Miyazaki International University

Course Syllabus

(Spring Semester, 2023)

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| Course Title (Credits) | IDS-316: Theories and Practices of Presentation  (3 Credits) |
| Course Designation | n/a |
| Teacher | |
| Instructor | Jason Adachi |
| E-mail address | jadachi@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 2-205/ Ext. 782 |
| Office hours | TTh 14:40 - 16:10 |

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| Course Description: | | |
| One of the basic tools of success in the 21st century workplace is the ability to combine effective verbal presentation skills with advanced audio/visual media technology. In this course, students will hone their communication skills for use in presentations to both small and large groups of listeners, and will learn how to use AV components, projection equipment, and computers effectively to facilitate audience comprehension. To do this, the course uses simulations based on real-world scenarios to practice presentation research, problem-solving, and materials preparation. Emphasis is placed on helping students to identify and address audience needs. | | |
| Course Objectives: | | |
| Students will:   * learn how principles of conceptual planning and visual design can enhance the effectiveness of presentation materials. * examine criteria by which appropriate media, technology and presentation styles may be selected to fulfill a variety of needs. * plan and deliver a variety of instructional presentations for peer, self and instructor evaluation * develop a practical familiarity with a variety of presentation technologies | | |
| Active Learning: | | |
| Category 1-3 Written Paraphrases and Summaries  Category 2-3: Presentations  Category 2-6: Peer Teaching  Category 3-3: Active Listening  Category 3-5: Symbolized Paraphrases and Summaries  Category 4-1: Interactive Lectures  Category 4-6: Jigsaw Activities  Category 5-1: Cooperative Student Projects  Category 5-4: Student-Created Assessment Criteria | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| 1 | Why do presentations fail? | Discussion: establishing criteria for good/bad presentations and presenters |
| 2 | Presentation Rubrics | Group work: presentation of group generated rubrics  Compilation of group rubrics |
| 3 | Presentation 1: speaker only | Establish personal and group goals for improvement.  Preparation for Presentation #1 |
| 4 | Presentation 1 cont. | Recording of Presentation #1  Peer, self and instructor feedback. |
| 5 | A framework for planning media use | Audience analysis, learning styles, establishment of lesson/presentation objectives, rubrics. |
| 6 | A framework for planning media use | Component reading, preparation and group presentation. |
| 7 | Implementing the media plan | Discussion of media use framework and comprehension exercises |
| 8 | Implementing the media plan | Equipment safety, venue setup parameters, AV showmanship, evaluation |
| 9 | Visual Literacy and Design | Visual Literacy vs. Visual Design  Elements of visual design (contrast, repetition, alignment, proximity) |
| 10 | Visual Literacy and Design | Practical application exercises  Evaluating examples of poster presentations |
| 11 | Presentation 2:  fixed-media | Prepare drafts for fixed-media presentation for mid-sized groups.  Obtain peer feedback on drafts. |
| 12 | Presentation 2:  fixed-media | Review Presentation 1 video and feedback.  Review personal goals for improvement.  Revise and record fixed-media presentation. |
| 13 | Presentation 2 critique and revision | Evaluation of Presentation 2 in context of visual literacy and design |
| 14 | Presentation 2 critique and revision | Post fixed-media presentations on the Moodle for peer-feedback |
| 15 | Principles of dynamic media design | Elements of effective multimedia and dynamic presentation design: clarity and relevance |
| 16 | Principles of dynamic media design | Elements of effective multimedia and dynamic presentation design: animation and plot |
| 17 | Dynamic media: Project planning | Idea flow, continuity, and “storytelling” through media. Conceptualize and begin to prepare Presentation 3.  Preparation of outlines. |
| 18 | Dynamic media: Project planning | Translation of outlines to storyboards.  Storyboard feedback and revision. |
| 19 | Sound dynamics | Issues and techniques for sound recording  Drafts of slide composition for Presentation 3. |
| 20 | Sound dynamics | Revision of slide composition for Presentation 3. |
| 21 | Presentation 3:  dynamic media | Presentation 3 to large group and revision for web publication |
| 22 | Presentation 3:  dynamic media | Processing of recorded presentations for web publication |
| 23 | Standalone media: project planning | Conceptualize and draft an instructional video. Justify design and technique choices in written proposal. |
| 24 | Standalone media: project planning | Outlining and storyboarding of video concept  Feedback group presentation/discussion |
| 25 | Digital Video Production and Editing | Techniques of video recording and post-production editing. |
| 26 | Digital Video Production and Editing | Applications for smartphone, pad and e-book technology in education. |
| 27 | Preview and revision of Presentation 4 | Continued development of Presentation 4. Discussion of topics in distance learning, and educational services such as Moodle. |
| 28 | Preview and revision of Presentation 4 | Revisions for Presentation 4.  Revised rubric and criteria from the beginning of the course. Self, peer, and instructor feedback. |
| 29 | Presentation 4:  standalone media | Presentation and feedback, Group 1 |
| 30 | Presentation 4:  standalone media | Presentation and feedback, Group 2 |
|  | Final Exam |  |
| Required Materials: | | |
| Reading material will be distributed in class, or posted on the Moodle. There are no required textbooks. Students are expected to keep this syllabus and all class materials organized neatly in a binder, and to bring the binder to every lesson. | | |
| Course Policies (Attendance, etc.): | | |
| **ATTENDANCE POLICY**  You are expected to be punctual and to attend all lessons. When you miss a lesson, it is your responsibility to see your teachers afterwards (and perhaps other students who attended the lesson), to find out how to catch up with the work you missed. If you expect to be absent from a forthcoming lesson, you should contact the instructor to explain your absence at least one day in advance. | | |
| Class Preparation and Review: | | |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. | | |
| Grades and Grading Standards: | | |
| * Class activities/assignments 30% * Presentations 20% * Projects 20% * Quizzes and Examinations 30%   　　　　　　　　 100% | | |
| Methods of Feedback: | | |
| In principle, graded work will be returned by the instructor within one week of submission with appropriate feedback, i.e., grade, comments, etc.  In addition, class participants will be asked to perform self and peer evaluations of projects and presentations throughout the course using an evolving presentation rubric. | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):   * Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought) * The ability to identify and solve problems * Advanced communicative proficiency in English * Proficiency in the use of information technology | | |
| Notes: | | |
| Schedule, grading, policies and procedures of this course are subject to change at the discretion of the instructor. | | |

