

# GUIDELINES FOR EFFECTIVE INTERACTIVE PRESENTATIONS

Offering an Interactive Presentation at the USG Teaching and Learning Conference is a great opportunity to equip your colleagues with ideas and skills they can apply in their teaching contexts. The following tips will help you create an engaging, impactful session.

## START WITH THE END IN MIND

What new skills do you want workshop participants to take away from your session? How do you want participants to use the information you provide? Make your goals action-oriented: this action should be observable.

Example: If your presentation includes information about a framework or pedagogical principle, what should the participants be able to do with that information by the end of the presentation? Should they be able to use the framework to reflect on their own practices? Should they be able to apply the framework to develop new course elements?

## PRACTICE NEW SKILLS

Identify one or more opportunities for participants to practice this new skill during your session. Make the action/engagement the centerpiece of your session and build the rest of the session around it. Limit the amount of information so that you can allow the time needed for engagement.

Example: Have the participants form triads (groups of 3). One person asks questions based on the framework, another person in the group responds reflectively and the third person observes the conversation and shares clarifying insights after their conversation. Rotate roles. Have participants report out on what they learn. Consider how participants report out on what they learn and how much time participants need to fully engage in this practice. (Hint: Allow extra time for discussion!)

## **SELECT INFORMATION**

Identify what information participants need to successfully practice the new skill. Aligning the information to the skill will help you make choices about which and how much information to include in the limited time available.

Example: In the triad activity, participants will need information about the framework. They may need examples of its application to situations they are likely to experience, information on how to effectively use the framework for reflection, and possibility information on how to coach a student through the reflection.

## **FOSTER CONNECTION**

Intentionally foster a sense of connection among the participants. Consider allowing time for participant introductions, follow-up connections, and ways to support participants' sense of belonging. For example, gather information about who is in the room and find ways to reference these different perspectives. Another example is to offer more than one way to participate, for example through a back channel as well as by speaking in front of the group

## **PROVIDE SUPPORTING MATERIAL**

Provide the participants with supporting material to help them learn and participate during the session. Consider using handouts to summarize the main ideas and to provide prompts and space to make notes for the activity. Also, consider visual aids to support your session, e.g. slides. Be prepared with any other materials that would help enhance the practice activities, e.g. pens, post it notes, etc.

## **MAKE A BACK UP PLAN**

It isn't unusual to run out of time, especially when you've designed an engaging discussion. Decide ahead of time what to drop if time runs short. For example, provide key information in handouts in case you run out of time to present it.