

Introduction to Microsoft Office PowerPoint - Faculty

Introduction

This document will introduce faculty members to using Microsoft Office PowerPoint. For additional information and assistance in using PowerPoint, please contact IRT (Instruction and Research Technology) at <http://www.wpunj.edu/irt> and/or at 973-720-2659.

What is Microsoft Office PowerPoint?

Microsoft Office PowerPoint, part of the Microsoft Office suite of productivity applications, is a program that allows you create slide-based presentations that can either be displayed on-screen or printed out. The program is simple enough to allow even beginning users will be able to create basic presentations, and yet robust enough to allow more advanced users a great deal of flexibility in terms of how their presentations look, sound, and work.

Integrating PowerPoint with Teaching and Learning

Getting started with PowerPoint

Find and open Microsoft Office PowerPoint. This should start you off in a new PowerPoint presentation.

- If you started PowerPoint by opening an existing presentation, you can start a new one by clicking on the Microsoft Office icon, at the top-left corner of the window, and then on "New."

When the following dialog box appears and asks you how you want to create your new presentation, select "Blank Presentation" and click the "OK" button.

Adding Slides

1. To insert a new slide, click on the "New Slide" icon and select the desired theme.
2. The slide that you just created will have default elements that you can modify to add text, graphics, or images to each slide.
3. As you finish creating each slide, repeat the process to create additional slides.

Adding Graphics

1. Click on the Insert ribbon and then on the desired graphic type, from the options that appear in the "Illustrations" section of the Insert ribbon (Picture, Clip Art, Photo Album, Shapes, SmartArt, or Chart).
 - a. For the "Picture," "Clip Art," and "Photo Album" options, browse to and select the desired graphic(s) that you wish to add
 - b. For "Shapes," "Smart Art," and "Chart," follow the on-screen dialogue to select the desired options and create your graphic(s).
2. Once you have added an image, you can click and drag its corners to change the size at which it displays and/or click directly on it to modify its other properties, using the options that will appear in your toolbar, along the top of the screen.

Three Different Ways of Changing Background Colors

1. Using Themes...
 - a. Change colors using Themes, an area of the Design section of the ribbon menu.
 - Click on the desired theme, noting that the down arrow that appears in the bottom-right corner of the Themes area will show you additional options
2. Using Background...
 - a. Change colors using Background, an area of the Design section of the ribbon menu.
 - Click on the link that reads "Background Styles" and select the desired background color.
 - Clicking the "Format Background" option and then selecting the "Fill section" of the resulting screen will allow you to set any color of your choosing.

Moving and Resizing Images

To move or resize an image, click on it once to make the sizing handles appear (small white squares). Drag and drop your image to any location on the slide or click and drag any of the handles to resize your image.

Your image must show the white squares in order to move or resize. Click the center of the images to make these appear. To keep the proportions of the shape, only resize by clicking and dragging the corner markers.

Adding Multimedia Files: A Video Clip

1. In the "Insert" ribbon of your toolbar, click "Movie" and choose either "Movie from File" or "Movie from Clip Organization."
2. Browse to select the desired video clip that you wish to add to your slide

Adding Multimedia Files: Sound

1. In the "Insert" ribbon of your toolbar, click "Sound" and choose the desired option.
 - You can add sound by attaching a file, browsing the Clip Organizer, playing a CD audio track, or recording sound with a microphone.
2. When prompted, indicate whether the sound clip should start automatically or only after it's been clicked on.

Checklists for Making a Good Presentation

Limit the points per page

- Limit the number of points per page
- Do not have more than 6 words per bullet and six total bullets per page (6x6 rule)
- Limit the amount of information on a page
- Use bullet points to prompt, illustrate, and summarize the points

Don't use slides as lecture notes

- Use your presentation for illustrating overviews, concepts, and processes

Distinguish what is said from what is read

- Use the bullet points to reinforce but not to expand on what you are saying
- Put what you will say into the notes frame of that slide

Avoid flashiness

- Keep the design of the presentation be simple
- Do not make it too flashy
- Use of multimedia features to focus concentration

Teaching Strategies with PowerPoint

1. Gaining Attention

The first event of instruction is Gaining Attention. This event focuses on the reception processes in the Information Processing model. When students arrive at class, their attention is directed toward many other things. One student might be thinking about an assignment from a previous class. Another student might be struggling with a personal problem. Some students might be discussing weekend plans.

If students are not attending to instruction, they will not receive the information because it will not be perceived by the receptors or selected for further processing. They simply will not hear it. They will not see. The purpose of this instructional event is to gain student attention and arouse interest. One way to do this is with an abrupt stimulus change, such as gesturing, speaking loudly, or providing an interesting visual.

2. Informing Learner of the Objective

The next event of instruction is informing the Learner of the Objective. This event focuses on the expectancy control processes in the Information Processing model.

Making the lesson objectives or unit goals explicit influences selective perception. Your students will have a better understanding of what they should attend to. It also may improve performance and feedback processes since students will be able to better access their learning achievement as instruction proceeds. Additionally, this event may affect their choice of storage and retrieval schemes. For example, I study differently for a course that includes objective-type exams than for a course that requires a long paper or project.

3. Stimulating Recall of Prior Learning

Often understanding new information requires an understanding or application of existing knowledge or skills, sometimes called prerequisites. Before presenting new information, Stimulating Recall of Prior Learning makes that knowledge more accessible in working memory.

4. Presenting the Stimulus

The fourth event of instruction calls for Presenting the Stimulus, the new material. This is where many lessons begin. However, Gagne's work indicates that instruction will be more effective if we first gain attention and interest, inform the learner of objectives, and recall prior learning.

Although we may believe everything we say or do in class is important, displaying content with distinctive features supports the selective perception process in the Information Processing model. Remember, we can perceive much more information than we can process, and we can process much more than we can store. This instructional event helps students focus on important ideas, ignore unnecessary details, and avoid distractions.

5. Providing Learning Guidance

"This event of instruction supports the internal process usually called semantic encoding. In familiar language, the instructional technique may be described as follows: Make the stimulus as meaningful as possible." (Gagne, 1985, p. 252)

Throughout a lesson, you can suggest meaningful organizations of the material, such as presenting examples, relating new information to existing knowledge, providing images, and offering mnemonics. However, this can be provided near the end of your lesson, after the new material has been presented, as well.

6. Eliciting Performance and Providing Feedback

The previously described instructional events focus on the first “half” of the Information Processing model. In the first part of this model, new knowledge and skills are encoded for long-term memory storage.

In the second part of this model, the learner uses and demonstrates these newly learned capabilities. Also, the instructor provides feedback about the correctness of this performance.

A shortcoming of some lessons is that no opportunity exists for learner performance and feedback. This is often reserved for homework or exams when no one will be immediately available to assist with problems and questions. However, including a few minutes of in-class practice, tied to the lesson objectives, can help both the instructor and student identify and correct misunderstandings.

A statistics course I took lacked opportunities for performance and feedback because the text did not include problems with answers. Even though I thought I understood a statistical procedure, I was not able perform and check my results. Since the instructor was not supporting this important instructional event, I sought and used problems from other statistics book, supporting this event myself.

7. Assessing Performance

At this point, the students have demonstrated that learning has occurred. However, a single performance does not ensure that the new capability has been reliably stored. Additional practice and performance are needed. This additional practice is often homework and culminates with a graded test or project.

No example slides for this instructional event are including in this presentation as the previous slides on performance and feedback also illustrate this event and presentation slides may not be the best mechanism for supporting this event.

8. Enhancing Retention and Transfer

The final event of instruction is Enhancing Retention and Transfer. Once we are reasonable sure that the new capabilities are reliably stored, we can increase the likelihood that these capabilities will be retained over a long time period. Providing practice and spaced reviews is one way to enhance retention.

Additionally, transfer of knowledge and skills to new problems and situations is a goal of most instruction. Because of classroom time constraints, we often are not able to examine new ideas in a variety of contexts. Consequently, students may not recognize these ideas in new situations. Providing practice variety may enhance the transfer of learning by increasing retrieval cues.