

Make Your Point (Multimedia)

ICT.8

TIME

150 minutes

OVERVIEW

Students create a short multimedia presentation about themselves (which becomes their Inventor's Profile), or they create a presentation about a research topic in any unit of study.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 2.3.5 *Create Original Texts* — Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, Readers Theatre...] to communicate and demonstrate understanding of forms and techniques.
- 4.2.3 *Enhance Legibility* — Write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of formatting options [such as spacing, graphics, titles and headings, variety of font sizes and styles...] when appropriate.
- 4.2.5 *Enhance Presentation* — Prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- publishing electronically

SUGGESTED LEARNING RESOURCES

Software

- multimedia presentation

Print

- Appendix C: Index of Teaching and Learning Strategies and Tools

BLMs

- BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.8#1: Planning My Inventor's Profile: Multimedia Presentation
- BLM ICT.8#2: Presentation Storyboard
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?
- BLM Mod.2.2#1: Venn Diagram

TBLMs

- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM OLE.10#1: Suggestions for Organizing and Displaying Electronic Collections

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the functions of the multimedia-presentation software installed on the class computers.
OR
Access the multimedia presentation used to introduce the *Inventions, Innovations, and Discoveries* interdisciplinary unit to the class. Review it to ensure familiarity and ease with all features that need to be demonstrated to students.
- Review the database of students' ICT skills, as expressed on BLM ICT.1#3: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.8: Make Your Point.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.

Activating Strategies

- Show the multimedia presentation that was used to introduce the *Inventions, Innovations, and Discoveries* interdisciplinary unit to the class. Ask students to note features of the presentation that make it enjoyable to watch, and a useful tool for "marketing" the unit (e.g., background design, addition of clip art, animation of bulleted lists).
- In collaborative groups, students brainstorm some features of multimedia-presentation software they expect to use when creating a presentation.
- In a whole class discussion, groups share their ideas about what they want to learn. Demonstrate some of the main features students identify. Point out similarities with word-processing software and other programs students are already using.
- If ICT.11: Make It: Creating an Effective Web Page has already been taught, discuss similarities between web pages and PowerPoint (see TBLM OLE.10#1: Suggestions for Organizing and Displaying Electronic Collections). Record similarities and differences, using a Venn Diagram (see BLM Mod.2.2#1: Venn Diagram), concept-mapping software (see ICT.6: Inspired), or a wall chart.

Acquiring Strategies

- Over a few days, students in collaborative groups acquaint themselves with the multimedia-presentation software available on the class computers. Students reproduce the features they identified and that were demonstrated to them, and use transactional writing to compose Multimedia Tips, which they place in their group's Toolbox Binder.
- Using a previously established class distribution list (see ICT.3: Riddle This), or creating a list with contact names of the students responsible for each ICT in each collaborative group (see ICT.1: Toolbox Binder), students email tips on newly acquired skills.

Applying Strategies

- Students make a storyboard to prepare for their presentations, including content for each slide as well as features of the multimedia-presentation software that is available in the class. They use BLM ICT.8#2: Presentation Storyboard.
- Students prepare four-slide multimedia presentations about themselves (which becomes their Inventor's Profile) or about a research topic in a unit of study. Students use BLM

ICT.8#1: Planning My Inventor's Profile: Multimedia Presentation to verify that their Inventor's Profile is complete.

Variations/Extensions

- Throughout the year, as they learn new ICT skills, students update their personal presentations by adding new slides, photographs (see ICT.7: Caught in Action), and hyperlinks to their class website (see ICT.11: Make It: Creating an Effective Web Page).
- Students work in pairs with Early Years students and create for them a multimedia presentation based on stories the younger students have written.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTED ASSESSMENT STRATEGIES

- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Assess the applications of this ICT in this interdisciplinary unit when students create a multimedia presentation as a framework for their Electronic Collection or Electronic Portfolio (see OLE.10: Electronic Collection).

CONNECTION TO INVENTIONS, INNOVATIONS, AND DISCOVERIES

- This Inventor's Profile multimedia presentation becomes a part of each student's presentation in Module 4: Invention Convention: The Student As Inventor).
- During the Invention Convention, students run their Invention presentation in "kiosk" mode to act as a "marketing" device.

BLM ICT.8#1: Planning My Inventor's Profile: Multimedia Presentation

Name _____ Date _____

Check the list below to ensure that the content for each slide is present.

Content of Multimedia Presentation	Present	
	Yes	No
Title of Slide		
• Name		
• Date		
Personal Information		
• Age		
• Birthday		
• Family Members		
• Pets		
• Other:		
Tastes, Likes, Pastimes		
• Sports		
• Leisure Activity		
• Favourite:		
• Other:		

As an inventor, I look forward to...

BLM ICT.8#2: Presentation Storyboard

Name _____ Date _____

Instructions

- Using a pencil, write the required information where it will appear in each slide.
- On the lines below each slide, write notes about the background, colours, font, and style of text.
- Include animation actions such as “enter from left” on one of the lines.
- Sketch where clip art or a photograph might be inserted in each slide.

Storyboard








