



CONTEXT & ISSUE

August 2025, I taught an Intensive Freshman Seminar (IFS): "Arts of the Self in the U.S. and Spain: From Home Movies to TikTok / Self Portraits to Selfies." Among other goals, the course exposed students to campus archives and home movies at the IU Moving Image Archive. Students prepared a collaborative Power Point based on a home movie.

It was apparent during a flipped classroom session that students had differing standards for preparing an effective Power Point. Students were originally going to present on one occasion to me. In turn, a main issue became ...

How to spontaneously adjust a Power Point Presentation to ensure students learn standards for presentations?



Still from William Figueroa Collection

A Spontaneous Application of Decoding the Disciplines

1. Recognize that some students were not already aware of best practices for Power Points;
2. Recognize that I sleep, eat, & breathe Power Points and how to communicate what to do effectively;
- 3a. Students and I made a list of best practices for Power Points;
- 3b. I shared model Power Points by students from my other courses;
4. Instead of students presenting once, students presented twice to two sets of peers with feedback from peers;
5. Assuring students that feedback is helpful and no need to be defensive;
6. Students presented in smaller groups, and I observed their changes and provided additional feedback;
7. For me, conversing with colleagues and a poster presentation for Celebration of Teaching 😊

ADDITIONAL CONTEXT

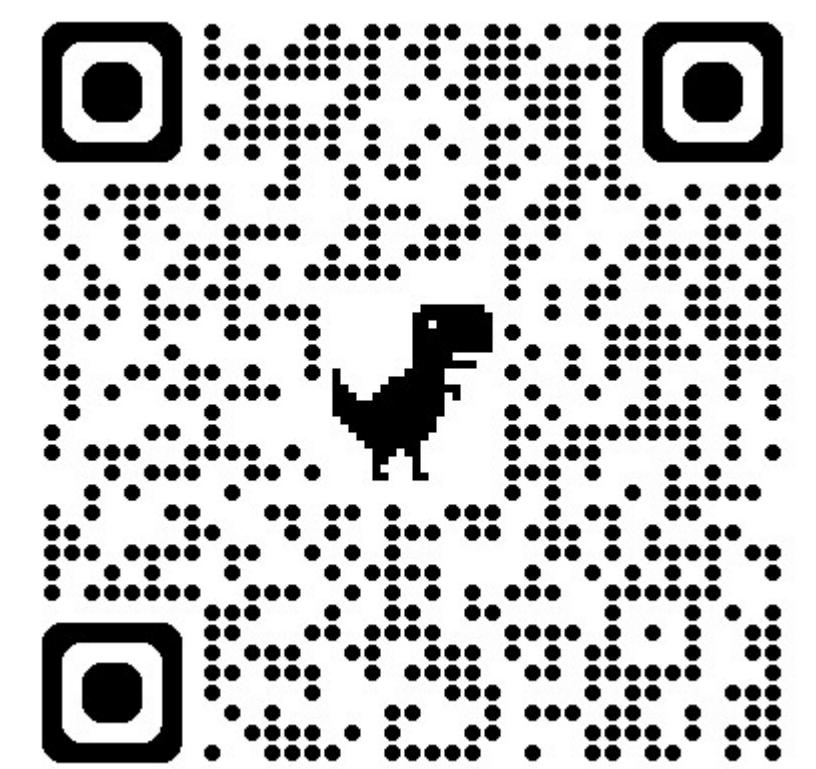
- I prefer that students present in small groups in lieu of in front of a class (less anxiety for students, peers more likely to engage with questions/comments);
- Given duration of the IFS course (2.5 weeks), I scaffolded in-class assignments leading to an individual's final project (e.g., students had the option of integrating parts of the home movie Power Point into their final project);
- Students had to morph their final project into different forms: an additional Power Point; a final paper; and a poster presentation.

Decoding the Disciplines

IFS provided a series of pedagogical workshops for faculty teaching a course. Professor Emeritus David Pace (History) provided a workshop on Decoding the Disciplines.

The steps for decoding are:

1. identify a bottleneck
2. uncover the mental move
3. model the mental move
4. give practice and feedback
5. motivate and lessen resistance
6. assessment
7. share [results with colleagues]



<click QR code for more on "Decoding the Disciplines">



Still from Bloomington Street Scenes (date unknown)