

TITLE	Use an Interactive Presentation Tool to Increase Engagement & Measure Student Comprehension		
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RELATED TOPICS (TAGS)	Virtual Learning, Student Engagement	CATEGORY	Resource ▾

Learning Goals	Utilize interactive presentation tools to increase student engagement and feedback into lessons.
Artifact of Learning	Convert a lesson/presentation using Pear Deck (or another Interactive Presentation tool) to incorporate SEL prompts, interactive student feedback, and formative assessments.
Time estimate	45 minutes, Narrative Context and Explanation , Activity

Narrative Context and Explanation

The pandemic happened and our teaching world was turned up-side down. Teachers were faced with the challenge of reaching students irrespective of location or time. Lessons that were brilliant in a classroom setting became difficult if not impossible to deliver. Students were not engaged like they used to be. In fact, more often than not, students were not even there to engage with. They were listening to recorded versions of lessons, or sitting silently on the other end of a Google Meet or Zoom teleconference.

This lesson introduces the use of interactive technology to help bridge the gap between in-person learning and remote learning. The lesson starts with a "pre-Pandemic" example lesson on Black Lives Matter and the impact of Institutional Racism. The pre-Pandemic version of the lesson relies heavily on traditional methods of engaging students and creating interactive dialogue to explore the issues.

The teaching practices and techniques used in the pre-pandemic version include:

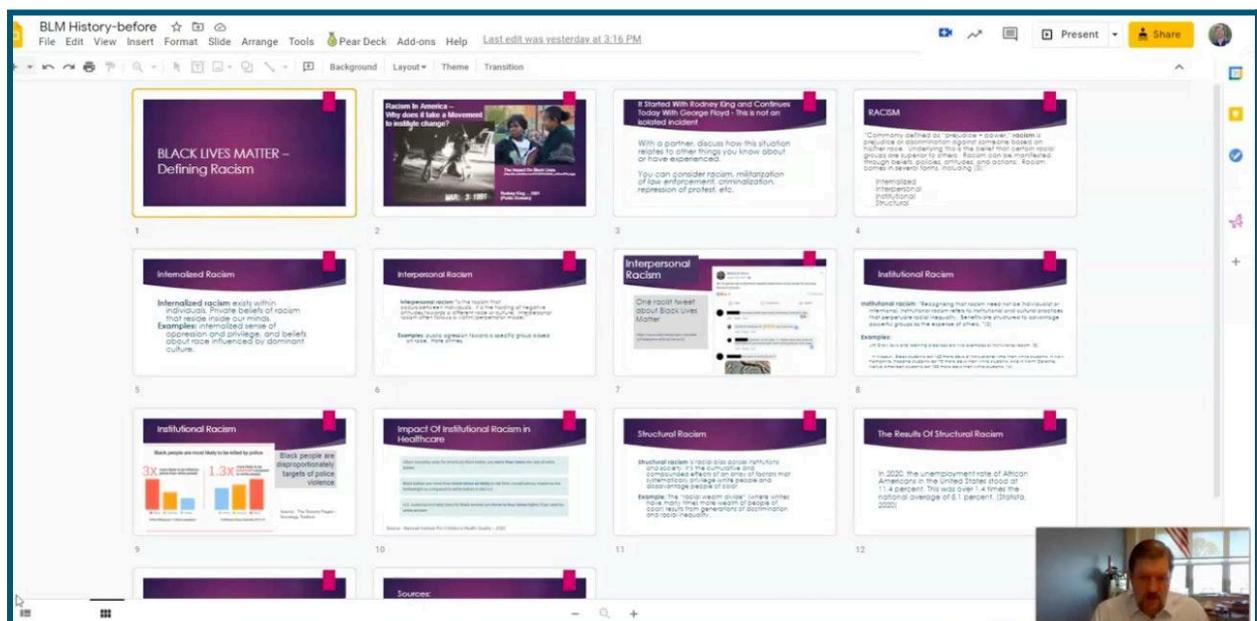
- A slide depicting the Rodney King beating with a whole class discussion on how the students felt when they saw the photographs and public reaction. This version includes a news clip about the beating and subsequent events.
- A Pair and Share to describe how students have experienced abuse of power and how it made them feel.

- A series of slides (9 in total) used to define the four(4) different forms of racism. The slides used as a backdrop for whole class discussion on each of the forms of racism (personalized, personal, institutional, structural), and examples of how each form manifests itself.
- A closing slide and call to action for students to write what form of racism is most prevalent versus what form of racism is most dangerous.

Teachers don't have to sacrifice sound teaching practices when delivering lessons to remote students. It doesn't matter if the students are accessing the lessons synchronously, or asynchronously. Teachers can still employ effective teaching practices that drive student engagement, provide for student voice/choice, and provide students with opportunities to communicate and share ideas.

This lesson demonstrates a "post-pandemic" version of the lesson described above. It uses interactive presentation technology to embed opportunities in the presentation for students to directly interact, either synchronously or asynchronously. The technology captures the students feedback and interactions and allows the teacher to analyze the lesson based on student responses to prompts and activities throughout the presentation of the lesson.

The following is a brief video on the process of converting a lesson for interactive presentation technology, with a focus on several of the many techniques teachers can use to include effective teaching practices in an on-line version of the lesson.



Activity

1. Read the background in the content section about using interactive presentation technology to adapt an in-person lesson presentation for multi-modal access. Watch the video presentation that shows the before and after versions of the lesson on Black Lives Matter and the impact of Institutional Racism.
2. Find a presentation you have given to your class that you would like to make interactive.
3. Watch the following videos on creating a presentation using Pear Deck
 - [Pear Deck Tutorial for Google Slides](#)
 - [How to Make Interactive Google Slides with Pear Deck](#)
4. Take your presentation and create an interactive version. Incorporate slides that do several of the following:
 - Gauge the student's social emotional status (before/after/both)
 - Create an opportunity for students to interact, perhaps using Jamboard
 - Engage students to think about the material being presented by asking them to solve a problem or state an opinion about what was presented.
 - Gather formative assessment data through multiple choice questions, or a matching exercise, or drawing on a slide.
 - Prompt students to use critical thinking skills to answer a prompt or solve a problem.
5. Reflect on the two different approaches and write a comment to this EdEx post answering one or more of the following questions:
 - Do you think that the use of Interactive Presentations is an effective method of teaching students when they are learning from home and/or learning asynchronously?
 - Does interactive presentation technology have benefits over the traditional lesson delivery approach, even for in-person learning? If so, what are the benefits?
 - Do you have lessons that you believe would benefit from using interactive presentation technology?

- Were you able to take one of your existing lessons and turn it into an interactive lesson using Pear Deck or Nearpod? If so, write a summary of your lesson transformation and the benefits you observed and challenges you faced