


The Falcon and the Phoenix:  
First Steps in Developing an  
Effective Presentation

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What, Why, Who, When, and Where / How?

- What skills or knowledge do I want learners to take away?
- Why does this topic / content need to be presented?
- Who is my target audience?
- When will this presentation take place? Over the course of a day, a week, or an hour?
- How will the content be delivered?



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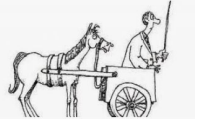
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## Learner Objectives / Outcomes



- Should be brief, clear, and **SMART**
- Should be written **BEFORE** content and activities are developed
- Should be written with the audience in mind
- Should be modified (if possible) after content is developed



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**S** Specific  
States what you'll do  
Use action words

**M** Measurable  
Provides a way to evaluate  
Use numbers or date targets

**A** Achievable  
Within your access  
Possible to measure, track, attainable

**R** Relevant  
Makes sense within your job function  
Expresses the business in some way

**T** Time-bound  
States when you'll get it done  
Be specific on date or week/month

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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Level	Definition	Sample verbs	Sample behaviors
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the appropriate form in which they were learned.	arrange define describe duplicate	recognize reproduce select state
COMPREHENSION	Student translates, comprehends, or integrates information based on prior learning.	explain summarize paraphrase describe illustrate classify	rewrite review select summarize translate
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	use compare solve demonstrate apply construct	show sketch solve produce use write
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	analyze change discuss choose compare contrast separate verify	show sketch solve use write
SYNTHESIS	Student organizes, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	create design synthesize invent develop arrange assemble	design sketch write summarize synthesize write
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge Recommend Critique Justify Appraise Argue	Rate Select Summarize Support Value

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### PSA: Please Provide Specific Objectives

Participants will **learn** how to write session objectives

Participants will **understand** the difference between goals and objectives

Participants will **be able to distinguish** between goals and objectives



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You are planning a presentation that will highlight recent updates to Uniform Guidance. Write one SMART objective.

Objective:

- \_\_\_\_\_  
\_\_\_\_\_



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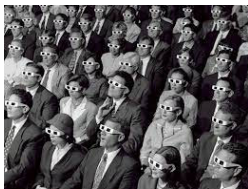
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### Target Audience

- Identify desired audience 'group', including area(s) of expertise and number of attendees
- Identify experience level
  - Basic or Overview
  - Intermediate (include pre-requisites)
  - Advanced (include pre-requisites)
- State who should attend (e.g., "This session is appropriate for those newer (1-3 years) to pre-award administration.")



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### Scale Objectives Accordingly

- Consider complexity of issues, time available, and experience of audience

More Complex		Less Complex
Less Experience		More Experience
Less Time		More Time



Fewer                      # of Objectives                      Greater



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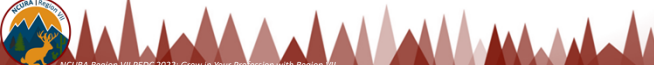
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### Session Titles & Descriptions

- A good title will be intriguing, description, and concise
- Both title and descriptions must reflect the content
- Iterate on title and description as you form objectives

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



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### Themes & Analogies

What do Falcons and Phoenixes have to do with writing effective session titles, descriptions, or objectives?



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### The Chicken Sandwich and F&A: How to Explain F&A to Your Faculty



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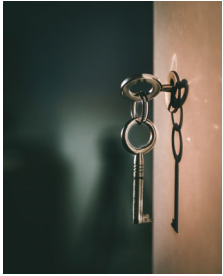
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### Key Take-Aways



- Session objectives should be written **first** and should be **SMART**
- Be realistic about what you want learners to get out of the session
- Identify your target audience and focus on audience needs
- Session titles should balance intrigue and content
- Session descriptions should flow from objectives and address content and audience

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### Resources

- 5 Steps to Set SMART Objectives (website)  
<https://ghcc.org/en/5-steps-to-set-smart-objectives-examples/>
- Bloom's Taxonomy Action Verbs (pdf)  
<http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf>
- The Chicken Sandwich and F&A (NCURA YouTube Video)  
<https://www.youtube.com/watch?v=wOVliajSxZk>



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### Contact Us!

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Have a topic you want to see presented or discussed?  
Contact the Region VII PEDC with your ideas:  
OSP\_info@mail.colostate.edu



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