Unit H - Sharing Digital Media Using Multimedia Presentations

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Unit H - Sharing Digital Media Using Multimedia Presentations

In this unit you will learn about sharing your digital media projects in multimedia presentations.

You will begin with learning about the different ways digital media can be delivered within multimedia presentations with special consideration given to the way different media are displayed to their best effect.

Before embarking on the creation of your presentation you will ensure that your presentations are planned correctly for best effect.

You will export digital media files for presentations so that size and quality are optimised.

You will look at different ways digital media files can be embedded into presentations as well as hyperlinking.

You will explore the best methods to share your presentation in a number of different ways such as by making a face to face presentation, on the internet, optical media, print and through mobile devices.

The issues of copyright and intellectual property are explained in the section at the end of the unit. This final section also explains the health and safety considerations. The importance of these should be understood and adhered to throughout the creation of your project.
Lesson I – Introduction to digital presentations

The use of digital presentations has been common in business and education for a number of years. In this lesson you will cover the background to the use of digital presentations with specific reference to the incorporation of digital media in projects. You will find out how presentations can be created and played and learn some techniques for making your presentations more effective. During this lesson you will learn the following:

• How digital presentations can enhance what is being delivered to an audience.
• What digital media can add to a presentation.
• How presentations are created and played.
• Explore proven presentation techniques that work.
• Evaluating different presentations
Exercise 1 – What are digital presentations and how do they work?

Before digital presentations were used in business and education, presentations were usually made in front of an audience with the aid of visual, and occasionally audio, aids. Traditionally, presenters used the following types of visual aids:

- Blackboards using chalk.
- Whiteboards and dry wipe markers.
- Paper based flip charts.
- Overhead projectors that project writing from a transparency onto a screen.
- A slide projector that projects images from photographic transparencies onto a screen.

Illustration 1 - Top left anti-clockwise: Transparency (Slide) projector, transparency slides, presenter using whiteboard and flipchart, overhead projector.

©David Baugh
To introduce audio a presenter would use an aid such as an audio tape player or a CD player.

Digital presentations draw on this history as a way of enabling a presenter to combine these different audio visual types. This means that digital presentations can include a range of different media:

- Text.
- Images.
- Diagrams.
- Video.
- Audio.

To include these different media digital presentation software usually uses a series of slides to display the information a bit like transparency slides do.

Illustration 2 - Digital presentation software allows a user to include different media in a presentation and usually uses slides as a means of doing this.

In addition, digital presentations can include the following features that will be covered in more detail later on in the course:

- Link that will go to the World Wide Web (Hyperlinks).
- Links that go to different pages in the presentation.
- Links that open computer files.
- Visual effects to increase the interest in the presentation.
Activity 1 – Looking at a presentation

In this activity you are going to look at a presentation and identify the different media types used in it.

Put the course DVD into your DVD drive. Your DVD player should start.

Navigate to [Unit H – Presentations] [Lesson 1] [Exercise 1] and see how many different types of media are used in the presentation. Note your findings.

Now close the DVD player.
Exercise 2 – Creating and playing digital presentations

To create a digital presentation you need access to software that will enable you to put together the elements we have discussed above. In 1987 two products were released that were designed to present information on a computer:

- The company Forethought released PowerPoint 1.0 in April 1987 for Macintosh computers and was later bought by its current owner Microsoft.

- Later the same year Hypercard by Apple was released that also was capable of presenting media in different forms.

There are now a large number of programs capable of creating multimedia presentations.

<table>
<thead>
<tr>
<th>Product name</th>
<th>Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft PowerPoint</td>
<td>Mac/Windows</td>
</tr>
<tr>
<td>Open Office Impress (includes NeoOffice and Star Office)</td>
<td>Mac/Windows</td>
</tr>
<tr>
<td>Apple Keynote</td>
<td>Mac</td>
</tr>
<tr>
<td>ConceptDraw</td>
<td>Mac/Windows</td>
</tr>
<tr>
<td>Adobe Flash</td>
<td>Mac/Windows</td>
</tr>
<tr>
<td>Roger Wagner’s HyperStudio</td>
<td>Mac/Windows</td>
</tr>
</tbody>
</table>

As with most computer programs you need to have the right software on your computer to play a file made by specific program. So, for example, if you wanted to see a presentation made in Microsoft PowerPoint you would need to have Microsoft PowerPoint on you computer. However, many software companies allow you to download a free viewer or player to see presentations made in a program.
In addition, most presentation programs allow you to export a presentation in a format that can be easily read by other computer users:

- As HTML for viewing as a web page.
- As a movie where each slide is played in turn.
- As an interactive file such as Flash or QuickTime.
- As a Portable Document File (PDF) where the slides can be viewed.
Activity 2 - Viewing PowerPoint presentations

In this activity you are going to look at a presentation presented in different formats and to see how they differ.

Put the course DVD into your computer. If the DVD player starts close it.

Now navigate to the Course content > Unit H > Lesson 1 > Exercise 2 > Sample files.

Open the different files presented here and note the different ways that they work.
Exercise 3 - Introducing presentation techniques

Many presentations made using digital presentation software can be dull and do little to inspire the audience. However, other presentations can be enjoyable and interesting. We are going to look at some of the features that make poor and good presentations.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Poor presentation</th>
<th>Good presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The presenter is trying to cover too much information so that the overall effect is confused.</td>
<td>The presenter has thought about the important points that need to be made and how this can be done in the time available.</td>
</tr>
<tr>
<td>Text</td>
<td>To much text on a page that is then read by the presenter.</td>
<td>The text on the screen is minimal and assists what the presenter says.</td>
</tr>
<tr>
<td>Colour</td>
<td>There are too many colours used that make the slides hard to read.</td>
<td>Colour is used to enhance the readability of slides and the overall feel of the presentation.</td>
</tr>
<tr>
<td>Design</td>
<td>The slides are designed so that they are too fussy and distract from the content.</td>
<td>There is a clear and consistent design of slides that allow the viewer to focus on the content.</td>
</tr>
<tr>
<td>Effects</td>
<td>Animations and transitions are used so that they interfere with the content of the presentation.</td>
<td>Effects are used for a purpose during the presentation.</td>
</tr>
<tr>
<td>Media</td>
<td>Digital media is used unnecessarily - e.g. an audio background track is used when the presenter is trying to speak.</td>
<td>Digital media is used in restrained quantities to display the quality of the media and to enhance the point the presenter is trying to make.</td>
</tr>
</tbody>
</table>
Activity 3 - Evaluating presentations

In this activity you will view a presentation and then give your opinion as to what you thought of the way it was produced and delivered. Do not worry too much about the subject matter - simply think about how the presentation puts across the important points.

Put the course DVD into your computer and when your DVD player starts navigate to [Unit H – Presentations] [Lesson 1] [Exercise 3].

View the presentation and then note your views using the information above as guidance.
Lesson 2 - Planning an effective digital media presentation

The delivery of an effective presentation is usually down to good preparation and planning. This lesson will introduce you to ways that you can plan effectively and take you through the process of planning a good multimedia presentation before you start the creation process. During this lesson you learn the following:

- Take account of key aims and messages of a presentation.
- Consideration of your audience’s requirements.
- Organise the structure of a presentation.
- Include hyperlinking and navigation to a presentation.
- Take account of specific needs of the audience.
Exercise 4 - Planning the presentation content

Planning a digital media presentation is a very important part of the creative process. Many presentations that fail tend to be poorly planned and, as a result, lack a clear focus.

The first part of planning is to decide on the key aim of the presentation. Sometimes this is best expressed as a question you want to answer. From this key aim you can work out what are the key points you want to put across. Once this is established you can decide how these points are going to be communicated. Below is an example of how this key aim could be developed into an outline plan for a digital media presentation.

<table>
<thead>
<tr>
<th>Key aim</th>
<th>Key points</th>
<th>Possible slide content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why should we use digital media as a learning tool?</td>
<td>Motivates students to learn independently.</td>
<td>Use slide with graphic and text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show movie of students filming.</td>
</tr>
<tr>
<td></td>
<td>Increases in on-task time.</td>
<td>Show slide of evidence from Becta DV pilot.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show observation movie of students editing.</td>
</tr>
<tr>
<td></td>
<td>Good for team working.</td>
<td>Show example animation from Special School.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show slide with graphic and text explaining context.</td>
</tr>
<tr>
<td></td>
<td>Improves literacy skills.</td>
<td>Show slide with graphic with excerpt from OFSTED report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic and audio file of students talking about work.</td>
</tr>
<tr>
<td></td>
<td>Good for developing problem solving.</td>
<td>Show slide with graphic with text explaining scenario.</td>
</tr>
<tr>
<td></td>
<td>Gives students work based skills.</td>
<td>Movie showing students talking about future opportunities.</td>
</tr>
</tbody>
</table>
To do this you could use a mind mapping program such as: Inspiration, Mind Manager, Free Mind, NovaMind and many others.

Illustration 3 - Planning a presentation with mind mapping software.

In addition to planning the content you want to deliver, you need to consider the audience you want to address. This will affect the way you deliver the messages you have decided on. For example, if you were presenting to prospective employers you would include examples that showed off your work skills to the full. If you were presenting to your peers the presentation would perhaps be more humorous.

To help with the initial planning process the following template might be useful.

<table>
<thead>
<tr>
<th>Presentation planning sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name.</td>
</tr>
<tr>
<td>Title of presentation.</td>
</tr>
<tr>
<td>Audience.</td>
</tr>
<tr>
<td>Planned length (minutes).</td>
</tr>
<tr>
<td>Key Aim</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Many presentations follow a linear format where slide 1 is followed by slide 2 and so on. Sometimes this may not always meet the needs of your presentation. It is possible to create a button or link on a slide that when clicked takes you to another page and not simply the next page in the series. This can be useful if you want to use a presentation for different purposes. This means that you can deliver sections of your presentation in a different order or simply miss sections out.

However, this type of presentation needs some thought in terms of navigation. In the diagram below one slide enables you to jump to a relevant key point and on each slide there is a link back to the second slide.

![Diagram showing hyperlinks to different slides in a presentation.](image)

Therefore, it is necessary at the planning stage to ensure the navigation requirements of your presentation are covered too. Below is a planning format that could be used to enable this type of planning.

Care should be taken when planning your presentation to ensure a wide range of users can access the materials. For example, it is important to ensure that text is large enough for people with restricted eyesight can read it. If you are using audio narration some text to show what is being said would help those with hearing impairment.
It is important to realise that these considerations will not only improve the presentation for the minority but will, generally speaking, enhance the whole experience for the entire audience.

<table>
<thead>
<tr>
<th>Presentation planning sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name.</td>
</tr>
<tr>
<td>Title of presentation.</td>
</tr>
<tr>
<td>Audience.</td>
</tr>
<tr>
<td>Planned length. (minutes)</td>
</tr>
<tr>
<td>(number of slides)</td>
</tr>
<tr>
<td>Key Aim.</td>
</tr>
<tr>
<td>Key points.</td>
</tr>
<tr>
<td>Slide no.</td>
</tr>
<tr>
<td>Possible slides content.</td>
</tr>
<tr>
<td>Link to.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>5</td>
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<td>9</td>
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<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>
Activity 4 - Planning your presentation

In this activity you are going to plan your presentation considering the following:

• Who is the audience?
• What is the key aim?
• What are the key points to be covered?
• What media will you use?
• What navigation will you use?

Put the course DVD into your computer. If the DVD player starts automatically close it down.

Navigate to the Course content > Unit H > Lesson 2> Exercise 4 > Presentation templates.

Copy one of the templates to your computer and then complete it.

Limit your plan to a presentation of 10 minutes and of 10 - 15 slides.
Lesson 3 - Giving your presentation visual impact

Digital presentations rely not only on what is said by the presenter but on the visual impact of the presentation to get the right messages across and to make it memorable. To this end, you will now focus on how to make a presentation look good so that a person who has experienced it goes away with the right messages. You will learn about designing styles, laying out slides effectively, using text wisely, using images, diagrams and animations. During this lesson you will learn:

• Use effective styles and layouts that will ensure presentations are easy to interpret but have visual impact.
• Use digital images effectively.
• Create diagrams to enhance presentations.
• Use animations with purpose.
Exercise 5 - Using effective styles and layouts in a digital presentations

With most digital presentation software it is very easy to choose a style for your presentation from a range of theme or design templates provided by the software authors. These can be selected when a new presentation is created or applied to a presentation during the editing stage.

Illustration 5 - selecting a template or theme in Microsoft PowerPoint (left) and Apple Keynote (right).

This can be both a good and a bad thing. The good part is that it makes it easy for the creator of a presentation to try out different looks and styles. Also, some of the presentation styles might exactly meet the needs of the presenter. Conversely, a theme might be too busy or have distracting graphics and some styles also use text fonts that are hard to read. It could also be that the ‘stock’ themes do not relate well to the purpose of the presentation. If this is the case then it could be necessary to produce your own template or theme.
Below is an original presentation with no theme applied to it and then the same presentation with a Microsoft PowerPoint “Maple” theme applied to it.

Illustration 6 - Microsoft PowerPoint Maple style applied to presentation (below).

Although the Maple theme has brought colour to the background of the slide it has also made the slides harder to read and added some distraction to the slide. Another feature of this style is that the font used is a serif font which is harder to read than sans-serif font. A serif font has little flourishes on some of the strokes that can make it harder for some viewers to read.
Illustration 7 - Sans-serif font left (Gill Sans) and Serif font right (Times New Roman).

It is always possible to edit a layout so that it meets your needs. In doing this you should consider the following guidelines:

- Make sure that the background does not interfere or clash with the contents of the slide.
- Leave enough empty space around the border of the slide to make the viewer focus in on the slide contents.
- Make a title or each key point stand out from other text.
- Make sure that not too much text is used and that it is easy to read.
- Use relevant graphics.
- Make sure that there is clear space around the graphic.
- Ensure that all your slides have a consistent style and layout.

Illustration 8 - Guidance for good slide layout.
Many presentations use bullet points to convey information. Bullet points are a good way of showing information on a slide as they give a short summary of what is being said by the presenter. However, bullets points should be used carefully. If there are too many bullet point slides an audience can easily become bored. Also, the number of bullet points on each slide should be limited to 5 or 6 at the most. Consideration should be given to putting the bullet points onto individual slides instead of on one slide if this is practical.

Illustration 9 - Sometimes it is better to replace a set of bullet points with individual slides for each bullet.

The 6 slides above show how having each bullet point on an individual slide, together with a relevant image, looks professional and emphasises each point being made.
Activity 5 - Practising with styles and layouts

In this activity you are going to get the layout for your slides looking as you want them.

- Open your digital presentation software and choose a template or theme that suits your needs.
- Edit some of the layouts to look as you want them.
- Make sure you have a variety of slides that look consistent.
Exercise 6 - Working with images and diagrams

Digital presentations rely a great deal on images and diagrams for visual impact. The images and diagrams used in a presentation are probably the things people are going to remember if they are good.

Images should add to the content of a presentation and, as already mentioned, be relevant.

Illustration 10 - An irrelevant graphic (left) a relevant graphic (right).

Graphics can be used to great effect if they are placed within a border that draws attention to them. This can be done by adding a line around the graphic or in some programs it is possible to create a border with another image that has a transparent centre or mask.

Illustration 11 - A graphic placed in a frame.
Diagrams are useful tools to explain something and these are best kept simple. It is preferable to use clear labels and make sure the diagram is not too cluttered. Some presentation software includes diagramming features and most software has tools that will allow you to label a graphic with text boxes and arrows.

Illustration 12 - Microsoft PowerPoint diagram tool.

Illustration 13 - Labels in Apple Keynote.

When using diagrams it is good technique to use animations to make different parts of the diagram to appear when the presenter wants it to. This means that when the presenter is talking about a certain part of the diagram only one element is displayed. When applying an animation it is best to be restrained about the animations applied to the elements being animated.
Illustration 14 - Animation set up in Microsoft PowerPoint.

Illustration 15 - Animation set up in Apple Keynote.

Illustration 16 - Animation sequence for labels on a diagram.
Activity 6 - Creating slides with graphics and diagrams

You are now going to create some slides using graphics and diagrams. You will be continuing the work you started in the last activity.

• You should add slides to your presentation in line with your presentation plan
• Add graphics and diagrams to the slides.
• If you wish you can also add animations to the slides.
Lesson 4 - Adding sound and video to presentations

Adding video and sound to a presentation gives it real impact and can make the difference between an average presentation and a fantastic one. In this lesson you will learn about embedding audio and video in presentations. You will also learn about narrating a presentation and linking to external video and audio files. During this lesson you will learn:

• Embedding sound to enhance presentations.
• Narrating presentations.
• Embedding video in presentations.
• Hyperlinking to video and sound.
Exercise 7 - Using audio and video files in digital presentations

There are two basic ways of using audio and video files in a presentation. The first way is to embed the file into the slide. This means that the file will play in the presentation as an integral part of the slide. This is similar to a web site page where a video or audio file plays from the page. In a presentation program this is usually done by using the Insert menu.

Illustration 17 - Inserting a media file (PowerPoint).

Care should be taken to ensure that the video on the slide is large enough to see but not enlarged so much that the video looks grainy. The exact size will depend on the quality of the video file you are embedding in to the slide.

Illustration 18 - An embedded video file in a presentation slide.
However, some types of audio and video files cannot be embedded in some digital presentation programs because of a conflict of formats. This problem can be avoided by making the presentation link to a media file by inserting a hyperlink. The process for doing this with audio and video files is the same.

Illustration 19 - Inserting a hyperlink to a media file in Microsoft PowerPoint.

Using a hyperlink makes the file open in a default media player when the link is clicked during the presentation.

Illustration 20 - A hyperlinked video file playing during a presentation.
Activity 7 - using video and audio files in a presentation

In this activity you are going to put the video and audio files you have already planned to use into your presentation.

Open your project presentation and create slides to contain your media files.

If the files are not compatible with the presentation program hyperlink to them.
Exercise 8 - Including narration in a presentation

A narration is very useful if the presentation will not be delivered face to face. A narration can take two basic forms:

- The first form is a recorded sound onto a specific page that only plays on that page.
- The second form is a narration that runs throughout the whole presentation and behaves as if you are making the presentation in person.

The first type of narration is quite simple. You can simply use the Insert menu in Microsoft PowerPoint to record a sound or in other presentation tools embed a narrated sound file to the slide.

Illustration 21 - Recording a narration to a single slide.

The second form is possibly more useful as it times the length of time you are on a slide during the recording. Therefore, when the presentation is played back it will be exactly the same as it was when it was recorded.

However, it should be noted that if your presentation has video or sound included in it the sound should be muted, or headphones worn, during the recording of the narration to stop the audio from the presentation being recorded in the background.
Illustration 22 - Recording an narration with PowerPoint (above) and Apple Keynote (below).
Activity 8 - Recording a narration

In this activity you are going to practice recording a narration for the presentation you have made so far.

• Open your presentation materials created in previous lessons.

• Record your narration as a practice to run with the slides you have created so far.
Lesson 5 - Delivering a presentation

Delivery to an audience is the real test of a good presentation. In this lesson you will learn about delivering your presentation live to an audience. Before doing this you will give yourself assistance by writing speaker notes into the materials and also making sure that your presentation has suitable transitions applied to improve its overall visual impact. During this lesson you will learn:

• Rehearsing a presentation and add transitions.
• Using scripts and presenter notes.
• Delivering a presentation to an audience.
• Delivering a presentation remotely.
• Evaluating your own presentation and presentations made by peers.
Exercise 9 - Rehearsing and preparing for a presentation

There are very few people who can stand in front of an audience and make a successful presentation with no preparation or running through materials before the actual delivery. Good preparation can be done in a number of phases:

- Silent run through.
- Adding transitions.
- Writing speaker notes.
- Rehearsing the presentation.

Silent run through

The silent run through is where the presenter goes through the presentation in their own time thinking about what they are going to say for each slide. This may result in small edits to the slide content or the order of the presentation.

Adding transitions

Slide transitions can be added at this stage to add visual impact but as with all visual effects this should not be overdone. Transitions should, as a rule, be added for a purpose. For example, most presentations start with a title slide stating what the presentation is about. After this title slide is often a good idea to have a slide transition that grabs attention and say to the audience - “The presentation starts here”

Illustration 23 - A title slide with a dramatic transition to the content of the presentation to grab an audience’s attention.
Transitions can also be used effectively when moving from one subject to the next in a presentation.

A creative use of transitions can be applied when looking at a time line that covers more than one slide. The transition could slide right to left - this is illustrated below.

Illustration 24 - Two slides showing a timeline that have a right to left push transition between them.
Activity 9 - Preparing for a presentation

You should now start the preparation for your presentation.

Open the presentation you have been working on in previous lessons and do your silent run through making any amendments you feel are necessary.

Then apply any slide transitions that you feel are suitable for the presentation.
Exercise 10 - Finalising the preparations and making the presentation

Writing speaker notes

Different presenters have different methods of remembering what they are going to say during the presentation. Some people need a complete script and others prefer short notes to support their delivery. Most presentation software allows the addition of speaker notes that will meet a variety of speaker needs.

Illustration 25 - Speaker notes can be embedded into presentations to produce a more complete, professional experience for the audience.
These notes can be printed off for the presenter and/or the audience. Some presentation programs allow the presenter notes to be displayed to the presenter during a presentation on an alternative screen.

Illustration 26 - Speaker notes can be displayed during the presentation in some programs.

Rehearsing the presentation

Now the final preparations have been made for the presentation it is important to have a final rehearsal. It is good practice to make the rehearsal as realistic as possible.

- Try to rehearse on the equipment and in the room where the final presentation will take place.
- Treat the rehearsal as if it the real thing.
- If possible, get someone to sit in on the rehearsal and give you feedback.
- If it does not go right - try it again.

If your preparations were successful it is time to do the presentation for real. The only thing to do is to relax and deliver the presentation as naturally as possible.
Evaluating a presentation

A valuable part of any process is to evaluate the final product. Evaluating a presentation should include consideration of the following:

- Did the presentation achieve its aims?
- Were the slides well designed?
- Did the presentation make a visual impact?
- Did the presentation follow a logical order?
- Was the media included in the presentation make a valuable contribution?
- Was the content delivered successfully?

Delivering a presentation remotely

In some circumstances it is not possible to meet your audience face to face. This means that you may have to deliver a presentation remotely. There are a number of ways that this can be done:

- Using a web based service which will then let user log in and see the slides as you control them. You can then speak to your audience via a telephone conference call.

Illustration 27 - Delivering a presentation remotely using a web based service.
Using video conference software to deliver a presentation.

Illustration 28 - Delivering a presentation remotely using an instant messenger.
Activity 10 - Final preparations and delivery

In this activity you are going to put the finishing touches to the presentation and deliver the presentation for real.

- Open the presentation you have been working on.
- Add presenter notes to the presentation.
- Either print off the notes or set up the presentation to display the notes.
- Carry out your final rehearsals.
- Deliver your presentation.
- Evaluate your presentation.
Lesson 6 - Share and export presentations

Although delivering your presentation to an audience is an important part of presentation process there are many situations where it is necessary to share your presentation in different forms. In this lesson you will learn about exporting your presentation in formats that can be accessed by a wide audience on a variety of devices. During this lesson you will cover the following skill sets and task items:

• Deliver a presentation over the internet.
• Save a presentation to optical media.
• Deliver a presentation in print.
• Deliver a presentation as a file for playing on a computer or a mobile device.
• Delivering a presentation in Kiosk mode.
Exercise 11 - Exporting presentations in different formats

Exporting presentations for the Internet

Presentations are generally large files especially if they have had media embedded into them. This means that exporting presentations for the internet requires the files to be compressed to a smaller size.

Presentations can be converted into web based presentations that can then be placed onto a web server for access using a web browser. A presentation program will usually allow you to export the presentation as web pages. The way to ensure that the maximum amount of people as possible can view the page is to make sure the presentation is exported as HTML.

Illustration 29 - Exporting from Microsoft PowerPoint (above) and Apple Keynote (below) as a web page.
Export presentation for optical media

As presentations with embedded media can be large an ideal way to share presentations can be via CD ROM or DVD. Most presentation programs allow you to do this. Microsoft PowerPoint allows you to burn a presentation to CD. This option puts all the media onto a CD and includes a PowerPoint viewer to allow those without PowerPoint to view the presentation. However, non-Windows users will not be able to take advantage of this. An alternative is to export the presentation for use on a DVD. Some programs allow you to export your presentation as a movie or export directly to a DVD.

Illustration 30 - Exporting from Microsoft PowerPoint to CD.

Delivering a presentation in print

Most presentation programs give the user a wide variety of print options for a presentation. This could be a single slide per page, multiple slides per page, slides with notes or as a handout allowing the audience space to make notes.

Illustration 31 - Printing a presentation for a handout.
Exporting presentations for mobile devices

Some portable devices are able to play presentations without any special export needed. These devices usually have a portable version of the presentation program installed on them. However, many devices such as media players or mobile phones cannot do this. Possibly the simplest way of exporting to such devices is to export the presentation as a series of images.

Illustration 32 - Exporting as a series of images is a simple way of producing a presentation for a portable device.

Some programs have the ability to export a presentation in a format specifically for a mobile device such as an iPod.

Illustration 33 - Apple Keynote can export for iPod.

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Exporting a presentation for Kiosk mode

Kiosk mode is a presentation that is self playing and can be left to go through the materials without the viewer having to do anything. After the last slide the presentation will loop back to the beginning.

Microsoft PowerPoint and Apple Keynote have facilities to do this. In PowerPoint the Slideshow menu is used to do this. The slide duration is first recorded in the Rehearse timings option and then the slideshow is set up to follow these timings. In Keynote the document can set up to be self playing.

Illustration 34 - Kiosk settings in Microsoft PowerPoint (top) and Apple Keynote (below).
Activity 11 - Export the presentation for different uses

In this activity you are going to export your presentation for different uses.

Open the presentation you have created.

Export it as a set of web pages.

Experiment with exporting the presentation to optical disc.

Print off the presentation in a format that meets your needs.

Export the presentation in a format suitable for a portable device.
Copyright and Health and Safety

In this section you will cover the important areas of copyright and health and safety which need to be considered when you are undertaking media projects.

The first exercise considers intellectual property (IP) and copyright.

The second exercise considers health and safety.

Although the issues raised should be remembered and considered throughout out your work in this unit there are no specific activities to be undertaken.
Exercise 12 – Intellectual Property and Copyright

The information in this exercise is based on the UK approach to intellectual property and copyright and is only a very simple summary of some very complex issues. There are links to more detailed information at the end of the exercise.

Intellectual property, quite often shortened to IP, is a way of allowing people to own rights to things they have produced as a result of their own creativity much in the same way as you can own physical property. This means that the person who owns the IP of something can be in control of the way the creation is used and be rewarded if someone else want to use it. This process encourages people to carry on with further innovation and creativity so that society as a whole can benefit.

Sometimes the rights to IP have need an application to be made to an administrative body but sometimes the granting of the IP rights (IPRs) is automatic.

There are four main types of IP:

Trade marks to identify a brand – trade marks need to applied for so that there is a clear difference between brands.

Patents for inventions – products that have an industrial application can be patented and an application for this has to be sent to the Patents Office.

Designs for product appearance – a design for a complete product can be registered.

Copyright for material – IP for copyright is automatic in the UK and includes protection for: literary and artistic material, music, films, video, sound recordings and broadcasts, including software and multimedia.

Our major concern is with copyright so that our own creations are protected and that we do not infringe the copyright of others. The good news is that copyright is
automatically applied to any digital media you create. This means that there are no forms to fill in or fees to be paid to get copyright. The purpose of this automatic application of copyright is so that the creator can receive a reward if someone wants to use the creation and to stop people using material you have created without permission.

There are exceptions to copyright such as:

- Private study or non-commercial research.
- Criticism, review or news reporting as long as the owner of the copyright is acknowledged.

Schools and Educational establishments have exemption if the audience is made up of teachers and students. There are agencies that allow more rights to the use of copyright materials such as the Educational Recording Agency (http://www.era.org.uk/) and the Copyright Licensing Authority (http://www.cla.co.uk/).

- It is possible to use a part of a work, subject to copyright, if it is deemed not to be substantial. However, it is very important to remember that a very short piece of work, such as a few notes of music, can still be deemed as substantial.

How long the protection or duration of copyright changes depending on the type of work that is under copyright. The length of copyright period also varies according to the country of origin and if the work was created before 1996. In general terms the UK has the following time scales for copyright:

- Copyright in a literary, dramatic, musical or artistic work lasts for the life of the author and 70 years from the end of the year in which he/she died.

- Copyright in a film expires 70 years after the end of the year in which the death occurs of the last to survive of the principal director, the authors of the screenplay and dialogue, and the composer of any music specially created for the film.
• Copyright in a sound recording expires 50 years from the end of the year in which it was made or, if published in this time, 50 years from the end of the year of publication. If the work is not published during that 50 year period, but it is played in public or communicated to the public during that period, 50 years from the first of these to happen.

• Copyright in a broadcast expires 50 years from the end of the year of making of the broadcast.

• Copyright in a published edition expires 25 years from the end of the year in which the edition was first published.

Protecting your own copyright

Your own work can be protected very simply:

• Put somewhere on the work the name of the creator and the date it was produced.
• Using the © sign on work is also useful but not necessary.
• Making a copy of your work and keeping this with a bank or solicitor.
• Making a copy of your work and sending it to yourself so that the date of posting is clearly visible.

An alternative to this is to use a Creative Commons license:

http://creativecommons.org /

This will give you a legal license to show people how your work is protected and also allow some people to use your work if you wish.

Links for further reading:
http://www.intellectual-property.gov.uk/index.htm

http://www.patent.gov.uk/


http://www.ip-institute.org.uk/

http://www.era.org.uk/

http://www.cla.co.uk/
Exercise 13 – Health and Safety

Health and safety concerns those producing digital media projects in two distinct areas:

- Issues arising from the creation of the projects.
- Issues arising from the publishing of projects.

Issues arising from the creation of the projects:

Before any digital media project is started which involves young people an assessment of the risk should be undertaken. Some of these risks will also apply to adults undertaking digital media projects. This can be an informal assessment or if an organisation has a policy on the matter this assessment should be recorded. There are some aspects of the creation of a digital media project that should be considered when assessing risk:

- Are young people going to be exposed to risk if leaving the confines of the school?
- Is there adequate adult supervision to ensure that young people are not exposed to risk?
- Is there a risk from traffic? For example if someone is wearing headphones they might not be aware of the danger posed by traffic.
- Is there a risk that young people carrying expensive equipment such as cameras are at risk of robbery?
- If electrical equipment such as lighting is being used will this cause a risk?
- If young people are going to be editing at a computer for long lengths of time is their working environment safe? For example are chairs comfortable? Are computer monitors placed correctly? Are there adequate rest periods?

Issues arising from the publishing of projects:
Many organisations worry about posting completed digital media projects to the web because of child safety concerns. The same issues arise with any digital images of young people on the web and in reality common sense should prevail when minimising the risk to young people from having their projects published.

There are some common advice guidelines published by NGfL and Becta which can be adapted for digital media projects in organisations involving young people:

• Avoid the use of the first name and surname of individuals in a digital media project. This reduces the risk of inappropriate, unsolicited attention from people outside the school.
• Ask for parental permission for a young person to appear in a digital media project that will be published. This ensures that parents are aware of the way digital media project of their child is representing the organisation. A parental permission form is one way of achieving this and there is an example below.
• Only use images of young people in suitable dress to reduce the risk of inappropriate use.
• Establish the type of digital media project that appropriately represent the organisation for the web medium. For example a fight scene might not be the image a school would like to project.

There is the additional complication that it is important to credit young people with the work they have done in the making of a digital media project. However using full-blown credits on a project for external consumption is not advisable. A group of young people can be credited safely by using the name of the group or their first names only and not specifying what roles they undertook.
Dear Parent/Guardian,

Digital Media Project - Anyschool

Your child’s class/group is taking part in an exciting project that will enable your child to create digital media projects about a breadth of subjects in the curriculum. All work will take place as an integrated part of normal lessons. The project will involve your child in the following activities:

- planning a project with others
- filming with a digital video camera
- recording and creating audio
- editing the media on a computer
- sharing the completed project with an audience

We feel that this opportunity will help your child to learn in a new and exciting way that will also enable us to teach your child things that were not possible before.

Part of the sharing process may result in your child’s work or image being shown to other young people, educators or interested adults (such as other parents). This work might be displayed on a computer, VHS video tape, CD ROM or the internet. At no time will your child be identified by name, address or class if the audience is intended to wider than the school.

As a result we are asking permission for your child to take part in this project by filling in the tear-off slip below and returning it to your child’s teacher.

Yours faithfully,

----------------------------------------------------------

I give permission for my child ______________________ (child’s full name) to take part in digital video projects and understand that as a result my child’s work and/or image may be made available for viewing by other young people, educators or other interested adults (such as other parents) through the medium of a computer, VHS tape, CD/DVD ROM or the internet.

Signed ___________________

Name ___________________

Date ____________