

Vananchal Dental College & Hospital

E- Content Development Training Programme Report

Name of the Programme : How to make Effective PPT Presentation in Teaching

Date: 17-06-2017

Resource Person: Dr. Maneesha Das

Venue: Library Block

Number of Participants: 20

Content of the Programme:

Introduction:

Slide presentation software such as PowerPoint has become an ingrained part of many instructional settings, particularly in large classes and in courses more geared towards information exchange than skill development. PowerPoint can be a highly effective tool to aid learning, but if not used carefully, may instead disengage students and actually hinder learning.

Advantages

- Potential benefits of using presentation graphics include:
- Increasing visual impact
- Improving audience focus
- Providing annotations and highlights
- Analyzing and synthesizing complexities
- Enriching curriculum with interdisciplinary approach
- Increasing spontaneity and interactivity
- Increasing wonder

Challenges

- Although there are many potential benefits of PowerPoint, there are several issues that could create problems or disengagement:
- Teacher-centred: Students often respond better when instructors have designed sessions for greater classroom interaction, such as the use of student response clickers, designing PowerPoint to facilitate case studies or use the slides as a replacement for paper worksheets.
- Lack of feedback: PowerPoint-based lectures tell you nothing about student learning. Design them to include opportunities for feedback (not simply asking if there are

questions, but more actively quizzing your students). This often takes the form of listing questions, not information, on the slides themselves.

- Student inactivity: Slide shows do little to model how students should interact with the material on their own. Include student activities or demonstrations to overcome this, either before or after the slideshow presentation.
- Potentially reductive: PowerPoint was designed to promote simple persuasive arguments; for critical engagement, not just for exposure to a 'point'.
- Presentation graphics should be about learning, not about presentation.
- PowerPoint presentations should help students organize their notes, not just 'be' the notes. This is a particular risk with students who grow up accustomed to receiving PowerPoint notes to study from. Some students may require convincing that notes should be taken beyond what is already on the slides.

PowerPoint Interactions: Student Response 'Clickers'

Classroom response systems can improve students' learning by engaging them actively in the learning process. Instructors can employ the systems to gather individual responses from students or to gather anonymous feedback. It is possible to use the technology to give quizzes and tests, to take attendance, and to quantify class participation. Some of the systems provide game formats that encourage debate and team competition. Reports are typically exported to Excel for upload to the instructor's grade book.

PowerPoint as Worksheet:

Instructors who do not have sufficient photocopying opportunities in their departments may be less likely to use paper worksheets with their students, especially in large classes. PowerPoint offers the ability to approximate worksheets to illustrate processes or to provide 'worked examples' that show problem-solving step-by-step. One valuable technique is to first demonstrate a process or problem on one slide, then ask students to work on a similar problem revealed on the next slide, using their own paper rather than worksheets handed out.

Narrated PowerPoint Downloads:

The PowerPoint software itself includes built-in functionality to record your audio commentary. In this fashion, instructors can literally deliver their entire lecture electronically, which can be especially useful in an online course. The resulting file is still a standard PowerPoint file, but when the slideshow is 'played', the recorded instructor's voice narrates the action, and the slides advance on their own, turning whenever they had been advanced by the lecturer during the recording.


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