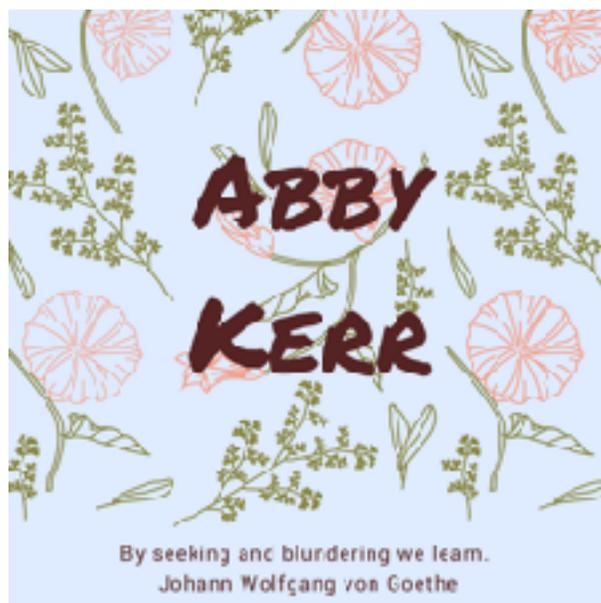


Reading is a FUN-demental Within Early Childhood For Future Educational Successes

Pecha Kucha Design Document *INTE 6710: Creative Designs for Instructional Materials*

“Once you learn to read, you will be forever free.”

Frederick Douglass



Section One: Overview

Pecha Kucha Presentation Focus

Reading is a foundation to academic success and the development to literacy skills are imperative. The importance to reading aloud to children between the ages of 0-5 is common knowledge although the techniques that expand upon the comprehension, vocabulary, math skills, and interaction between caregiver and child are not. By highlighting the future benefits this presentation will create the urgency to change habits.

Interactive habitual reading aloud techniques for parents with young children are simple tools that can expand upon literacy skills. In highlighting these simple techniques through easy-to-follow-steps and habitual time limits there will create an ease of learning for caregivers.

Finding resources for caregivers who are low income, single parent households, have diverse backgrounds is essential, the gaps of reading within these households are far greater than the growing trend. The resources for these families and will be the conclusion of the this video.

Learning Objectives

- Learners will infer the benefits of increasing the frequency of reading to their child.
- Learners will employ the simple interactive techniques taught to through the video presentation.
- Learners will be able to retrieve the resources and services within the presentation to further their child's future success.

Learning Gaps

The trend of reading to young children within the early childhood (0-5 years old) is increasing although there is a gap in the data and trends if families experience, poverty, are of different races and of low educational

backgrounds. Reading aloud combined with interactive techniques will help increase the successes of these children.

Audience

Parents caregivers, soon to be parents or caregivers, early childhood education professionals, literacy NGO/NPO's or those who express interest in increased literacy within the home of children in early childhood.

Tools and Technology

- Garage Band for voice recording
- iMovie for slide editing purposes
- Canva for slide designs
- Pixabay for free images

Section Two: Design Decisions

Overview

A Pecha Kucha presentation is marked by its limitations harnessing the most important parts of the storyteller's design. Being inclusive of finding the most purposeful images, ease of implementation, well thought out script, structure of presentation and visuals in accordance with CARP is a delicate balance that makes or breaks a Pecha Kucha's success. Instructional designers are especially gifted in understanding learning and design techniques without either a learner will lack the ability to connect with the message and be urged to find out more.

Images

In creating this Pecha Kucha presentation, the thing I felt was the most moving about other presentations was the visuals. Without proper visuals my presentation would fall flat. I immediately started scouring my personal photos to incorporate photos of my daughter reading (see slides 1, 2, 5, 6, 10, 12, and 20, in Appendix B). I also hunted for pictures that did not have copyrights (see slides: 8, 11, 13, 16, 17, and 18, in Appendix B) and could be used to draw the learner in through visuals and context. I knew that personal pictures that depicted reading at home would be the most impactful, not from just a reality of reading within the household scenario but in learning context. I consulted Julie Dirksen (2016) who encourages the importance to providing context for visuals and using visuals to employ scenarios and emotional context. When positioning these visuals on the slides I wanted the visual to be the most significant to the learner. Gar Reynolds (2014) suggests that full-bleed images offer the ultimate impact, content should be large and unreduced. Through this technique I created these beautiful slides that had the elements to provide context to my script and keep the learner going back and forth between personal images that provided a realistic content and images that enhanced my learning objectives.

Ease of Implementation

In creating anything to teach people I am always eager to give as much information and resources as possible. I want to give as much as I know but in

the reality of learning we must edit ourselves for clarity. Most of the best and most influential educators know how to tap into the brain's shelving methods to build a well rounded presentation that has the learner coming away with information and interest. In designing how I was going streamline my knowledge about interactive reading techniques I eventually came with with four different methods that were easy to remember; Language, Movement, Numbers, and Games (see Appendix B slides 9-17, time: 3-5.20 min). By classifying my core method of techniques in four different categories I was able to use Medina's (2008) rule about short term memory with a small capacity of only four objects at the most. Then in combination of Dirksen's (2016) suggestion that chunking doesn't make the learner remember the whole of all my technique suggestions rather the section will be remembers and eventually make it into the long-term memory without overloading. I was able to really find the essence of my techniques although I had never grouped them as such in my brain I was able to recall more methods through this organization technique. Heath and Heath (2007) suggest that through this process we can weed out the superfluous and really find the important elements that are the core of our message. I was surprised to find my own organizational shelving or chunking or however it is described as, streamlined my own abilities to create a simple way to teach my own brain and reach my learning objectives.

Language and Learning

I began this presentation with trepidation about the amount of data, personal relatable information and how to surprise my learners. The benefits of reading to children during early childhood is not a new idea and had great amounts of supporting evidence. My own anecdotal stories are the same as many other caretakers I encounter, that reading is important, they try, but most of the time their child doesn't want to listen. I knew that interactive reading is what makes kids more interested but how to teach that to an audience of caregivers who just want to check that activity off an endless to-do-list. My script for this project was as much of a crux as the visuals were to it falling flat. I wanted to create a nice balance of supporting data but be careful not to overrun the learners with too much data, give unexpected data, and give unexpected techniques; all of

this was going to hang upon my language. Like any other designer I referred to the greats, Nancy Duarte (2016) states that when navigating through facts and stories in presenting you much layer your information as much as possible. Thus I tried to make the reality of parenting and educational goal often hard to achieve in a day to day setting (slide 1, time: 0.20) then found data that promoted reading being good for math and fine motor skills, a less obvious assertion (slide 3-4, time: 1-1.20 min.), then I layered my personal stories more through visualizations and relatable parenting stories (slides 5-6, time: 1.40-2 min.) I also tried to keep my learners interested in my interactive techniques by using unexpected ideas or data because surprises, as Heath and Heath (2007) state, are more sticky since they lead to enduring attention. I used words like "Movement, Numbers and Games" (see Appendix B slides 9, 12-17, time: 3-5 min.) not the words you usually associate with reading. The activities that follow these surprisingly support reading and learning although they are not usually associated with my original method of idyllic reading. My carefully selected methods that are based upon great designers will keep the learner constantly being given information on different channels, from anecdotal to data to techniques will lead the learner into knowing more about interactive reading.

Structure of Presenting

The flow chart of how all stories are structured has always been in my head ever since a child. When I would take piano lessons I would always break down a song with the shape of a story chart. Presenting is another beast, you can not have such a slow flow into a great idea and keep interest. When I heard about Duarte's presentation chart it immediately clicked into my brain like I was back in piano lessons. Duarte (2014) asserts that you need to establish what is or the status quo with how it could be and contrast your ideas with gap of breaking down that stark contrast. I tried to do this with my presentation giving my learners the reality of how reading is hard to implement, (slide 1, time: 1-1.20 min), what reading can do for your child (slide 2-4, time: 1.20-2 min), and then to the reality of reading to your child (slide 5-6, time: 2.20-2.40 min.) so on and so forth through out my presentation. I tried to incorporate the emotional components that would be remembered before the actual data, like Medina

(2008) also says. By using visuals that are of my own and anecdotal stories about being a caretaker to a child I created a healthy balance of how interactive reading techniques are easy to implement and change the status quo of the learner. I ended my presentation with resources that could bring the learner into finding a pathway to a reality of interactive reading techniques thus a less strained relationship that reading can create educational values within a household.

Visuals in Accordance with CARP

In choosing fonts, graphs, alignment and contrast for each slide that was not an image, I wanted to follow a theme. I chose a darker background (dark green) and light lettering (white and light blue) to mirror chalk on a blackboard. Reynolds(suggests that contrasts between light and dark can create interest and held the viewer navigate without having to figure out what is important. The fonts were more of what looked sketch on a blackboard to create illusion of hand drawn. Alignment of words are placed differently thought most slides to harness contrast and create interest. I used the same fonts throughout the presentation because of the importance of repetition and organization for the brain as explained by the infographic about the Four Key Principles of Design (2017). The proximity that is used throughout the presentation is equal in most slides although it is used more interestingly to define the parts of the graph. Creating visuals that were in alignment with the CARP recommendations made clean and organized visuals.

Section Three: Formative Evaluation

Question 1

What do you think about my visuals? How could I improve my message through visualizations?

Peer Reviewer A

"I like all of the personal images you have selected as well as most of your visualizations in general. I like the picture that the first green slide reading and math charts show. This one is fairly easy to follow. The subsequent slides in this mold are much harder to follow along with. **For instance the green slide "Difference between Interactive and Regular Reading Aloud". The audio here is pretty important, and in many ways the crux of your presentation. In 20 seconds I do not have enough time and brain space to listen and follow along with deciphering the data on the slide.** Perhaps this is a place that an image would do the work of a thousand charts. **Let the audio ring true here and focus on a visual that doesn't take away from it. Maybe even just try removing the explanation of what the chart is to allow your brain to naturally read it."**

Peer Reviewer B

"I too like the personal images, they help to make the topic relate-able and add uniqueness. **To help the view stay with you as you move through the images, I would suggest you label each of the Developmental Goals with Language, Movement, Numbers, and Games so the view knows you are going through the developmental goals for each technique. I wasn't connecting the differences. I was seeing the same image and thinking about it being the same image as before instead of listening to the words you were saying.** I think it is fine to use the same image as repetition helps the cohesiveness of the presentation but adding some differences like the technique to each image will help the viewer stay with the flow of the presentation if you keep them."

Considerations

I simplified the charts to have less information on them and left some slight dead audio to help the learner absorb the information. I really wanted to improve my

messages through visuals but found some of the slides I created that I didn't yet have images had way to much information I stripped down the informative slides and made a basic line chart with developmental ages (see Appendix A slides: 11, 13, 15, and 17). It was consequentially used over and over behind the other pictures I had chosen more as a placeholder. I knew that these slides were not going to be a message difference for 20 seconds a piece, so I found similar visuals that fit within these sections.

Question 2

The "developmental goals" seem to overrun my message about actual techniques (which I have much more of) any ideas on how to make this part of the video better and more seamless?

Peer Reviewer A

I think the first CDC recommendation slide works with the overall flow and provides some overall goal context. Going back to it (3:40, 4:20) seems to disrupt the flow. It also cuts off/rushes your audio a bit. **I think by this slide the "its good to interactively read to them" point is already made. Also these slides seem a bit rushed in general. The point you want them to leave with is "I should interactively read to my kids" not necessarily "did you know that the CDC recommends XX during age 2".**

Peer Reviewer B

I would have the images of movement, language, numbers and games and the technique content come before the CDC recommendations. I think the flow would be easier to follow and it would help with the recommendations as being supplemental to the technique. By leading with the recommendation, I think that makes it more important than the technique, but if you go over the techniques first and then relate them back to the recommendations it would add the importance to the technique in my opinion.

Considerations

Like I previously stated the developmental goals and techniques slides (appendix A, slides: 10 ,11, 12, 13, 14, 15, 16, and 17) were less bundled than the

finished product (appendix B, slides: 10, 11, 12, 13, 14, 15, 16, and 17). These slides had more information that I culled down are wrapped into similar styles slides to the audio script did not have to be specified to the slide.

Question Three?

What information can be edited down and what information do you need more of?

Peer Reviewer A

Perhaps select the very best CDC goals, or strip them down to the ones you intend to cover through the examples, and use only those in that first developmental slide. The pattern of "here is what the CDC says" up front and then "here are the examples of how you can get there" after seems better than going back and forth. I think you can make the point in one slide rather than having to go back to it. **If you find that this information is too valuable, perhaps breaking it up into some slides with alternate images.**

Peer Reviewer B

I think if you changed the order from recommendation to technique -to- technique **relating to recommendation the information content is balanced. For me I would want the importance put on the technique.**

Considerations

I chose this questions because this subject is vast and I wanted to really glean from what my reviewers felt was missing in terms of information. I had to edit more than I thought I would out of my script so I could make the time limit. I wanted to know what my reviewers felt was missing or not there. The part that became the most heavy was obviously needing more stripped down more. I took out a bulk of CDC goals and focused on one for each technique and then I had room for multiple suggestions of techniques.

Question Four

The script is ROUGH (other than the technical issues) what could I do to improv the cadence and information to make it more sticky?

Peer Reviewer A

I think the script is actually pretty solid. As I mentioned above I think the flow around the developmental CDC info slides could be a bit better. Other than that I like the structure. See below for more generic/technical issues around presentation. **One thing beyond the technical issues is the energy level between slides. If there is a certain energy in one slide and then it dips off it can have a negative impact on how you absorb the info.**

Peer Reviewer B

I think you have adequate content within your script, **it is more of the order that causes it to be sticky for me. Cleaning up the audio to flow consistently and at the same level would also help it flow from start to finish.**

Considerations

I knew the audio was going in and out and needed to make a more clear recording and clean up the background noise for the final product. This questions was more about the conversational tone and how to make my script less heavy with information and relatable. I really did notice my energy level for each recording and took that into account when I rerecorded for the final product, that was something I could feel but was lacking articulation for. Perf reviewer made me think about how to change where the bulk of the information was by making it more seamless through similar images.

Question Five

Any other feedback that you feel like I need to know?

Peer Reviewer A

great topic! The family pictures really tie it all together.

sound is generally low, even at max.

sound is inconsistent, lower/more hushed on some slides than others.

3:45 - sound clip

Peer Reviewer B

I enjoyed the topic. The personal pictures help the viewer relate to the content and get a sense of the ideal versus the reality (great pictures to represent this). Graphs and drawn images are helpful for explaining more statistical information but the people images bring the topic together and keep the viewer interested and engaged in the content. I think that you hit each of your learning objectives and I really liked the inclusion of resources, so well done.

Considerations

I always like to have an open ended question that doesn't lead the reviewers of what I am most concerned about rather their first gut reaction, it always leads to the most candid reactions. I was pleased to know only my technical issues needed to be worked with.

Section Four: Lessons Learned

As a designer I often repeat the same flaws and feel like my lesson is always in the amount of information that can be conveyed through time and space limitations. Editing down information is tricky and a lesson I am constantly teaching myself. I feel as if my technical skills in working with GarageBand are always being tested, understanding volume levels will never come easy when recording. Recording my voice always takes longer than I expect it to, being able to speak clear, concise and without “umm’s or uhh’s” is a skill I am slowly learning. Pecha Kucha is all about constraints and those constraints are incredibly great way to create strengths.

Resources

Dirksen, J. (2016). *Design for how People Learn*. Berkeley, CA: New Riders.

Duarte, N. (2010). *Resonate*. Hoboken, NJ: Wiley.

Heath, C., & Heath, D. (2008). *Made to stick: Why some ideas die and others survive*. New York, NY: Random House.

Medina, J. (2008). *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*. Seattle, WA: Pear Press.

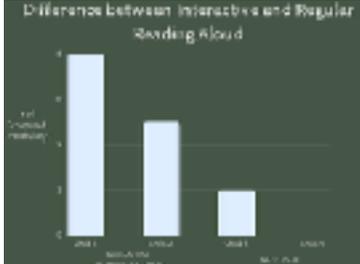
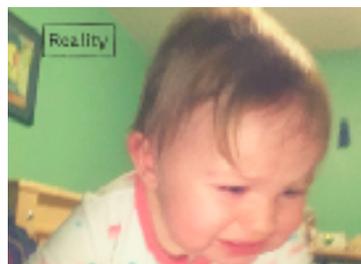
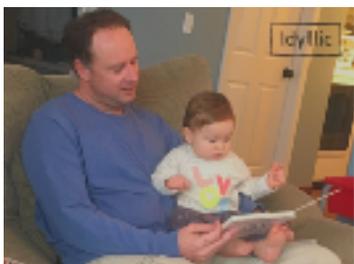
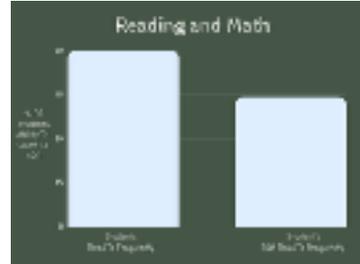
Reynolds, G. (2009). *Presentation Zen Design: Simple Design Principles and Techniques to Enhance your Presentations*. Berkeley, CA: New Riders.

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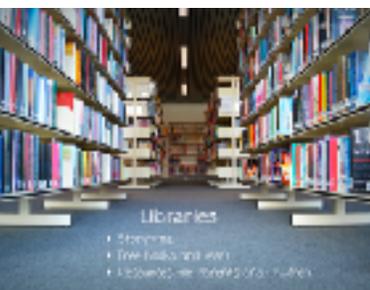
Appendix A

Draft Link and Slides

Link to Draft - <https://youtu.be/WJfWyWCawIw>



Interactive Reading Techniques
L
M
N
G



Appendix B

Final Link and Slides

Final Link: <https://youtu.be/Y6DbNVWUhrQ>

