

## UNIT 7

### POWERPOINT FOR TEACHING AND LEARNING: RESEARCH FINDINGS, STORY CREATION, YOUTUBE & CLASSROOM IMPLEMENTATION

**Outcomes:** On the completion of this unit, the student should be able to:

- Understand what research indicates regarding PowerPoint implementation
- Implement different levels of Bloom's taxonomy and/or Anderson and Krathwohl's taxonomy when posing questions when implementing PowerPoint
- Be aware of the implications of using social media such as YouTube as well as its ethical and legal implications
- Explore YouTube to find appropriate content to be used in a PowerPoint presentation
- Search the internet for an appropriate YouTube downloader
- Install a YouTube downloader
- Download a YouTube video to be embedded into a PowerPoint presentation by means of a YouTube downloader
- Explore the web for ready-made PowerPoints that can be adapted for teaching and learning
- Design a new PowerPoint or edit an existing PowerPoint and include embedded digital media such as YouTube **OR** design a story with characters, speech bubbles/text boxes and animation
- Design questions on the different cognitive levels of Bloom to be used during the PowerPoint and include these questions as part of the PowerPoint
- Identify to which learning theory an implemented PowerPoint presentation type subscribes to
- Present to the class how this tool/design/PowerPoint can be implemented

### INTRODUCTION: COGNITIVE DEVELOPMENT AND TAXONOMIES – BLOOM

You have probably heard of Bloom's Taxonomy during your BEd. Benjamin Bloom developed a taxonomy that enables us to compose questions on different cognitive levels, namely (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis and (6) evaluation. Knowledge at level one is the lowest level as it merely focuses on memory and recall, while evaluation is the highest level. You can read more about Bloom and the keywords (VERBS) associated with each cognitive level (NOUNS) at:

<http://www.pedagogyideas.com/wp-content/uploads/2013/01/03-Writing-Lesson-Plans-Using-Blooms-Taxonomy.pdf>

I also provide some additional references:

- [http://www.mrcoley.com/pdfs/LC\\_Questioning\\_Packet.pdf](http://www.mrcoley.com/pdfs/LC_Questioning_Packet.pdf)
- [http://iss.schoolwires.com/cms/lib4/NC01000579/Centricity/Domain/1366/BloomQuestions\\_000.pdf](http://iss.schoolwires.com/cms/lib4/NC01000579/Centricity/Domain/1366/BloomQuestions_000.pdf)

- <http://k12curriculum.pottsgrove.wikispaces.net/file/view/Bloom%27s+Verbs+Question.pd>
- <https://www.teachervision.com/teaching-methods/new-teacher/48445.html>
- <http://www.unc.edu/learnnc/kinetic-connect/noframes.html>
- <http://www.nhnurses.org/Especially-for-You/CE-Resources/Blooms-Taxonomy.pdf>
- <http://www.nmmu.ac.za/cyberhunts/index.htm>
- <https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf>
- [http://wwild.coe.uga.edu/pptgames/resources/bloom\\_questions.pdf](http://wwild.coe.uga.edu/pptgames/resources/bloom_questions.pdf)
- <http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf>
- <http://www.highperformancetrainingworks.com/EPSS/TechNotes/Bloom.htm>
- <http://www.personal.psu.edu/bxb11/Objectives/ActionVerbsforObjectives.pdf>
- [http://lqdata.s3-website-us-east-1.amazonaws.com/docs/395/312520/Action\\_Words\\_RevBloom.pdf](http://lqdata.s3-website-us-east-1.amazonaws.com/docs/395/312520/Action_Words_RevBloom.pdf)
- <http://lqdata.s3-website-us-east-1.amazonaws.com/docs/395/310824/Bloom%27s+Cognitive+Domain+Polygon.pdf>

**Reflect and ask yourself:** On which level is the majority of questions that you pose, your teachers at school and even your lecturers? One has to bear in mind that one cannot just always focus on the higher level all the time and that one does need level 1 and level 2 knowledge in order to think deeper in the higher levels.

Two of Bloom's students, Anderson and Krathwohl redefined Bloom's taxonomy. They made three changes:

- Reworded the categories or levels that Bloom indicated by making use of NOUNS, to using VERBS instead
- Repositioned the levels of the taxonomy
- Indicated how the levels of the taxonomy can intersect with different types of knowledges.

The above has been discussed and presented in a practical manner by Du Plessis and Webb (2011, p. 1201) <http://www.ascilite.org.au/ajet/ajet27/duplessis.pdf>

The link below also provides useful practical ideas when implementing Bloom's Taxonomy in a practical manner by providing examples of questions.

<http://www.pedagogyideas.com/wp-content/uploads/2013/01/03-Writing-Lesson-Plans-Using-Blooms-Taxonomy.pdf>

## USING MULTIMEDIA FEATURES SUCH AS YOUTUBE

You have heard the term 'Multimedia' before. What is multimedia? What is hypertext or hyperlinks? The following extract is from Du Plessis (2010, p. 7):

*"Multimedia is the use of two or more media to present information (Green & Brown, 2002). It is also referred to as a message or information conveyance tool which integrates a combination of different digital media objects such as images, text, sound, motion and interactivity (Simkins et al., 2002). Nielsen (1990, p. 5) uses the concepts hypertext and hypermedia interchangeably, yet he prefers the name hypertext. The "media" part in hypermedia refers to its multimedia (multimedia: sound and animation) capabilities (Nielsen, 1990). Hypermedia can be defined as a message or information conveyance tool which integrates a combination of different digital media elements such as text, graphics, sound, animation and video into an interactive computer application (Nielsen, 1990:5; Neo & Neo, 2001). Authoring tools are designer or software 'allowance' and 'performing' tools which provide opportunities for designing (Neo & Neo, 2001, p. 3). Hypertext is the interactive dynamic links among the nodes or units of information (text) on a system over which users have some 'navigational power' or control over information (Nielsen, 1990). Hypertext can be used in a non-linear manner to present information or text (Green & Brown, 2002) or in a linear manner. A text only website without any graphical/pictorial information, movement or sound can be referred to as a hypertext website. When a website or non-web related application has an interactivity dimension through the use of various media objects (containing multimedia) and hypertext links, the website or application is referred to as a hypermedia application. Hypermedia is the multimedia version of hypertext (Green & Brown, 2002, p. 4). It is the combination of multimedia and hypertext."*

When multimedia is used, several learning theories can be linked to learning, namely (Du Plessis, 2004):

- Piaget's cognitive constructivism (accommodation, assimilation and equilibrium)
- Schema theory (accretion, tuning and restructuring)
- Semantic networks (schemas of relationships)
- Cognitive flexibility theory (assist with complexity and ill-structuredness of knowledge domains)

Dual coding (text and audio as two channels when learning – nonverbal images such as text, sounds and visual media and verbal information such as text and audio)

This brings us to the **possibilities of 'how'** multi-media, for example YouTube, can be used for teaching and learning. Below are some examples. The list is not exhaustive:

- Initiate lively discussions
- Organise video content that you find
- Create digital stories, e.g. by using PowerPoint as design tool

- Provide opportunities for learners/students to explore a subject or topic on a deeper level (vertical dimension instead of horizontal coverage)
- Assist learners who struggle (special educational needs)
- Create differentiation and enrichment opportunities for stronger learners
- Review for exam purposes
- Flip your classroom
- Upload your own and learners' explorations onto YouTube

Below are more ideas:

<http://www.classroominthefuture.com/blog/2012/10/1/10-ways-to-use-youtube-in-the-classroom>

<http://community.eflclassroom.com/profiles/blogs/50-ways-to-use-video-in-the-classroom>

<http://www.slideshare.net/jamadrid/why-use-youtube-in-your-classroom>

<http://web20edu.com/2011/05/09/8-ways-to-use-youtube-in-any-classroom/>

There are some **ground rules** for using YouTube (and similar sites). These are:

<http://youtubeintheclassroom.weebly.com/guiding-principles.html>

- Respect Copyright
- Respect YouTube Terms of Service
- Respect Your Audience
- Respect Parental Permissions and Student Privacy

## **USING A YOUTUBE VIDEO IN YOUR CLASSROOM**

You have decided that you want to use a YouTube video in your classroom during your lesson. Good, but what do you have to consider? I ask this, because often students (teachers) include a YouTube (or other video) in their classroom and what I have noticed is the following:

“Class, I am going to play this topic on pollution. Listen and watch.”

My response to the above is: Listen and watch/view for the sake of watching?

- Has the student (teacher) viewed the video before?
- Has the student (teacher) thought about the language level, quality, content accuracy, etc. of the video?
- Has the student (teacher) provided the learners with aspects to pay special attention to while watching?
- Has some questions been defined that the learners might have to look for answers to when viewing the video?

It is thus not just to insert a video for the sake of just having one; CAREFUL thinking has to accompany it.

### **Activity 1: Reflect on Bloom and Questions**

Reflect and ask yourself: On which level is the majority of questions that you pose, your teachers at school and even your lecturers? One has to bear in mind that one cannot just always focus on the higher level all the time and that one does need level 1 and level 2 knowledge in order to think deeper in the higher levels. What is your view regarding this statement?

### **Activity 2: Ready-made and ready to be edited PowerPoint Presentations**

One often hears from certain proponents that ICT resources are not used in the classroom due to the 'fact' that students do not have the resources. Although this might be a valid argument, I would like to make a counter one, namely: Student teachers and/or teachers at school do not use ICT resources because of the amount of time that has to be spent on planning and design. Furthermore, not all students or teachers have good PowerPoint design skills. What is your view regarding the above?

However, there seems to be help. Friend 'Google' can be a great source to find ready-made PowerPoints that can sometimes be used as is. One can also edit (adding, deleting) aspects on ready-made PowerPoints. One such a site that I have found to be useful for me, is Pete's PowerPoint Station at [www.pppst.com](http://www.pppst.com)

Tip: Search Google for your topic and include the keyword 'PowerPoint' or extensions ppt or pptx as part of your search.

Explore the site [www.pppst.com](http://www.pppst.com) and look whether you can find something that can be linked to the South African CAPS that can either be used as is or that can be edited.

Foundation Phase students, please explore the web in order to find PowerPoints that could be useful for the FP phase. Remember that the FP phase is referred to in some countries as K1 to K3.

One possible advantage of a 'good' PowerPoint is that one can make it available to learners to view on their digital devices.

### **Activity 3: PowerPoint and the Foundation Phase for Story Creation (IPs can do it too)**

Explore and discuss: How can an FP teacher use PowerPoint in creative ways in the FP classroom? Is there anything that you could share with us?

Remember: PowerPoint can be used to create digital stories. This is only one tip. Do you have any other ideas? And how can it be used to create digital stories, even digital stories with different paths or endings? Remember: PowerPoint also has the feature that enables one to add sound/voice to slides and run automatically. Are you aware about this? What about learners using PowerPoints to create stories, even in the FP phase?

Are you aware that one can?

- Record voice(s) to make a story in PowerPoint
- Animate movement of characters/images to follow a certain path
- Run a PowerPoint automatically without pressing the 'next screen' button – and PowerPoint then tell a story with text and/or voice and/or a combination of the two.

Let us explore the above practically.

Discuss: How can you use PowerPoint to create a story?

### **Activity 4: Inserting YouTube into PowerPoint – hyperlinks and downloading**

One can insert YouTube video into your PowerPoint in several ways. This can be done as follows:

- Copy the link from YouTube into your PowerPoint slide. Ensure that you press ENTER in order that the hyperlink turns BLUE, else, it won't work. Equally important, you have to be connected to the internet if you want to view the YouTube movie.
- You can also embed it into PowerPoint. View the YouTube movie link below which explains the process and the tweak:
  - <http://www.youtube.com/watch?v=D-tnoIKqnd4>
  - <http://www.youtube.com/watch?v=1V0gm98Xj4g>
- You can DOWNLOAD the YouTube video to use it any place, even when you don't have an internet connection. BUT please be aware of the copyright issues of YouTube!!!

This brings us to downloading a YouTube video. Again, several possibilities exist. I will indicate two options:

- Option 1: Use a YouTube downloader that is not integrated or integrated with Firefox or Internet Explorer
- Option 1: Use a downloader that is an ADD-IN or PLUG-IN in Firefox or Internet Explorer

Option 1: Various YouTube standalone downloaders exist such as this one of GVU Technologies that is available at <http://gvutechnologies.com/lp/>. The link <http://youtu.be/-vxtfXL3NO4> explains how to use it. Remember to first download the software and install it.

Below are various alternatives to explore:

<http://www.techsupportalert.com/content/finally-free-flexible-youtube-download-works.htm>

<http://www.techsupportalert.com/content/best-free-video-downloader.htm>

<http://www.xilisoft.com/download-youtube-video.html>

<http://youtubedownloader.com/>

<http://www.dvdvideosoftware.com/products/dvd/Free-YouTube-Download.htm#.Uu6TsLSoJOI>

Option 2: Install an Ad-On, Add-In or Plug-In into FireFox or Internet Explorer. This is then added to your browser and then you don't have to install a separate standalone software downloader as in Option 1 above.

For Internet Explorer:

<http://www.iegallery.com/Addons/Details/442>

For FireFox, Internet Explorer and other browsers, try:

[http://www.freemake.com/news/save\\_youtube\\_videos\\_in\\_1\\_click\\_with\\_new\\_download\\_button](http://www.freemake.com/news/save_youtube_videos_in_1_click_with_new_download_button)

<http://www.savevideoplugin.com/>

An explanation of how to add an ADD-IN into Firefox, Chrome and Internet Explorer:

<http://www.digitaltrends.com/computing/how-to-download-youtube-video-firefox-chrome-browser-plugins-addons/>

Try it out. You could also search on YouTube for 'How to install YouTube downloaders' etc. You can also try the search string 'YouTube downloader firefox' in [www.youtube.com](http://www.youtube.com)

### **Activity 5: Research on PowerPoint usage – What are the findings?**

PowerPoint usage has been described by some as just substituting the chalkboard or whiteboard with an electronic version of the traditional. Have you heard the phrase, 'Death by PowerPoint'? This refers to students-learners being bombarded by PowerPoint to such an extent that they are bored. Some refer to it as a 'fad'. However, it seems that there are creative ways for using PowerPoint.

Research has been conducted at tertiary level related to PowerPoint usage. It seems that there is a gap in the sense that research on PowerPoint implementation and its possibilities has not been done on a wide scale at school level. This opens up the possibility to implement PowerPoint at classroom level and to conduct research. Fourth year students should consider this, as part of the 4<sup>th</sup> year is a Research Module and this then provides the opportunity for you as students to explore!!

Reflect:

- How have you experienced the use of PowerPoint at university?
- What advice could you provide to us on how we could improve our PowerPoints to enhance learning?

Research on PowerPoint implementation has been conducted. What can we learn from it? Read TWO of the articles on PowerPoint (links provided at the end in the ONLINE RESOURCES Section). Make a half page summary on each of the articles by focusing what struck you or what you found interesting. Hand in during the next session and include your student no. and surname.

### **HOMEWORK (Possible SELF-STUDY)**

Read TWO of the articles on PowerPoint (links provided at the end in the ONLINE RESOURCES Section). Make a half page summary on each of the articles by focusing what struck you or what you found interesting. Have it ready on paper for a possible discussion.



## ASSESSMENT: GROUP ASSIGNMENT

Form a group of 3 to 4 persons and then explore the below to create something ...

As a group, you have to DESIGN a STORY in POWERPOINT:

- Design a story with characters, speech bubbles (include animation) for an FP or IP class. This story can be fictional or non-fictional. Thus, you could create a non-fictional story in any subject/learning area to introduce, explain, etc. something to learners in story format in PowerPoint. You may also insert a YouTube digital clip if it will enhance your story. This clip could be inserted where you think it should be done.

You may also use text, speech recording, sound and/or a combination for your story. Characters should be able to move. It is important to create and design something that will be appealing and interesting to learners. Hence, it should grab their attention!!

The YOUTUBE movie <http://youtu.be/PihHZF732BY> AND <http://youtu.be/CP4cqpDQ6h4> will also demonstrate some simple aspects regarding animations and digital story telling.

You could also search on YOUTUBE for tutorials on “Digital Storytelling: Animated PowerPoint Tutorial”. There are a great number of resources available!!

Also include the following on one of your slides:

- Indicate where in the CAPS this is addressed and for what grade during which term.

Design questions as part of your Story PowerPoint:

- Design questions on the different cognitive levels of Bloom to be used during the PowerPoint and include these questions as part of the PowerPoint. Indicate the level of the question within brackets in the PowerPoint.
  - The questions can be inserted at any point into your PowerPoint. All questions do not have to be on the same slide. Questions can be inserted at different points.

Design and plan how you would implement your STORY PowerPoint. You will have to do the following:

- Present your PowerPoint that you have designed AND tell us how you would implement it to the class. Your explanation can be done by means of:
  - Using a PowerPoint presentation as explanation in addition to the STORY PowerPoint that you have created.

REMEMBER: The explanation of the implementation process to the class as a group is **NB**.

## Assessment Rubric Story Presentation and for GROUP Implementation PowerPoint Presentation

**STUDENT GROUP STUDENT NAMES & NO:**

	Exemplary	Accomplished	Developing	Beginning	MARK AWARDED
<b>STORY DESIGNED IN POWERPOINT: PRESENT STORY TO CLASS (AT LEAST 15 slides)</b>					
<b>Organization of story material</b>	Information presented in logical, interesting sequence. At least 15 slides.  8-10 marks	Information in logical sequence. At least 15 slides.  6-7 marks	Difficult to follow presentation--student jumps around. At least 15 slides.  4-5 marks	Cannot understand presentation--no sequence of information. Less than 15 slides.  0-3 marks	
<b>Preparation</b>	Preparation is highly evident. The story makes smooth transitions. There are no delays moving PowerPoint slides.  8-10 marks	Preparation is evident. Most story transitions are smooth. There may be a small pause or two in the talk or in moving PowerPoint slides.  6-7 marks	Preparation may or may not be evident. Unnecessary delays or pauses exist in the story or in moving PowerPoint slides.  4-5 marks	There is no evidence of preparation for the story. Very unorganized.  0 marks	
<b>Movement &amp; Animation</b>	Includes a variety of graphics, text, and animation that exhibits a sense of wholeness. Creative use of hyperlink navigational tools and /or hyperlink buttons  8-10 marks	Includes a variety of graphics, text, and animation. Adequate hyperlink navigational tools and/or hyperlink buttons  6-7 marks	Includes combinations of graphics and text, but buttons are difficult to navigate. No hyperlink buttons and/or navigation link buttons  4-5 marks	Either confusing or cluttered, barren or stark. Buttons or navigational tools are absent or confusing  0-3 marks	
<b>Screen Design &amp; Attractiveness</b>	Makes excellent use of font, color, graphics, pictures, characters, etc. to enhance the presentation.  8-10 marks	Makes good use of font, color, graphics, pictures, characters, etc. to enhance to presentation.  6-7 marks	Makes use of font, color, graphics, pictures, characters, etc. but occasionally these detract from the presentation content.  4-5 marks	Use of font, color, graphics, pictures, characters, etc. but these often distract from the presentation content.  0-3 marks	
<b>Questions: Cognitive Levels of Bloom</b>	The student/group has presented 8-10 questions and the different cognitive levels have been indicated. The questions represent ALL levels and seem plausible as it links to the topic.  8-10 marks	The student/group has presented 8-10 questions and the different cognitive levels have been indicated. The questions represent MOST levels and seem plausible as it links to the topic.  6-7 marks	The student/group has presented 8-10 questions and the different cognitive levels have been indicated. The questions represent only a FEW levels and seem plausible as it links to the topic.  4-5 marks	An attempt has been made, but the questions are not well phrased at all OR No questions included.  0-1 marks	

<b>PRESENTATION OF IMPLEMENTATION:</b>					<b>MARK AWARDED</b>
<b>PRESENTATION OF IMPLEMENTATION PROCESS OF STORY: 'How to'</b>					
<b>3 to 5 minutes (not part of the previous 15 slides)</b>					
<b>CAPS: Subject, page number and term</b>	Everything indicated: Subject, Page number in CAPS and Term  5 marks			Not indicated  0 marks	
<b>Explanation of implementation process</b>	Explain in an excellent manner how the PowerPoint could be implemented. Easy for someone to do it.  8-10 marks	Explain in a good manner how the PowerPoint could be implemented. Easy for someone to do it.  6-7 marks	Explain in a reasonable manner how the PowerPoint could be implemented. Not so easy for someone to do it.  4-5 marks	Very unclear  0 marks	
<b>Oral Presentation</b> <b>Elocution/Eye Contact</b>	Maintains eye contact and pronounces all terms precisely. All audience members can hear 8-10 marks	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation  6-7 marks	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing  4-5 marks	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly 0-3 marks	
<b>Voice</b>	Every spoken word can be heard and understood clearly with no difficulty by each person in the audience. 8-10 marks	A very brief portion of the talk may be unclear or inaudible to some members of the audience, OR the audience has to make an effort to hear and understand.  6-7 marks	Several parts of the talk are unclear or inaudible to some members of the audience, OR one portion is unclear or inaudible to most of the audience.  4-5 marks	Several parts of the talk are unclear or inaudible to most of the audience. 0-3 marks	
<b>Mechanics</b>	No misspellings or grammatical errors.  8 marks	Three or fewer misspellings and/or mechanical errors.  6 marks	Four misspellings and/or grammatical errors.  4 marks	More than 4 errors in spelling or grammar.  0-2 marks	

PEER SURNAME: .....

DATE: .....

LECTURERE SURNAME: .....

DATE: .....

## **ONLINE RESOURCES ON BLOOM AND COGNITIVE LEVELS**

Du Plessis and Webb (2011, p. 1201) <http://www.ascilite.org.au/ajet/ajet27/duplessis.pdf>

Practical ideas when implementing Bloom's Taxonomy in a practical manner by providing examples of questions <http://www.pedagogyideas.com/wp-content/uploads/2013/01/03-Writing-Lesson-Plans-Using-Blooms-Taxonomy.pdf>

## **ONLINE RESOURCES ON YOUTUBE GROUND RULES**

<http://youtubeintheclassroom.weebly.com/guiding-principles.html>

## **ONLINE RESOURCES ON READY-MADE POWERPOINT**

Pete's PowerPoint Station at [www.pppst.com](http://www.pppst.com)

## **ONLINE RESOURCES ON STANDALONE YOUTUBE DOWNLOADERS**

Standalone downloaders exist such as this one of GVU Technologies that is available at <http://gvutechnologies.com/lp/>.

Explanation of how to use GVU Technologies' Downloader <http://youtu.be/-vxtfXL3NO4>

<http://www.techsupportalert.com/content/finally-free-flexible-youtube-download-works.htm>

<http://www.techsupportalert.com/content/best-free-video-downloader.htm>

<http://www.xilisoft.com/download-youtube-video.html>

<http://youtubedownloader.com/>

<http://www.dvdvideosoftware.com/products/dvd/Free-YouTube-Download.htm#.Uu6TsLSOJOI>

## **ONLINE RESOURCES ON INTEGRATED ADD-INS IN YOUR BROWSER YOUTUBE DOWNLOADERS**

For Internet Explorer:

<http://www.iegallery.com/Addons/Details/442>

For FireFox, Internet Explorer and other browsers, try:

[http://www.freemake.com/news/save\\_youtube\\_videos\\_in\\_1\\_click\\_with\\_new\\_download\\_button](http://www.freemake.com/news/save_youtube_videos_in_1_click_with_new_download_button)

<http://www.savevideoplugin.com/>

An explanation of how to add an ADD-IN into Firefox, Chrome and Internet Explorer:

<http://www.digitaltrends.com/computing/how-to-download-youtube-video-firefox-chrome-browser-plugins-addons/>

## ONLINE RESOURCES ON POWERPOINT RESEARCH

Bartsch, R. A., & Cobern, K. M. (2003). Effectiveness of PowerPoint presentations in lectures. *Computers & Education*, 41(1), 77-86.

<https://apps.lis.illinois.edu/wiki/download/attachments/4366090/effectiveness%20of%20powerpoint%20presentations%20in%20lectures.pdf>

Berk, R.A. (2011). Research on PowerPoint: From basic features to multimedia. *International Journal of Technology in Teaching and Learning*. 7(1), 24-35.

[http://www.sicet.org/journals/ijttl/issue1101/2\\_Berk.pdf](http://www.sicet.org/journals/ijttl/issue1101/2_Berk.pdf)

Erdemýr, N. (2011). The Effect of PowerPoint and Traditional Lectures on Students' Achievement in Physics. *Journal of Turkish Science Education*, 8(3), 176-189.

<http://www.pegem.net/dosyalar/dokuman/138751-2014012210506-12.pdf>

Jones, A.M. (2003). The use and abuse of PowerPoint in Teaching and Learning in the Life Sciences: A Personal Overview. BEE-j

[http://www.csun.edu/science/ref/presentation/powerpoint/powerpoint\\_use\\_abuse.pdf](http://www.csun.edu/science/ref/presentation/powerpoint/powerpoint_use_abuse.pdf)

Nouri, H. A. S. (2005). The effect of PowerPoint presentations on student learning and attitudes. *Global Perspectives on Accounting Education*, 2, 53-73.

<http://gpae.bryant.edu/~gpae/vol2/04-046%20The%20Effect%20of%20PowerPoint%20Presentations%20on%20Student%20Learning.pdf>

Savaşçı Açıklan , F. & Yücel , H.A. (2011). Why Turkish pre-service teachers prefer to see PowerPoint Presentations in their classes. *Turkish Online Journal of Educational Technology*, 10(3), 340-347.

<http://www.tojet.net/articles/v10i3/10339.pdf>

Sugahara, S., & Boland, G. (Writer) (2006). The Effectiveness of PowerPoint presentations in the Accounting Classroom [Article], *Accounting Education: Routledge*.

<http://www.tandfonline.com/doi/abs/10.1080/09639280601011099#.Uu55MrSoJOI>

Savoy, A., Proctor, R. W., & Salvendy, G. (2009). Information retention from PowerPoint(TM) and traditional lectures. *Computers & Education*, 52(4), 858-867.

<http://singletaryedet780.wikispaces.com/file/view/assignment1EDET780.pdf>

Stephenson, J. E., Brown, C., & Griffin, D. K. (2008). Electronic delivery of lectures in the university environment: An empirical comparison of three delivery styles. *Computers & Education*, 50(3), 640-651.

<http://www.cblt.soton.ac.uk/multimedia/PDFs/comparison%20of%20electronic%20lecture%20delivery%20models%20university.pdf>

Selimoglu, S.K. & Arsoy, A.P. (2009). The effect of PowerPoint preferences of students on their performance: A Research In Anadolu University *Turkish Online Journal of Distance Education-*

TOJDE, 10(1), 114-129.

<http://tojde.anadolu.edu.tr/tojde33/pdf/Volume10Number1.pdf#page=4&zoom=auto,0,509>

Uz, C., Orhan, F. & Bilgic, G. (2010). Prospective teachers' opinions on the value of PowerPoint presentations in lecturing. *Procedia - Social and Behavioral Sciences*, 2(2), 2051-2059

Website with links to articles on other websites, e.g. Science Direct

[http://www.son.washington.edu/portals/Nursed/Enhancements/PPTresearch/ppt\\_research.asp](http://www.son.washington.edu/portals/Nursed/Enhancements/PPTresearch/ppt_research.asp)