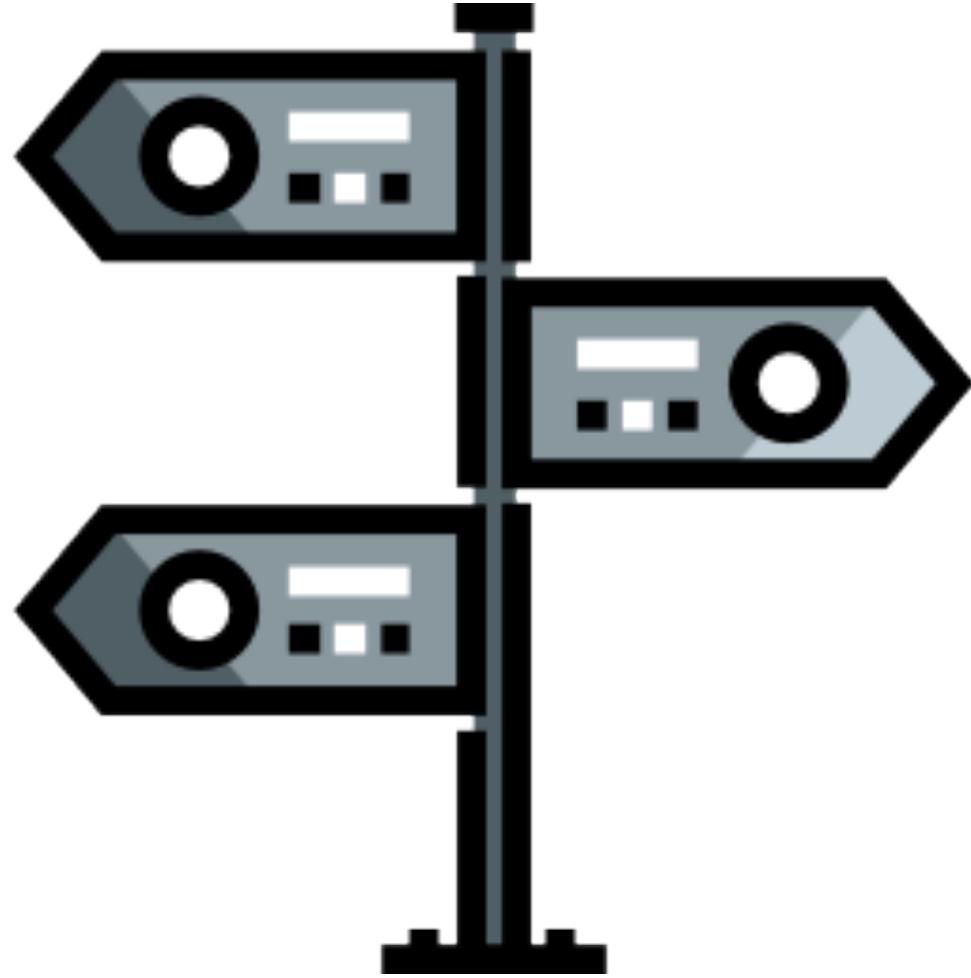
But For Us

STEP
Anticipatory Set
Objectives
Input
Modeling
Checking for Understanding
Guided Practice
Closure



Source: Madeline Hunter's Mastery Learning

Use “Signposts” for Shifts in Topics



- Presentation/public speaking technique to lead an audience through the different stages of your presentation
- Examples
 - “I am now moving on to the next topic”
 - Show an demo of next learning point in action
- Remember, you know the content and flow of your presentation, audience does not

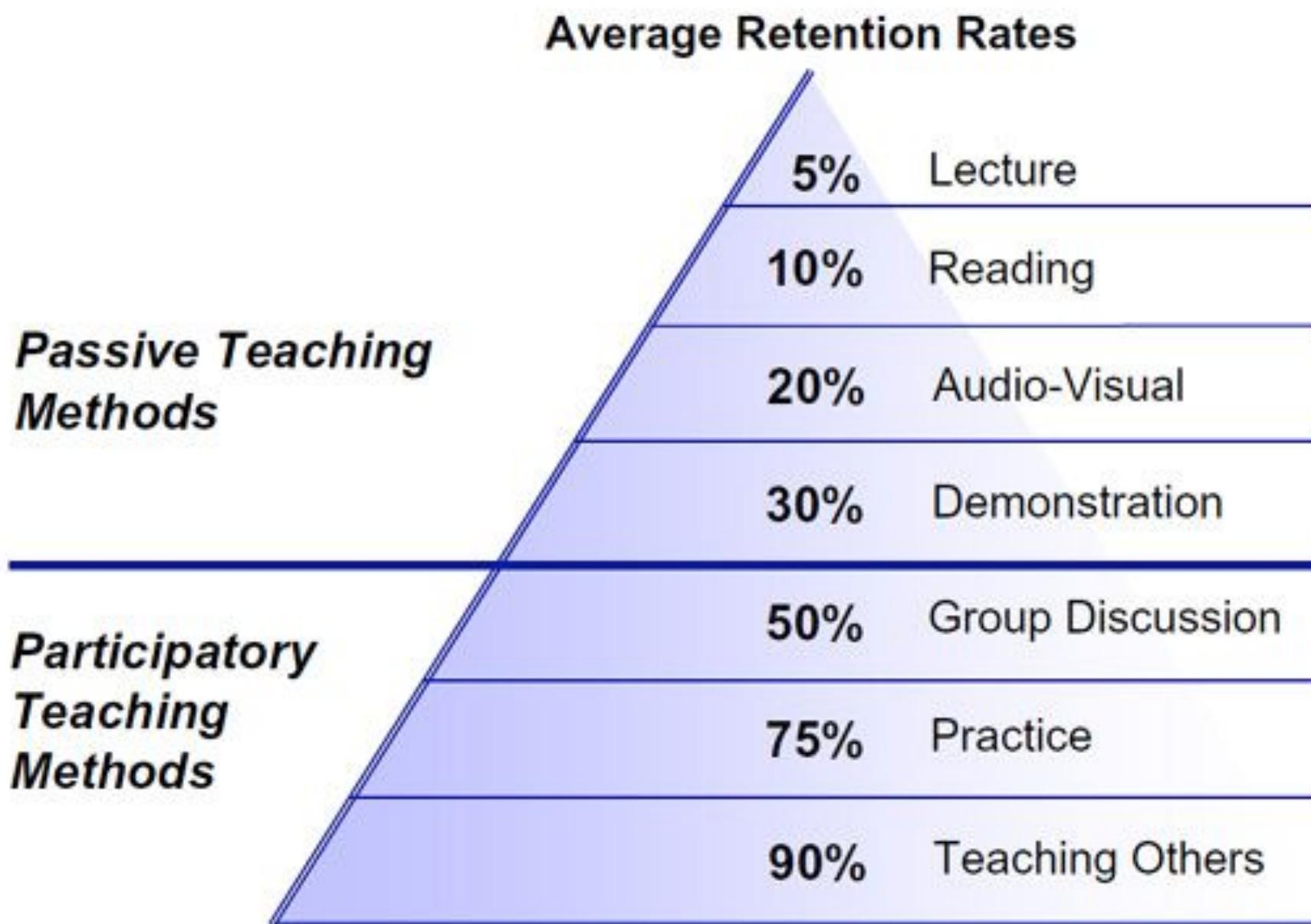


DON'T Overwhelm the Audience with Content

Choose Topics That Can Be Presented Multiple Ways



The Learning Pyramid*

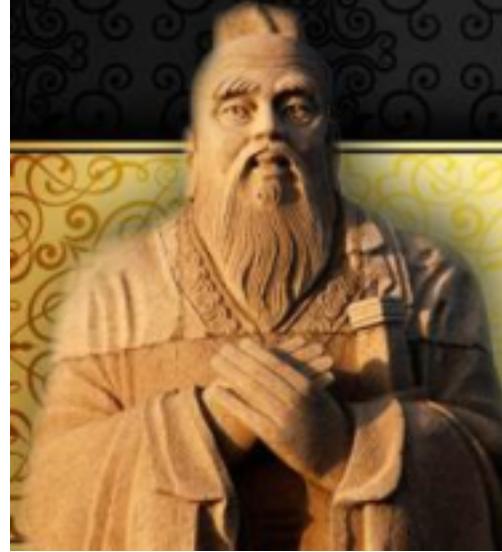


*Adapted from National Training Laboratories, Bethel, Maine

The Learning Pyramid Concept Is Not New



I hear and I forget.
I see and I remember.
I do and I understand.



Confucius

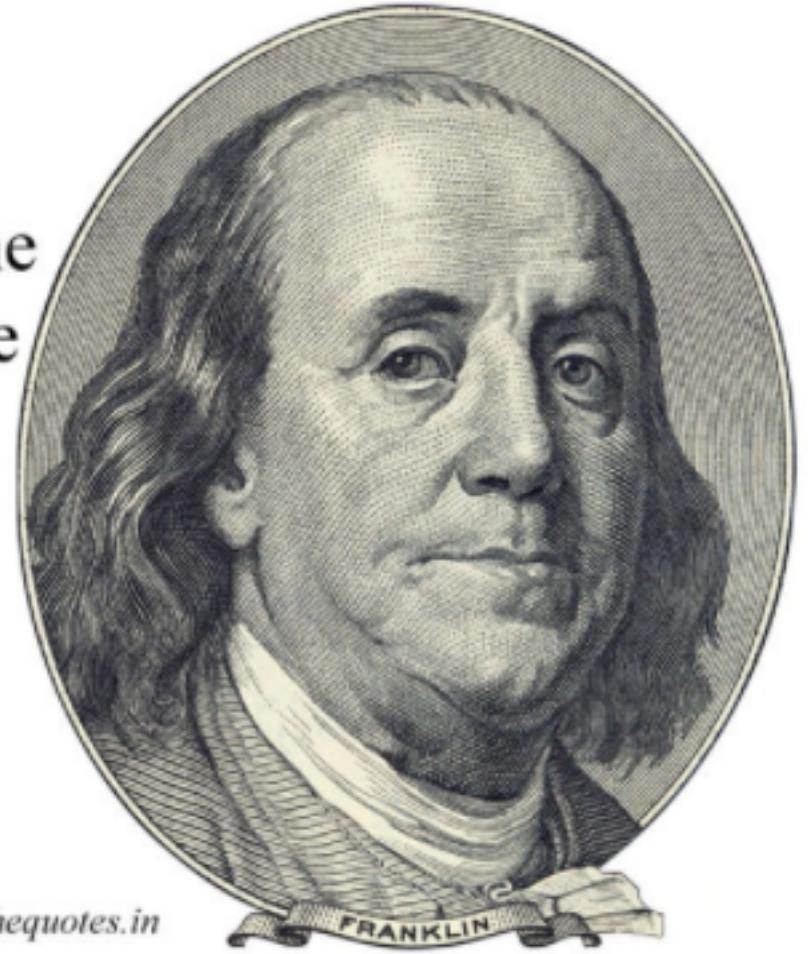
*Chinese Teacher, editor, politician
and philosopher*

QuoteHD.com (551 BC - 479 BC)

Tell me and I forget, teach me
and I may remember, involve
me and I learn.

Benjamin Franklin

www.thequotes.in



When It Comes to Content Selection ...

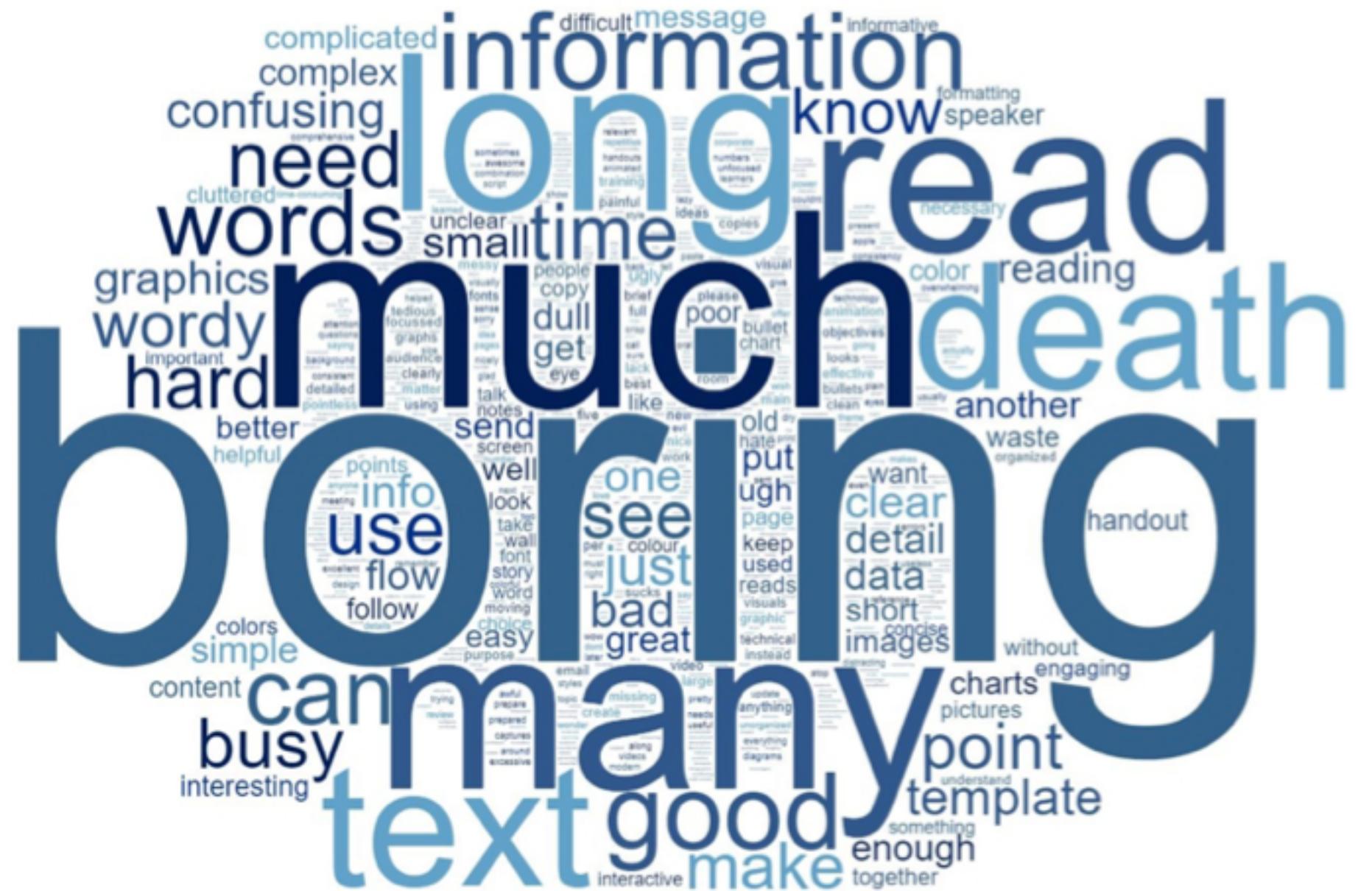


Better to *teach* fewer learning points that attendees remember, than *present* many leaning points that are nearly immediately forgotten



Tell ‘Em What You Told ‘Em

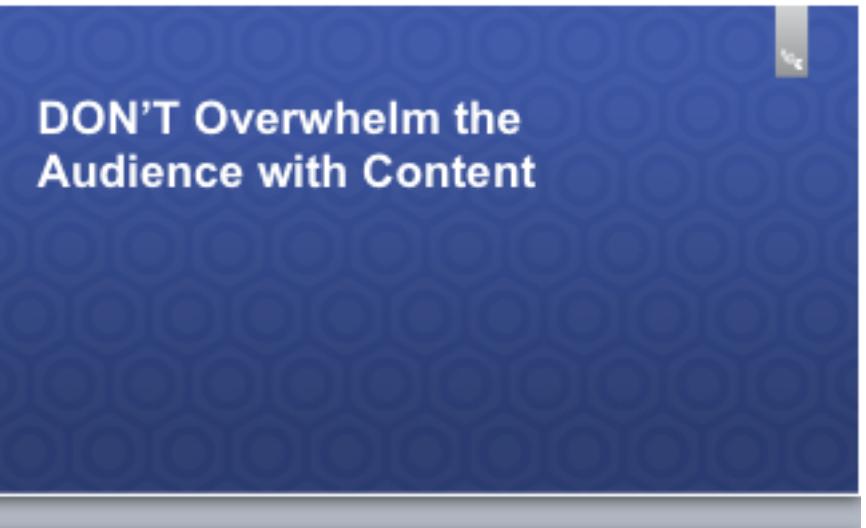
DO Grab the Audience's Attention



DON'T Annoy the Audience

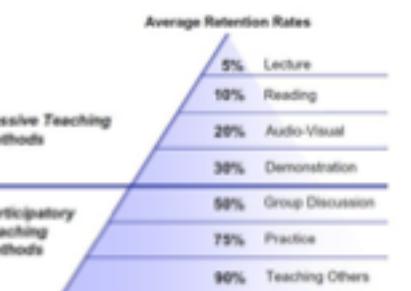


DON'T Just Talk

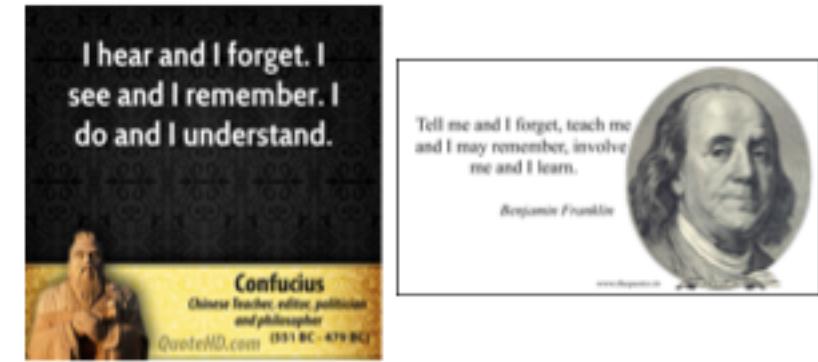


Choose Topics That Can Be Presented Multiple Ways

The Learning Pyramid*



The Learning Pyramid Concept Is Not New



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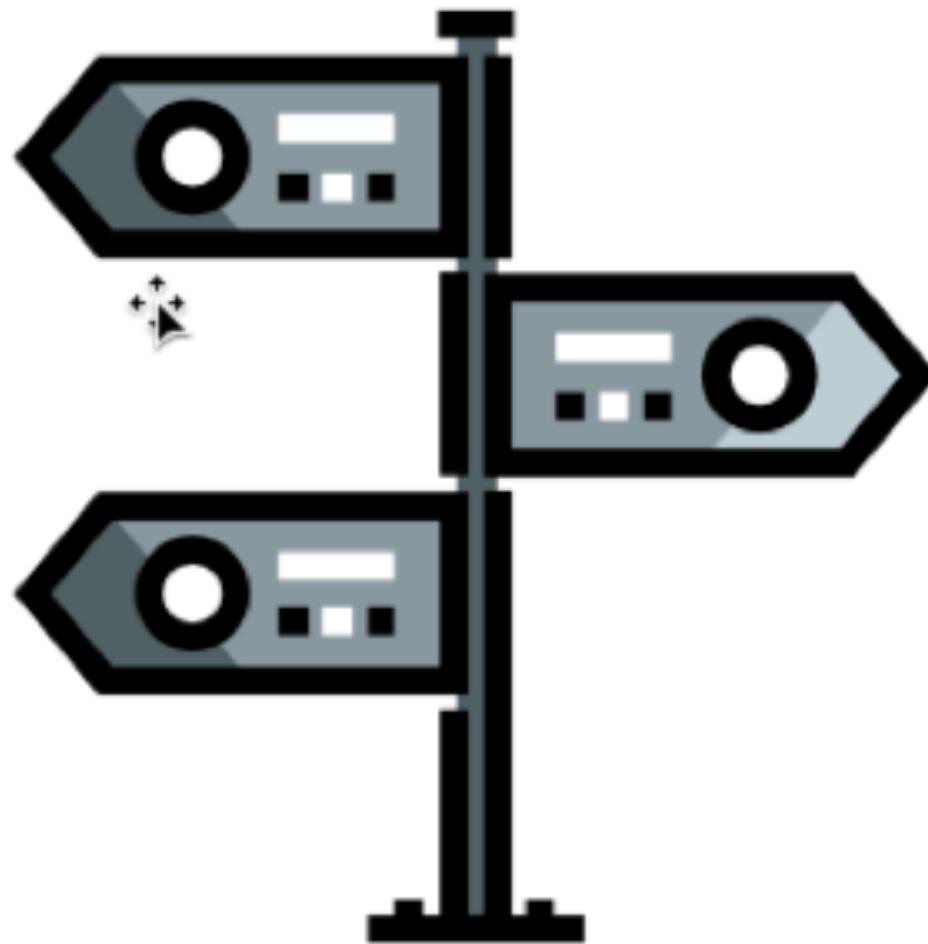
DO Structure Presentation to Help Audience Learn



Tell 'em what you are going to tell 'em

Tell 'em

Tell 'em what you told 'em



DON'T Overwhelm the Audience with Content



Choose five essential learning points



Moving Forward

Major Sections for a PLAY Presentation



1. The “hook” – Grab attention – remember, you’ve got 90 seconds (at least demo what you are going to discuss)
2. State objectives/learning points – What major points should attendees learn
3. Content – Objectives/learning points material that teaches why/how (more on the “how” in a few slides)
4. Review – All your major objectives/learning points reviewed
5. Q & A



Resources

- Summary of this presentation
- A PLAY template will be supplied for use
- List of royalty free photos/artwork/video
- One Learning Services team member will review your presentation and work with you if improvements are needed

Moving Forward



- Use the checklist when creating your PLAY presentations
- Practice delivery of the presentation numerous times to ensure correct timing and smooth delivery
- Timeline

Date	Task
March 1	PLAY PowerPoint template delivered to presenters
April 1	First draft of presentations due (NOT an April Fool's Day joke)
April 1-15	Presentations reviewed by Learning Services team and recommendations implemented by presenters
April 15-30	Practice presentations delivered
May 1-15	Final tuning of presentation materials and delivery
May 16	Final presentations delivered to PLAY team



Thank You!

Matt Boles

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