Technological Tools for Presentations

About the Strategy Using technological tools for presentations supports students' comprehension through the process of planning and supporting presentation of content within a particular context. A presentation does not always have to be a formal speech or production, but can be a variety of communicative tasks. Students revisit subject matter and organize their thinking with a particular audience in mind. While the technological tools for presentations play an important role, the purpose for presenting is the driving force behind the need for the tool. The task also informs which tool would be appropriate to use, and oftentimes, more than one tool may be appropriate. This strategy differentiates instruction by providing opportunities for students to represent their understanding in different forms. It is used during and after reading, writing, or discussing a text.

Implementation of the Strategy

-Depending on the purpose of the presentation, decide which technological tool(s) would be most appropriate for the task.
-For further exploration of different available websites of applications, see Troy Hicks's site under "Crafting Presentations": http://digitalwritingworkshop.wikispaces.com/Websites_And_Apps
-Provide clear expectations for the presentation task, purpose, and audience.
-Model how to incorporate necessary information and support into a presentation with the audience in mind.
-Provide time for students to prepare presentations in spaces with access to the technology.

Measuring Progress

-Teacher observation
-Conferring
-Student self-reflection
- Student annotations and note-taking
-Writing post-listening as assessment

Research

Hicks, T. (2013). *Crafting digital writing: Composing texts across media and genres.* Portsmouth, NH: Heinemann.

Kajder, S. (2004). Plugging in: What technology brings to the English/language arts classroom. *Voices From the Middle, 11*(1), 6-9.