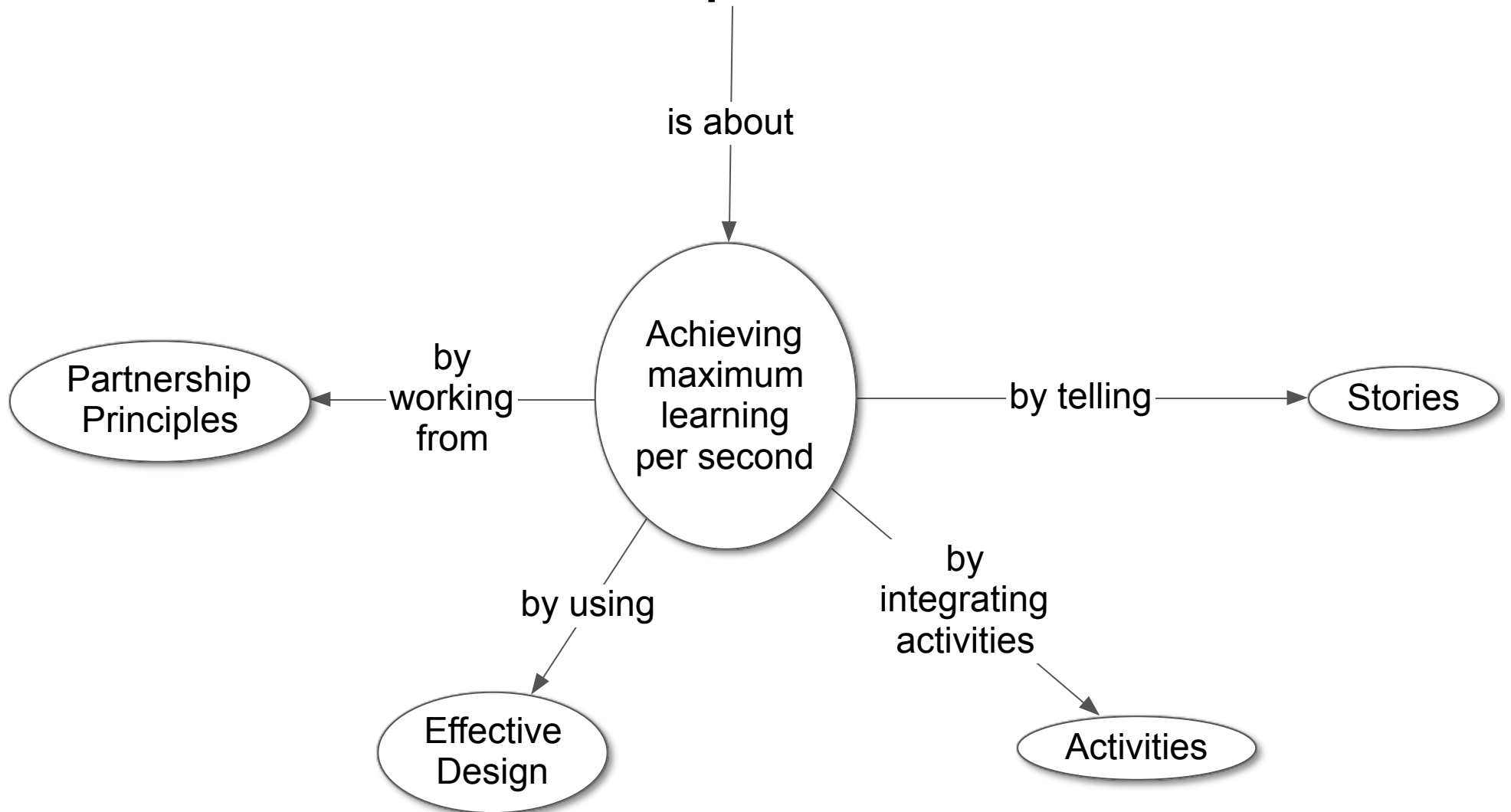


Presentations That Make an Impact



Presentations That Make An Impact



785-550-8708

Spring	
Summer	
Fall	
Winter	

www.itunes.com

www.ted.com

**Which presenter is
more effective? Why?**







Research?

Design

Table 1

Counterbalanced Design

Group	First Session	Second Session
Group A	Visual Imagery	Self Questioning
Training Model	Partnership Learning	Traditional Training
Group B	Visual Imagery	Self Questioning
Training Model	Traditional Training	Partnership Learning

Research **Questions**

Knowledge

Implementation

Engagement

Enjoyment

Measures

Knowledge Test

Implementation Question

Engagement Form

Workshop Evaluation

Workshop Evaluation: Comprehension

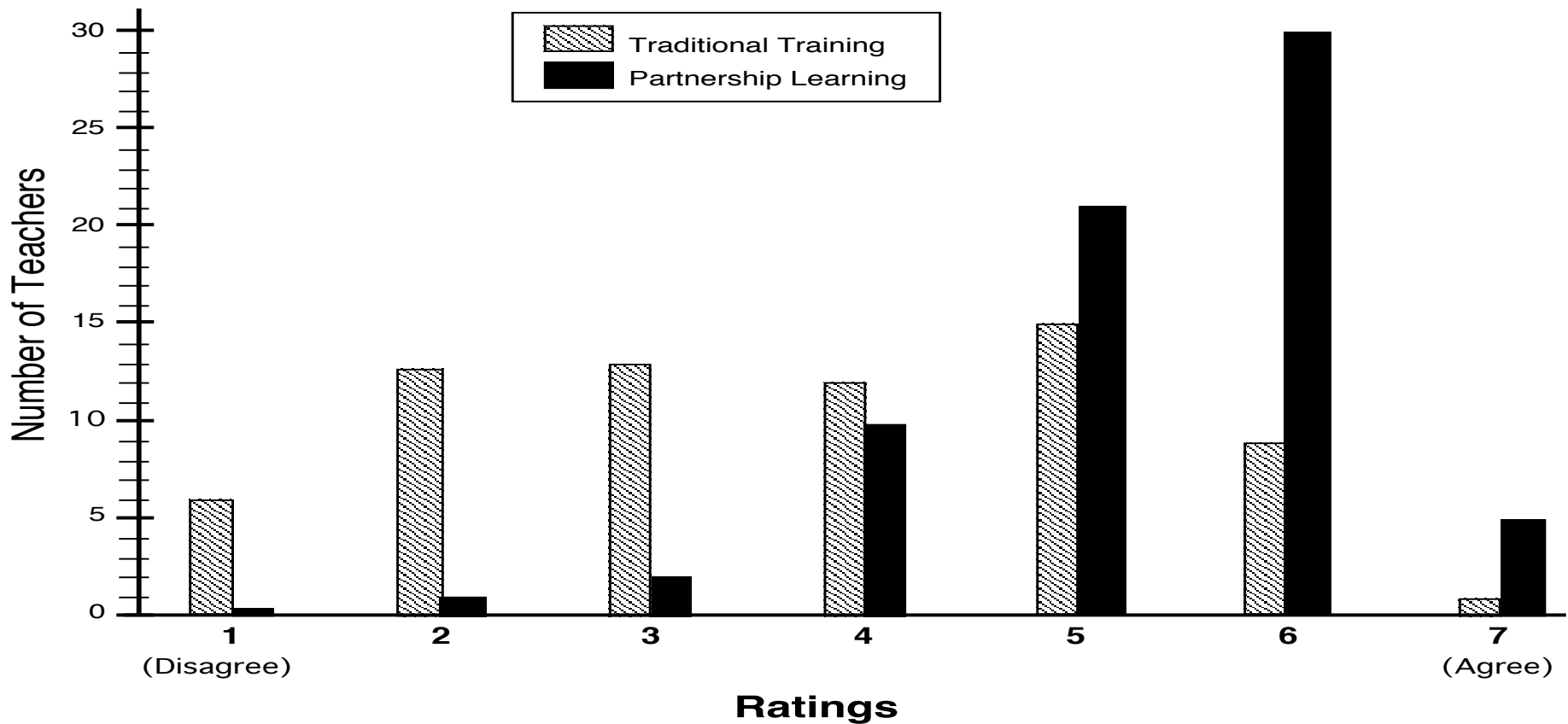


Figure 1 : Teacher's combined median ratings for comprehension.

Workshop Evaluation:

Engagement

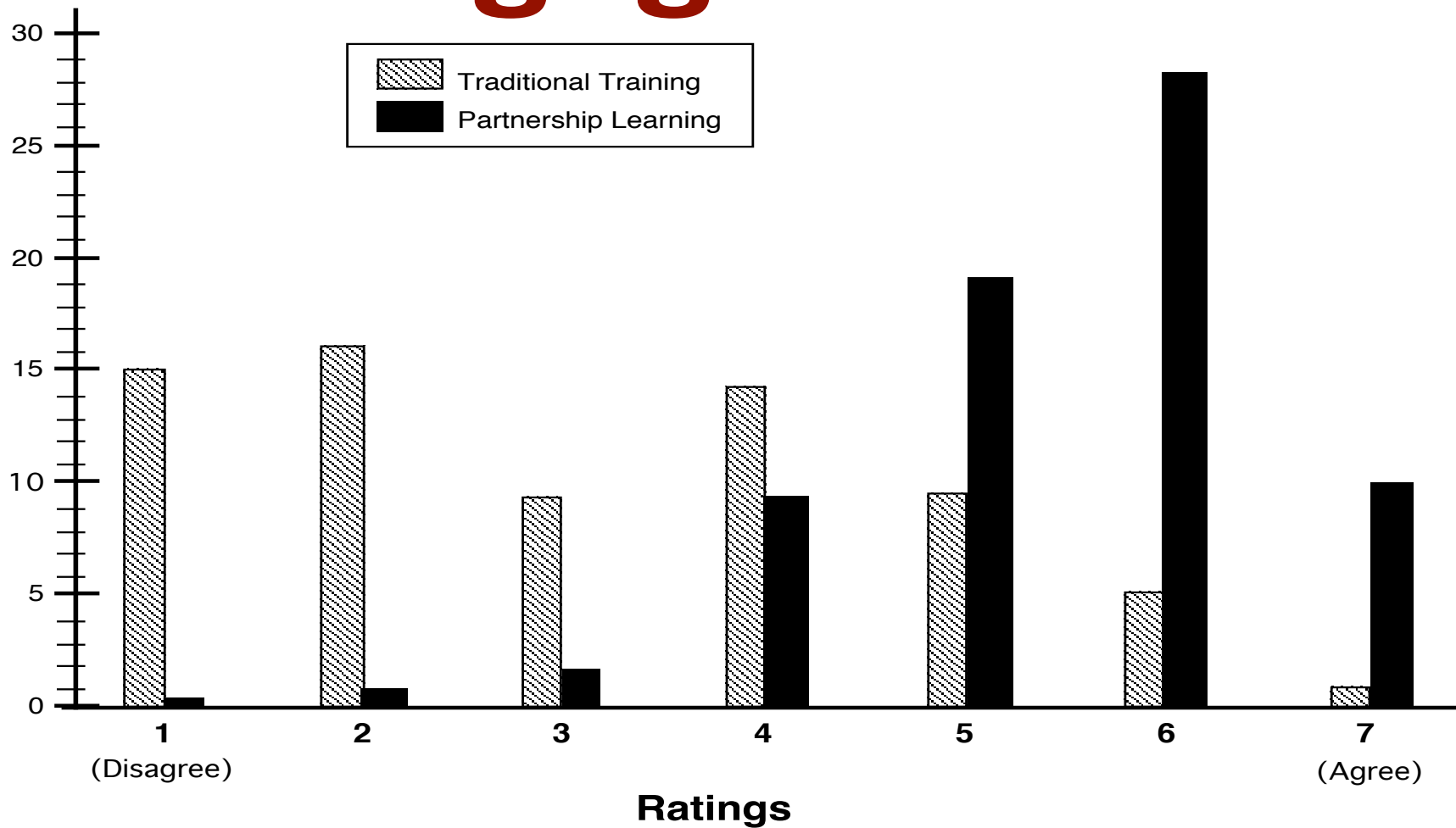


Figure 2 : Teacher's combined median ratings for engagement

Workshop Evaluation:

Enjoyment

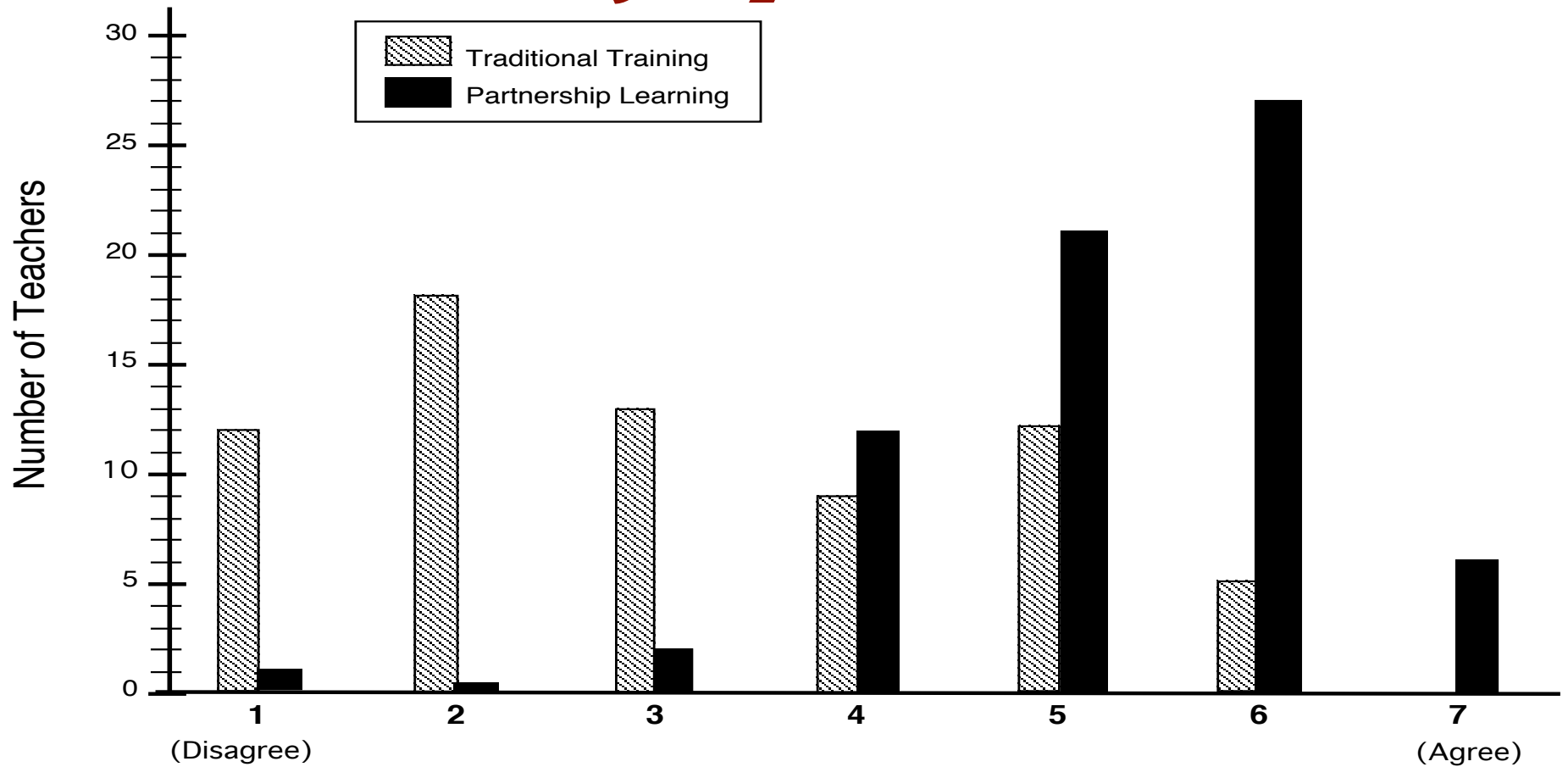


Figure 4 : Teachers' combined median ratings for enjoyment

Engagement Form

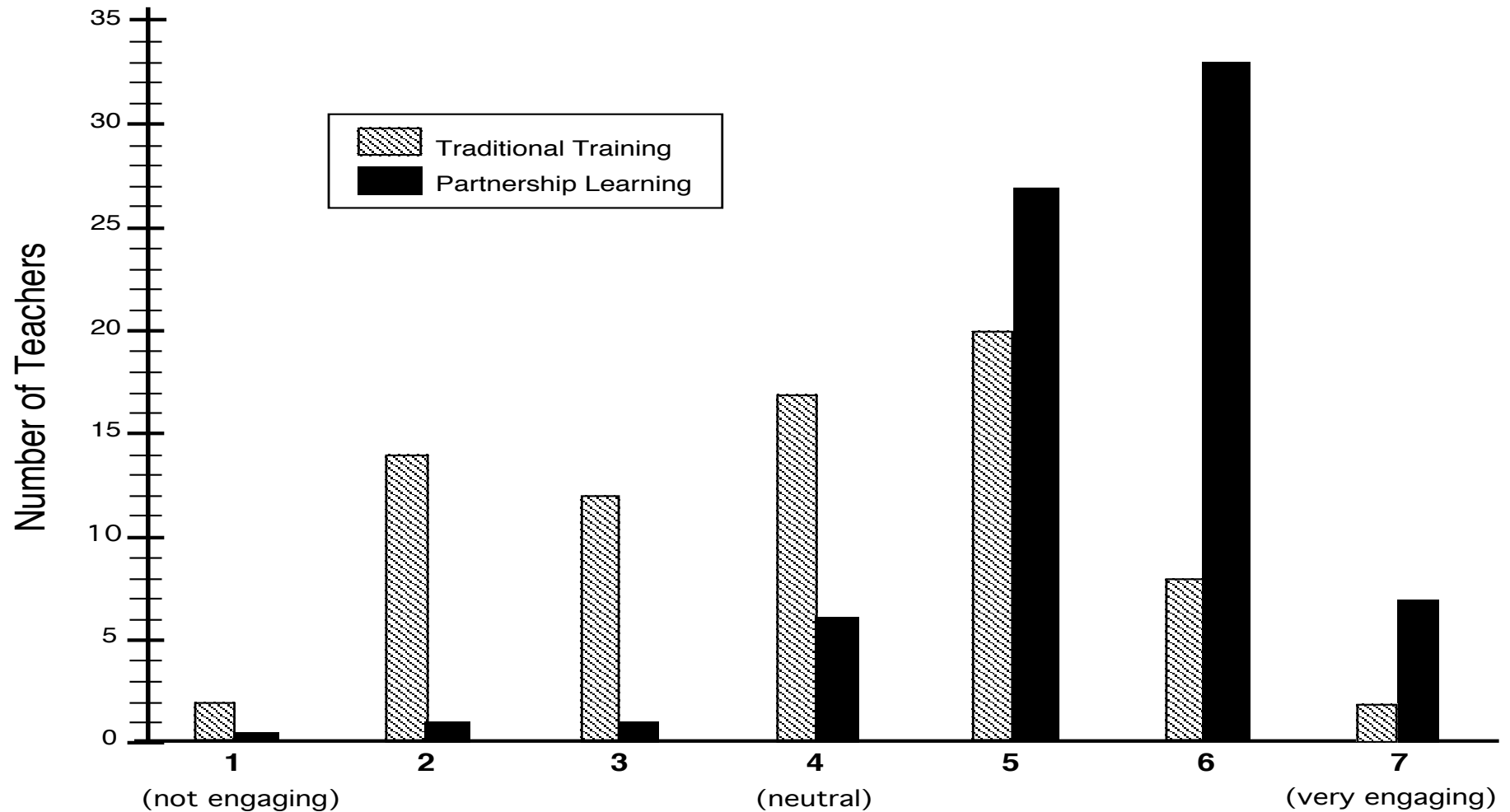


Figure 5 : Engagement Form/Median Scores

Implementation Question**

Partnership Learning: 59

Traditional Training: 14

**Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?

1

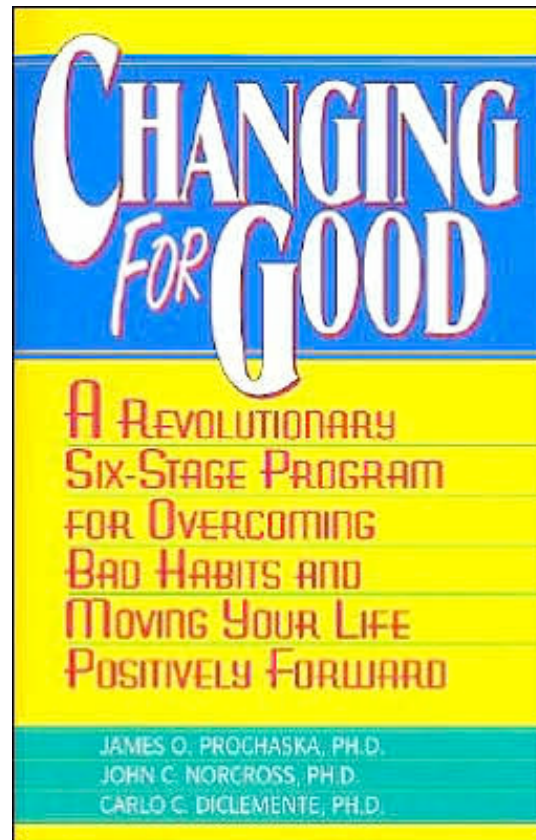
Partnership Principles



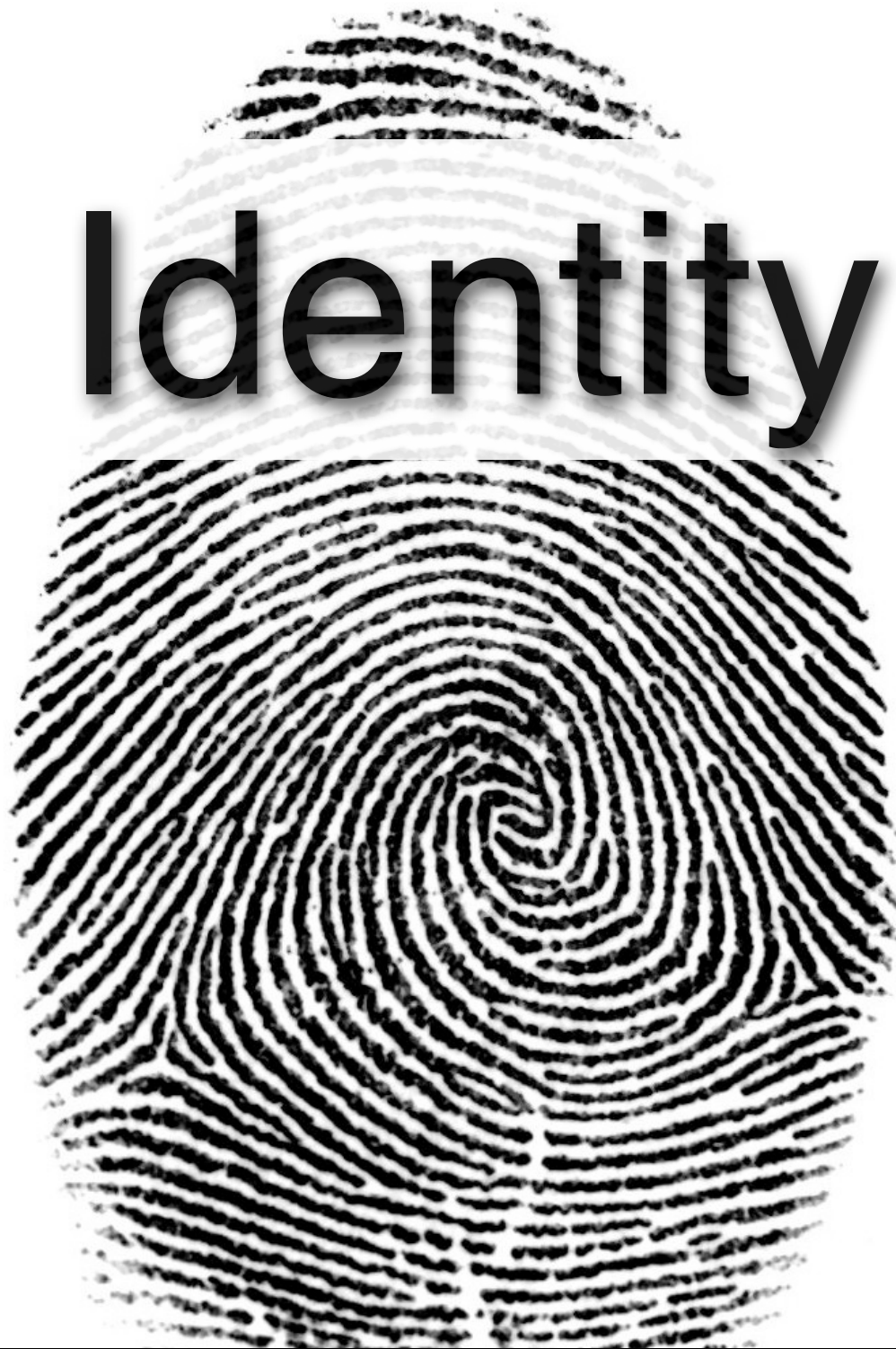
Helping



Prochaska, Norcross, DiClemente,
& Crawley. (1994). *Changing for
good.*



Identity



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The **NEW YORK TIMES** Business Bestseller

YOUR BOSS ■ YOUR SPOUSE ■ YOUR FRIENDS
YOUR KIDS ■ YOUR CLIENTS

Difficult Conversations

HOW TO DISCUSS
WHAT MATTERS MOST



DOUGLAS STONE ■ BRUCE PATTON ■ SHEILA HEEN
OF THE HARVARD NEGOTIATION PROJECT

With a foreword by Roger Fisher, coauthor of *GETTING TO YES*

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No matter how technical my
subject may be, the things I
teach are things I care about—
and what I care about helps
define my selfhood.

The Courage to Teach

Thinking for a Living

How to Get Better Performance and Results
from Knowledge Workers

Thomas H. Davenport
Coauthor of *Working Knowledge*

HARVARD BUSINESS SCHOOL PRESS

“knowledge workers ...
don't like to be told
what to do. Thinking for a living
engenders thinking for oneself. Knowledge
workers are paid for their education,
experience, and expertise, so it is not
surprising that they take offense when
someone else rides roughshod over their
intellectual territory.”

Thomas Davenport, *Thinking for a Living*

Status

HELPING



HOW TO OFFER, GIVE, AND RECEIVE HELP

Understanding Effective Dynamics in One-to-One,
Group, and Organizational Relationships

EDGAR H. SCHEIN

Motivation

Daniel H. Pink

author of the *New York Times* bestseller

A Whole New Mind

DRiVE

The Surprising Truth
About What Motivates Us

Partnership Principles



Equality

We the People of the United States, in order to form a more perfect Union, to insure domestic Tranquillity, provide for the common defence and our Posterity, do ordain and establish this Constitution

Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and in each State shall have Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

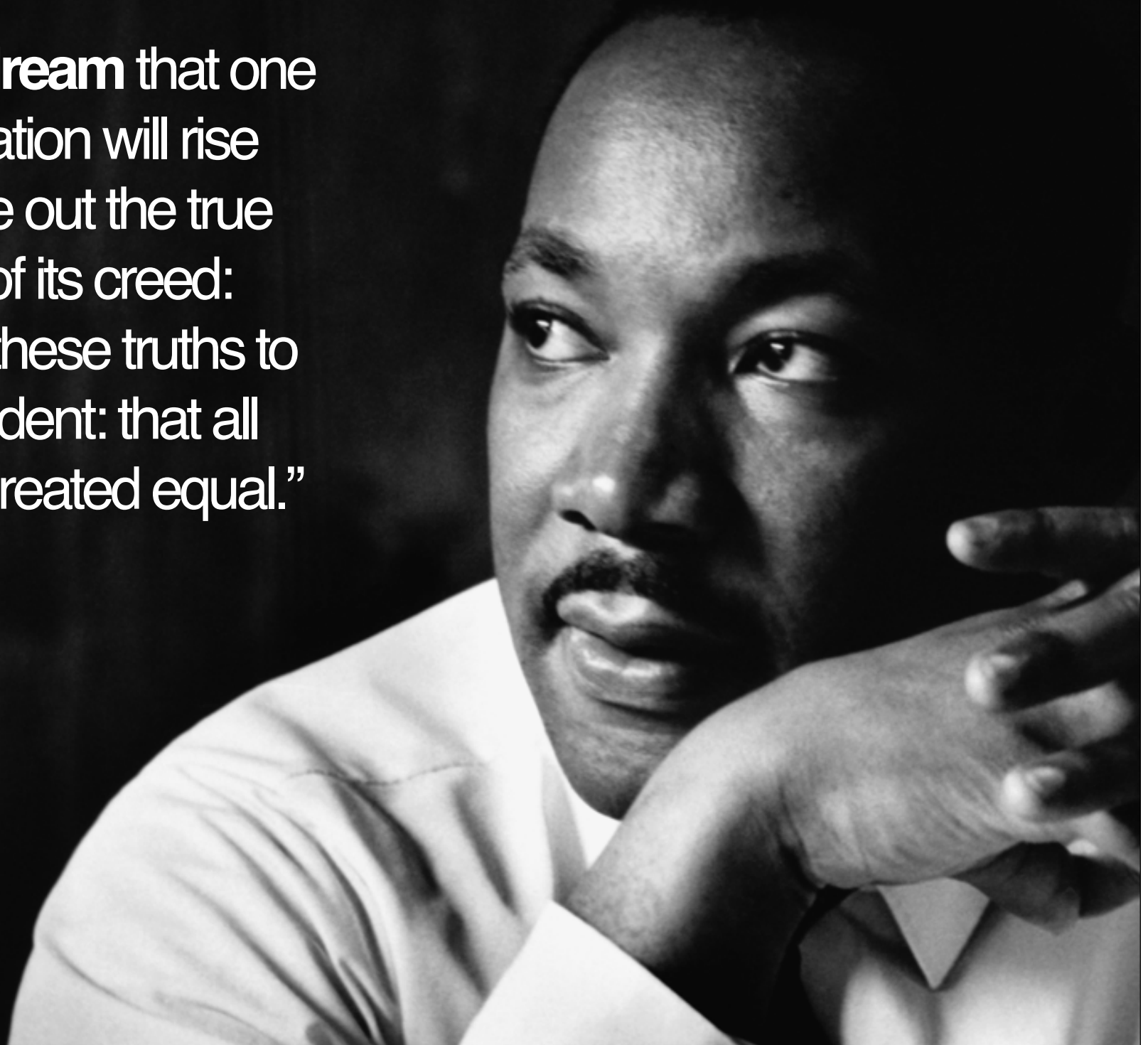
No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and seven Years a Citizen of the United States, when elected, be an Inhabitant of that State in which he shall be chosen.

The Number of Representatives shall not exceed one for every thirty thousand, but no State shall have less than three Representatives, and until such Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, the Number of Representatives shall not exceed the whole Number of free Persons, including those bound to Service for a Term of Years, and each Person shall be counted as three fifths of a Person. The Number of Representatives shall not exceed the whole Number of free Persons, including those bound to Service for a Term of Years, and each Person shall be counted as three fifths of a Person. The Number of Representatives shall not exceed the whole Number of free Persons, including those bound to Service for a Term of Years, and each Person shall be counted as three fifths of a Person.





I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident: that all men are created equal.”



Choice



EXIT NOW



Voice



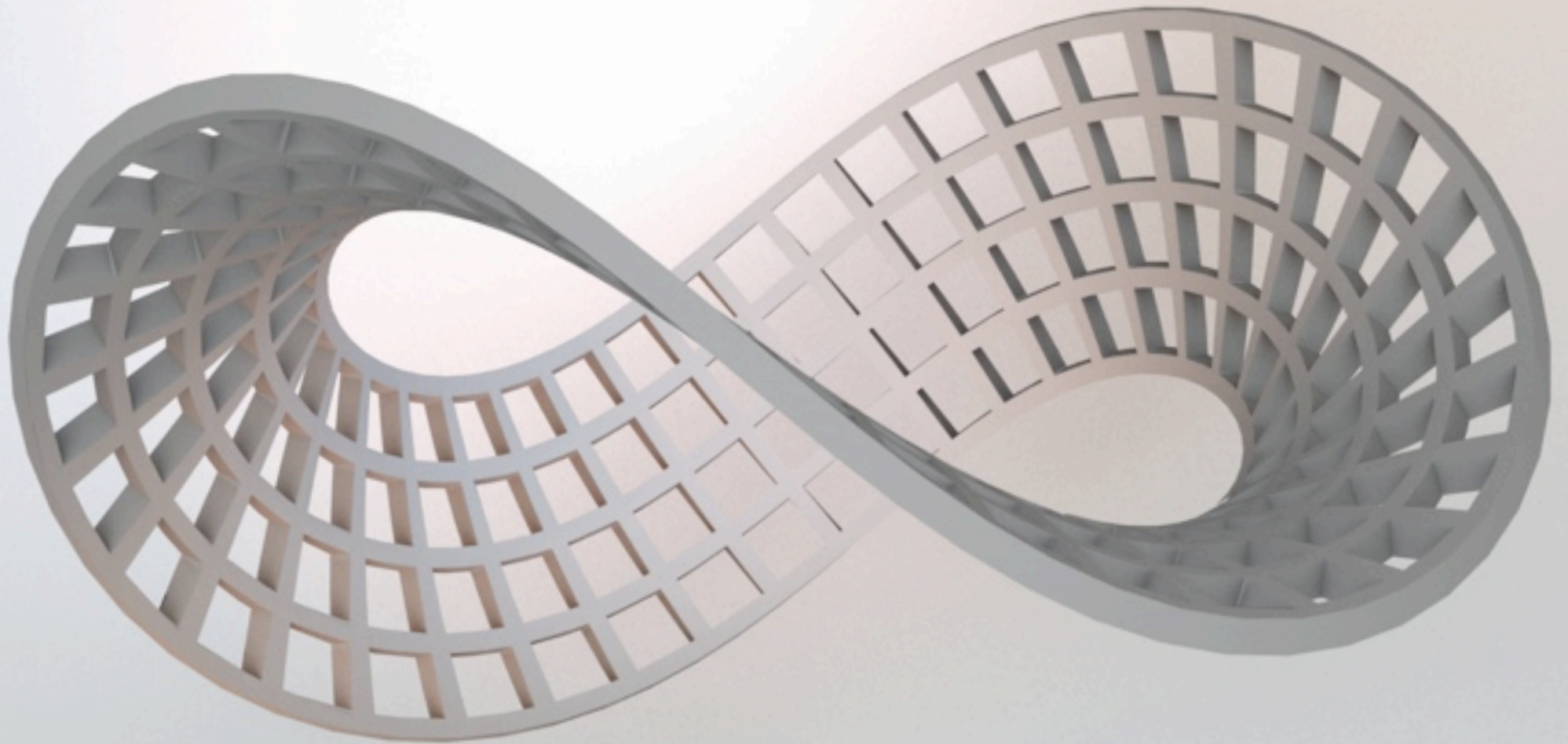
Dialogue



Reflection



Reciprocity



Typers

Five minutes into your presentation, a table of participants pull out their computers and start typing.

At first, you assume, or hope, they are taking notes, but when you glance over to the table, you realize that they are actually writing email or doing other tasks online. A few minutes later, you notice that one participant has her credit card out and appears to be making an online purchase. As the workshop progresses, the group gets more off task.

What should you do, if anything, to get the group focussed on your workshop?

Presentations That Make An Impact

is about

Equality
Choice
Voice
Dialogue
Reflection
Praxis
Reciprocity

Partnership
Principles

by
working
from

Achieving
maximum
learning
per second

by telling

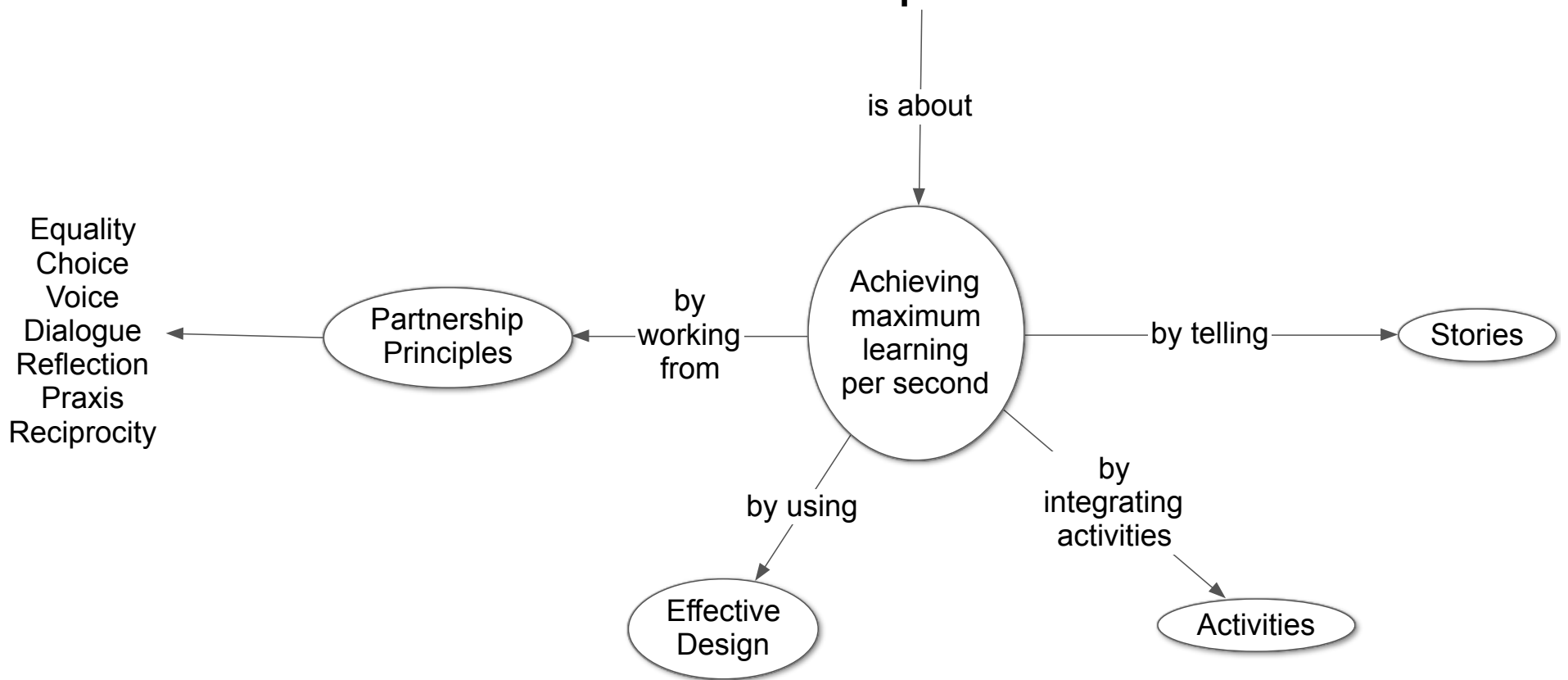
Stories

by using

Effective
Design

by
integrating
activities

Activities



2

Use Effective Design

Prepare

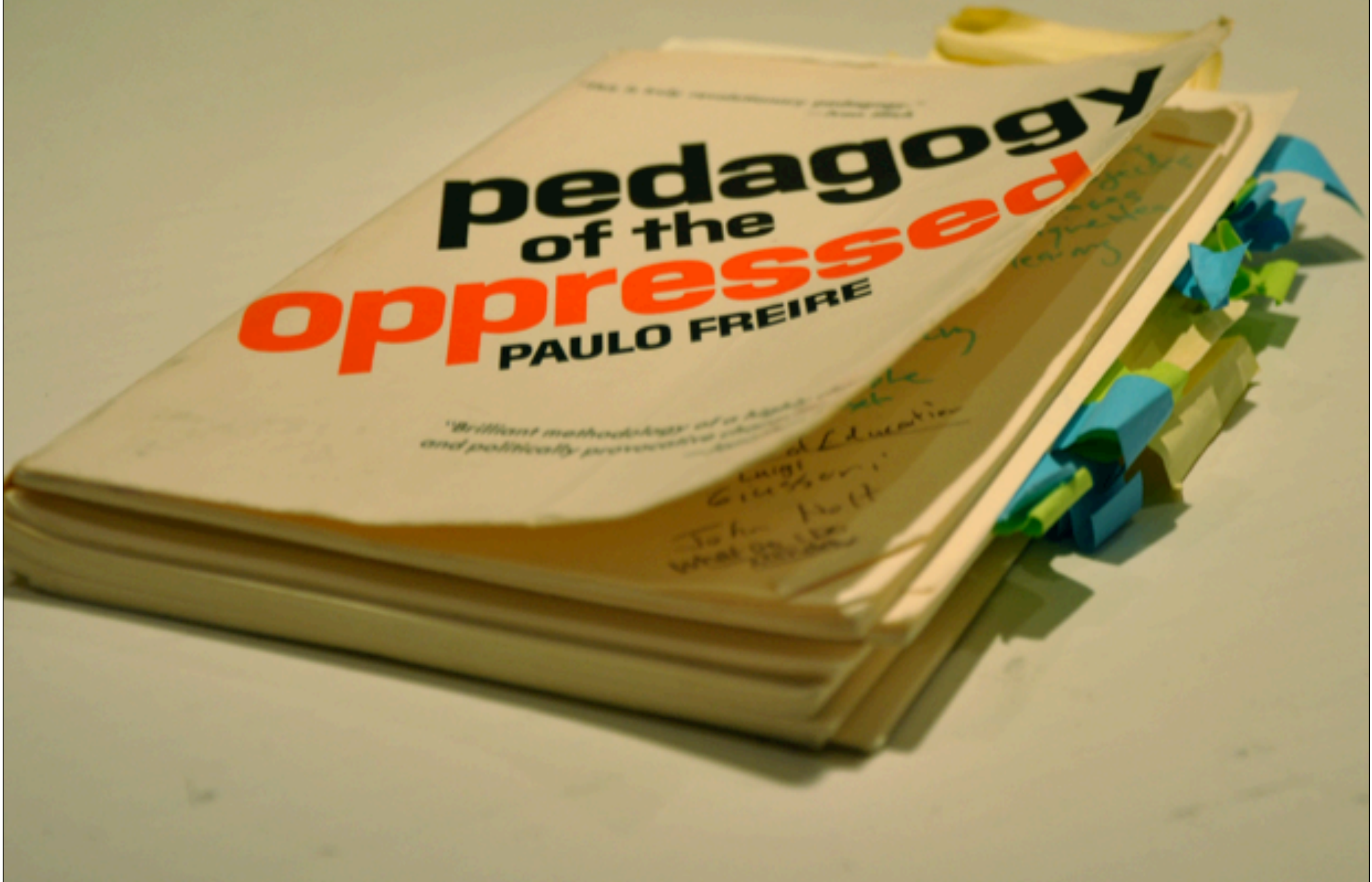
pedagogy
of the
oppressed
PAULO FREIRE

"Brilliant methodology of a simple and politically provocative idea"

Luigi
Giuliano
John Holt
What is the
problem

reading
the
book

with my



Map your content

DIALOGUE

talkers are debaters
 he live in an anti-dialogic world
 - stress as weak
 - DEMONSTRATE
 - MULTIPLE KNOWLEDGE
 - SPOSS BUT

take assumptions
 as truths

we prefer to think alone

dialogo

meaning imagine a stream

flowing

to persuade = treat other as an object

→ if it is true, why do we need to persuade

we prefer to think alone

flow persuasion - push out other ideas

Subject
 capacity
 in mind

Love
 - no love

mutual humanization

① Humility

let go assumptions
 listen

learn rather than persuade

work together
 to approach others
 even

look for dissent rather than proof

respect

② FAITH

③ HOPE

④ CRITICAL THINKING

that can come to new ideas
 (O - from a habit)

Organize

INTRO

PROCESS

GOAL

FEEDBACK

Introduction

has been used in other fields

choice

Attention

pain is a catalyst for change

my experience

the contemplative

the process

Simple survey

Face the brutal facts

types of areas

Parting people @ work

People don't like how they look

hardcore

watch separately

Survey

prep for viewing

GOAL SETTING

"hit you in the gut"

Distinction postcard

SMART

feedback process

importance of feedback

3 positive
2 to explore

KEGAN & LAHEY

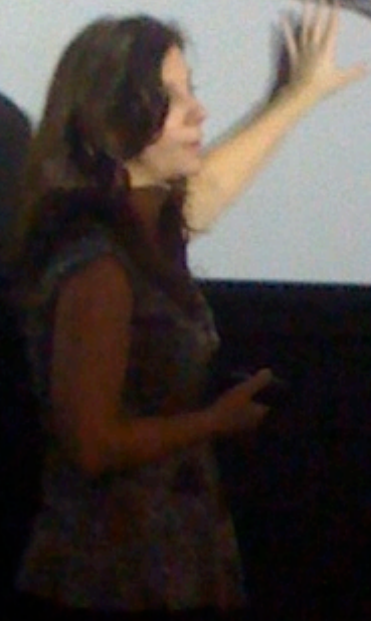
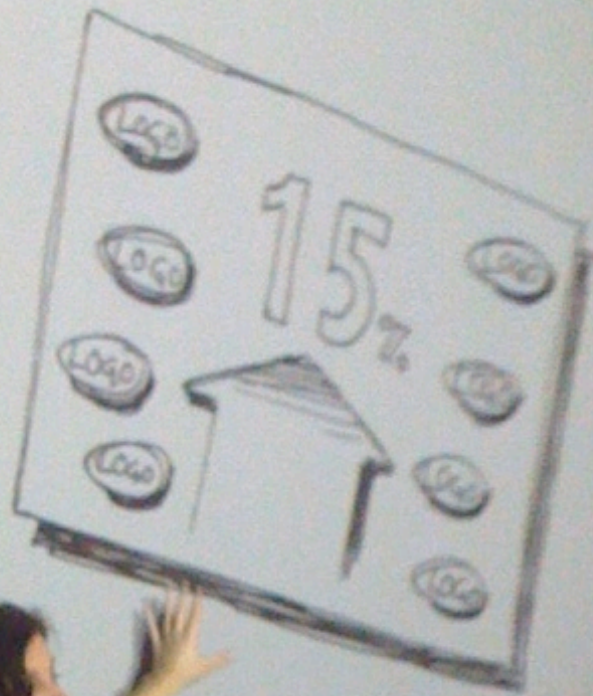
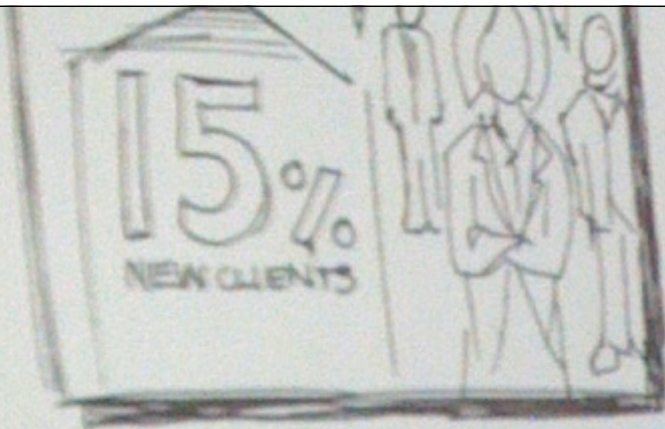
witness to the good

quotes about feedback

VARIABLE LEARNING

Design Effective Slides





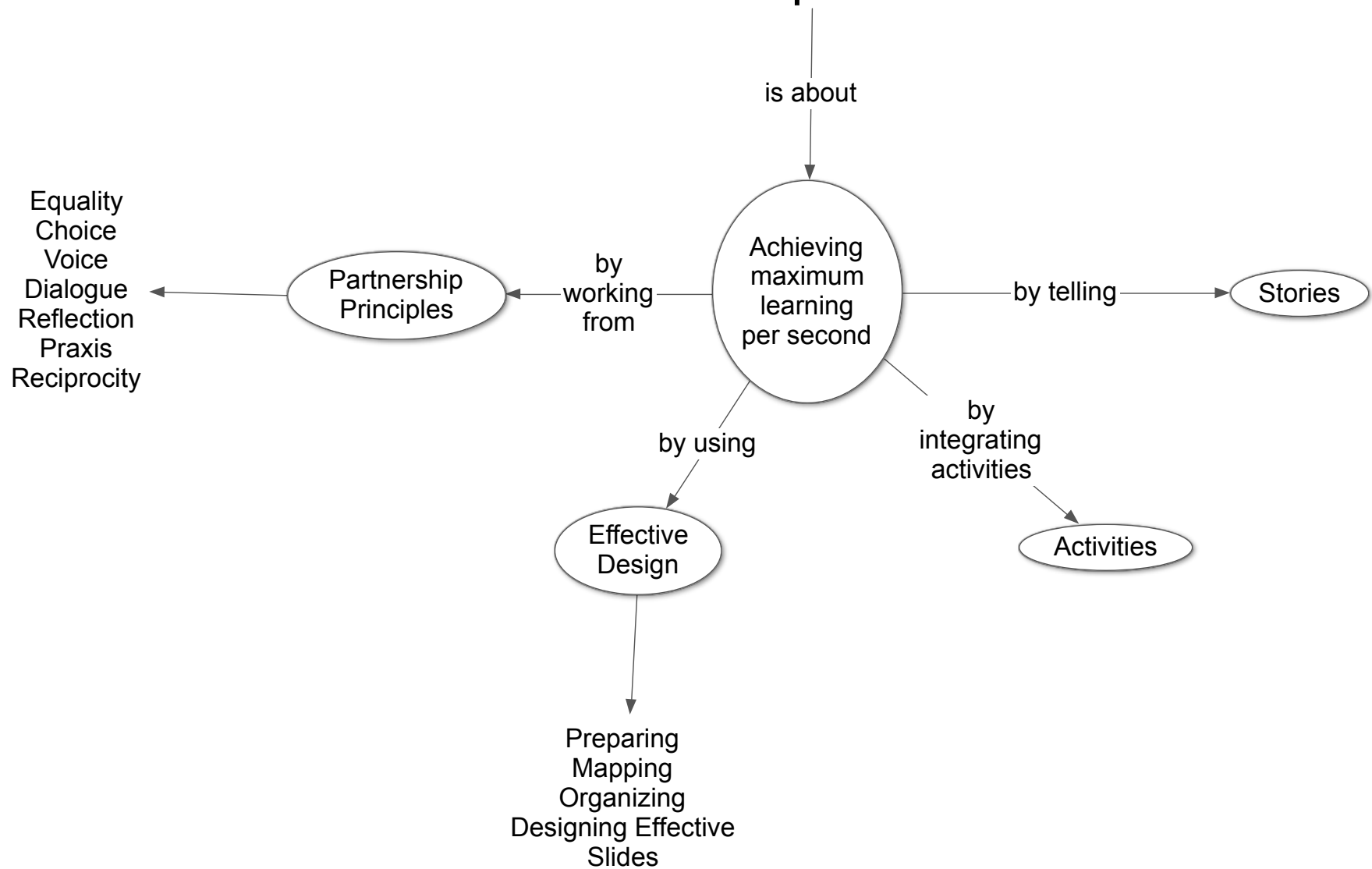
Effective Professional Development Must Be Focused Through...

- One-page improvement target
- Principal evaluations & walk-through tools
- Teacher progress map
- Instructional coaching
- Effective workshops
- Intensive learning teams
- Other practices as needed

A young woman with light brown hair, wearing a white tank top with blue accents, is holding a vertical wooden pole. She is looking directly at the camera with a focused expression. The background is dark and out of focus.

Focus

Presentations That Make An Impact



3

Integrate Activities



Experiential Learning



Cooperative Learning



A close-up photograph of a young woman with blue eyes, looking thoughtfully to the side with her hand near her chin. The image is used as a background for the text.

Reflection Learning

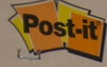
Thinking Prompts





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Easel Pad
Tableau à feuilles mobiles
Block de Hojas Reponsionables



3M

COMMUNICATION
PROCESS

FIND COMMON
GROUND

LISTENING

GOOD
QUESTIONS

CONTROL
DIFFICULT
EMOTIONS

Thinking Out Loud
CASE PROMPT GW

EL. in ^{pink} groups
U comp. for a book

RP } Same partner
PL }

R.L.? What are you
your possible "what's
+ sports

MRP - Feedback
to partner

E.L. Our stories

MRP? "What will
you say?"

LOVE
PARTNER

READING
FACIAL
EXPRESSION

SEEK OUT AN
AFFIRMATION
POINT
BE A WITNESS
TO THE GOOD

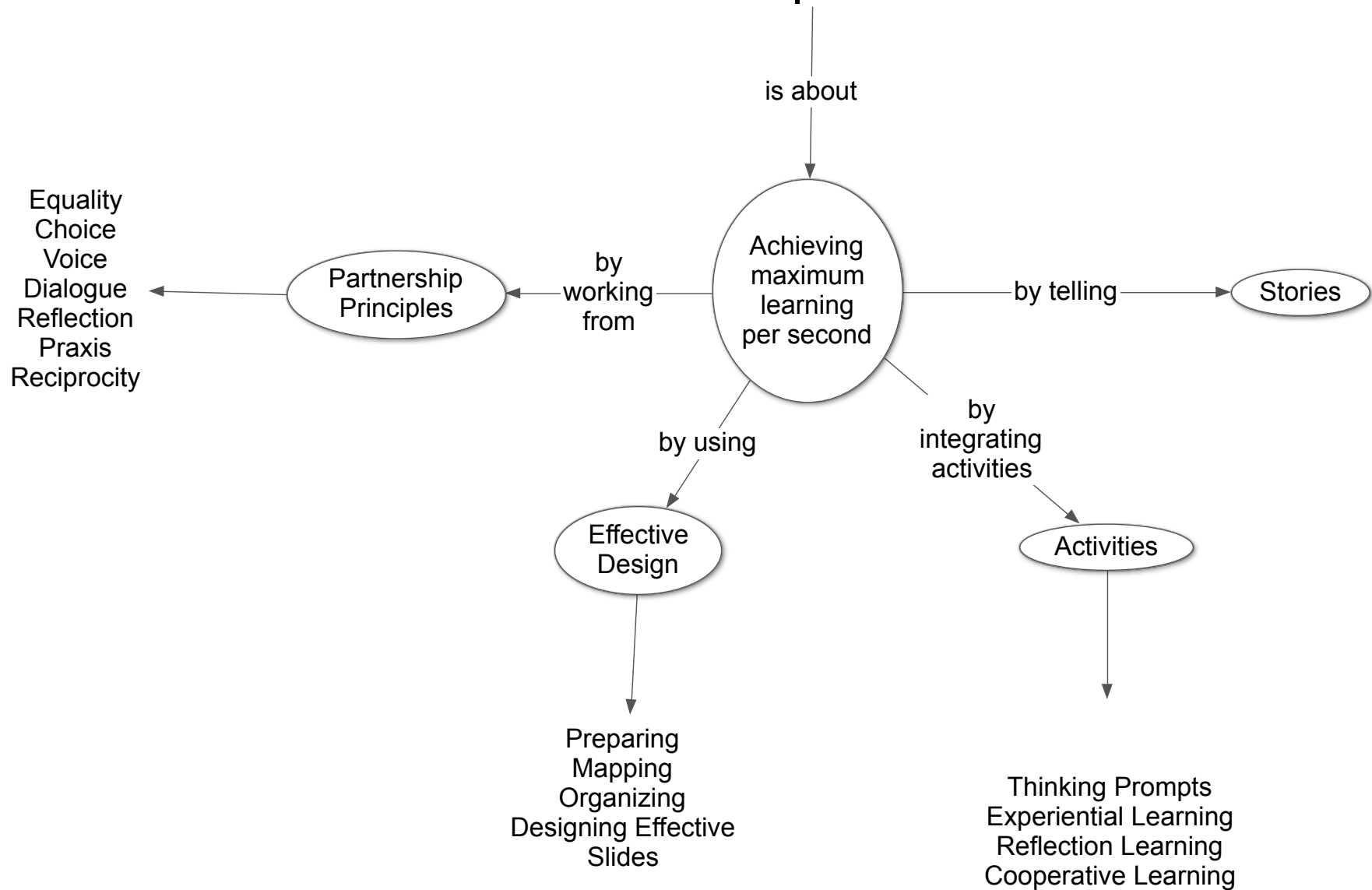
EMPATHISE

EMPATHY
→ ALIGN YOURSELF

SPEAK TRUTH
TO POWER

RESPONSIVE
TURNS

Presentations That Make An Impact



4

Stories



TED

IDEAS WORTH SPREADING

Presentations That Make An Impact

