Google Presenter

Google Presenter

Title and Developer

"Google Presenter," a web-based 2.0 application, was developed by Google in September 2007, the latest addition to its web office suite and is an internet-network wide presentation program similar to that of Microsoft PowerPoint.

Google Presentation

vs.

Microsoft Office PowerPoint

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Purpose of Google Presenter

The purpose of Google Presenter is to enable people from different locations the ability to collaborate and/or view and/or comment on a project. With Google Presenter a group of people are able to login to Google Presenter and upload a slideshow or they can start from scratch, and from different locations and/or computers can work together for whatever reasons they may have. This enables distance collaboration on projects. It also saves the Presentation every time it is updated, so at any time the user can go back to an earlier version. This is crucial if say the document is sabotaged by a competitor or in case you just don't like the changes you have made.

It seems that the ability to work on a project as a group without the hassle of e-mailing each other back and forth is the main reason Google has created Google Presenter. Since they are allowing users to upload their PowerPoint documents, it seems that they were also creating a way that multiple users could view a presentation of the document at the same time even though they are not in the same room but rather spread out all over the world.[(#1)]

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How Does it Work?

Google Presenter works by way of the internet. Every document created, or uploaded, in Google Presenter is accessible anywhere there is an internet connection available. You can simply log in to your google account, go to google docs location, and from there work on all your projects.

It has the familiar UI (User Interface) look and feel similar to their other office web applications, Google Docs and Spreadsheets and is simple, intuitive and easy to use, which reduces the learning time for new users.

Another main part of Google Presenter is the way you can pick and choose who gets to see and/or edit your document. This is done by using the "Share" feature. Clicking on the Share button, located at the top right of the Google Presenter program, will load up a new page and ask if you want the people you are inviting to see the presentation to be collaborators, which means they can edit the presentation, or just viewers, who can basically just look at the presentation. When it comes time to present, there is a sidebox feature which allows all viewers to talk about the presentation while it is going on. Google has also added a language feature that can translate 25 different languages to deal with multi-cultural presentations.[#2]

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Setting up a Google Presentation

Creating a New Presentation

To begin, you'll navigate to the Google Docs home page. If you are not already logged in to your Google account, it will prompt you to do so. A link to the Google Docs page where Presentation can be found is given below.
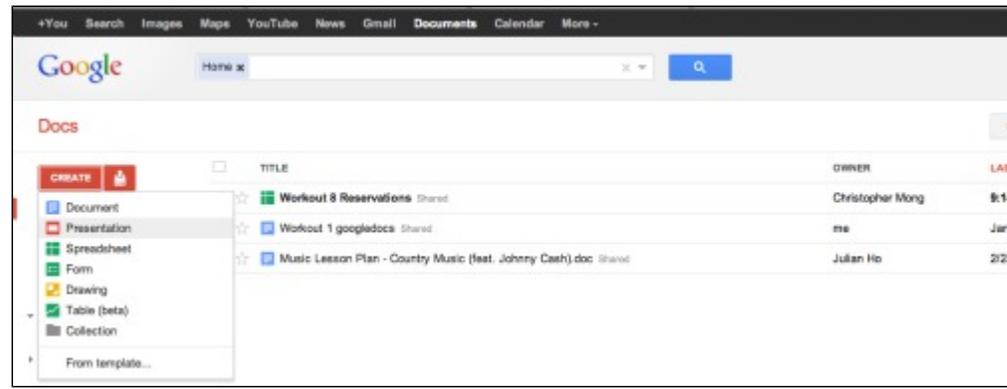
http://www.google.com/google-d-s/presentations/

If you are already logged in, go to the Google Home Page:

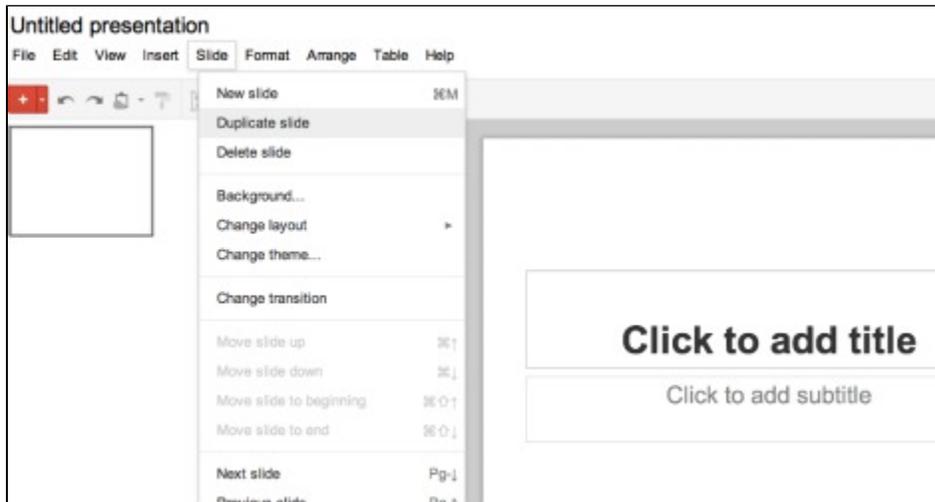**To open a presentation, first click on Documents at the top on the toolbar.**

From the Create Menu, select Presentation.

From here on in, the functionality is very similar to that of Microsoft PowerPoint but lets walk through how to do a couple   of simple things on Google Presenter.

From the slide menu, you can add a new slide, duplicate a slide, delete a slide, or zoom in or out.


The insert menu allows you to import video, images, or slides from other sources.

These are some of the basic things you can do with Google Presenter. Other abilites of the program, like sharing with others and picking out a theme, are not that hard to learn it just takes a little time practicing with the program.

Other Important Features

The slides sidebar lets you navigate through your slides and move them around.

The usual top tabs are present: for editing and working with revisions on the left side, and the sharing and publishing options on the right.
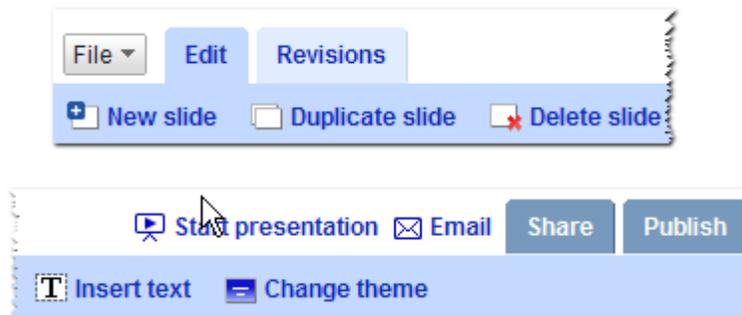

On the toolbar area, there are two toolbars: the main toolbar which provides the functionalities that apply to the whole presentation such as themes, slide management (new, duplicate and delete) as well as text and image insertion.

The editing toolbar provides all the rich-text editing functionalities for formatting the presentation content.

As mentioned, Google Presentation has a theme feature that lets you change the appearance of all your slides. There's enough themes available that will make your presentation look pleasing and appealing.
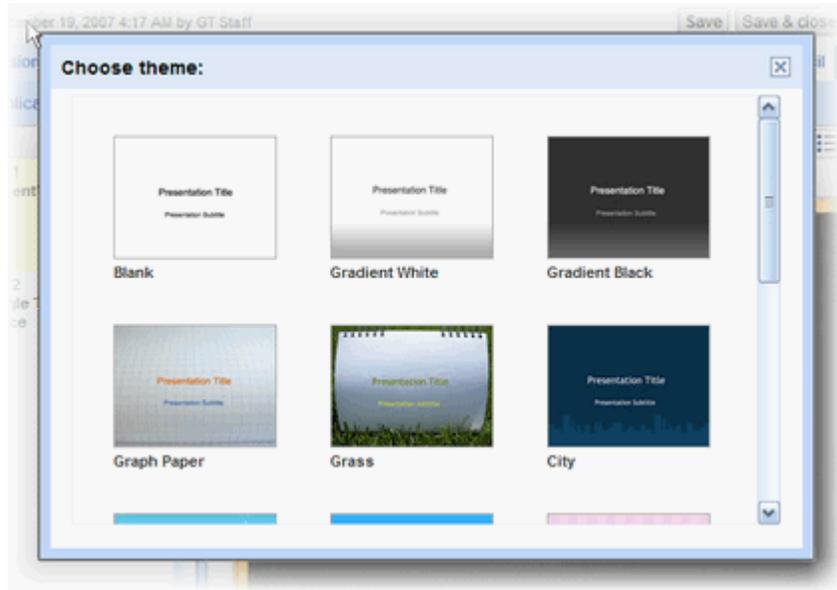
Different templates for slide layouts are also present, but you can only set this when creating a new slide. You can't take advantage of the pre-designed layouts when modifying an existing slide.
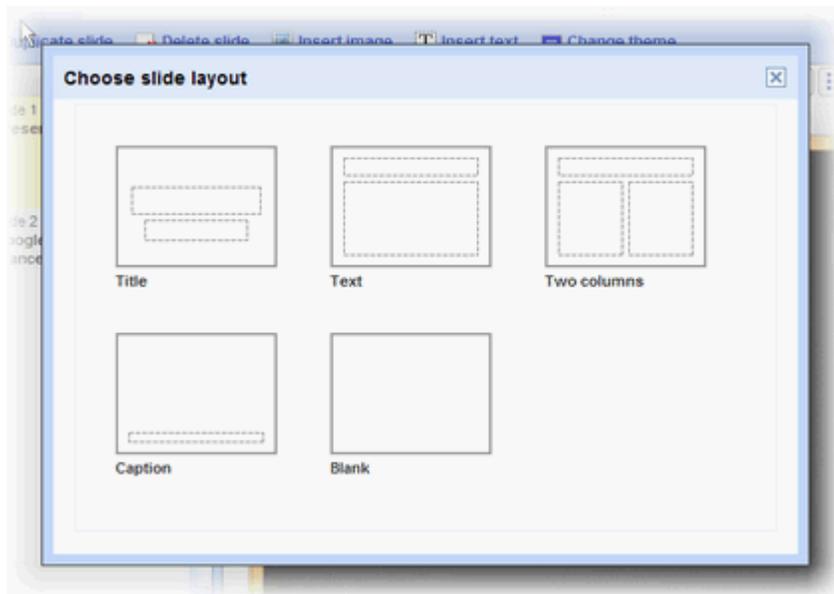
Starting a presentation shows the interface below, complete with a chat box to allow for discussions among the collaborators during the presentation.
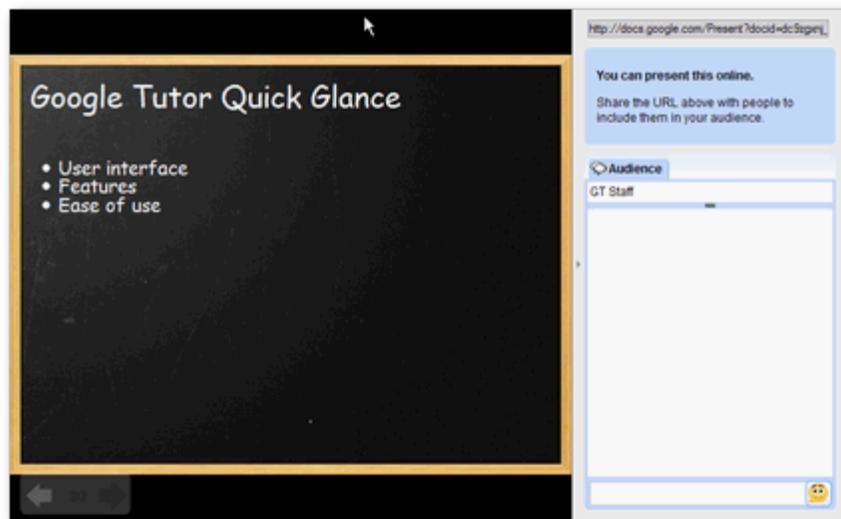
The sharing looks exactly like the ones found in its brother apps, and again, consistency of the UI wins here. You can also publish your presentation as a stand-alone presentation page, which you can share with anyone.

Google Presentation is very easy to use. Although lacking in more advanced presentation features such as animations and timings, this product will capture the hearts of users who wants a quick, easy and installation-free presentation tool.
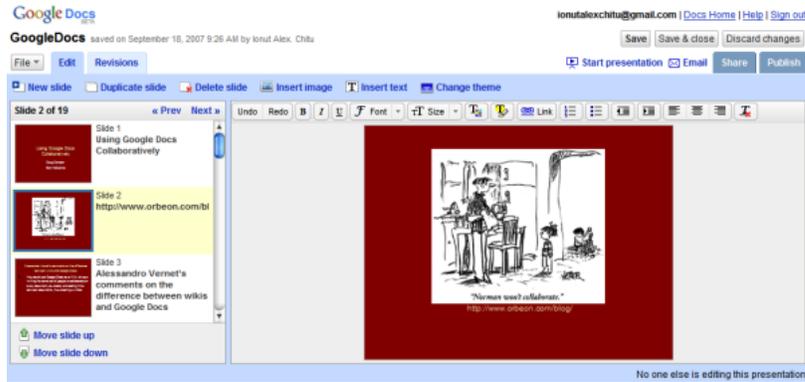
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Benefits and Limits

According to the website http://edtechlife.com/?p=1863 there are many benefits, as well as limits, of Google Presenter. One benefit is that there is a chat feature available since the slideshow is presented online. This is beneficial because anyone has the capability to have a synchronous discussion. With this feature, individuals can ask questions or add comments and receive immediate feedback.

Another benefit that Google Presenter offers is the capability to have different color displays and text options. This is important for teachers, as well as anyone, using Google Presenter because choosing the correct colors and font makes the presentation more visually appealing and when done correctly, easier to read. It is necessary to choose the correct colors and size/style of font so the audience does not have to struggle to see the presentation and they can have a clear understanding. In fact, Google Presenter has a zoom option so the presenter can magnify certain parts of the presentation.

The limits are also important to understand while using Google Presenter. First, there is no audio feature available in Google presenter. This is important for teachers, as well as any presenters, to understand because there could be audience members with hearing disabilities. The abilities and disabilities of your audience are always important to think about when making a presentation. Next, it is important to know the resources your audience will have because a computer must be available for every person that wants to chat. Also, Google Presenter does not keep an archive of the chat, so it is important to understand that one will not be able to review what was previously discussed over the chat feature.

Different Colors Available   No Audio Available

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Real World Application: Lesson Plans

Lesson plans have been provided by students in order to provide examples of how Google Presenter can be used to enhance learning within the classroom. The lesson plans listed below include both a .doc and .pdf file for viewing purposes.

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Elementary Education: Animal Alphabet

"Animal Alphabet" Lesson Plan .doc

"Animal Alphabet" Lesson Plan .pdf

Objectives	1. Students will recite the alphabet and identify the sounds each letter makes. 2. Students will understand that printed letters represent spoken language. 3. Students will identify the names of animals that begin with particular letter sounds and draw pictures to represent these living creatures.
Materials	• *Animal Alphabet* video available from Discovery Education • Crayons • Pencils & Erasers • White construction paper (1 sheet per student) • Dry erase board and marker OR butcher paper and marker (1 per student group) • Print resources with pictures of different animals
Procedure	• Review the alphabet with the class, letter by letter. Discuss the sounds each letter makes. • Watch *Animal Alphabet*. • Tell the class they will make an alphabet book, similar to the one in the video. Divide the class into groups of 4. • Assign each student a particular letter to work on for the book. • Have them go over the sounds their letter makes. • Have them discuss animal names that begin with their assigned letters. The teacher can show print resources with pictures and talk about the features of these animals and where they live. The teacher should refer to animals featured in *Animal Alphabet*. • Each student should draw pictures of their animal on the construction paper. • Bind the drawings in an alphabet book to share with the class.
Evaluation	The teacher will look through all of the drawings and decide which students did not successfully grasp the concept of the letter sounds. Those students will then work quietly with the teacher during group time and more time can be spent practicing letter sounds to help them better understand.

Lesson Plan Courtesy of: Discovery Education

Elementary Education: Peace Poems and Picasso Doves

Peace Poems and Picasso Doves .pdf

Peace Poems and Picasso Doves 2.doc

Overview	This lesson supports third- through fifth-grade students as they apply think-aloud strategies to reading, as well as to the composition of artwork and poetry. Activities include collaborative as well as individual work. Technology tools are integrated as students' research symbols of peace and as they prewrite, compose, and publish their poetry.
Standards	*NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS* 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Resources and Preparation	1. Collaborate with other group members to organize instruction, gather resources, and review websites. 2. Plan for small and whole group lessons, Internet access, computer workstation access (for the writing process), and art materials. 3. Using a graphic organizer as a model, make one class-size chart on butcher paper (or two charts if you are working with another educator). This chart will be used to record questions, plot summary, and the main idea and personal responses.
Student Objectives	Students will • Practice think-aloud strategies when reading literature • Apply think-aloud strategies when listening to poetry and viewing art • Compile questions and personal responses to literature using a graphic organizer • Study the symbol of the dove via the Internet and re-envision Picasso's dove in their own artwork • Brainstorm and compose a shared classroom poem about peace • Use technology tools in the prewriting, composition, revision, and publication stages of the writing process • Compose individual poems inspired by their own artwork using Google Presenter
Assessment	Students will be graded on their use of Google Presenter and development of their own poem
Time	75 min

Adapted from Judi Moreillon

Elementary Education: Color Mixing

"Color Mixing" Lesson Plan. doc

"Color Mixing" Lesson Plan. pdf

Objectives	**Students will use Google Presenter to showcase their knowledge about what colors can be created by mixing 2 primary colors together.**
Materials	• Computers with internet access • Information Databases or libraries
Procedure	How to Use Google Presenter 1. Briefly show the class an instructional slide show as an example for using Google Presenter. 2. Show the students how to use tools to enhance their presentation such as creating a new slide and how to add text and pictures. 3. Briefly review color theory and brainstorm which colors they would like to use in their presentation. 4. Students must include a picture depicting the color they chose to show how to make. 5. Work Time (3 Days) 6. Give the students time over the next 3 days to develop and complete this project.

Evaluation	1. At least 4 slides long including title slide. 2. Facts about primary colors and what colors can be produced when mixing them. 3. A picture illustrating the color of choice. 4. Slides must be colorful and decorated with different fonts, font sizes, and pictures. Grading Scale:* Overall presentation -50 Pts. • At least 4 slides long -30 Pts. • Shows ability to use Google Presenter -20 pts.

Secondary Education: American Influence

Secondary lesson plan American Culture.doc

Secondary lesson plan American Culture.pdf

Objectives	1. Students will identify differing social groups within a culture. 2. Students will empathize with the challenges faced by specific social groups. 3. Students will comprehend complex concepts which impact particular social groups.
Materials	• Computers with internet access • Overhead projector • History book • Knowledge of how to use Google Presenter in an effective manner
Procedure	• After students learn about the different minorities in America, they will be split into groups and given a particular group to analyze and present over in class. • Students will be given the following minorities to analyze: African American, Latin American, Native American, and Asian American. • Students will be expected to discuss the hardships that face these groups and give some insight into how they think these minorities are impacted by our "American" culture. • The students will then use Google Presenter in an effective manner by compiling their information onto a Google Presenter slideshow and give a four minute presentation to the class.

Evaluation	• Teacher will grade groups based on use of Google Presenter and overall presentation in the following ways:
	  • At least 10 Slides Total (Including Title Slide) - **10 points**
	  • Incorporate at least 3 graphics (pictures, charts, etc.) - **5 points**
	  • Presentation covers all topics given concerning their assigned minority - **10 points**
	  • Group shows obvious proof that presentation was practiced and learned how to use Google Presenter - **15 points**
	  • Total - **40 points**

Lesson Plan Courtesy of: http://www.lessonplanspage.com/SSSocietySocialGroupsHS.htm

Secondary Education: History of American Currency

https://docs.google.com/presentation/d/1pFYn-uuUemCfev5oi9cxUTBQjAvkPsB10-9fGGz4gPM/present#slide=id.g16321f8_1_0
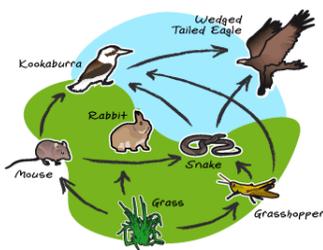
By: James Ross

Secondary Education: My Favorite Artist

"My Favorite Artist" Lesson Plan .doc

"My Favorite Artist" Lesson Plan .pdf

Objectives:	Following this activity students will be able to successfully use Google Presenter to present their slide show of their favorite musical presenter
Materials:	• Computers with Internet • Information Databases or Library
Procedures:	Google Presenter Overview (20 Minutes) • Briefly show the class an example slide show made using Google Presenter. In the example slide show, make a slide containing the expectations of this project. • Show them how to use basic tools such as creating a new slide and how to add text • Encourage them to explore all tools that can be used Work Time (2 Days) • Give the students plenty of time over the next two days to complete this project
Expectations:	1. At least 7 slides long, including title slide and works cited slide 2. Facts about the artist including birth date, childhood, career, and hobbies and interests 3. Slides must be colorful and decorated with different fonts and font sizes
Teacher Reflection:	Grade each students overall presentation to the class and their ability to use Google Presenter with the following grading scale • Overall Presentation - 20 Points • At Least 7 Slides Long - 10 Points • Shows ability of successfully using Google Presenter - 30 Points

Group Ecosystem Project

^Project 1 lesson plan.doc

^P1wikilessonplan.pdf
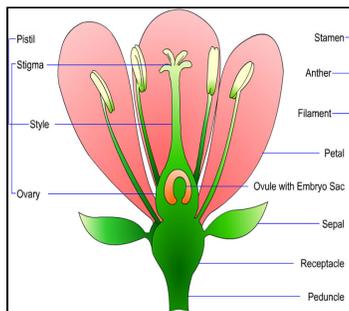
Objectives	Throughout this activity, students should become familiar with: • Navigating the internet • Create an account and log into Google Presenter • Create a group project on Google Presenter
Teaching Standards	Students collect and organize data and compare information.
Materials	Materials needed include: • Computer • Internet connection

	• Group cooperation in finding information
Procedures	Access Google Presenter through Google Docs by logging onto the internet and navigating through Google.com. Create a new project through Presenter, then choose an Ecosystem that interests you (students will be in groups of 4-5 and Ecosystems can only be chosen once). Collect information from online sources or through book in the library and create a project that helps other students learn about your project. Be as creative as you'd like and include interesting facts that you think your peers would enjoy. Include pictures and facts, but remember: cite your sources! MLA format guidelines are available through the teacher.
Evaluation	Students will be graded on how well they are able to: • Collect information into Presenter • Organizing the information on Presenter (clarity) • Preparing an appealing project with correct information
Grading Scale	Information collected ___/10 Organization/Clarity ___/20 Appealing ___/20
More information	Students should take notes on each Ecosystem to prepare for quizzes or test within the classroom.

Lesson plan created by Billy Brown and can be used by anyone, no permission is required.

Edited by Ashley Spargo
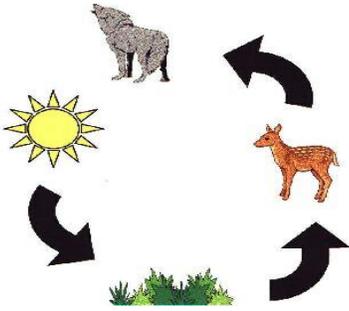
College Education: Parts of a Flower

"Parts of a Flower" Lesson Plan .doc

"Parts of a Flower" Lesson Plan .pdf

Objectives	1. The student will be able to identify, dissect, display, and label the parts of the flower.
Materials	• A flower for each student (lilies are the easiest to decipher) • Tweezers • White sheets of paper • Clear tape • Pencil or Pen
Procedure	• Each student or pair of students should be given a flower bloom, tweezers, a white sheet of paper, and clear tape. • Have the students locate the stamen, pistil, and petals of the flower. • With tweezers or fingers, students should remove the three flower parts. • The students should tape these to a white sheet of paper and label each part.
Evaulation	The teacher will go over all of the group's papers with the parts labeled and correct those that wrong.

Lesson Plan Courtesy of: TeachNet

The Role of the Food Chain

Project 1 lesson plan.doc

Project 1 lesson plan food chain 1....

Objectives	• Following the activity, students will be able to understand the role of the food chain in the animal kingdom
Materials	• Materials will include a brief overview of herbivores, carnivores, and vegetation, and how this is all necessary to sustain an ecosystem • The Disney movie, The Lion King • Google Presenter
Procedures	1. A brief explanation of the food chain and its role in supporting an ecosystem will be given by the teacher 2. The teacher will then play the movie The Lion King in class 3. After the movie, students will use Google Presenter to create a presentation on on animal in the movie and its role in the food chain
Teaching Standards	• At Grade 3 students learn about an increasing variety of organisms. They use appropriate tools and identify similarities and differences among them. Students explore how organisms satisfy their needs in typical environments. Students demonstrate that a variety of living things can be sorted into different groups in many ways using various features, such as how they look, where they live, and how they act, to decide which things belong to which group
Assessment	Following this lesson and exercise, the students will be able to explain the importance of the food chain in an ecosystem

Lesson plan created by: TJ Beckett. Anyone is allowed to use this lesson plan without permission.

Business Application: Discrimination in the Workplace
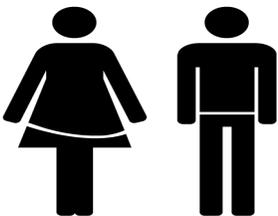
Business Application .docx

Business LP.pdfBusiness Application .pdf

Objectives	• Workers will address the issue of discrimination in the workplace.

	• Workers will identify strategies for combating discrimination in the workplace.
Materials	• Paper • Markers • Masking Tape
Procedure	• Remind everyone that discrimination takes many forms. Ask participants to brainstorm examples of discrimination. List their answers on paper or a chalkboard. Include any of the following that participants neglect to mention: Teasing, name calling, or using derogatory terms for race /ethnicity, sexual orientation, or gender; Excluding someone from activities, or ignoring or denying requests based on the requester's race /ethnicity, gender, sexual orientation or gender identity; Sexually, physically or verbally attacking someone (especially with the 'authorities' ignoring, condoning, or even encouraging this behavior); Treating someone unfairly in the workplace, public spaces, or educational institutions (for example, denying someone a job or a raise on the basis of race/ethnicity, gender, sexual orientation, gender identity, or age) • Ask participants to think of a time when they or someone they care about was treated unfairly or unequally because they were members of some specific group. Ask for volunteers to share these experiences; use the questions that you wrote up prior to the session. • Record the main idea of each experience on a single sheet of paper. (You will use these ideas later.) If participants hesitate to volunteer, begin the discussion by describing an incident that you witnessed or that occurred to you or to someone you care about. Ask participants to identify what would have helped in the situation. Then encourage others to share their stories. • Ask what strategies and techniques the students might use to confront and combat similar discrimination, if they saw it happening now. Help them identify effective techniques. List their ideas on the board or paper. Some ideas include: assertively asking the harasser to stop; standing up for the person who is being discriminated against; distracting everyone with humor; calling someone in authority, etc. • Explain that you are going to give the group a few minutes to practice the new technique using the five steps. Divide participants into groups of four or five and assign each group one of the posted discriminatory situations that were listed earlier in the session. If necessary, add more situations to the list. • Tell the participants that they will have 15 minutes for this next part. Go over the following instructions: Decide as a group if the five steps to stopping harassment would work in the situation presented to the group. If so, create a role play to demonstrate how to use the technique. If the group doesn't think the steps will work, create a role play for another technique that your group believes might work; Practice role playing the situation; Be prepared to perform your role play for the other groups; When the groups have finished, have them present their role plays. Invite other participants to make additional suggestions for confronting and combating discrimination.
Evaluation	Over the next few weeks, talk individually with many different workers and ask them if they think the business atmosphere has changed as far as discrimination goes since this exercise has taken place.

Lesson Plan Courtesy of: Advocatesforyouth.org

How is it Related to Other Applications?

Google Presenter is actually very similar to that of Microsoft PowerPoint. Just like PowerPoint, it is a slide based presentation creator that allows the creator to choose a common theme among all slides, create graphs, insert photos or videos, and it even allows you to upload a PowerPoint (ppt or pps) document and turn it into a Google Presenter document. However, Google Presenter goes far and beyond Microsoft PowerPoint in that it allows group chat while the presentation is being viewed and also allows for multiple persons to edit the same document instead of multiple people editing several different copies of the document.

 Dircetions on how to convert a Powerpoint Presentation to a Google Presentation:

http://youtu.be/odSQlNlaNn4

Examples of Use Right Now

Since Google Presenter is so much like Microsoft PowerPoint, it can easily be used in the business world for giving presentations on really anything desired. However, there are endless other types of reasons to use Google Presenter including teaching, informing, and persuading.

 There is one man who used Google Presenter to create a presentation to show what could all be done with Google Presentations as he was trying to encourage people to use Google Presentations for Sunday School purposes. His presentation can be found at this link: http://docs.

google.com/Present?docid=dcq269t4_79vhv646&fs=true. It really shows how easy it is to create a presentation and embed it on to a web site.[#3]

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Uses in Foreign Countries

Using Google presenter in other countries is easily achievable as Google Doc's offers language settings in many foreign languages. Select *settings* on the Google Doc's home page (top right corner) and then choose *language*, this option changes the interface to suit the individual's preference. Google Presenter offers twenty-five different languages which makes it very convenient all over the world. With this feature, international, national or local learning institutions or businesses of different ethnicities can use this application as a learning tool or strategy for collaboration or for disseminating information/training. For Example, an Italian international organization with representatives in different locations throughout the world can congregate online simultaneously and set their Google Presenter interface to their native language, then proceed to give input into a presentation collaboratively for teaching students/employees on new products, information or techniques. However, it appears if you were to collaborate internationally and two languages were present, the presentation slides only appear in the language of the original creator. Unless the users were bilingual or the original creator had this ability and applied two different texts on the slide a major issue applies for international correlation. For example, if the Italian organization had representatives of different nationalities throughout the world they could all simultaneously congregate online with the interface set to their native language. However, to collaborate on the presentation, the creator would have to use different texts on each slide or make multiple copies of the presentation in different languages to overcome the language barriers. As far as uses of Google Presenter, not much changes from the U.S. to the rest of the world.^(^[#4])

This link elaborates on the universal use of Google and Google Presenter: http://youtu.be/flc_VEQ7Vo0

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