

How to Use the Wow! Factor: Secret to Student Success Powerpoint Presentation.

The Wow! presentation is designed to be used in as an inductive, inquiry-based approach to model how to use this approach with students in the classroom. Therefore, rather than presenting a powerpoint with bullets defining information to be presented, the presentation is more impressionistic, providing a backdrop for discussion. I often ask participants, "why do you think I have included xx (a certain slide)? The idea is to elicit their thoughts about why this could be relevant. For a full presentation and discussion about 90-120 minutes are needed. I was able to use a modified version in a 60 min. presentation. As we go through the presentation we talk about how the approach could add the "Wow!" factor to the classroom.

Attached is a handout that was used with this presentation. After about 8 slides or so, I refer to it to give background on the objectives, general content that will be introduced, and to provide space for participants to respond. If you have at least 90 minutes available, Page 2 includes space for students to engage in practicing the application.

The presentation begins with a song and visuals downloaded from you tube. From that point participants are asked to imagine how this presentation could be used in classrooms (set mood, asking students about values, a discussion of the mosque in New York, discussions about Islam). To get at values the song may need to be replayed several times for students. The mood and tone are calming. When I used this recently for a presentation to middle school teachers, I provided colored pencils and papers for teachers and mentioned that they were free to draw or write words as they saw fit. After the presentation are a couple of slides of my version of green fields (dune grass on the Washington coast) and golden sands (in India).

For the presentation to work seamlessly, presenters need to have the two ancillary files (Another Cup of Yusuf and TED) on their desktop. I have Cup of Tea set so that it begins automatically when that slide (Another Cup of Yusuf) appears. The next couple of slides are of Yusuf Islam's web site. Click only once to get to the website and you can actually click to hear music or in the "red room" click on the train to hear the train, a picture to go to a website about Yusuf's philosophy and beliefs, etc. (This might be used to help students understand how objects can be embedded for animation and linkages out in web presentations).

The fast write is included early on to give participants to understand how much can be produced in a minute (many participants at 12-20 words/phrases).

The slides that have a green field and one word (such as Amazing or Marvelous) are meant as prompts to me to have the participants engage in an exercise. I use an approach with envelopes. So I had the slide image and word on several envelopes, and have already distributed envelopes to various tables (or participants). When we come to Amazing, the participant is asked a question.

The approach is to "anchor" instruction with a bit of information and inquiry, to engage participants to recall what they know, and then to provide more information to build on their knowledge base.

The example of "nano" technology served as a prompt to discuss whether or not their students have studied nano and the implications of nano. With the slides of the car, I asked participants why I might have included that slide (I got answers from the fact that it is futuristic and wow! can be futuristic to consideration of using that outline as a graphic organizer). have ever invented anything.

A gallery walk was incorporated into this presentation. Early in the presentation - before we have presented too many examples - participants are given opportunities to demonstrate their knowledge. The galleries posted were "Wow" Examples, "What have your students invented," "How have your students wowed! you" and "Wow" principles. The participants are given about 7 minutes to circulate. For a group of 25-30 teachers 1 poster for each works. For larger groups include 2-3 posters for each topic. 1 person is then asked ahead of time to report back (reporting back only 2-3 examples). Save the principles for last, and then share some of our thoughts about the Wow! principles (mystery, charm, "never bore" the students, have great timing, pacing, voice tone, use a Multiple Intelligences/hands on/high tech approach).

Some slides have links that can be ignored. For a 1 hour presentation I was not able to link from the classroom of sleeping students, either of the TED slides, the pecha...., wordle, or screen monkey.

The sleeping students slide presented an opportunity to discuss student boredom and what the students bring to class, as well as teacher responsibility and how this is handled. is classes.

Some slides are merely interesting examples of wow! in other contexts. The Steve Jobs slides link to a discussion of the IPAD. I took participants through about 3-4 minutes of the first link.

With the TED presentation the first link leads to a link on Google mapping and Pike's place market. (I explained the content rather than going to the site).

The slides of driftwood and spiderweb allowed me to discuss how "nature" wows! us.

The ending slides on Duke Ellington gave me a chance to reference a previous presentation I had done with a Middle School text that was a study of contrasting how teachers might have presented a lesson if they had followed a teacher's manual (with a very boring narrative), versus giving students a concrete musical experience then we played A Train (or Sentimental Journey) --this is not yet linked as it is on my IPOD, but can be easily linked and discussed the richness of what can happen.

The word Marvelous at the end leads to the Marvelous envelope with a prompt - "what are you taking away?"

***If after viewing this presentation and my description you have questions about how to use it, feel free to email us and someone from CEI will provide you with more information.**