**Application of Presentation Guidelines to Increase Effectiveness of Online Module**

*Needs assessment*
My assessment of need began through observation and experience, and evolved over time. Thus far I have verified interest and need via a survey.  Further evaluation of need and usefulness will occur after students have completed the module.

*Audience Assessment*
My audience is on the early exposure- developing confidence part of the learning spectrum, therefore it will be my responsibility to provide information and knowledge as well as the opportunity to apply the information and receive feedback.  Students will have previously had exposure to basic exercise prescription and the effects that occur with aging; these concepts will be incorporated into the material and then expanded upon. The Voicethread will provide information with general recommendations and some specific examples.  Students will be able to view the Voicethread prior to engaging in the discussion/application portion of the module.

*Learning objectives and expectations*
I provide an email introduction to the module so that the expectations are clear regarding the content and requirements. I also review the expectations of the module at the start of the Voicethread presentation, as well as provide learning objectives, some context about the scope of this module, why it is being presented, and how it fits into the general curriculum.
This module primarily focuses on the cognitive domain of learning, however learning objectives build from lower levels (knowledge/ comprehension) of the hierarchy to higher levels (application).

*Less is more*
I feel like I have tried to incorporate "less is more" by simplifying key points and providing key relevant information.  At this point, I have tried to minimize the text throughout the presentation, however I want students to have both verbal and visual representation of the key points. The accompanying handout serves to provide detailed references and additional context to the main points presented in the Voicethread presentation.

*Flow of information*
There are three main sections to the Voicethread presentation: review section/context, exercise methods that help to improve balance and reduce, and long term planning. This is intended to help students chunk the information and be able to connect how changes that occur with aging affect balance and falls risk, and how specific types of exercise can affect these factors.

*Incorporating Active Learning*
While an online presentation is not a particularly conducive teaching method for active learning, I hope to be able to engage students in a few different ways.  First, I present several questions to students during the Voicethread to allow them to reflect on what they

already know.  Toward the end of the module, I present a case scenario and pose several questions along the way, allowing students to consider how they might respond in the situation. I then provide my own thoughts so that they can compare.  Additionally, the module includes discussion board application scenarios and requires students to apply information from their older adult lab assessments by proposing appropriate interventions.  Students are assigned to a discussion board small group and asked to read the posts of four other students, and respond to one other student.  This allows each student to gain insight from several of their classmates, without being overwhelmed by responses from all classmates.

***The strategies discussed above were based on the information presented in "Keys to designing effective presentations" by Margaret Plack [1].

**Reference**

Plack MM. *Teaching and learning in physical therapy : From classroom to clinic.* Thorofare, NJ: SLACK; 2011. http://search.lib.unc.edu?R=UNCb6557246.