Knowles Teacher Initiative: Turning a Presentation into an Article

Have you recently given a presentation to other teachers at a conference or at your school that seemed to resonate with your audience? Would you like to reach more teachers and have your message make an even bigger impact? Consider turning your presentation into an article with the following easy steps!

Step 1: Reflect on your Presentation and Find your Focus

You've just presented your ideas at a conference. Congratulations! That means you've told your story to colleagues in an oral presentation form, so you have plenty of content to get you started on a written article. Now it's time to reflect on your slide deck, your notes, any handouts you developed, and the feedback you heard from your participants during or after your presentation. What is resonating most with you now? What were the greatest "ah-ha" moments you heard in the presentation? What kind of feedback did you hear from your participants?

To develop your ideas into a more cohesive written article, hone in on which part(s) of your presentation you want to carry into a different venue. Was it the way you've puzzled through a problem of practice? A new twist on a traditional idea? Key strategies you use in your teaching? Examples of student work or data that show effectiveness of your strategies?

- Now write a *purpose statement*—a few sentences describing what your readers will learn from the article. Remember, it is better to go deep into one idea than to gloss over several.

Step 2: Hook your Audience

At the beginning of an article you want to provide something that grabs your audience's attention and keeps them reading. Sharing a vignette or brief story can provide context and is an effective hook that will help your audience understand your motivation for what you are writing about. Asking yourself some of the questions below can help:

- Was there a particular class or student who would serve as a good example?
- What feelings did you have that caused you to make a change?
- What past experiences motivated you to ?
- Was there a specific "a-ha moment" in your teaching that led you to this purpose — one that will resonate with your audience?

Step 3: Gather Examples

To help readers understand how you implemented the idea, it is helpful to include examples or artifacts from your teaching that make your ideas concrete. Were there examples already embedded in your presentation? Perhaps a few stood out to the

audience as particularly illustrative of the topic or prompted a great discussion. Readers may not replicate your examples exactly, but they help to illustrate how your ideas worked in your teaching and what the outcomes were. These examples can be some combination of:

- Student work, with an explanation of how you analyzed them as a teacher
- Teacher or student quotes, written or transcribed from conversations
- Activity sheets - blank or completed
- Implementation timeline or unit outline

Step 4: Add References

Your written manuscript needs evidence to back up the statements and claims you make. The examples you provide from your own teaching artifacts (Step 3) can offer some of that evidence, but you will also need to cite literature to support your claims. For example, in a presentation you can say "I think that the best way to teach students is through inquiry," but your manuscript should cite a relevant book or article that describes the effectiveness of inquiry-based teaching. You will need to include in-text citations for each reference as well as a reference list at the end of your manuscript. Don't worry about citing every single statement you make. But be sure you back up statistics and other claims about effective teaching, as well as cite key ideas or direct quotations you pull from other sources.

For example:

- Institutional norms in math classrooms typically lead students to non-thinking behaviors (Liljedahl, 2021).
- "We are slowly learning how crucial traditional knowledge and language diversity is," Chi Luu wrote in 2019.

Step 5: Stick the Landing

The final piece of writing is your conclusion. Considering your purpose statement again, what do you want your reader to remember about the article? In the most simple form, the conclusion could be a restatement of your purpose. But it could also tie back to the hook, bringing the narrative full circle, or it could leave your readers with a "call to action."

Step 6: Put it All Together

You have now created the heart of your article, and can organize your ideas to help the reader understand your thoughts in a logical way. See below for prompts to help you think through the flow of your article.

Hook → Purpose → Main idea: plan, implementation, effectiveness → Conclusion

Hook:

What feelings or experiences brought me to this learning?
What is the context, and who and characters in this story?
What problem or conflict in my teaching inspired these ideas?

Purpose:

What is my reason for sharing this story?
What do I hope others will take from it?
What knowledge, values, or experiences do I want to convey to a broader audience?

Article Body:

What are the specifics that I want to share about my purpose?
What main ideas and evidence will help me illustrate how I approached this work and the knowledge I have generated?

Main Ideas: What are the main ideas I will share to illustrate my purpose?	Evidence for my ideas: ➢ What references can I use to back up my ideas? ➢ What examples or artifacts from my teaching will make my ideas concrete?
1.	
2.	
3.	

Conclusion:

What's the singular theme present in my story—what do I keep coming back to that I want readers to leave with?
Can I return to my "hook" to describe how things have turned out?
Is there a "call to action" for readers?