Integrating PowerPoint with Teaching and Learning

Getting start with PowerPoint

1. Find and open PowerPoint
2. When the Tip of the day dialog box appears, direct the participant to read it and click OK. If you don’t see this, proceed with the next step.
3. When the following dialog box appears and ask you how you want to create your new presentation, then select Blank Presentation and click the OK button.
4. Provide a brief description of the options under the Create a New Presentation Using title.
   - AutoContent Wizard: takes you through the creation of a simple presentation step by step.
   - Template: PowerPoint provides 160 templates that you can choose from. The templates are created by professional artists and offer design choices in black and white as well as in color.
   - Blank Presentation: this option allows you to select slides and format them individually.
5. Direct the participants to select the Title Slide option in the New Slide dialog box and to click the OK button.

Adding Slides: Text

1. To insert a new slide, click “New Slide” icon or “Insert → New Slide” from the menu bar or press “ctrl + M”
2. Select the Bulleted List option in the New Slide dialog box and to click the OK button.
3. Click View and then Master → Slide Master to change the font type to san serif such as Arial.
   To change the font type, highlight the text and then click the drop down menu box of Font. Select Arial.
   Make change to the other text box.
4. To get out of the master slide editor mode, click the following button on your screen.
5. Type your objectives on this slide as follows:

Adding Graphics

1. Click Insert → Picture → Clip Art… or From File…
   You may click the Insert Clip Art icon to add a graphic.
2. Select an image or graphic from Microsoft Clip Gallery or File list from the window

Three Different Ways of Changing Background Colors

1. Using Slide Color Scheme…
   Change colors using Slide Color Scheme… option from Format of menu bar.
   - Click Format and then select Slide Color Scheme…
   - On the Color Scheme window, select the second of the first row and then click Apply to All button.
2. Using Background…
   Change colors using Background… option from Format of the menu bar.
   - Click Format and then select Background…
   - On the Background window, select a color from the drop down menu and then click Apply to All button.
   * You have an option to select a color from More Colors… or Fill Effects… options.

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For more Academic Technologist availability info, please go to: http://www.wpunj.edu/irt/atcalendar
3. Using **Apply Design**…
   Change colors using Apply Design… option from Format of the menu bar.
   - Click **Format** and then select **Apply Design**…
   - On the **Apply Design** window, select a color scheme from the menu and then click **Apply** button.

### 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. Click **Insert** → **Movies and Sounds** → **Movie from File**…
2. Select a video clip from the **Insert Movie** window by clicking a file and then clicking the **OK** button

### Adding Multimedia Files: Sound

1. Click **Insert** → **Movies and Sounds** → **Sound from Gallery**…
2. Select a sound clip from the **Microsoft Clip Gallery** window by dragging the clip and dropping it on the slide
3. If there is nothing on the list, type “wav” on the **Search for clips** text field. It will display the available clips for you.

### Adding Animation Effects

1. Click **Slide Show** → **Custom Animation**…
2. Select **title1** and then click the radio button of Animate
3. Select the radio button of Automatically…
4. Click the Effects tab and then select any effect that you want.
   * Make sure you select [No Sound] and Don’t dim after animation options
5. Select **Text 2** and then click the radio button of Animate
6. Add the third item “**Object 3**” by selecting the **Object 3** from the list and then click the radio button of **Animate Automatically**…
7. Select the Play Settings tab and then select Play on the drop down menu
   * For the effect, suggest them to select appear from the drop down menu.
   ** Tell them that they have an option to check on the check box of Hide while not playing.
8. Go to the last slide that contains a video clip
9. Click **Slide Show** → **Custom Animation**…
10. Select **Title1** and then click the radio button of Animate and then direct them to click Effects tab and select “Appear”
11. Select **Media 2** and then click the radio button of Animate, Automatically
12. Click Effects and make sure they select **No Effect** from the drop down menu
13. Click Play Settings and then make sure they have the following settings:
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.