



# Presentation Skills:

## Engaging Adult Learners

1



Pennsylvania State Department of Education  
June 2008

Anita L. Archer, Ph.D.  
[archerteach@aol.com](mailto:archerteach@aol.com)

2

## Participation - Why important?

---

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

3

## Introducing to Participants

---

*“Given that active participation is essential when promoting learning in all classes, today I am going to use the same practices that I would use if I had the opportunity to teach your students.”*

4

## Group Responses (Choral Responses)

When participants are **looking at you** and you are requesting a response that is **short and the same** across participants.

- a. **Ask a question** requiring a short response.
- b. **Raise your hands** to indicate thinking.
- c. **Give thinking time.**
- d. **Say “everyone”.**
- e. **Lower your hands.**  
(Or use your favorite procedure for group responses.)

5

## Group Responses Practice Example

Should participants make few or many responses? (Signal)

Should few or many participants respond? (Signal)

Many responses...Many responders..  
**for learning is not a spectator sport.**

6

## Group Responses (Choral Responses)

When participants are **looking at a common stimulus** and you are requesting an answer that is **short and the same** across participants.

- a. **Point to the stimulus.**
  - b. **Ask a question.**
  - c. **Give thinking time.**
  - d. **Say “everyone”.**
  - e. **Tap for a response.**
- (Or use your favorite procedure for group responses.)

7

## Group Responses Practice Example

- **Receptive Language**
  - **Reading Comprehension** (Chall, Jacobs, & Baldwin, 1990; Scarborough, 1998, Stahl & Fairbanks, 1987)
  - **Listening Comprehension**
- **Expressive Language**
  - **Writing**
  - **Speaking**
- **Overall Reading Achievement** (Stanovich, et al., 1993)
- **Overall School Success** (Becker, 1977; Anderson & Nagy, 1991)

8

## Choral Reading

1. Indicate the material.
2. Ask participants to read the material with you.

9

## Choral Reading Practice Example

- **Dictionary Definition**
  - **compulsory** - (1) Employing compulsion; coercive. (2) Required by law or other rule.
- **Student-Friendly Explanation**
  - **Uses known words.**
  - **Is easy to understand.**
  - *When something is required and you must do it, it is compulsory.*

10



# Partners

---

## Procedure # 1 - Brainstorming

- THINK** (Participants record their ideas. Trainer walks around the room and records the best ideas on an overhead transparency.)
- PAIR** (Participants pair up and share their ideas, recording their partners best ideas. The trainer continues to walk around the room, writing down ideas on the transparency.)
- SHARE** (The trainer uses the overhead transparency to share ideas with the group.)

11



# Partners Practice Example

---

In your own trainings, when can brainstorming be used?

12



# Partners

---

## Procedure #2 - Review

**STUDY** (To reduce anxiety and to increase the quality of the sharing, give participants time to study the material.)

**TELL** (One participant tells the his/her partner all that is remembered about the topic. You can indicate if they can use the material or not.)

**HELP** (The second partner helps by asking questions, providing hints, or adding any additional information that he/she remembers.)

**CHECK** (Both partners check their responses with their handout.)

13



# Partners

---

## Procedure # 4 Share with Team

**GENERATE** Generate response or product with partner.

**SHARE** Share with another partnership or individuals at their table.

14



## Video Analysis

---

1. **FOCUS** (Trainer presents a focus. *“Watch for... and take notes. After the video, you will be sharing your observations with your partner and the class.”*)
2. **WATCH & NOTE** (Participants watch the video and take notes. You should also watch and record observations.)
3. **SHARE** (Partners share their observations with their partner.)
4. **FEEDBACK** (Call on participants to share their observations OR share your recorded observations. When providing feedback focus on teaching behaviors that are critical not just your personal preference.)

15



---

16





## Video Analysis Practice Example

---

What good practices did you note?

17



## Video Analysis Practice Example

---

What suggestions would you make?

18



# Simulations

---

## **Group Teach**

1. Provide participants with a lesson script with teacher and student wording.
2. Have participants teach lesson with you using the script.

19



# Simulations

---

## **Partner Teach**

1. Provide partners with a lesson script.
2. Have one partner be the teacher and the other be the student.
3. Reverse roles.
4. Have partners give feedback to each other.
5. As the participants are teaching the lesson, move around the room and provide feedback.

20

## Simulations Practice Example

### 1. Introduce the word.

*This word is habitat. What word? (Signal)*

### 2. Present a student-friendly explanation.

*If a plant or animal lives in a particular place in nature, that is its habitat.*

### 3. Illustrate with examples.

*So, if black bears live in the forest, the forest is their \_\_\_\_\_.*

*If ants live in the soil, the soil is their \_\_\_\_\_.*

*If herons live near ponds, the area around a pond is their \_\_\_\_\_.*

21

## Simulations Practice Example

### 4. Check understanding.

#### Ask deep processing questions

*Would a rain forest be a good habitat for an animal that likes dry weather and a lot of sand? (Signal) One's, explain your answer to your partner. (Monitor)*

*Would the desert be a good habitat for ducks? (Signal) Two's, explain your answer to your partner. (Monitor)*

22



## Written Responses

---

1. Give clear directions.
2. Model the desired response.
3. As participants are writing, move around the room providing feedback, encouragement, and reinforcement.
5. Gauge the length of the response to “avoid a void”.
6. When the majority of participants are done, regain attention of the participants.
7. Provide feedback to participants by a) calling on individuals, OR 2) sharing the answers that you have gathered from participants, OR 3) sharing your own answers/observations.

23



## Written Responses

---

1. **Best Practices.** Have participants record the practices that they intend to use. Can be called **Bright Ideas or Take-Aways.**
2. **Pre and Post Quick Write.** Have participants write what they know about a topic for two minutes at the beginning of the session. Have them count the number of ideas. Repeat at the end of the session.
3. **Partial Notes.** Provide handouts with partial notes. As you lecture, have participants fill in missing information.
4. **Post it Questions.** Have participants record questions on Post It notes and put in designated place. Organize answers and provide feedback.

24



## Calling on Individuals

---

### Procedure #1 - **Partners First**

- a. Ask a question and have either #1's or 2's share first.
- b. Participants discuss answer with their partners.
- c. As they are sharing, move around the room listening to responses and coaching.
- d. Call on a volunteer or non-volunteer.

25



## Calling on Individuals

---

### Procedure #2 - **Question first**

- a. Ask a question.
- b. Give thinking time.
- c. Call on a participant.

26