

**Developing Your Presentation**

**A Worksheet to Help You Implement Key Points from ACC Effective Presentation Tutorials**

In your role as ACC faculty, you are given access to three online tutorials to help you develop and lead a highly effective and engaging educational session. The three tutorials are:

* [Maximizing the Power of PowerPoint](http://bcove.me/2uquj4k8)
* [Engaging Your Audience](http://bcove.me/0s6loog0)
* [BARISTA: 7 Steps to a More Powerful Presentation](http://bcove.me/kpmvozzd)

To help you implement the key points from these tutorials, we are offering this additional tool that will help you develop your teaching tools (e.g., slides, handouts, etc) and prepare to lead your session.

As you begin to prepare your materials (e.g., PowerPoint or Keynote presentations), consider and use them as your **teaching tools.** Your teaching tools should support you in *facilitating learning*. Don’t think of them as your *presentation aides*. Your presentation aides may be things like notes, outlines, or a copy of your slides with comments and reminders on them.

**Step 1: Getting Ready**

|  |  |
| --- | --- |
| **Question** | **Your response** |
| 1. What are the goals/objectives of the session? What are the goals/objectives of my presentation?
 |  |
| 1. What is the content that I will use to help learners meet the objectives? Am I presenting a case? Reviewing guidelines? Sharing updates or research findings? Showing a video? Using ARS questions?
 |  |
| 1. What are the most important “take-away” points from my content?
 |  |
| 1. How much time do I have for my presentation?
 |  |

**Step 2: Develop a Timed Outline**

A timed outline will help you stay on track and ensure you are leaving enough time for key points, learner engagement, and any ARS questions. If you develop your timed outline **before you develop your teaching tool (e.g., PowerPoint slides)**, you will be ahead of the game in ensuring you don’t develop too many slides.

As you develop your outline, “divide” your presentation into segments that can create digestible “chunks” of topics for your learners to absorb and retain. Allot time for discussion, engagement, use of ARS, etc. Be realistic about the time needed to be effective with engagement and ARS questions. Plan for 2-3 minutes to ask an ARS question and get feedback. If you plan to have a discussion after an ARS question, remember to build in time for those activities, too.

**Step 3: Develop Your Teaching Tool**

**Remember…**

* Your teaching tool should be Simple, Legible, and Engaging
* Tell them what you plan to talk about, talk about it, then remind them what you’ve talked about

**Your Teaching Tool should include:**

* Your presentation’s title, objectives and an overview of session (how you will help learners meet objectives)
* Content that helps learners meet objectives AND stays within your allotted time
* More than just text! Use simple and easy to read graphics or other images
* If using PowerPoint, include:
	+ Empty Space on slides
	+ Only key points (not every word you plan to say)
	+ No more than 3 points per slide
	+ Font size of 24 or greater
	+ Contrasting colors to highlight key words and create visual impact

**Your Teaching Tool should NOT include:**

* All words you plan to say (move your words into a presentation aide)
* Small text or graphics that would lead you to say, “*I know you can’t see this*”

**Step 4: Review your teaching tool using this checklist**

|  |  |  |
| --- | --- | --- |
| **Question** | **Response** | **Do you need to make revisions? If so, what?** |
| 1. How many slides do you have?
 |  |  |
| 1. Based on how you will use the slides to support your teaching and your time allotment, do you have the right number?
 |  |  |
| 1. Have you allotted time for the use of ARS questions, Q&A, and/or audience engagement?
 |  |  |
| 1. What size font did you use? On each slide?
 |  |  |
| 1. Do you have more too many points per slide?
 |  |  |
| 1. Can you read your slides from your computer if you are standing 6 feet away?
 |  |  |
| 1. Have you included your objectives/goals at the beginning and then reviewed the content again at the end?
 |  |  |
| 1. Did you incorporate graphics or other images? Are they easy to read?
 |  |  |
| 1. Are you ready for a practice run?
 |  |  |

**Step 5: Practice!**

Practice makes perfect – and decreases anxiety! You are facilitating the learning of your colleagues and they will appreciate every step you take to be fully prepared. Content expertise does not equal readiness to facilitate learning. “Teaching” is a separate skill, one that must be practiced in order to develop proficiency. Use this outline to help you practice how you will facilitate your session:

1. Time it! Use your content outline to help you stay within your time. You will have to edit slides or delete content if you run long.
2. Practice moving around, using nonverbal gestures and making eye contact.
3. Practice what you will say using notes – not your slides. Remember DON’T read your slides.
4. Leave time in your presentation for engagement with the audience. What questions or phrases will you use? Are you prepared for varying responses from learners? What story or example will you share? Are you building rapport with the audience?
5. Practice using phrases (or write them in notes) that help you connect content you are covering to other presenters, sessions, or presentations.

**Step 6: Congratulations! Have a Great Session!**