




Death by Powerpoint

Lynette Nagel
Sanet Haupt
Willem Jorissen
Department for Education Innovation


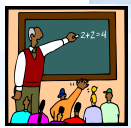



100
UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

My perspectives on Powerpoint




- Instructional designer
- Lecturer
- Parent of students






100
UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Lecturer concerns




- The amount of information available
- Turnover of knowledge
- Drowning



100
UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Problem identified



- 2nd year course
- Large cohort of students
- Different faculties: Natural and Agricultural Science, Medicine and Veterinary Science
- Quest to encourage deeper learning
- Suggest using blended learning (LMS)

100
UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Attributes of deep learning



- Relate ideas to previous knowledge and experience
- Look for patterns and underlying principles
- Check evidence and relate it to conclusions
- Examine logic and argument cautiously and critically
- Be aware that understanding develops while learning
- Become actively interested in course content
- (Weigel 2002) in Van Vuuren (2008)



Dilemma



- Are these students ready for web-based learning?
- clickUP survey: limitations



Solution



- Paper-based survey in class
- Addressed
 - access to computers and the internet
 - learning preferences
 - included open-ended questions relating to their course and curriculum.
- 127 students participated



Results



- Access to Internet, computers
 - all reported having satisfactory access to computers and the internet.
 - 73% of the class usually used the computer laboratories on campus,
 - 59% depended on the labs as their only available internet source.
- Time of day
 - no single time during the day that suited all
 - surf equally during the gaps between classes, as in the afternoon after the last class.



Learning material delivery



- three-quarters of the class preferred accessing it from the LMS,
- + they would also like some material delivered in other modes.

Learning material format



- majority of students preferred custom prepared printed hand-outs or readers rather than just textbooks.



Notes to study from



- 66% of class prefer to study from comprehensive texts (this includes test books and readers),
- they liked to *supplement* those with summaries, (including ppts), other sources like diagrams and also listening

Lecturing modes



- Popular belief that many students have a dominant auditory learning style
- only 3% of this cohort said they preferred learning through *hearing* rather than through *reading*.
- 28% of the students enjoy *listening* to learning material *in conjunction with* other modes.

Class attendance



- Only 41% of the 127 of the class present on the day of the survey, claimed to attend all lectures.



Student expectations from lecture



- interesting and applicable
- lecturer should explain the content
- elucidate the key issues
- equip them to solve problems relating to their studies
- and discuss how the particular work fits in and will be applied in their future professional practice.

Students say on notes ...



- We want relevant handouts
- Notes could be made available before the lecture
- published on clickUP before the lecture
- Provide notes before classes, so instead of writing we can look at our printed notes and listen

On Powerpoint



- Some lecturers tend to only read information off the PowerPoint presentations and not add any additional notes to these.
- Reading off slides is not really helpful

Critical thinking



- Learners in HE must develop critical thinking skills and not just absorb a vast amount of facts
- This happens through Socratic methods: questioning by lecturer
- Teaching students to formulate questions



From shallow to critical



- Too many detailed facts are passed on.
- Make it more interesting and relevant, and not just repeat everything in the book.
- Make use of more examples during class and not just straight out of textbook learning.



Embedding, contextualising



- To make more interesting with a practical approach
- Have some prac work to get students more involved and interested.
- We want more Discussions. Praes. Assignments.
- Classes do not feel productive on the lecturers part, don't encourage any participation from students.



Topics



- topics based on (...) would be more beneficial to our career choice.
- Lecturers should perhaps add interesting applications or additional notes in lectures, not available on ClickUP.



Students demand ...



- Students attend class not to be bored to death by a PowerPoint lecture.
- Lecturers should deliver wide-ranging resources via web *and*
- facilitate applicable classroom discussions
- Students demand “anywhere, anytime and just-for-me” education.



Thank you

